

**John Adams High School
African American History
2011-12**

Instructor:	Ms. Gates	Room	Office Hours, other info.
Phone:	216-491-5700	219	1:00 – 1:30
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DESCRIPTION OF COURSE:

This course will examine the African American experience in the United States beginning with Africa and tracing the history of those taken from the African continent and brought to the New World as slaves. By examining the influence of geography, various cultural perspectives, economic and social systems, the evolution of an African American identity and culture will be explored within the larger context of what it means to be American.

SUPPLIES NEEDED: 8 1/2 x 11 5-subject notebook, 1 GB jump drive, supply of ink pens

Required Readings:

Textbook: *The African American Odyssey*, Hine, Hine & Harrold (TB)

Selected Readings from

American Slavery: 1619-1877, Peter Kolchin (AS)

Problems in American Civilization: Slavery in American Society, 3rd Edition (PAC)

Slavery: Opposing Viewpoints

The Journey: A History of the African American Experience, Dorothy Salem

Growing Up Black. Edited by Jay David

Children of the Dream: Our own Stories of Growing up Black in America, Laurel Holliday

Walking with the Wind, John Lewis

A Ghetto Takes Shape: Black Cleveland, 1870-1930, Kenneth L. Kusmer

Race and Membership in American History: the Eugenics Movement, a resource book by Facing History and Ourselves

Books

Celia, A Slave: A True Story, Melton A. McLaurin

North into Freedom: The Autobiography of a Free Negro, John Malvin

Phillis Wheatley, *Poems on Various Subjects*

Videos

Slavery and the Making of the America

The Rise and Fall of Jim Crow

Roots

Roots, the Next Generation

Course Syllabus, con't

Eyes on the Prize

Freedom Riders

The Long Walk Home

Crisis at Central High

Race: The Power of Illusion WEB SITE:

An accompanying course site is available at and will be used

Grading Policy:

Your grade for this class will be based on the following

Blog Posts

By Saturday of every week, you are to post a response to the question for the week on the blog setup for this course. The question is listed in the syllabus

Class Participation and Discussion you will earn a maximum of 10 pts for each day you are present for class and meet the following criteria: following classroom rules, participating in class discussions by offering meaningful and intelligent insights, respecting others opinions and listening while they are talking, not engaging in unrelated conversations and not using electronic devices during class time. You are required to come to class prepared for the day's activities and are expected to follow school and classroom rules as well as be in dress code.

Notebook – You are required to keep a notebook in which you will keep all class, homework assignments, notes and a glossary. This notebook will be graded on a regular basis and will provide proof that you did your assignments. All work in this notebook must be written in blue or black ink.

Writing Workshops – There are eight writing workshops assigned throughout the year. The goal of these assignments is to help develop your writing skills for social studies. Each assignment will focus on the several types of writing that are found in social studies.

Research Paper – You will be required to write a research paper focusing in the theme of Revolution, Reaction and Reform, which is this year's National history Day theme. Half of the credit for this research paper will be to produce an entry to enter into the National History Day competition. You can choose to enter the paper as is or create an exhibit, documentary, website, or skit based on your research. 200 pts

Midterm Exam – At the end of each quarter, there will be a midterm exam covering material covered in class that quarter. Each midterm exam will be an essay and will be take home. Midterms are worth 100 pts

Quiz - There will be four quizzes that will include short essay and objective questions. Each quiz is worth 50 pts.

Journal - You will be required to keep a journal that will be used during class to reflect on videos and primary sources used during instruction. This will be graded weekly.

Your grade will be calculated using:

Blog Posts	5%
Class Participation	10%
Notebook	5%
Writing Workshops	10%
Research Paper	20%
Midterm Exam	30%
Quiz	15%
Journal	5%
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Total	100%

WEBSITE: This site will be used to turn in most assignments, to post answers/responses to blog questions and to take quizzes. In addition, supplemental course material will be available on this and all extra credit.

ASSIGNMENT GUIDELINES

All assignments must be:

1. Headed properly and written on standard notebook paper (wide rule or college rule). See Poster
2. Written in blue or black ink, no red, other colors or any variation of blue or black inks may be used.
3. All assignments must be turned in on its due date. If you are absent on the day an assignment is due and have an excuse, turn it in the day you return to school. If you are absent on a day an assignment is given, you have one week from the date of the absence to make the assignment up, provided that you have an excused absence.

CLASS ROOM RULES: See poster in the classroom.

ATTENDANCE POLICY

You are expected to be present for every class. If you have to be absent, you will need a H20 from your homeroom teacher to receive make-up work. You get an H20 by bringing a note from your parent/guardian. **You have one week to make-up a missed assignment from the date you are absent. It is your responsibility to get make-up work from the teacher.**

STUDY ASSISTANCE:

I will be available for assistance before and after school

Course Syllabus, con't

1st Semester-African American Experience: 8000 BCE - 1877

First Quarter From Africa to North America

Week 1- Identity and Race

8/29 – 9/2

Blog Question: *Do you believe that race will no longer be an issue in the United States? Explain*

Readings: “Human Variation” pp. 10-11, TB pp 6-11

Video: *The Real Eve, Race: The Power of Illusion*

Activities: Identity Collage, class discussion

Primary Source/Artifact: What is your race?

