

Unit IV: Movements and Debates

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Summary

Movements and Debates- Students will explore the development of black political thought from the Civil Rights era up through contemporary political movements and expressions. An emphasis will be placed upon both the growth and structural systems of oppression experienced by the community within the last century, as well as black art movements which express identity and cultural connection built from the previous three units.

Standards

EK 4.1.A.3 Négritude (meaning “Blackness” in French) was a political, cultural, and literary movement of the 1930s through 1950s that started with French-speaking Caribbean and African writers protesting colonialism and the assimilation of Black people into European culture.

LO 4.2.B Describe examples of diasporic solidarity that emerged across the African diaspora in the twentieth century.

LO 4.3.A Describe African Americans’ involvement in the Second World War.

LO 4.4.A Describe the enduring forms of segregation and discrimination in daily life that African Americans faced in the first half of the twentieth century

LO 4.5.A Explain the long-term effects of housing discrimination on African Americans in the second half of the twentieth century

EK 4.6.A.1 Major civil rights organizations united African Americans with different experiences and perspectives through a common desire to end racial discrimination and inequality. These organizations included the “Big Four”: The National Association for the Advancement of Colored People (NAACP), the Southern Christian Leadership Conference (SCLC), the Congress of Racial Equality (CORE), and the Student Nonviolent Coordinating Committee (SNCC)

LO 4.7.A Describe the ways Black women leaders furthered the goals of the major civil rights organizations and grassroots efforts.

EK 4.8.A.1 During the Black Freedom movement of the twentieth century, Black artists contributed to the struggle for racial equality through various forms of expression. Their work brought African Americans’ resistance to inequality to global audiences and strengthened similar efforts by Afro-descendants

EK 4.9.A.1 The Nation of Islam (NOI) was founded in Detroit in 1930, blending basic beliefs and practices of Islam (devotion to Allah, study of the Qur’an) with mythology and Black Nationalist ideology.

LO 4.11.A Explain how the Black Panther Party pursued political, economic, and social reforms in the

twentieth century

LO 4.12.B Explain how the Black is Beautiful movement and Afrocentricity influenced Black culture in the 1960s, 1970s, and beyond.

EK 4.13.A.1 Throughout United States history, Black women played central roles in the struggles for freedom and racial and gender equality. In the eighteenth and nineteenth centuries, activists such as Jarena Lee, Sojourner Truth, and Harriet Tubman resisted injustice and oppression as enslaved and free people. In the 1970s, the Black feminist movement drew inspiration from these Black women activists and others who highlighted Black women's unique experiences of racism and sexism.

EK 4.14.A.1 The concept of "interlocking systems of oppression" describes how social categories (e.g., race, gender, class, sexuality, ability) are interconnected, and considers how their interaction with social systems creates unequal outcomes for individuals. The concept examines interrelated contexts, systems, and institutions that facilitate oppression or privilege in many areas of society, including education, health, housing, incarceration, and wealth gaps.

LO 4.15.A Explain how economic growth in Black communities has been hindered and promoted in the second half of the twentieth century

LO 4.16.A Describe ways the African American population has grown and become more diverse since 2000.

LO. 4.17.D Explain how African American political and cultural movements of the 1960s and 1970s influenced the emergence of hip-hop

LO 4.19.A Describe the contributions of Black athletes to sports in the nineteenth century and beyond.

LO 4.20.A Describe African Americans' contributions to scientific or technological advancements.

EK 4.21.A.1 African American Studies remains a primary means to examine the global influence of Black expression and racial inequities. The field analyzes Black history, literature, politics, and other subjects not included in more traditional disciplines, using approaches that focus on past and present Black experiences. These approaches continue to develop as the discipline evolves.

Priority Content Standards

Supplemental Content Standards

Interdisciplinary Connections (Standards)

Please select relevant "Standards for Mathematical Practice (2023)", science and engineering practice

standards "Grades 9-12/6-8 (2023)", ELA anchor statements, Social Studies practice standards. (3-6 total are suggested)

Planning and Carrying Out Investigations
Obtaining, Evaluating, and Communicating Information
Using Mathematics and Computational Thinking
Developing and Using Models
Constructing Explanations and Designing Solutions
Analyzing and Interpreting Data
Engaging in Argument from Evidence
Asking Questions and Defining Problems

Career Readiness, Life Literacies, and Key Skills PRACTICES

These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Standards

Select the Performance Expectations.

ClimateChange Education

Stage I: Desired Results

STAGE I Desired Results

Objective (Transfer)

Students will be able to independently use their learning to...

