



Comprehensive Curriculum

African American Studies



Louisiana Department of
EDUCATION

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Unit 1, Activity 2, Key Concepts Chart

Key Concepts Chart

Key Concept	+	✓	-	Explanation	Extra Information
Caste System				A social structure in which classes are determined by heredity.	The ranking of members in a society by occupational status is determined by their birth.
Hieroglyphics				A system of writing with pictures that were used by the ancient Egyptians	Egyptian hieroglyphics are among the oldest writing systems in the world.
Reincarnation				Reincarnation is the belief that when one dies, one's body decomposes, but something of oneself is reborn in another body.	Certain animals are not eaten because it is believed that the souls of ancestors dwell in those animals.

Unit 1, Activity 2, Ancient African Empires

Ancient African Empires

<i>Date:</i>	<i>Name of Empire</i>
<i>Period:</i>	
Resources the _____ empire used for trade.	
Religious beliefs or customs of the people of _____ empire.	

Unit 1, Activity 3, Map of Africa



Unit 1, Activity 4, Key Historical Events

Key Historical Events

Role	Audience	Format	Topic	Student Response
Scribe writing about travels through ancient African empires	People in villages	Narrative account	Sights and sounds of ancient African empires	

Unit 1, Activity 5, African Proverbs

African Proverbs

	Proverbs that express warnings	Proverbs that reinforce optimistic values	What the proverb conveys to the reader
"The ruin of a nation begins in the homes of its people."			
"Do not follow the path. Go where there is no path and begin a trail."			
"Two hands wash themselves."			

Unit 2, Activity 2, The Amistad Revolt

The Amistad Revolt

The *Amistad* Revolt:

What was *Amistad*?

Describe what happened on the *Amistad*.

Describe the conditions under which individuals lived on the ship.

What were the long term and short term outcomes of the revolt?

Describe John Q. Adams' participation in the court case.

How did the case affect the Abolitionist Movement?

Unit 2, Activity 2, The Amistad Revolt Opinionnaire

The *Amistad* Revolt Opinionnaire

Directions: After each statement, write SA (strongly agree), A (agree), D (disagree), or SD (strongly disagree). Then in the space provided, briefly explain the reasons for your opinions.

1. Enslaved Africans aboard the *Amistad* should have been officially classified as free men and women of color once they were released from the ship. _____

Your reasons:

2. The leader of the revolt should have been found guilty.

Your reasons:

Unit 2, Activity 3, Consequences of the Slave Trade

Consequences of the Slave Trade

Long Term Consequences of Slave Trade	Short Term Consequences of Slave Trade

Unit 2, Activity 5, Key Concepts Chart

Key Concepts Chart

Key Concept	+	✓	-	Explanation	Additional Information
Colonial Slavery				Colonial slavery existed in every colony. At one time, twenty per cent of the population in the thirteen colonies was black.	The life of urban and domestic enslaved blacks was less harsh in some respects compared to enslaved blacks who worked in the fields. They had better food, clothing and greater opportunity to move about.
Indentured Servants				Persons who lost their freedom for a specified period of time, either because they sold it or as punishment for debt or crime	During the early years of the Chesapeake colonies, black people represented a small part of a labor force composed mainly of indentured servants.

Unit 2, Activity 6, American Revolution

American Revolution

Role	Audience	Format	Topic
Enslaved or free black person during the time of the American Revolution	Family	Letter	Experiences during the American Revolution

Unit 2, Activity 8, Enslaved and Free African Americans in Post-Revolutionary War America

