

# AFRICAN AMERICAN HISTORY (H/KAP)



*For Africa to me... is more than a glamorous fact. It is a historical truth. No man can know where he is going unless he knows exactly where he has been and exactly how he arrived at his present place. ~Maya Angelou*

**Mr. J. F. Houser**

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Conference Period in Room #14

## **Expectations/Grading Policy 2014-2015**

The goals for this course is:

- I. To increase student self-awareness through a study of African and African-American history.
- II. To increase student leadership skills through a study of African and African-American history.
- III. To increase student knowledge of World history, African history, American history, and African American history and their relationships.

**CLASSROOM PROCEDURES** - African-American History Classes will abide by with the high school's attendance policy found in the **Student & Parent Handbook**. Class begins when the tardy bell rings. Students are expected to be **in their seats and ready to begin work**.

**All rules** in "**2014-2015 Student & Parent Handbook**" will be followed in this class.

Students must abide by the rules in the handbook on Page 25.-Electronic devices may not be used without the teacher's (Houser's) permission.

**CLASS ABSENCE** - It is the **responsibility of the student** to see the teacher for assignments missed **immediately** after his/her return to class. Students have (3 school days) after returning to school to make up tests. Make-up for missed daily assignments and quizzes is two days for each day of absence. Work must be completed within the time period listed above. If not completed, student's grade for this missed work will suffer a decrease in grade.

**ASSIGNMENTS** - All assignments **must** have student's first and last name, date and period. All assignments must be turned in by due date or will suffer a decrease in grade.

**CLASS ASSIGNMENTS** - Class assignments **must** be completed in class and will be collected by the end of the class period.

**TEST AND QUIZZES**- Quiz/test dates are announced **in advance**. Quizzes are generally 10 - 45 points. Most tests are usually worth 100 -150 points. (KAP 125- 175 points)

**GRADING** - A student's grade will be determined by the number of points accumulated during a grading period. Each assignment, test, quiz, homework and etc. will be given an assigned point value. At the end of the grading period all points will be totaled and a letter grade will be given based on the number of points accumulated.

The grading scale

**Shaker Grading Scale**

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

59%-below = F

**KAP Grading Scale\***

97-100% A+

93-96 A

90-92 A-

87-89 B+

83-86 B

80-82 B-

77-79 C+

73-76 C

70-72 C-

67-69 D+

63-66 D

60-62 D-

59 and below F

Semester Grade will include exam, which will be worth **20%** of the semester grade.

**MATERIALS** - Each **student** must **bring** the following items to class **daily**:

**3 Ring Notebook**

**Pencil**

**Notebook paper**

**Textbook -The African-American Odyssey**

**This class expectation sheet must be placed in notebook, the first page.**

- Grading scale used in reporting grade to Kenyon College

## Shaker Heights Social Studies Curriculum Map

### African American History (11<sup>th</sup>/12<sup>th</sup>) (H/KAP)

<i>Grade or Level</i>	<i>Unit Topic</i>	<i>Time Frame (in weeks)</i>	<i>State Standards (new as of 6/10, where applies)</i>	<i>Types of Assessment</i>
11 <sup>th</sup> /12 <sup>th</sup>	<b>Africa</b> 1. Africa as “Eden” – Birthplace of Humanity 2. Origins of civilizations 3. Egypt as Black civilization 4. Great civilizations of West Africa (Ghana, Mali, Songhai) 5. Control of the world’s gold trade and the advanced learning in Timbuktu 6. 54 independent countries of Africa 7. African Facts	2 weeks	1. Historical events provide opportunities to examine alternative courses of action. 2. The use of primary and secondary sources of information includes an examination of the credibility of each source. 3. Historians develop these and use evidence to support or refute positions. 4. Historians analyze cause, effect, sequence, and correlation in historical events, Including multiple causation and long-and short-term causal relations	Write an essay on the origins of racism in America. Construct map of origin of human based on the finding of Dr. Wells (“Journey of Man”) Various experiential Activities (e.g. Discussions/Debates) Quizzes & tests
11 <sup>th</sup> /12 <sup>th</sup>	<b>Middle Passage</b> 1. African slave system 2. European introduction to West Africa and the trade system 3. Kingdoms involved in the slave trade 4. Culture of West African societies, Triangular trade (African control to European control) 5. Shift in the control of the slave from African to European hegemony 6. Nature of Middle Passage experience 7. Rebellions on slave ships	2-3 weeks	1. Historical events provide opportunities to examine alternative courses of action. 2. The use of primary and secondary sources of information includes an examination of the credibility of each source. 3. Historians develop these and use evidence to support or refute positions. 4. Historians analyze cause, effect, sequence, and correlation in historical events, Including multiple causation and long-and short-term causal relations	Construct - Journal/PowerPoint/ Story/Poem & Other Types of Presentations to gain perspective on the Middle Passage. Various experiential Activities (e.g. Discussions/Debates) Quizzes & tests Homework Observations