Identify and explain course concepts, developments, and processes.

Identify and explain a source's claim(s), evidence, and reasoning.

Describe and draw conclusions from patterns, trends, and limitations in data, making connections to relevant course content.

Explain how course concepts, developments, and processes relate to the discipline of African American Studies.

Explain the significance of a source's perspective, purpose, context, and audience.

Strategically select sources—evaluating the credibility of the evidence they present—to effectively support a claim.

Use a line of reasoning to develop a well-supported argument.

Mastery

Enduring Understanding

Students will understand that...

The Black Freedom movement encompasses a period of transnational activism from the mid-1940s to the 1970s. It is marked by both the Civil Rights movement, which annulled Jim Crow laws and practices, and the Black Power movement, which heightened Black consciousness and racial pride in the United States and abroad.

Through the mid-twentieth century, African Americans in the North and South continued to face racial discrimination, violence, and segregation in education, housing, transportation, and voting.

During the Black Freedom movement of the twentieth century, Black artists contributed to the struggle for racial equality through various forms of expression.

The concept of "interlocking systems of oppression" describes how social categories (e.g., race, gender, class, sexuality, ability) are interconnected, and considers how their interaction with social systems creates unequal outcomes for individuals.

African American Studies remains a primary means to examine the global influence of Black expression and racial inequities through history, literature, politics, and other subjects not included in more traditional

Essential Questions

How has the Black Freedom movement influenced perceptions around civil rights, solidarity, and activism in the twentieth century?

How did postwar federal programs lead to discriminatory practices which severely hindered access and equity for African American communities in the twentieth and twenty first centuries?

How did the Black feminist movement of the twentieth century draw inspiration from earlier Black women's activism?

How has migration and economic growth influenced representations of African Americans in media, the arts, music, sports, STEM, and the broader American culture.

disciplines, using approaches that focus on past and present Black experiences. These approaches continue to develop as the discipline evolves.

Acquisition

Students will know . . .

- *Anti-colonialism*
- *Martin Luther King*
- *Maya Angelou*
- *Malcolm X*
- *Double V Campaign*
- *GI Bill*
- *Tuskegee Airmen*
- *Clark Doll Test*
- *Brown v. Board of Education*
- *Redlining*
- *Major Civil Rights Organizations*
- *Black Power Movement*
- *Black Panther Party*
- *Black Arts Movement*
- *Afrocentricity*
- *Intersectionality*
- *Black Feminist Movement*
- *Desegregation*
- *Evolution of Hip-Hop*
- *African Americans in Media*
- *Afrofuturism*

Students will be skilled at . . .

- Reading closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determining central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- Delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Writing arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Assessing how point of view or purpose shapes the content and style of a text.
- Conducting short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gathering relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Drawing evidence from literary or informational

	<p>texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Developing and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Using technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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Stage II: Assessment Evidence

STAGE II Assessment Evidence	
Practices	Assessments
<u>Discourse on Colonialism</u>	<u>Freedom Summer Seminar</u>
<u>Segregated by Design Discussion</u>	Unit 4 Test
<u>Freedom Summer Strategies</u>	Independent Project Presentation
<u>Ballot or the Bullet Analysis</u>	Unit 4 Test
<u>Black Panthers Level Lesson</u>	Social Construct Socratic Seminar
<u>History of Hip Hop</u>	The Racial Mountain Fishbowl
<u>Economics of Oppression</u>	Final Presentation
Colonialism Discourse	
Selma March Analysis	
Military DBQ	
MLK vs. Malcolm X Debate	

Modifications

Extra time on assessments

Study guides

Preferential seating

Audio/visual examples

Acceleration

Additional FRQ and DBQ practices

Supplemental readings

Additional multiple choice practice questions

Stage III: Learning Plan

I. Week 1: Anticolonial Movements and the Early Black Freedom Movement

- A. The Négritude and Negrismo Movements
- B. Anticolonialism and Black Political Thought

II. Week 2: The Long Civil Rights Movement- Postwar Changes

- A. African Americans and the Second World War: The Double V Campaign and The G.I. Bill
- B. Discrimination, Segregation, and the Origins of the Civil Rights Movement
- C. Redlining and Housing Discrimination

III. Week 3: The Long Civil Rights Movement- Movements Toward Equality

- A. Major Civil Rights Organizations
- B. Black Women's Leadership and Grassroots Organizing in the Civil Rights Movement
- C. The Arts, Music and Politics of Freedom