**Enslaved and Free African Americans
in Post-Revolutionary War America**

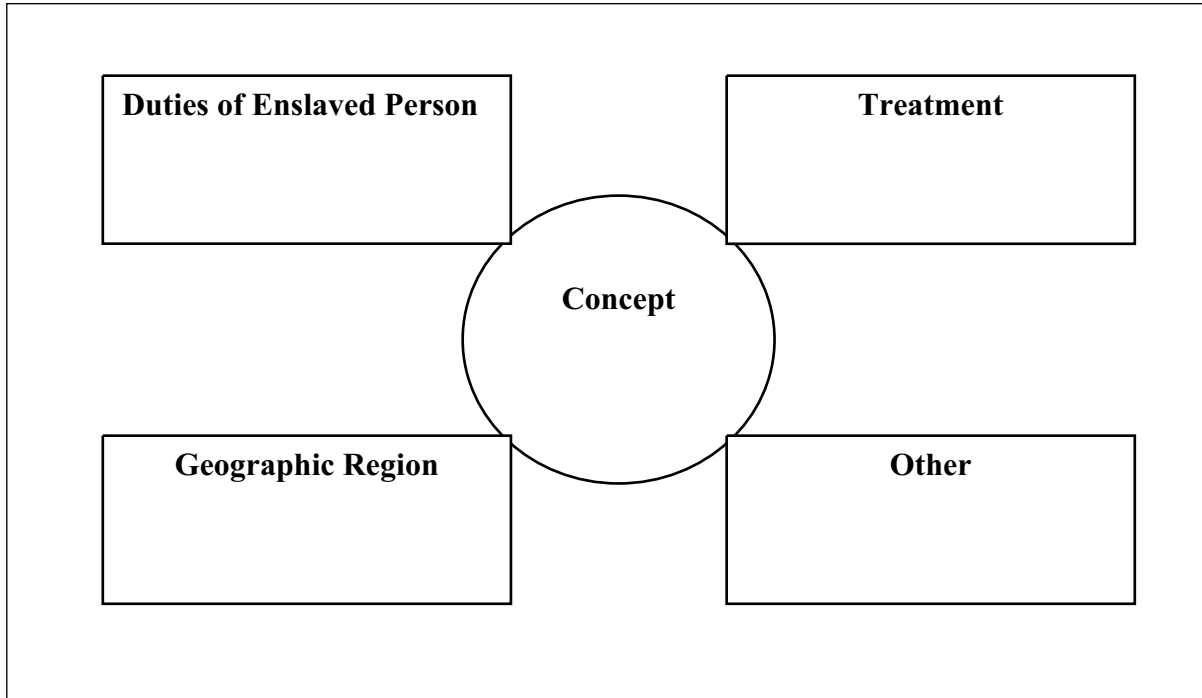
Date: Period:	Topic: Enslaved and Free African Americans in Post-Revolutionary War America
Outcome of the war	
Circumstances of enslaved and free African Americans after the war ended	

Unit 2, Activity 9, Enslaved Labor

Enslaved Labor

Labor Type	Characteristics & Duties
Field Work	<ul style="list-style-type: none">• Worked from sun-up to sun-down• Worked on plantations and small farms• Worked without breaks for lunch• Worked while ill or injured• Worked in poor weather• Picked cotton and other crops
House Work	

Enslaved Labor Vocabulary Card



Unit 2, Activity 10, Sectional Differences in the United States during the Pre-Civil War Period Opinionnaire

Sectional Differences in the United States during the Pre-Civil War Period Opinionnaire

What Are Your Opinions about the Sectional Differences in the United States during the Pre-Civil War Period?

Directions: After each statement, write SA (strongly agree), A (agree), D (disagree), or SD (strongly disagree). Then in the space provided, briefly explain the reasons for your opinions.

1. Slavery was necessary to the success of the South's economy. _____

Your reasons:

2. Slavery was the main cause of the Civil War. _____

Your reasons:

3. Slavery solely supported the economy in the South. _____

Your reasons:

***Unit 2, Activity 10, Sectional Differences during the Pre-Civil War Period
Word Grid***

Sectional Differences during the Pre-Civil War Period Word Grid

	<u>22 states</u> 22,000,000 people	<u>11 states</u> 9,000,000 people	4,000,000 enslaved African Americans	90% of the nations factories	More railroad tracks	More farms	Formed the Union	Formed the Confederate States
North								
South								

Unit 2, Activity 12, The Underground Railroad

The Underground Railroad

<u>Date:</u>	Topic: The Underground Railroad
The development of the Underground Railroad	
The purpose of the Underground Railroad	
Maps and routes of the Underground Railroad	
Harriet Tubman as a leader	
Results of the Underground Railroad	

Unit 2, Activity 14, Enslaved Person

Enslaved Person

Role	Audience	Format	Topic
News Reporter	Newspaper Readers in the Northern States	Front Page Newspaper Article	Life as an Enslaved Person on a Cotton Plantation in the South

Unit 2, Activity 14, Inventions and Their Impact on American Society

Inventions and Their Impact on American Society

Invention	Impact on American Society	Modern Changes to the Invention	Predict Changes to the Invention 30 Years from Today
Bifocal Eye Glasses			
Sewing Machine			
Traffic Signal			

