

Unit V: Further Explorations

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Summary

Further Explorations- Students will explore topics of contemporary relevance in the field of African American studies. These will include selected works of literature, art, or music; local history, modern debates, and cultural traditions.

Standards

LO 4.21.A Explain how the discipline of African American Studies has contributed to interdisciplinary academic studies.

LO 4.21.B Explain how Afrofuturism envisions Black lives in futuristic environments.

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

LO 4.19.B Explain how African American athletes in the twentieth and twenty-first centuries have contested discrimination and advocated for racial equality

LO 4.18.B Explain how migration and economic growth influenced representations of African Americans in television and film.

EK 4.17.B.3 African American music reflects lived experiences of joy, hope, creativity, and social critique in the midst of ongoing racism and oppression.

LO 4.16.B Explain how religion and faith have played dynamic social, educational, and community building roles in African American communities

LO 4.15.C Describe major advances in Black federal political leadership in the late twentieth and early twenty-first centuries.

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)	
<i>Students will be able to independently use their learning to...</i>	
<p>Identify and explain course concepts, developments, and processes.</p> <p>Identify and explain a source's claim(s), evidence, and reasoning.</p> <p>Describe and draw conclusions from patterns, trends, and limitations in data, making connections to relevant course content.</p> <p>Explain how course concepts, developments, and processes relate to the discipline of African American Studies.</p> <p>Explain the significance of a source's perspective, purpose, context, and audience.</p> <p>Strategically select sources—evaluating the credibility of the evidence they present—to effectively support a claim.</p> <p>Use a line of reasoning to develop a well-supported argument.</p>	
Mastery	
<u>Enduring Understanding</u>	<u>Essential Questions</u>
<p><i>Students will understand that...</i></p> <p>Contemporary grassroots organizing in African American communities center around a range of issues including land ownership, Black maternal health, state-sanctioned violence, climate change, and homeschooling and education, utilizing a variety of strategies for coalition building.</p> <p>Connections between the rise of a prison industrial complex and racial discrimination that disproportionately targeted African Americans from the Thirteenth Amendment through the aftermath of the Civil Rights movement have had a measurable impact on America's incarcerated population.</p> <p>Representations of culture and history in artistic traditions such as quilting, including the preservation of family histories, narratives of faith, and connections to textile traditions in Africa can be found in the intersections of African American art, politics, fashion, and music.</p> <p>The diverse expressions of African American cuisines, such as "soul food," as well as catering, and culinary practices are a result of interactions within and beyond the African diaspora in history, identity,</p>	<p>How has the influence of the ideas and aesthetics of twentieth century movements shaped the strategies of coalition building in twenty first century movements?</p> <p>How do Black political activists challenge policies and the factors that contribute to the disproportionate incarceration of African Americans, and seek to restore educational opportunities for inmates and ensure their access to legal representation?</p> <p>How have the aesthetics and audiences in diverse works by African American artists in the past inspired art, politics, fashion, and music of the present?</p> <p>How has African culinary traditions from the continent and during enslavement influenced African American foodways in the last century and beyond?</p>

economics, TV/film, literature, and health.

Acquisition

Students will know . . .

- *Black Lives Matter Movement*
- *Social Media Usage*
- *Hurricane Katrina*
- *Prison industrial complex*
- *Prison Abolition Movement*
- *Major works of Black filmmakers*
- *Spike Lee*
- *Ava DuVernay*
- *African American culinary traditions*

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 texts to support analysis, reflection, and research.
- Producing clear and coherent writing in which the development, organization, and style are

	<p>appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> • 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
How to Organize: Building a Coalition Incarceration Infographic Analysis Everyday Use Analysis	Reparations Socratic Seminar Black Filmmaker Mini Project Potluck Celebration

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: Contemporary Grassroots Organizing

- A. BLM & Coalition Building
- II. Week 2: Incarceration and Abolition
 - A. Prison Industrial Complex
 - B. 13th Documentary
 - C. Possible Alternative to Prison
- III. Week 3: Black Writers and Filmmakers
 - A. Black Filmmaker Mini Project
- IV. Week 4: African American Art
 - A. Freedom in Fashion
 - B. Cultural Connections
- V. Week 5: Black Foodways and Culinary Traditions
 - A. Final Potluck Celebration

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

- The Black Lives Matter Statement: What We Believe
- Black Farmers in America, The Pursuit of Independent Farming and the Role of Cooperatives, 1865-2000 (USDA.gov)
- Image of Protester Holding a Black Lives Matter Sign (National Museum of African American History and Culture)
- Pinback Button in Remembrance of Hurricane Katrina Victims (National Museum of African American History and Culture)
- *13th* Documentary, Netflix
- Humanity Street, New Orleans (National Museum of African American History and Culture)
- Infographic, “Incarceration in the U.S.: The Big Picture” (Prison Policy Initiative)
- Photograph, “Louisiana Prison, New Orleans” by Leonard Freed, 1965 (Smithsonian National Museum of African American History and Culture)
- Photograph, “Guard tower from Camp H at Angola Prison,” 1900–1950 (Smithsonian National Museum of African American History and Culture)
- Major works of Black filmmakers from the early twentieth century to the present (e.g., Tressie Souders, Chinonye Chukwu, Spike Lee, Ava DuVernay, and Jordan Peele)
- Films and film adaptations of literature by Black writers (e.g., *The Color Purple*, *Hidden Figures*, *Passing*, *Malcolm X*)
- Collection Story, “(Re) Creating the Narrative: The Black Women’s Literary Renaissance of the 1970s” (Smithsonian National Museum of African American History and Culture)
- Oral history, “Filmmaker Madeline Anderson” (Smithsonian National Museum of African American History and Culture)
- Database, African American Women Writers of the Nineteenth Century (New York Public Library)
- Freedom Quilt (ca. 1975), Jessie Bell Williams Telfair (National Museum of African American History and Culture)
- *An Offering #4* (2017), Stephen Towns (National Museum of African American History and Culture)
- “Everyday Use” by Alice Walker
- Louis and Lucille Armstrong’s recipe for “Creole Red Beans (Kidney) and Rice,” Louis Armstrong House Museum
- *Serving Barbecue at the Free Huey Rally, De Fremery Park, Oakland, California, #34* by Ruth-Marion Baruch, 1968
- *The Ebony Test Kitchen*, 1971
- *The Taste of Country Cooking*, by Edna Lewis, 1976
- Documentary films like *High on the Hog: How African American Cuisine Transformed America*
- Historical sites, museums, murals, historical societies, and monuments

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.