

African American History

Social Studies Academic Standards

Revised 2022

Course/Unit Credit: 0.5

Course Number: 474700

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: None

African American History Academic Standards & Disciplinary Concepts

Course Focus and Content

African American History examines the contributions African Americans have made to the history of the United States. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.

Integrating Standards and Selecting Content Topics

The disciplinary strands, standards, components, and the Knowledge and Skill Performance Expectations (KPEs and SPEs) are meant to be taught in an integrated manner, not in isolation. For example, a student might be studying an historical event or person while also learning specific civics, economics, geography, and/or history standards. The KPEs and SPEs require conceptual understanding which can be applied to future learning and additional content that may not be listed in the standards. The goal of knowledge acquisition in K-12 is for students to build knowledge and have experiences with content topics connected to their communities, the state of Arkansas, the United States, and the world. A thematic continuum of learning is provided to clarify (Figure 1) the expansion of learning from community to state to the world.

Related Laws for Social Studies

- A.C.A. § 1-5-109. Prisoners of War Remembrance Day.
- A.C.A. § 1-5-112. POW/MIA Recognition Day.
- A.C.A. § 1-5-113. Native American Heritage Week.
- A.C.A. § 1-5-114. Juneteenth Independence Day.
- A.C.A. § 1-5-119. Sultana Disaster Remembrance Day.
- A.C.A. § 6-16-101. Celebrate Freedom Week.
- A.C.A. § 6-16-105. United States Flag.
- A.C.A. § 6-16-106. Arkansas Flag.
- A.C.A. § 6-16-107. Patriotic Observances Generally.
- A.C.A. § 6-16-108. Recitation of the Pledge of Allegiance.
- A.C.A. § 6-16-111. Morals, Manners, Patriotism, and Business and Professional Integrity.
- A.C.A. § 6-16-121. African-American History – Teaching materials.
- A.C.A. § 6-16-122. American Heritage.
- A.C.A. § 6-16-148. Foundation of certain social studies or history courses offered in grades seven through twelve.
- A.C.A. § 6-16-154. Holocaust Education.
- A.C.A. § 6-16-124. Arkansas History – Required Social Studies Course.
- A.C.A. § 6-17-703. Arkansas History Professional Development.

Teacher Note: Not all state statutes apply to the current grade level content.

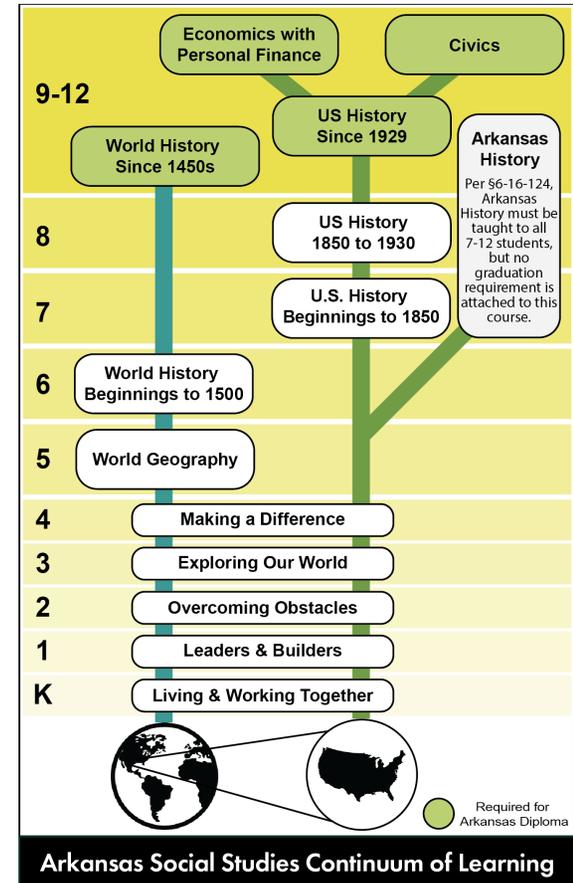


Figure 1

African American History Academic Standards & Disciplinary Concepts

Skills and Application

Throughout the course, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. *African American History does not need Arkansas Department of Education approval.* These standards do not meet the Grades 7-12 Arkansas History requirement as defined in Act 787 of 1997. Refer to the Arkansas History Academic Standards written for the course in Grades 7-8 or the Arkansas History Curriculum Framework for the course in Grades 9-12 to fulfill the one-semester Arkansas History requirement as defined in Act 787 of 1997.