Unit 2, Activity 16, Dred Scott Supreme Court Case

Dred Scott Supreme Court Case

Group of People	Topic: <i>Dred Scott</i> Supreme Court Case
African Americans	
White Americans	

Unit 2, Activity 16, Dred Scott Supreme Court Decision

Dred Scott Supreme Court Decision

Role	Audience	Format	Topic
Owner of an Enslaved Person	White Newspaper Readers	Front Page Newspaper Article	<i>“NEVER FREE!”</i>

Unit 3, Activity 1, Key Concepts of the Civil War

**Key Concepts Chart
Civil War**

Key Concept	+	✓	-	Explanation	Additional Information
Emancipation Proclamation				A proclamation issued by President Abraham Lincoln on January 1, 1863, that declared that all enslaved people residing in states still in rebellion were free.	The Proclamation also announced the acceptance of African American men into the Union army and navy. By the end of the war, almost 200,000 African American soldiers and sailors had fought for the Union and freedom.
Contraband				Goods that may be seized or confiscated.	Enslaved African Americans who escaped during the Civil War and fled to or were taken behind Union lines were considered contraband.
Sharecropping				A labor arrangement in which landowners supplied seed, equipment, and land to farmers in return for two thirds of their crop.	African American families were often cheated out of their fair share of the crop by the landowners. This meant that African American families remained in debt to the landowners year after year.

Unit 3, Activity 3, African Americans in the Civil War

African Americans in the Civil War

Role	Audience	Format	Topic
Regional newspaper reporter during the time of the Civil War	Subscribers	Newspaper article	Roles played by free and enslaved African Americans during the Civil War

Unit 3, Activity 4, Emancipation Proclamation

Emancipation Proclamation

Groups of People	Topic: Emancipation Proclamation Impact
Free African Americans	
Enslaved African Americans	
White Slave Holders	
Union Soldiers	
Confederate Soldiers	
Confederate Political Leaders	

Unit 3, Activity 8, African American Unit Leaders

African American Military Unit Leaders

African American Civil War Military Unit Leaders:

Did the plans and agenda of African American military unit leaders differ from that of white leaders? If so, how?

What supplies were available to the soldiers?

What additional hurdles or barriers did African American military unit leaders face?

Unit 3, Activity 10, Civil War Events

Civil War – Related Events

Event that led to or impacted the Civil War:	Topic: Civil War Events
Election of Abraham Lincoln	

Unit 3, Activity 11, Order of Events Opinionnaire

Improvements During Reconstruction - Order of Events Opinionnaire

Directions: After each statement, write SA (strongly agree), A (agree), D (disagree), or SD (strongly disagree). Then in the space provided, briefly explain the reasons for your opinions.

3. The first improvement that should have been made during Reconstruction is that educational institutions for African Americans should have been built. _____

Your reasons:

4. The last improvement that should have been made during Reconstruction is the passage of a Constitutional amendment granting all adult African Americans the right to vote.

Your reasons:

Unit 3, Activity 12, Freedmen's Bureau

Freedmen's Bureau

Area of Assistance	Topic: Freedmen's Bureau
social services	The Freedmen's Bureau helped to establish schools and churches in the African American communities.
family services	The Freedmen's Bureau assisted African Americans in finding lost relatives and acted as mediators in domestic disputes.

Unit 3, Activity 13, Reconstruction Amendments

Reconstruction Amendments

Amendment	Purpose of the Amendment	Additional Information
13 th	Abolished slavery in the United States	Was adopted on December 6, 1865
14 th		
15 th		

Unit 4, Activity 1, Industrialization and Urbanization Key Concepts Chart

Key Concepts Chart

Key Concept	+	✓	-	Explanation	Extra Information
Grandfather Clause				Stipulated that only men who had been eligible to vote before 1867—or whose father or grandfather had been eligible before that year—would qualify to vote	In Louisiana in 1896, 130,000 African American men voted; in 1904 due to the enactment of various Jim Crow laws, only 1,342 voted.
Segregation				The policy or practice of separating people of different races, classes, or ethnic groups, as in schools, housing, and public or commercial facilities, especially as a form of discrimination.	The Supreme Court decision in the <i>Plessey v Ferguson</i> case upheld segregation laws in 1896.
Jim Crow				The systematic practice of discriminating against and segregating African Americans, especially as practiced in the American South from the end of Reconstruction to the 20th century.	Jim Crow originated with a minstrel show routine called “Jump Jim Crow.” A white minstrel show performer created this caricature in the 1820s to reflect white stereotypes of African Americans.