IV. Week 4: Black Power and Black Pride

- A. Black religious Nationalism and the Black Power Movement
- B. The Black Arts Movement
- C. The Black Panther Party for Self-Defense
- D. Black is Beautiful and Afrocentricity

V. Week 5: Black Women's Voices in Society and Leadership

- A. The Black Feminist Movement and Womanism, and Intersectionality
- B. Interlocking Systems of Oppression

VI. Week 6: Diversity Within Black Communities

A. Economic Growth and Black Political Representation

B. Demographic Diversity in African American Communities

VII. Week 7: Identity, Cultural, and Connection

- a. The Evolution of African American Music
- b. Black Life in Theater, TV, and Film
- c. African Americans and Sports
- d. Science, Medicine, and Technology in Black Communities
- e. Black Studies, Black Futures and Afrofuturism

VIII. Week 8: AP Project Presentations

- A. Final Project Review
- B. Project Presentations

- Lesson 1.1: The Négritude and Negrismo Movements
- Lesson 1.2: Anticolonialism and Black Political Thought
- Lesson 1.3: African Americans and the Second World War: The Double V Campaign and the G.I. Bill
- Lesson 2.1: Discrimination, Segregation, and the Origins of the Civil Rights Movement
- Lesson 2.2: Redlining and Housing Discrimination
- Lesson 2.3: Major Civil Rights Organizations
- Lesson 3.1: Black Women’s Leadership and Grassroots Organizing in the Civil Rights Movement
- Lesson 3.2: The Arts, Music, and Politics of Freedom
- Lesson 3.3: Black Religious Nationalism and the Black Power Movement
- Lesson 4.1: The Black Arts Movement
- Lesson 4.2: The Black Panther Party for Self-Defense
- Lesson 4.3: Black Is Beautiful and Afrocentricity
- Lesson 5.1: The Black Feminist Movement, Womanism, and Intersectionality
- Lesson 5.2: Interlocking Systems of Oppression
- Lesson 5.3: Economic Growth and Black Political Representation
- Lesson 6.1: Demographic and Religious Diversity in Contemporary Black Communities
- Lesson 6.2: The Evolution of African American Music: From Spirituals to Hip-Hop
- Lesson 6.3: Black Life in Theater, TV, and Film
- Lesson 7.1: African Americans and Sports
- Lesson 7.2: Science, Medicine, and Technology in Black Communities
- Lesson 7.3: Black Studies, Black Futures, and Afrofuturism
- Lesson 8.1: Unit IV Test

Modifications

Extra time on assessments

Study guides

Preferential seating

Audio/visual examples

Acceleration

Additional FRQ and DBQ practices

Supplemental readings

Additional multiple choice practice questions

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

This unit features the various contributions to art, culture and politics stemming from the African American community. The movements include individuals from various religions, genders, geographic locations, and philosophies.

Specific Resources for Unit

- Textbook: Freedom on My Mind
- Clips from [I am Not Your Negro](#) Documentary (2016)
- Clips from [Segregated by Design](#) Documentary (2019)
- Clips from [Black Panther](#) Film (2018)
- Gilder Lehrman Institute of American History: AP African American Studies Guide-
<https://www.gilderlehrman.org/ap-african-american-studies>
- - Les Fétiches by Loïs Mailou Jones, 1938
 - The Jungle (La Jungla) by Wilfredo Lam, 1943
 - Excerpt from Discourse on Colonialism by Aimé Césaire, 1955
 - [Martin Luther King Jr. interview during visit to newly independent Ghana on invitation from Kwame Nkrumah](#), 1957
 - [Joe Louis and Fidel Castro during visit of Black business and media leaders to Havana, Cuba, 1960](#)

[Maya Angelou, Julian Mayfield, and others petition outside the U.S. Embassy in Accra, Ghana, 1963](#)

“Should I sacrifice to live “Half American” letter to the editor of the Pittsburg Carrier from James Thompson

[Major Charity E. Adams and Captain Mary Kearney inspect members of the 6888th Central Postal Directory Battalion in England, 1945](#)

[The flight instructor staff of Tuskegee Army Airfield, late World War II, 1945](#)

[Did World War II Launch the Civil Rights Movement? by Annette McDermott Clark Doll Test, Harlem, Gordon Parks, 1947](#)

[Kenneth Clark and child during the Clark Doll Test, Harlem, Gordon Parks, 1947](#)

[Brown v. Board of Education of Topeka, Opinion, May 17, 1954](#)

Introduction to Why We Can't Wait by Martin Luther King, 1964

[Home Owners' Loan Corporation “Residential Security” map of Philadelphia and Camden, 1937](#)

