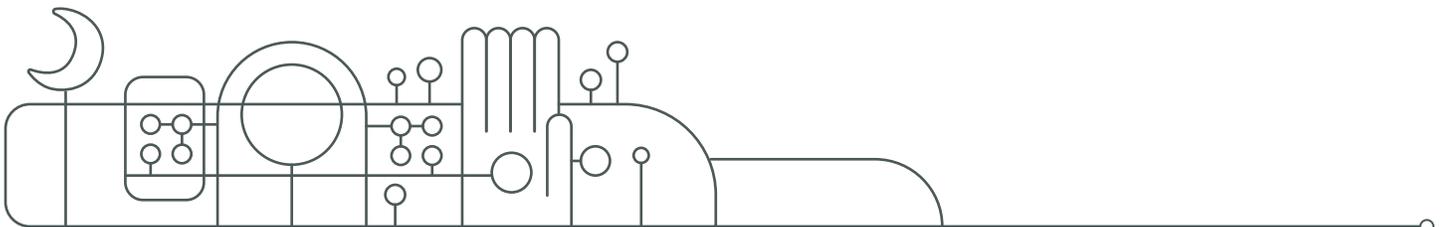


African-American History™

Course Outline

Lesson	Topics	Lesson Overview	Learning Objectives “Students will be able to...”
Slavery in the United States	<ul style="list-style-type: none"> ○ Trans-Atlantic Slave Trade ○ Phillis Wheatley ○ Underground Railroad 	Slavery remains America’s original sin—the embodied contradiction to its promise for equality and universal freedom. In this module, students learn about the history of this period, as well as the key figures and counterforces that were critical in its resistance.	<ul style="list-style-type: none"> ○ Analyze the power dynamics between European merchants, African tribal leaders, and enslaved Africans during the Trans-Atlantic Slave Trade. ○ Describe the basic elements of “triangular economics” and the flow of human laborers, raw materials, and finished goods between Europe, Africa, and the Americas. ○ Classify the goals and key initiatives of the Abolitionist movement
Emancipation and Reconstruction	<ul style="list-style-type: none"> ○ Frederick Douglass ○ Hiram Revels 	Great moments are defined by great figures. The end of slavery, hard won and ultimately inevitable, did not end inequality. As students learn in this module, it was leaders like Frederick Douglass and Hiram Revels who helped to pave the way for more opportunities for black Americans in the fabric of social and political culture.	<ul style="list-style-type: none"> ○ Analyze the legal and social barriers that prevented most slaves from learning to read including literacy laws, threat of discipline from their masters, and a lack of schools or learning materials for slaves. ○ Recognize Hiram Revels as the first African-American to serve in the US Senate. ○ Evaluate the objection to Revels’ acceptance in the Senate based on the fact that he was not legally a US citizen until the passage of the 14th Amendment.
Jim Crow	<ul style="list-style-type: none"> ○ Tuskegee Institute ○ W.E.B. Du Bois ○ Harlem Renaissance 	Despite many barriers, by the early to mid-twentieth century, African Americans were finding new ways to flourish and demonstrate original and lasting contributions to American culture. In this module, students learn about the sites of resilience and creativity that served to strengthen and unify this country in moments of fissure.	<ul style="list-style-type: none"> ○ Identify Thurgood Marshall as the lead attorney who argued and won <i>Brown v. Board of Education</i>, and later the first African-American Supreme Court Justice. ○ Identify Barbara Johns as a teenage girl who initiated a student protest that led to a lawsuit against school segregation, and went on to be part of the <i>Brown v. Board of Education</i> decision. ○ Evaluate the impact of the <i>Brown v. Board of Education</i> decision on schools and other segregated facilities in the United States. ○ Identify Dr. Martin Luther King, Jr. as a pastor and civil rights leader who helped organize the Montgomery Bus Boycott, and went on to become one of the most well-known figures in American history.



Lesson	Topics	Lesson Overview	Learning Objectives "Students will be able to..."
Civil Rights and Beyond	<ul style="list-style-type: none"> ○ Brown v. Board of Education ○ Montgomery Bus Boycott ○ Freedom Rides ○ March on Washington for Jobs and Freedom ○ Mae Jemison 	<p>Through great sacrifice and dogged effort, the Civil Rights Movement expanded freedom, equality, and opportunity. In this module, students learn about the key events and individuals who grabbed the moment and built a movement.</p>	<ul style="list-style-type: none"> ○ Identify Thurgood Marshall as the lead attorney who argued and won Brown v. Board of Education, and later the first African-American Supreme Court Justice. ○ Evaluate the impact of the Brown v. Board of Education decision on schools and other segregated facilities in the United States. ○ Identify Dr. Martin Luther King, Jr. as a pastor and civil rights leader who helped organize the Montgomery Bus Boycott, and went on to become one of the most well-known figures in American history. ○ Examine how the violent response to the Freedom Rides attracted national attention, which brought about the end of segregation of interstate buses. ○ Identify Bayard Rustin as the chief organizer of the March on Washington. ○ Evaluate how the demands of the March went on to inform major civil rights legislation in 1964 and 1965.
Capstone Exercise	<ul style="list-style-type: none"> ○ Final Essay 	<p>In a final essay, students reflect on all that they've learned throughout the course.</p>	<ul style="list-style-type: none"> ○ Summarize key points from a primary document in their own words. ○ Create an outline for a short analytical essay by answering a series of guiding questions. ○ Construct a short analytical essay based on their outline, incorporating the content of the outline into the larger composition. ○ Formulate a coherent argument, using supporting examples that align with their topic statement.