Unit 4, Activity 3, Impact of Industrialization and Urbanization in the United States on African Americans

Impact of Industrialization and Urbanization in the United States on African Americans

Date: Period:	Topic: Impact of the Industrialization and Urbanization in the United States on African Americans
Production	
Agriculture	
Business Structures	
Work Force	
Society	

Unit 3, Activity 4, Farmers' Alliances

Farmers' Alliances

Farmers' Alliances:

What was the purpose of the Colored Farmers Alliance?

When and where was it first organized?

Why did the Baton Rouge *Advocate* newspaper in 1892 inform its readers that “the Populist party was the most dangerous and insidious foe of white supremacy”?

Unit 3, Activity 4, Farmers' Discontent

Farmers' Discontent

Role	Audience	Format	Topic
Regional newspaper reporter during the industrialization and urbanization of the United States	Subscribers	Newspaper article	Why farmers showed discontent during the industrialization and urbanization of the United States

Unit 4, Activity 7, Separate but Equal Opinionnaire

Separate but Equal? Opinionnaire

During the early 1960s, two elementary schools were located in the small town of Gary. One of the schools was for white students and the other school was for African American students. Both schools had teachers with a college degree who provided their students with a good education as required by state law. Both schools received awards from the State for their academic achievement. The school for white students was air-conditioned while the school for African American students was not air-conditioned. Although, the African American school was not air conditioned, it was located on a beautiful hill side with many large trees for shade.

The teachers at the African American school were paid a little less than the teachers at the white school, but they were the highest paid African Americans in Gary. Both schools used the best textbooks in the state. Textbooks used at the white school were old and worn. They were passed on to the African American students after they had been used by the white students.

The African American and the white students enjoyed going to their schools. They liked their teachers very much, too. White and African American parents supported their schools and said that the teachers and administrators were doing a good job. . Many of the white and African American students said they wanted to become teachers when they grew up.

The education accommodations in this scenario are separate but equal.

Agree _____

Disagree _____

Explain:

Unit 4, Activity 7, Strange Fruit

Strange Fruit

Date:	Topic: "Strange Fruit"
What does the fruit on the trees represent?	

Unit 4, Activity 8, Ida B. Wells Barnett

Ida B. Wells Barnett

Role	Audience	Format	Topic
Ida B. Wells Barnett's Assistant	Subscribers	Newspaper Article	Work and Accomplishments of Ida B Wells

Unit 4, Activity 9, Going West

Going West

Date: Period:	Topic: Going West
Identify key events that led African Americans to leave the South.	
Who were the Exodusters?	

Unit 4, Activity 10, Challenges Faced by African American Southerners

Challenges Faced by African American Southerners

What challenges did African Americans face in education?

What was Social Darwinism?

Explain how education differed between African Americans and whites in the South.

How did segregated schools impact race relations in American society?

Unit 4, Activity 10, Reflect and Respond

Reflect and Respond

	Interesting Fact	What were some of the most significant accomplishments?	What opportunities were provided to African Americans?
Educating African Americans			

Unit 5, Activity 1, Harlem Renaissance Key Concepts

Harlem Renaissance Key Concepts Chart

Key Concept	+	✓	-	Explanation	Extra Information
Harlem Renaissance				A period in United States history when African American intellectuals and artists produced a stunning collection of artistic works, especially in creative writing, that continued into the 1930s	Writers such as Arna Bontemps, Countee Cullen and Langston Hughes came to be associated with the Harlem Renaissance.
Cotton Club				Harlem’s most exclusive and fashionable nightclub during the 1920s	The Cotton Club’s entertainers and waiters were African American. The customers were well-to-do white people.
					.