Nomenclature Explained

icon indicates KPEs or SPEs that focus on topics in K-6 which relate to Arkansas and may be used to fulfill A.C.A. § 6-16-124

"C.1" indicates the first civics disciplinary standard

"2" specifies that it is an expectation for 2nd grade

"3" indicates which knowledge or skill performance expectation

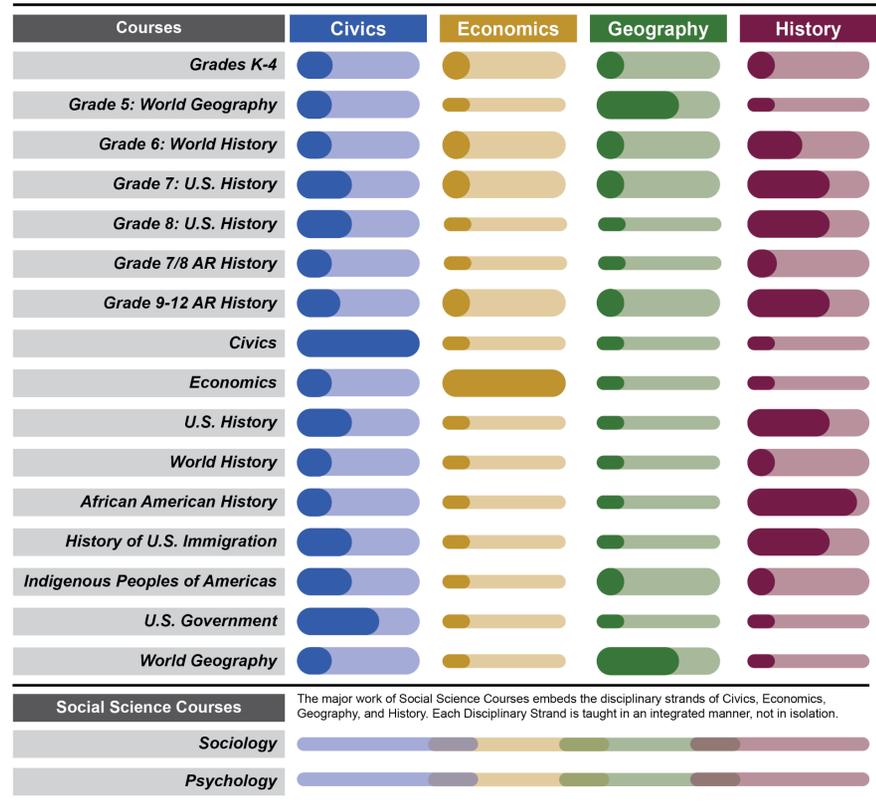
C.1.2.3

Primary and Secondary Sources and Disciplinary Literacy Standards

The Disciplinary Literacy Standards for History/Social Studies guide students with the specific skills they need to engage with all social studies content. These reading and writing skills are separated by grade bands and include the use of primary and secondary sources, analysis of content from a variety of perspectives, and assessment of the credibility and accuracy of sources. Teachers should access the Disciplinary Literacy Standards Resource for History/Social Studies document through the Division of Elementary and Secondary Education website.

Integration of Disciplinary Strands

The following graphic demonstrates the integration of the Disciplinary Strands and highlights the emphasis of the Disciplinary Standards within and across each grade and/or course.



African American History Academic Standards & Disciplinary Concepts

The College, Career, and Civic Life C3 Framework for Social Studies State Standards

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in four Dimensions.

- **Dimensions 1, 3, and 4** of the College, Career, and Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills.
- **Dimension 2** Applying Disciplinary Concepts and Tools sets forth the conceptual content, and the alignment to this dimension is embedded in the KPEs and SPEs.

Dimension 1 Developing Questions and Planning Inquiries		Dimension 3 Evaluating Sources and Using Evidence		Dimension 4 Communicating Conclusions and Taking Informed Action	
<ol style="list-style-type: none"> 1. Construct compelling questions that promote inquiry around key ideas and issues 2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations 3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view 		<ol style="list-style-type: none"> 4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use 5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations 		<ol style="list-style-type: none"> 6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies 7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others 8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, propose solutions, or assess strategies and options for action while applying deliberative processes 	

Dimension 2 ¹ Applying Disciplinary Concepts and Tools				
Civics	Economics	Geography	History	Social Sciences
<ul style="list-style-type: none"> • Civic and Political Institutions • Participation and Deliberation • Processes, Rules, and Laws 	<ul style="list-style-type: none"> • Economic Decision-Making • Exchange and Markets • Growth and Stability • The National Economy • The Global Economy 	<ul style="list-style-type: none"> • Geographic Representations: <i>Spatial Views of the World</i> • Human-Environment Interaction: <i>Place, Regions, and Culture</i> • Human Populations: <i>Spatial Patterns and Movements</i> • Global Interconnections: <i>Global Spatial Patterns</i> 	<ul style="list-style-type: none"> • Change, Continuity, and Context • Perspectives • Historical Sources and Evidence • Causation and Argumentation 	<ul style="list-style-type: none"> • Psychology • Sociology

¹ Organizational structure of the Social Studies Academic Standards is based on disciplinary strands in the C3 Framework.