Week 2 – The Many Faces of Africa

9/5 - 9/9

Blog Question: *What was the level of civilization in Africa before European contact? Explain*

Readings: TB pp 12-25

Video: *Timbuktu*

Activities: Class discussion, Writing Workshop #1

Primary Source/Artifact: Ibn Battuta

Week 3 – Origins of the Atlantic Slave Trade

9/12 – 9/16

Blog Question: *How were Africans involved in the slave trade? Explain*

Readings: TB pp 30-51, AS pp 3-6, 18-24

Video: *Roots, Slavery & Making of America*

Activities: Class discussion, Writing Workshop #2

Primary Source/Artifact: The Middle Passage: An Eyewitness Account

Week 4 – 5 Becoming a Slave in North America

9/19 – 9/30, Open House Early Release 9/19

Blog Question: *What was the status of Africans when they first arrived in North America? Explain*

Readings: TB pp 56-59, AS pp 6-18, 24-27

Video: *Slavery & Making of America*

Activities: Class discussion, Research Paper/NHD Project

Primary Source/Artifact: Landing of Negroes at Jamestown from a Dutch Man-of-War, 1619, Anthony Johnson

QUIZ #1 Tues 9/20

Week 6 - 7 Origins of African American Culture

10/3 – 10/14

Blog Question: *How did Africans Americans affect colonial culture?*

Readings: TB pp 72-74, AS 28-34, 49-57

Video: *Slavery & Making of America, Roots*

Activities: Class discussion, Research Paper/NHD Project

Primary Source/Artifact: Phillis Wheatley, *Poems on Various Subjects*

Week 8 – Black Enlightenment

10/17 – 10/21, Early Release Day 10/19

Blog Question: *To what extent did the Enlightenment influence African American life?*

Readings: TB pp 88-97,

Video: *Slavery & Making of America*

Activities: Class discussion, Research Paper/NHD Project
Primary Source/Artifact: Opposing Viewpoints: Slavery is Immoral/Slavery is Moral ;
Massachusetts Slaves Petition the Governor

Week 9 – 10 Black Patriots

10/24 -10/28

Blog Question: What role did African Americans play in the American Revolution?

Readings: TB pp 98-107,

Video: Slavery & Making of America

Activities: Class discussion, Research Paper/NHD Project

Primary Source/Artifact: Opposing Viewpoints: Slaves Should be free to fight /Slaves Should not be free

MIDTERM 1 DUE 10/28

Second Quarter Slavery and the Making of the US

Week 1 – Three-Fifths a Person

10/31 -11/4

Blog Question: How did the US Constitution support slavery?

Readings: TB pp 112-123, AS pp 76-80

Video: Slavery & Making of America

Activities: Class discussion, Research Paper/NHD Project

Primary Source/Artifact: US Constitution

Week 2 – Freedom in the North

11/7- 11/11, 11/8 & 11/11 No School

Blog Question: How would characterize life for free African Americans in the North?

Readings: TB pp 124-139, AS pp 80-85

Video: Slavery & Making of America

Activities: Class discussion, Writing Workshop #3

Primary Source/Artifact: John Malvin, *North into Freedom*

Week 3 – 4 Antebellum Slavery

11/14 – 11/22

Blog Question: Describe the various types of jobs for slaves.

Readings: TB pp 146-169, AS 93-99, 105-111, AC: Herbert Gutman Family

Video: Slavery & Making of America, Roots

Activities: Class discussion, Writing Workshop #4

Primary Source/Artifact: Images of Slavery: A Photographic Essay, Celia, A Slave A True Story

Week 5 – Slaves Reaction to Bondage

11/28 – 12/2

Blog Question: Why were slave insurrections unsuccessful in the United States?

Readings: TB pp 208-212, AS 155-160

Video: Slavery & Making of America

Activities: Class discussion, Research Paper/NHD Project

Primary Source/Artifact: Opposing Viewpoints: The Southampton Slave Insurrection Was Necessary/Southampton Rebellion Resulted in White Violence

QUIZ #2 FRI 12/2

Week 6 – 7 Slavery Divides a Nation

12/5 – 12/16, 12/7 Early Release Day

- Blog Question:** Did slavery lead to the Civil War? Explain
- Readings:** TB pp. 213-275,
- Video:** *Slavery & Making of America, John Brown*
- Activities:** Class discussion, Writing Workshop #5
- Primary Source/Artifact:** Opposing Viewpoints: Emancipation Should Be Gradual/Emancipation Should Be Immediate; US Constitution Supports Slavery/US Constitution does not Support Slavery; Popular Sovereignty over Slavery Divides the Nation