Unit 5, Activity 3, Great Migration Chart

Great Migration Chart

City	1910		1920		Percentage Increase
	Number	Percentage	Number	Percentage	
New York	91,709	1.9%	152,467	2.7%	66.3%
Chicago	44,103	2.0	109,458	4.1	148.2
Philadelphia	84,459	5.5	134,229	7.4	58.9
Detroit	5,741	1.2	40,838	4.1	611.3
St. Louis	43,960	6.4	69,854	9.0	58.9
Cleveland	8,448	1.5	34,451	4.3	307.8
Cincinnati	19,739	5.4	30,079	7.5	53.2
Youngstown	1,936	2.4	6,662	5.0	244.1
Akron	657	1.0	5,580	2.7	749.3
Kansas City	23,566	9.5	30,719	9.5	30.4
Indianapolis	21,816	9.3	34,678	11.0	59.0

**Source: U.S. Department of Commerce

<u>Map Legend</u>	
1%--2.9%	Yellow
3%--4.9%	Red
5%--6.9%	Blue
7%--8.9%	Green
9%--10.9%	Orange
11%--12.9%	Purple

Unit 5, Activity 3, Growth of African American Population

Growth of African American Population

1. Which northern city had the largest increase in African American population during this time period? What was the amount of growth? Why do you think so many African Americans chose this city?
2. How do you think life in the northern and southern states changed as a result of the Great Migration?
3. Why did so many African Americans leave the South in the 1910s and 1920s?
4. Why do you think Harlem came to be known as the “Negro Capital of the World”?

Unit 5, Activity 4, African American Organizations

African American Organizations

Organization	Topic: Purpose, Impact, and Accomplishments
Equal Rights Organizations	
NAACP	
UNIA	
Pan-African Congress	
Sororities & Fraternities	
Alpha Kappa Alpha Sorority	
Phi Beta Sigma Fraternity	
Zeta Phi Beta Sorority	
Alpha Phi Alpha Fraternity	
Omega Psi Phi Fraternity	
Delta Sigma Theta	
Professional and Women's Organizations	
National Bar Association	
National Council of Negro Women	

Unit 5, Activity 5, African American Workers

African American Workers

Role	Audience	Format	Topic
African American Union Member during the 1920s	Subscribers	Newspaper Article	The Accomplishments and Impact of African American Labor Unions

Unit 5, Activity 6, Harlem Renaissance

Harlem Renaissance

Individual	Talent	Year of Achievement	Title of Work
Langston Hughes	Writer	1926	<i>The Weary Blues</i>

Unit 5, Activity 7, Harlem Renaissance QtA

Harlem Renaissance QtA	
Goal	Query
Initiate discussion	What is the author trying to say? What is the author's message? What is the author talking about?
Focus on author's message	That's what the author says, but what does it mean? Why did the author choose this word?
Link information	How does that connect with what the author already told us? What information has the author added here that connects or fits in with _____?
Identify difficulties with the way the author has presented information or ideas.	Does that make sense? Did the author state or explain that clearly? Why or why not? What do we need to figure out or find out?
Encourage students to refer to the text if they have misinterpreted or to help them recognize they have made an inference.	Did the author tell us that? Did the author give us the answer to that?

Unit 5, Activity 8, Harlem Renaissance Artists

Harlem Renaissance Artists

Name of Artist	Accomplishments	Title of Work of Art
Aaron Douglas		
Palmer Hayden		
William H. Johnson		
Lois Mailou Jones		
Archibald J. Motley, Jr.		
Sargent Claude Johnson		
Romare Bearden		

Unit 5, Activity 10, Negro National League

Negro National League

Name of Athlete: _____

Did the athlete affect the lives of other people in a positive way? Explain.

What strategies did the athlete use to improve his or her performance or skill?

What disappointments or setbacks did the athlete face during his or her career?

How did the athlete work to overcome these disappointments and setbacks?

Unit 5, Activity 11, Heritage Poetry

Heritage Poetry

	<i>Heritage</i> Countee Cullen	<i>First Man</i> Naomi Long Madgett
Ideas		
Purpose		
Point of View		

Unit 6, Activity 1, Key Concepts Chart

Key Concepts Chart

Key Concept	+	✓	-	Explanation	Extra Information
The Great Depression				Severe economic decline that began in 1929 and lasted until 1941	National income fell from \$81 billion in 1929 to \$40 billion in 1932.
New Deal				Set of policies proposed by the Roosevelt administration in response to the Great Depression	The New Deal initially continued past patterns of discrimination against African Americans but eventually provided more equal benefits and prompted social change.
Congress of Racial Equality (CORE)				An interracial organization founded in 1942 by civil rights activist, James Farmer	CORE held a sit-in at a segregated restaurant in Chicago in 1942.