Excerpt from A Raisin in the Sun by Lorraine Hansberry, 1959

Excerpt from the Color of Law by Richard Rothstein, 2017

“Dr. Ossian Sweet’s Black Life Mattered” by Heather Bourbeau, 2015 (Secondary Source)

“Nonviolence and Racial Justice” by Martin Luther King Jr., 1957

John Lewis and Colleagues, Prayer Demonstrations at Segregated Swimming pools, Cairo, IL, 1962

ABC news reel of the Selma March over the Edmond Pettis Bridge

“The March on Washington Speech” by John Lewis, 1963

SNCC Position Paper: Women in the Movement, 1964

Dorothy Height meets President Lyndon Johnson at the White House, 1963

[“Boycott Cripples City Schools; Absences 360,000, Negroes and Puerto Ricans unite,” New York Times, 1964](#)

Excerpt from “A Girls Stands at the Door: The Lone Negro Girl” by Ada Lois Sipuel, Desegregation Champion

Speech in St. Louis by Josephine Baker, 1952

“Little Rock” by Nicolás Guillén, 1959

“Original Faubus Fables” “Fables of Faubus” by Charles Mingus, 1959 (video)

Why We Can't Wait (1964) by Martin Luther King Jr., 1964 (p. 48)

“Can't Turn Me Around” (video)

“The Ballot or the Bullet” by Malcolm X, 1964

Malcom X and Martin Luther King after press conference at the U.S. Capitol, 1964

[Muhammad Speaks Salesmen, 1965](#)

[Elijah Muhammad Addressing Black Muslims at Convention, 1966](#)

Negro es Bello II by Elizabeth Catlett, 1969

The Black Panther Party, Ten-Point Program, 1966

Black Panther Women in Oakland, CA, 1968

Panther Free Food Program, 1972

[Photo shoot in the Apollo Theater featuring Grandassa models and AJASS members in dashikis, 1968](#)

“Kathleen Cleaver on Natural Hair,” 1968 (video)

“Still I Rise” by Maya Angelou

“The Combahee River Collective Statement,” 1977

“What the Black Woman Thinks About Women’s Lib” by Toni Morrison, 1971

“We’re the Only Colored People Here” by Gwendolyn Brooks, From Maud Martha, 1953

“African American Women’s History and the Metalanguage of Race,” by Evelyn Brooks Higginbotham, 1992 (Secondary Source)

[Commencement Address of Gen. Colin Powell at Howard University, 1994](#)

[Portrait of President Barack Obama by Kehinde Wiley, 2018](#)

[Portrait of First Lady Michelle Obama by Amy Sherald, 2018](#)

Charts on the Black middle class (e.g., where the Black middle class lives, occupations, home ownership) from [Brookings Institution report](#) by Andre M. Perry and Carl Romer, 2020

President Obama’s 1st Inauguration speech

“The Growing Diversity of Black America,” by Christine Tamir, 2021

“Young Black Adults Less Protestant than Their Elders;” Pew Research Center, 2021

“The Evolution of African American Music” from Africanisms in African American Music by Portia Maultsby 1980

Music samples

[Breakdancers in New York](#), 1984

[Lobby card for The Betrayal](#) by Oscar Micheaux, 1948

Photo of [Soul Train](#), 1970

Soul Train [“It’s a Vibe: The Best Soul Train Line Dances”](#) (video, 4:31)

Playbill for [Fences](#) by August Wilson, 1987

[Jockeys Compete at the Washington Races, 1840](#)

[Tommie Smith and John Carlos raise fist during XIX Summer Olympics, 1968](#)

[Seattle Seahawks v San Francisco 49ers, 2017](#)

Mary Jackson at work, 1977

Mae Jamison works at zero gravity, 1992

[Henrietta Lacks \(HeLa\): The Mother of Modern Medicine](#) by Kadir Nelson, 2017

“Let’s Talk about ‘Black Panther’ and Afrofuturism” (video)

Poster for the film Space is the Place, c. 1974

[Nichelle Nichols as Uhura in the Star Trek episode, “A Piece of the Action,”](#) 1968

[“Culture Zone; Black to the Future,”](#) by Walter Mosley, 1998

“Afrofuturism and Black Panther” by myron t. strong and k. sean chaplin, 2019

Parliament Funkadelic “The Mothership”, 1975 video

“Black Studies and the Racial Mountain” by Manning Marable, 2000

“A Black Studies Manifesto” by Darlene Clark Hine, 2014

Technology Integration

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern’s commitment to enhancing students’ learning and preparing the 21st century learner for college and careers.