African American History Academic Standards & Disciplinary Concepts

K-12 Disciplinary Standards Overview

Civics	Economics	Geography	History
<p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p>C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.</p> <p>C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.</p> <p>C.5 Students will understand the impact of origins, structures, and functions of institutions and laws on society and Indigenous peoples. This includes the relationship of the Native nations and the United States during various time periods.</p> <p>C.6 Students will understand the structure and functions of various types of tribal government and how they exercise their powers. This includes the progress and challenges of present-day Native America.</p>	<p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives.</p> <p>E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and sellers in markets.</p> <p>E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.</p> <p>E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.</p> <p>E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.</p>	<p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, present, and plan for the future.</p> <p>G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.</p> <p>G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p>G.5 Students will understand the impact Indigenous peoples have on the environment. This includes the communal view of how Indigenous peoples utilized the land and resources; and the characteristics of the original Indigenous peoples of Arkansas by analyzing artifacts, artwork, and other sources.</p>	<p>H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> <p>H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.4 Students will understand key historical periods from Civil War and Reconstruction (Era 5) to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.5 Students will understand key historical periods from the Great Depression and World War II, 1929-1945 (Era 8), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p>

African American History Academic Standards & Disciplinary Concepts

Disciplinary Standards At a Glance

Disciplinary Strand	Disciplinary Standard
Disciplinary Component	<ul style="list-style-type: none"> Grade or Course Specific Components
History	<p>H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p>
	World History since 1450 (World Era 6 through World Era 9)
World Era 6: 1450-1770	<ul style="list-style-type: none"> Pre-Colonial Period - origins of and changes in African American culture (Pre-Colonial-1775) (WE6)
History	<p>H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p>
	United States Beginnings through 1850 (Era 1 through Era 4)
Era 3: 1754 through the 1820s	<ul style="list-style-type: none"> Revolutionary Era - Roles and contributions made by people of African descent (1775-1820) (E3)
History	<p>H.4 Students will understand key historical periods from Civil War and Reconstruction, 1850-1877 (Era 5), to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p>
	United States History 1850-1930 (Era 5 through Era 7)
Era 5: 1850-1877	<ul style="list-style-type: none"> A Country Divided - Development of the northern, western, and southern regions of the United States and the effects on African American men and women (1820-1877) (E5)
Era 6: 1870-1900	<ul style="list-style-type: none"> Hardening of Jim Crow - the African American experience in the post-Reconstruction Era (1877-1920) (E6)

African American History Academic Standards & Disciplinary Concepts

History	H.5 Students will understand key historical periods from The Great Depression and World War II, 1929-1945 (Era 8), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.
	United States History 1929-Present (Era 8 though Era 10)
Era 8: 1929-1940	<ul style="list-style-type: none"> Seeds of Change - African American experience (1920-1950) (E8)
Era 9: 1941-1967	<ul style="list-style-type: none"> Illusion of Equality - African American experience (1950-1970) (E9)
Era 10: 1968 to Present	<ul style="list-style-type: none"> A Job Unfinished - the progress and challenges of African Americans in the post-Civil Rights Era (1970-Present) (E10)

Disciplinary Note

The major work of the African American History course includes the disciplinary strands of Civics, Economics, Geography, and History. Each disciplinary strand is meant to be taught in an integrated manner, not in isolation.

Teacher Note: Concepts of the Civics, Economic, and Geography strands are implicitly addressed in the embedded KPEs and SPEs.

Civics	Economics	Geography
<ul style="list-style-type: none"> Civic and Political Institutions Participation and Deliberation Processes, Rules, and Laws 	<ul style="list-style-type: none"> Economic Decision-Making Exchange and Markets Growth and Stability The National Economy The Global Economy 	<ul style="list-style-type: none"> Geographic Representations: <i>Spatial Views of the World</i> Human-Environment Interaction: <i>Place, Regions, and Culture</i> Human Populations: <i>Spatial Patterns and Movements</i> Global Interconnections: <i>Global Spatial Patterns</i>

**African American History
Academic Standards & Disciplinary Concepts**

History - World History since 1450 (World Era 6 through World Era 9)

H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.