Week 8 - Blacks Fight for the Union

12/19 – 12/22

- Blog Question:** Why did African Americans choose to fight in the Civil War?
- Readings:** TB pp 281-309
- Video:** *Slavery & Making of America*
- Activities:** Class discussion, Research Paper/NHD Project
- Primary Source/Artifact:** Massachusetts 54th

Week 9 – 10 Promise of Reconstruction

1/9 -1/20, 1/16 No School Martin Luther King Holiday

- Blog Question:** How would you characterize the progress African Americans made during Reconstruction? Explain
- Readings:** TB pp 313-337, 341-361
- Video:** *Slavery & Making of America, Reconstruction*
- Activities:** Class discussion, Writing Workshop # 6
- Primary Source/Artifact:** *Up From Slavery*
- MIDTERM 2 DUE 1/20

2nd Semester-African American Experience: 1877 to the Present

Third Quarter “Separate-but-Equal”

Week 1 Africans in the late 19th Century

1/23 – 1/27

- Blog Question:** *Discuss the challenges African Americans faced after Reconstruction.*
- Readings:** TB pp 367-395
- Video:** *Rise and Fall of Jim Crow, Roots Next Generation*
- Activities:** *Class discussion, Writing Workshop #7*
- Primary Source/Artifact:** *Plessy v Ferguson*

Week 2 – Black Southerners Challenge White Supremacy

1/30 – 2/3

- Blog Question:** *How did African Americans respond to a hostile environment?*
- Readings:** TB pp 399-429
- Video:** *Rise and Fall of Jim Crow*
- Activities:** *Class discussion, Research Paper/NHD Project*
- Primary Source/Artifact:** *From Growing Up Black: A Man Called White*

Week 3-4 The Promise of the North?

2/6 -2/16, 2/8 Early Release, 2/17 No School

- Blog Question:** *Was the North better for African Americans? Explain.*

Readings: TB pp 434-467, 471-497
Video: *Rise and Fall of Jim Crow*
Activities: *Class discussion, Writing Workshop #8*
Primary Source/Artifact: *Jacob Lawrence, Jane Edna Hunter*
QUIZ #3

Week 5-6 Black Protest and Great Depression

2/20 -3/2, 2/20 No School President's Day

Blog Question: *How did the Great Depression affect African Americans?*

Readings: TB pp 503-531

Video: *Rise and Fall of Jim Crow*

Activities: *Class discussion, Research Paper/NHD Project*

Primary Source/Artifact: *Excerpt from Children of the Dream, Arline Lorraine Piper*

Week 7- 8 Black Culture 1930 – 1949

3/5 – 3/9, Early Release 3/7

Blog Question: *How were African Americans portrayed in the popular culture during this period?*

Readings: TB pp 535-563

Video: *Rise and Fall of Jim Crow*

Activities: *Class discussion, Research Paper/NHD Project*

Primary Source/Artifact: *Manchild in the Promise Land, Gone With the Wind*

Week 9-10 Blacks and the US Armed Forces

3/12 -3/23 OGT 3/12-3/16

Blog Question: *In what ways did African Americans serve during World War II?*

Readings: TB pp 567-591

Video: *Rise and Fall of Jim Crow, A Soldier's Story*

Activities: *Class discussion,*

Primary Source/Artifact: *Tuskegee Airmen*

MIDTERM 3 DUE 3/23

Fourth Quarter Judge, Memory and Legacy: Civil Rights and Beyond

Week 1 – 3 Awakenings

3/26 – 4/4

Blog Question: *What forces contributed to the emergence of the Civil Rights Movement?*

Readings: TB pp 597-611

Video: *Eyes on the Prize, The Long Walk Home, Crisis at Central High*

Activities: *Class discussion, Revise Research Paper*

Primary Source/Artifact: *Coming of Age in Mississippi*

Week 4-6 Triumphs of a Movement

4/16 – 5/4

Blog Question: *How did the world and the US respond to the Civil Rights Movement?*

Readings: TB pp 612-629

Video: *Freedom Riders, Eyes on the Prize*

Activities: *Class discussion, Revise Research Paper*

Primary Source/Artifact: *John Lewis, Walking with the Wind*
QUIZ #4 5/4

Week 7-8 Challenges and Changes in the Movement

5/7 -5/18, Early Release 5/16

Blog Question: *How did the Civil Rights Movement change by the 1970s?*

Readings: *TB pp 633-669*

Video: *Eyes on the Prize,*

Activities: *Class discussion, Revise Research Paper*

Primary Source/Artifact: *From Angela Davis, An Autobiography*

Week 9-10 Black Politics, White Backlash

5/21 – 6/6

Blog Question: *Has the US become a post-racial society?*

Readings: *TB pp 673-745*

Video: *Eyes on the Prize,*

Activities: *Class discussion, Revise Research Paper*

Primary Source/Artifact: *Dreams from My Father, Barack Obama*

MIDTERM 4 DUE 6/1

* Subject to change as needed.