

Los Angeles Unified School District  
*Secondary History/Social Science Branch*

<b>Course Title: African American History</b>	
<b>Semester Course – Grades 9 – 12</b>	
<b>Prerequisite: None</b>	
<b>370701</b>	<b>African American History</b>
<b>Course Description</b>	
<p>Ethnic Studies courses operate from the consideration that race and racism, have been, and continue to be, profoundly powerful social and cultural forces in American society. These courses focus on the experiences of African Americans, Asian Americans, Chicanas/os and Latinas/os, Native Americans, and other racialized peoples in the US. Courses are grounded in the concrete situations of people of color, and use a methodological framing that emphasizes both the structural dimensions of race and racism and the associated cultural dimensions. (Adapted from UC Berkeley, Department of Ethnic Studies).</p> <p>The major purpose of this course is to develop an understanding of the role and contributions of African Americans to the growth and development of the United States. The course offers opportunities to examine the historical significance of African Americans from African Origins through present times. Units should be taught through the lens of the unique cultural and political experiences of African Americans in the United States. The course promotes critical thinking about race, and other systems of difference that shape individual and group interactions, American identity, and culture.</p>	
This is an elective “A” course	
<b>COURSE SYLLABUS (topics to be covered and suggested time)</b>	
<ul style="list-style-type: none"> <li>• Identity (2 weeks)</li> <li>• African Pre - Colonial/Indigenous Roots (2 weeks)</li> <li>• Enslavement, Colonization, and the African Diaspora (2 weeks)</li> <li>• Anti-Slavery/Civil War (2 weeks)</li> <li>• Reconstruction/The Rise of Violence/Anti-Lynching Movement (2 weeks)</li> <li>• WWI/WWII: Freedom Abroad and Oppression at Home (2 weeks)</li> <li>• Civil Rights and Black Power Movements (4 weeks)</li> <li>• Progress, poverty, and the continued fight for equity and social justice (4 weeks)</li> </ul>	
<b>Recommended Focus Standards</b>	
<b>Historical Analysis (From Framework)</b>	<b>Chronological and Spatial Thinking</b> 1, 2, 3, 4 and 5 <b>Research, Evidence and Point of View</b> 1, 2 and 3 <b>Historical Interpretation</b> 1, 2, 3 and 4
<b>California Common Core Reading in History/Social Science Standards</b>	<b>RH</b> 1 – 10
<b>Common Core Writing in History/Social Science Standards</b>	<b>WHST</b> 1 – 10
<b>Representative Performance Outcomes and Skills</b>	
In this course, students will know and be able to:	

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- Analyze the pre-colonial, indigenous, and ancestral roots of Africans (e.g. educational systems, social and political developments, family structures, global trade and exchange).
- Understand the rich history of Africans that is foundational to all of humanity and predates slavery.
- Examine and analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, within a regional and global context.
- Understand the impact and legacy of colonialism on African Americans.
- Analyze the concept of white supremacy (including institutional racism, racial hierarchy, and oppression).
- Analyze the impact of enslavement on African Americans both North and South from the Revolution through the Civil War.
- Evaluate the successes and failures of Reconstruction through analysis of data, primary, and secondary sources.
- Analyze the various impacts of Booker T. Washington, W. E. B. DuBois, and Marcus Garvey on African American rights in the first decades of the 20<sup>th</sup> Century.
- Analyze and describe the effectiveness of the various approaches employed by different leaders of the Civil Rights and Black Power movement.
- Understand the role of ongoing resistance and self-determination in the trajectory of the African American community.
- Analyze the development of political power for women within the African American community and its relationship to changing power structures in the United States.
- Evaluate the evolving role of education in the African American community.
- Understand the roles of cultural, spiritual, social, and political practices in the evolution of Black America (e.g. music, literature, storytelling, spiritual practice, social structures).
- Analyze the historical, philosophical, and literary roots of hip hop as a means of political awareness and empowerment.
- Analyze the development of political power within the African American community and its relationship to changing power structures in the United States.
- What challenges continue to face African Americans?
- What opportunities do students have to enact positive change for African Americans?

In accordance with their individual capacity, students will grow in the ability to:

- Locate, interpret, and assess information found in primary and secondary sources.
- Describe how major historical events are related to each other in time by distinguishing between cause and effect, sequence, and correlation.
- Construct historical interpretations and solutions through the evaluation of different ideas, values, and behaviors.
- Apply the principles of historical research to the History/Social Science discipline by asking historical questions, evaluating data, and analyzing different points of view.
- Ask historical questions and relate different points of view.
- Use writing to combine ideas, concepts, and information to craft a claim and draw connections among them.
- Arrange historical events in sequential order and determine their correlation to each other.
- Identify an author's position on a historical event.
- Identify and evaluate an author's purpose in producing a document.
- Hypothesize what the author will say before reading a document.
- Evaluate the trustworthiness of a source by considering genre, audience and purpose.
- Understand how context and background information influence the content of a document.
- Recognize that documents are products of particular points in time.

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- Establish what is probable by comparing documents to each other.
- Recognize disparities between accounts.
- Identify an author's claims about an event.
- Evaluate the evidence and reasoning the author uses to support claims.
- Evaluate author's word choice; understand that language is used deliberately.

**Assessments** will include:

- Content Specific Formative and Summative Assessments
- Historical Analysis and Thinking Skills Formative and Summative Assessments
- Short Constructed Responses
- Extended Constructed Responses

**Texts/Materials**

- From Slavery to Freedom: A History of African Americans, 9<sup>th</sup> Edition
- Content Appropriate SHEG Lessons (e.g., Radical Reconstruction, Booker T. Washington v. W. E. B. DuBois, Marcus Garvey, Montgomery Bus Boycott, etc.)