World Era 6: 1450-1770, Pre-Colonial Period - origins of and changes in African American culture (Pre-Colonial-1775)

Knowledge and Skill Performance Expectations

African American History

World Era 6

H.6.AAH.1

Analyze ancient West African civilizations and leaders through culture, politics, economics, and trade, including the Ghana Empire, Mali Empire (Mansa Musa), Kingdom of Benin (King Ewuare), and Songhai Empire (Askia the Great).

H.6.AAH.2

Analyze social, economic, and political effects of the transition from indentured servitude to enslaved labor on African Americans.

H.6.AAH.3

Analyze the process, course, and conditions of involuntary migration patterns from Africa to the Americas, including internal African and American trafficking, and its impact on African Americans.

H.6.AAH.4

Compare the influence of ancient West African cultures to African American culture, including language, religion, music, art, and food.

**African American History
Academic Standards & Disciplinary Concepts**

History - United States Beginnings through the 1820s (Era 1 through Era 3)

H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

Era 3: 1754 through the 1820s, Revolutionary Era - Roles and contributions made by people of African descent (1775-1820)

Knowledge and Skill Performance Expectations

African American History

Era 3

H.3.AAH.1

Analyze social, economic, and political involvement of African American men and women in the Revolutionary Era.

This may include:

- Crispus Attucks
- Benjamin Banneker
- Phyllis Wheatley
- Elizabeth “Mum Bett” Freeman
- Samuel Poor
- Peter Salem
- James Armistead
- First Rhode Island Regiment
- Lord Dunmore's 1775 Proclamation
- John Laurens advocating for black soldiers

H.3.AAH.2

Investigate the effects of revolutionary ideologies, including Enlightenment thinking and Great Awakening theology, on social and political perspectives of African Americans, including natural law, natural rights, and equality.

H.3.AAH.3

Evaluate social, economic, and political roles of African American men and women during the expansion of the early United States.

This may include:

- Benjamin Banneker, District of Columbia surveyor, planner, astronomer, and naturalist
- James Derham, first to practice medicine formerly
- Jupiter Hamon, considered the founder of African-American literature
- Absalom Jones, early abolitionist and first ordained priest in Episcopal Church
- Alexander Twilight, first to earn bachelor's degree and first state-elected official in Vermont

**African American History
Academic Standards & Disciplinary Concepts**

History - United States History 1800-1900 (Era 4 through Era 6)

H.4 Students will understand key historical periods from Expansion and Reform, 1801-1861 (Era 4), to the Development of the Industrial United States, 1870-1900 (Era 6). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

Era 4: 180-1861, Expansion and Reform - The growth and expansion of the United States and its impact on the African American experience in northern, southern, and western regions.

Era 5: 1850-1877, A Country Divided - Development of the northern, western, and southern regions of the United States and the effects on African American men and women (1820-1877)

Era 6: 1870-1900, Hardening of Jim Crow - the African American experience in the post-Reconstruction Era (1877-1920)

Knowledge and Skill Performance Expectations

African American History

Eras 4 & 5

H.4.AAH.1

Compare the effects of economic developments in multiple regions of the United States on African American men and women between 1820 and 1877:

- Invention of cotton gin
- Use of steamboat for transportation
- “King Cotton” economy of southern states

H.4.AAH.2

Examine various perspectives toward the political rights of African American men and women between 1820 and 1877 throughout different regions of the United States, including discrimination and segregation, “separate but equal,” the Back-to-Africa movement, and full equality.

H.4.AAH.3

Analyze the responses of free and enslaved African American men and women to social, economic, and political conditions in different regions between 1820 and 1877.

Responses may include:

- Resistance and escape: (e.g., Underground Railroad, Harriet Tubman, Robert Smalls, West Bogan)
- Rebellions and uprisings: (e.g., Nat Turner, Gabriel Prosser)
- Calls for abolition and equality: (e.g., Frederick Douglass, Frances Harper, Ida B. Wells)
- Court cases: (e.g., Dred Scott, Homer Plessy)
- Back-to-Africa movement (e.g., Paul Cuffe, Martin Delany)
- Political involvement and representation (e.g., Alexander Twilight, Hiram Rhodes Revels, Joseph Rainey)

H.4.AAH.4

Identify the contributions and changing roles of African Americans during the Civil War as soldiers, spies, and regiments, and the impact of the Emancipation Proclamation.