## Shaker Heights Social Studies Curriculum Map African American History (11<sup>th</sup>/12<sup>th</sup>) (H/KAP)

11 <sup>th</sup> /12 <sup>th</sup>	<b>Black People in Colonial North America</b> 1. Willie Lynch Letter 2. Foundations of Slavery 3. Black Leaders and Choices	1 weeks	1. Historical events provide opportunities to examine alternative courses of action. 2. The use of primary and secondary sources of information includes an examination of the credibility of each source. 3. Historians develop these and use evidence to support or refute positions. 4. Historians analyze cause, effect, sequence, and correlation in historical events, Including multiple causation and long-and short-term causal relations	Informal; formative; summative project  Essay on the Willie Lynch letter (validity)  Various experiential Activities (e.g. Discussions/Debates) on Willie Lynch letter  Quizzes & tests
11 <sup>th</sup> /12 <sup>th</sup>	<b>Life in Cotton Kingdom</b> 1. Plantation Culture 2. Slave life	1 weeks	1. Historical events provide opportunities to examine alternative courses of action. 2. The use of primary and secondary sources of information includes an examination of the credibility of each source. 3. Historians develop these and use evidence to support or refute positions. 4. Historians analyze cause, effect, sequence, and correlation in historical events, Including multiple causation and long-and short-term causal relations	Informal; formative; summative project Quizzes & tests Analyze census data (Slaves, Free persons, Whites)
11 <sup>th</sup> /12 <sup>th</sup>	<b>Opposition to Slavery</b> 1. Black/White Churches 2. Benevolent Societies 3. Slave Revolts, Insurrection & Conspiracies	1 weeks	1. Historical events provide opportunities to examine alternative courses of action. 2. The use of primary and secondary sources of information includes an examination of the credibility of each source. 3. Historians develop these and use evidence to support or refute positions. 4. Historians analyze cause, effect, sequence, and correlation in historical events, Including multiple causation and long-and short-term causal relations	Informal; formative; summative project Various experiential Activities (e.g. Discussions/Debates)  Quizzes & tests

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11 <sup>th</sup> /12 <sup>th</sup>	<b>Laws affecting African Americans (1619-1954)</b> 1. Slave Codes/ Black Codes /Jim Crow Laws 2. Supreme Courts Case Dredd Scott / Plessy v. Ferguson / Brown v. Board of Edu.	1 weeks	1. Historical events provide opportunities to examine alternative courses of action. 2. The use of primary and secondary sources of information includes an examination of the credibility of each source. 3. Historians develop these and use evidence to support or refute positions. 4. Historians analyze cause, effect, sequence, and correlation in historical events, Including multiple causation and long-and short-term causal relations	Informal; formative; summative project Various experiential Activities (e.g. Discussions/Debates)  Quizzes & tests Homework Observations
11 <sup>th</sup> /12 <sup>th</sup>	<b>Racial Violence</b> 1. Great Migration 2. Race Riots (Red Summer)	2 weeks	1. Historical events provide opportunities to examine alternative courses of action. 2. The use of primary and secondary sources of information includes an examination of the credibility of each source. 3. Historians develop these and use evidence to support or refute positions. 4. Historians analyze cause, effect, sequence, and correlation in historical events, Including multiple causation and long-and short-term causal relations 7. Immigration, internal migration and urbanization transformed American life. 8. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized	Informal; formative; summative project Various experiential Activities (e.g. Discussions/Debates)  Quizzes & tests

