

# Unit 4: Expression

Content Area: **Social Studies**  
Course(s): **African American Studies**  
Time Period: **Semester 1**  
Length: **2 weeks**  
Status: **Published**

## Standards

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SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
SOC.6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
SOC.6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
SOC.6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

## Enduring Understandings

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- Students will understand the impact of African culture on American culture in the arts, religion, language, food, science, business....

Students will understand the achievements and contributions of African Americans during the Harlem Renaissance.

Students will understand the Harlem Renaissance's lasting influence on American culture.

Students will understand the racism and discrimination that was prevalent in American during the 1920's in both the north and south in relation to African American celebrities, housing, civil rights.

Students will understand the contributions of African Americans to American culture in the arts.

Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

## Essential Questions

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- Was the Harlem Renaissance a true renaissance or a continuation of progress?
  
- How does studying contributions to society by specific groups allow us to look at influences of these groups in the 21st century?
- How does a focus on cultural influences promote the recognition of groups for their individuality, the melting pot theory, and the salad bowl theory?
  
- How does point of view and context influence the telling of history?
- How do we determine the degree of degree of importance of different contributions to society?

## Knowledge and Skills

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- Students will be able to explain the role of African American leaders and organizations during the early 1900's and evaluate their impact.
- Booker T. Washington, WEB Dubois, Marcus Garvey
- Students will be able to evaluate the strategies used to address social inequalities.
- Reaction to Ku Klux Klan and hate groups, Housing discrimination, Court cases (Plessy, Brown) in education
- Students will be able to identify the contributions of African Americans business, music, sports and culture in the early 1900's.
- Jean Toomer, Jessie Fauset, Claude McKay, James Weldon Johnson, Ben Carson Alain Locke, Eric D. Walrond , Zora Neale Hurston, Louis Armstrong, Lonnie Bunch, Neil DeGrasse Tyson
- Students will be able to identify important achievements of African Americans during the Harlem Renaissance.
- Students will be able to identify influences of the Harlem Renaissance in today's society.
- Washington D.C. trip to African American History Museum

- Students will be able to recognize linguistic patterns that originate from predominantly African American population centers
- Students will be able to explain the fashion choices made by significant Black organizations such as the SCLC/CORE/SNCC in comparison to the Black Panther Party and beyond
- Students will be able to cite evidence of Black trends of self expression in popular culture over time - Poet Amanda Gorman,
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

## **Transfer Goals**

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Students will be able to independently come to grips with the discrepancies of African American contributions during the Harlem Renaissance with both de jure and de facto segregation.

Students will be able to independently analyze causation and context for racism and discrimination at a time of great achievement within the African American community.

Students will be able to independently evaluate the success and/or failures of efforts to integrate African Americans and to end racial discrimination.

Students will be able to independently synthesize the development of race relations over time.

## **Resources**

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- Four Hundred Souls - Ibram X Kendi

The 1619 Project - Nicole Hannah Jones

- Primary source and historians writings compiled in the The 1619 Project - Nicole Hannah Jones - use of primary sources compiled as well as articles by historians/professors
- Primary source and historian writings celebrating accomplishments of artistic, literary, musical, scientific contributions of African Americans to American society
- Library of Congress - multiple perspective primary sources looking at views related to race relations throughout history

Let Nobody Turn Us Around: An African American Anthology - Manning Marable

A History of African Americans From 1880 - Robin DG Kelley

Freedom on My Mind: A History of African Americans - Deborah Gray White

Black Historians on the Record: Essays from the Gilder Lehrman Institute

- Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

### **Assessments**

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<https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBek7lih12Q0ckKSTC4TMUXs/edit>

### **Modifications**

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<https://docs.google.com/document/d/1XtUWvYfqhUpgTH9A995xZIQ64jsDH2LtXo1yBo7zxDw/edit>