**African American History
Academic Standards & Disciplinary Concepts**

Era 6

H.4.AAH.5

Analyze various experiences and responses to challenges of African American men and women from post-Reconstruction through the Jim Crow time period and early 20th century:

- Art and entertainment: (e.g., Harlem Renaissance)
- Education: (e.g., rising literacy rates, establishment of historically black colleges and universities, Booker T. Washington, W.E.B. Du Bois, Joseph Albert Booker)
- Entrepreneurship: (e.g., Samuel T. Wilcox, Robert Gordon, Annie Malone, Frederick and Charles Patterson, Maggie Lena Walker, Madam C. J. Walker)
- Religion: (e.g., growth of African Methodist Episcopal denomination [AME] and establishment of National Baptist Convention)
- Political organizations and affiliations
- Segregation and discrimination: (e.g., Jim Crow laws, Plessy vs. Ferguson, “sundown towns,” lynchings)

H.4.AAH.6

Analyze the 13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920

**African American History
Academic Standards & Disciplinary Concepts**

History - U.S. History Since 1890 (Era 7 through Era 10)

H.5 Students will understand key historical periods from the Emergence of Modern America, 1890-1930 (Era 7), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

Era 8: 1929-1945, Seeds of Change - African American experience (1920-1950)

Era 9: 1945 to Early 1970s, Illusion of Equality - African American experience (1950-1970)

Era 10: 1968 to Present, A Job Unfinished - the progress and challenges of African Americans in the post-Civil Rights Era (1970-Present)

Knowledge and Skill Performance Expectations

African American History

Era 8

H.5.AAH.1

Analyze change and continuity in the African American cultural identity, including the role of the Harlem Renaissance, in the area of art, music, film, literature, and dance.

H.5.AAH.2

Analyze the effects of the Great Depression and New Deal on the social and economic status of African American men and women in various geographic regions.

H.5.AAH.3

Analyze social, economic, and political actions and achievements of African Americans in the early 20th century:

- Great Migration
- Military desegregation
- Growth of civil rights organizations (e.g., National Association for the Advancement of Colored People [NAACP])
- Other social, political, and labor organizations (e.g., Southern Tenant Farmers Union)

Era 9

H.5.AAH.4

Analyze the influence of key African Americans on political and social change since 1950 using primary and secondary sources:

- Civil rights leaders: (e.g., Malcolm X, Martin Luther King, Jr., Coretta Scott King, A. Philip Randolph, Rosa Parks, Daisy Bates, John Lewis)
- Political leaders: (e.g., Thurgood Marshall, Shirley Chisholm, Patricia Harris, Condelezza Rice, Barack Obama, Kamala Harris, Clarence Thomas, Ketanji Brown Jackson)
- Military and science leaders: (e.g., Marcelite Harris, Katherine Johnson, Colin Powell, William E. Ward, Lloyd Austin)
- Education and thought leaders: (e.g., Langston Hughes, Thomas Sowell, Zora Neale Hurston)

**African American History
Academic Standards & Disciplinary Concepts**

H.5.AAH.5

Examine various ways African Americans participated in the Civil Rights Movement and the effects of their actions:

- Boycotts: (e.g., Montgomery bus boycott, Mississippi Freedom Summer)
- Marches: (e.g., Birmingham, Selma, March on Washington)
- Music: (e.g., "People Get Ready," "We Shall Overcome," "Freedom Highway," "Say It Loud - I'm Black and I'm Proud," "A Change is Gonna Come")
- Sit-ins: (e.g. Greensboro, Nashville, University of Chicago, Baltimore)
- Speeches: (e.g., "Letter from a Birmingham Jail," "I have a Dream," Fannie Lou Hamer's Testimony, Kwame Ture on "Black Power," Ella Jo Baker on the struggle for Civil Rights)

H.5.AAH.6

Analyze the effects of legislative developments in Congress and state governments on the African American experience between 1950-1970 in the areas of voting, civil rights, affirmative action, fair housing, education, employment, and commerce.

Era 10

H.5.AAH.8

Analyze the impact and achievements of African Americans on the arts, sports, medicine, business, entertainment industry, news media, and technology.

H.5.AAH.9

Identify unresolved social, economic, and political challenges for African American men and women from 1970 to the present.

H.5.AAH.10

Identify new social, economic, and political opportunities for African Americans.

This may include increased participation and representation in politics, business, education, medicine, and the arts.