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### African American History (11<sup>th</sup>/12<sup>th</sup>) (H/KAP)

11 <sup>th</sup> /12 <sup>th</sup>	<p><b>African Americans and the 1920s Culture/Society of 1930 &amp; 1940-WWII</b></p> <p>1. Emerging Black Culture 2. Early Civil Rights movement 3. Black Leaders (Political and Historical Thinkers)</p>	2 -3weeks	<p>1. Historical events provide opportunities to examine alternative courses of action.</p> <p>2. The use of primary and secondary sources of information includes an examination of the credibility of each source.</p> <p>3. Historians develop these and use evidence to support or refute positions.</p> <p>4. Historians analyze cause, effect, sequence, and correlation in historical events, Including multiple causation and long-and short-term causal relations</p> <p>12. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I</p> <p>13. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.</p> <p>14. Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change</p> <p>23. Following WWII, the United States experienced a struggle for racial and gender equality and the extension of civil liberties.</p> <p>24. The postwar economic boom, greatly affected by advances in science, produced epic changes in American life.</p>	<p>Informal; formative; summative project Various experiential Activities (e.g. Protest Simulations/Debates Journals)</p> <p>Quizzes &amp; tests</p>

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11 <sup>th</sup> /12 <sup>th</sup>	<b>Civil Rights -The Freedom Movement</b> 1. Civil Rights Organizations 2. Civil Rights Events	2 weeks	1. Historical events provide opportunities to examine alternative courses of action. 2. The use of primary and secondary sources of information includes an examination of the credibility of each source. 3. Historians develop these and use evidence to support or refute positions. 4. Historians analyze cause, effect, sequence, and correlation in historical events, Including multiple causation and long-and short-term causal relations 25. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.	Informal; formative; summative project Quizzes & tests Various experiential Activities (e.g. Protest Simulations/Debates Journals) Interview of someone who lived through this time period.
11 <sup>th</sup> /12 <sup>th</sup>	<b>Black Power Movement</b> 1. Black Panther Party 2. Nations of Islam 3. Congressional Black Caucus	2 weeks	1. Historical events provide opportunities to examine alternative courses of action. 2. The use of primary and secondary sources of information includes an examination of the credibility of each source. 3. Historians develop these and use evidence to support or refute positions. 4. Historians analyze cause, effect, sequence, and correlation in historical events, Including multiple causation and long-and short-term causal relations	Various experiential Activities (e.g. Protest Simulations/Debates Journals) Quizzes & tests

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11 <sup>th</sup> /12 <sup>th</sup>	<p><b>African American in the New Millennium</b></p> <ol style="list-style-type: none"> <li>1. Presidential Policies affecting African Americans</li> <li>2. The affect of President Obama on America and African Americans</li> <li>3. African Americans changing American Culture</li> </ol>	2 weeks	<ol style="list-style-type: none"> <li>1. Historical events provide opportunities to examine alternative courses of action.</li> <li>2. The use of primary and secondary sources of information includes an examination of the credibility of each source.</li> <li>3. Historians develop these and use evidence to support or refute positions.</li> <li>4. Historians analyze cause, effect, sequence, and correlation in historical events, Including multiple causation and long-and short-term causal relations</li> </ol>	<p>Construct census data pie graph</p> <p>Analyze census data (African Americans, Whites, &amp; other minorities)</p> <p>Oral PowerPoint Presentation on the future of African Americans.</p> <p>Quizzes &amp; tests</p>
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