

African-American History

Ms. Gray

Room SS009

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We can only understand the present by continually referring to and studying the past: when any one of our intricate daily phenomena puzzles us; when there arises religious problems, political problems, race problems, we must always remember that while their solution lies here in the present, their cause and their explanation lie in the past.

W.E.B. DuBois, Voice of the Negro 2, pp.104-5

Course Description

The purpose of this course is to provide students with an authentic look at U.S. history with highlights from the struggles and achievements of African-American men, women, and children. The course will focus on people who were/are civil rights advocates, inventors, musicians, writers, scientists, engineers, politicians, intellectuals, and artists.

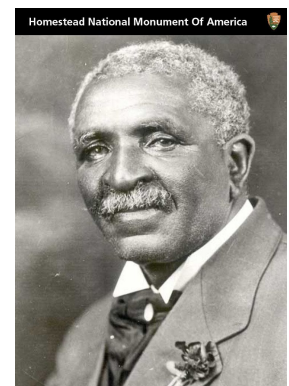
The course is organized chronologically and thematically around essential questions.

The main units/themes of study are:

1. Race & Racism in America
2. African Kingdoms to Reconstruction
3. Black Inventors and the Industrial Revolution
4. The Harlem Renaissance
5. The Great Depression & The New Deal
6. The Civil Rights Movement
7. American Music-past and present
8. Inner City Blues - drugs and gangs
9. Oregon African American History

Course Expectations

Students should come to class prepared. Everyday has a purpose and class participation is important. At the end of each unit of study, students will produce a product (essay, research project, speech, presentation, poster) that demonstrates understanding of larger concepts and issues from the unit.



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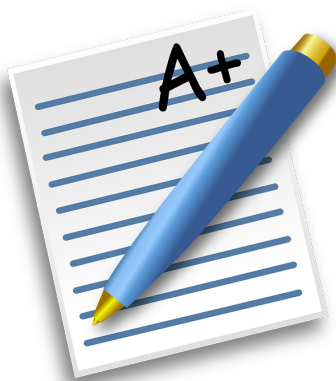
Notebook Requirements

Students will bring their notebook to every class. The notebook will be reviewed and graded during and after each unit. Daily work accounts for 50% of the overall grade in the course. Students will need an organizational method that will allow them to keep handouts at the ready for their classroom use. **I suggest a binder or a folder to keep papers organized.**



Cell Phone Policy

See the student handbook. Students will follow school policy. Since each teacher has their own rules, you will be expected to adjust to each room you enter.



Grading policy

Late work is accepted in accordance with school policy. Students have three days after they return to school to complete missing assignments. I suggest that you make-up the missed assignments during the next tutorial or afterschool in the same week you return to class. **You are responsible for obtaining any missing assignments when absent for any reason.** All assignments received after the mandated three days will be marked LATE and given half credit.

A = 90-100% B = 80-89% C = 70-79%

**50% in-class assignments/Notebook

**35% Unit Finals/Exams

**15% Homework

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Critical Thinking Skills / High Order Thinking Skills

- Locate information
 - Use library, online, or other search tools to locate sources
 - Use keywords, tables, indexes, and bibliographies to locate info
- Explore information
 - Use relevant parts of a text, document, visual, electronic, or audio source
 - Use maps, globes, graphics, and geographical information systems
 - Interpret history through artifacts
- Organize information in usable forms
 - Construct outlines
 - Write summaries
 - Compile bibliographies
 - Create mind maps and other graphic organizers
- Use computer-based technology and media/communication technology
 - Operate appropriate multimedia sources for directed and independent learning activities
 - Use internet based information networks
 - Use tools for research, information analysis, problem-solving, and decision making in learning
- Interpret information
 - State relationships between categories of information
 - Draw inferences from factual material
 - Recognize and interpret different points of view
- Analyze information
 - Form a simple organization of key ideas related to a topic
 - Separate a topic into major components according to appropriate criteria
 - Compare and contrast the credibility of differing ideas, elements, or accounts
- Evaluate information
 - Determine whether or not sources are valid and credible
 - Test the validity of the information, using such criteria as source, objectivity, technical correctness, and accuracy
- Synthesize information
 - Propose a new plan of operation, system, or scheme based on available data
 - Present information extracted from one format in a different format, e.g., print to visual

National Council for the Social Studies

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Social Studies Skills

By the end of the school year, students should be able to:

- **Read effectively**, finding the main ideas in a text (or movie, documentary, etc.)
- **Read critically**, assessing whether ideas are supported by evidence and placing a source in context with other sources and other knowledge. *Make connections.*
- **Understand** the difference between primary and secondary sources, realizing the importance and role of each
- **Apply** the principle of historiography to a source, locating the speaker and audience in social structure and time, and assessing the impact of that time and location upon the questions raised and the answers supplied
- **Write a coherent essay**, creating an effective introduction, organizing a “storyline,” justifying assertions with evidence, coming to a conclusion, and referencing sources correctly
- **Write effectively in other formats**, such as drafting a letter to a public official or textbook editor, composing a list, writing a newspaper article, or creating a website
- **Speak effectively**, perhaps including debate, *Socratic Seminar*, or mock-court formats
- **Read a map**, grasping compass directions and knowing enough geographic twigs to use the map effectively
- **Understand**, critique, and create tables of data
- **Cause change in society**

Loewen, James W. *Teaching What Really Happened*. Teachers College Press, 2010.

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Common Core State Standards for the Course

HS.1 Analyze the impact of constitutional amendments (such as groups, Individuals, institutions, national order). (Civics)

HS.11 Examine the pluralistic realities of society (such as ethnic and social groups, urban/rural, cultural, poverty, religion, and age) recognizing issues of equity, and evaluating the need for change. (Civics)

HS.12 Examine the power of government and evaluate the reasoning and impact of Supreme Court decisions on the rights of individuals and groups (such as Marbury v. Madison, Roe v. Wade, D.C. v. Heller, Loving v. Virginia, Plessy v. Ferguson, Obergefell v. Hodges, Brown v. Board, Cherokee Nation v. Georgia, Reed v. Reed, Oregon Employment Division vs. Smith, Korematsu v. US, Dartmouth v. Woodward, Mendez v. Westminster, etc.). (Civics)

HS.54 Evaluate continuity and change over the course of world and United States history.

HS.55 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.

HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.

HS.70 Identify and critique how the perspective of contemporary thinking influences our view of history

Individual Lessons - CCSS

11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.