Unit 6, Activity 2, President Roosevelt's New Deal

President Roosevelt's New Deal Programs

Program	Topic: Purpose and Impact
Works Progress Administration (WPA)	
Agricultural Adjustment Act (AAA)	
Civilian Conservation Corps (CCC)	
Social Security Administration (SSA)	

Unit 6, Activity 4, Then and Now

Then and Now

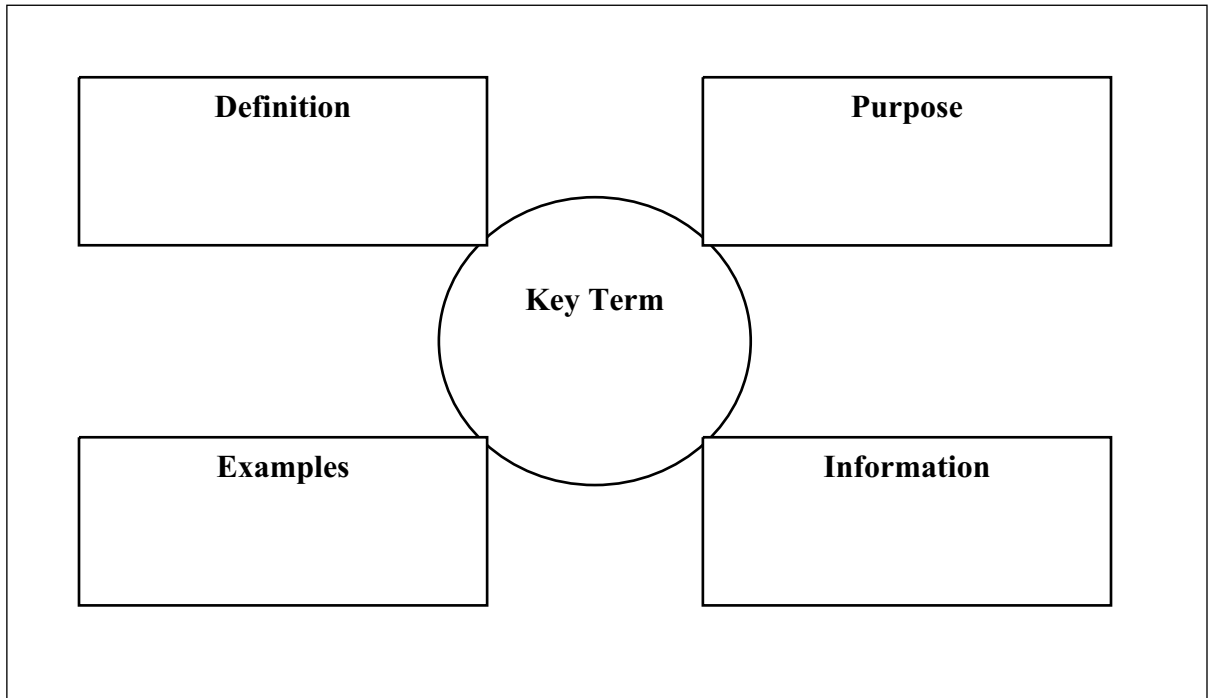
	THEN 1929-1941	NOW Today
<i>Social Issues</i>		
<i>Political Issues</i>		
<i>Economic Issues</i>		

Unit 6, Activity 11, African Americans in WWII

African Americans in WWII

Role	Audience	Format	Topic
Regional newspaper reporter during World War II	Subscribers	Newspaper article	Treatment of African Americans in the American armed forces during World War II

WW II Key Concepts Vocabulary Cards



Unit 7, Activity 1, Key Concepts Chart

Key Concepts Chart

Civil Rights Movement

Key Concept	+	✓	-	Explanation	Extra Information
Montgomery Bus Boycott				The Montgomery Bus Boycott was a year-long protest in Montgomery, Alabama, that spurred the American Civil Rights Movement and led to a 1956 decision by the United States Supreme Court that declared segregated seating on buses unconstitutional.	The protest was originally organized by the Women's Political Council as a one-day boycott to protest the arrest of Rosa Parks, on December 1, 1955, for refusing to give up her seat to a white man on a segregated Montgomery bus.
Sit-in				An act when protesters usually seat themselves and remain seated until they are evicted, usually by force, or until their requests have been met	Four freshman students from the North Carolina Agricultural and Technical College organized one of the first sit-ins at the Woolworth lunch counter in 1960.
Civil Rights Act of 1957				The first legislation since Reconstruction that created a commission to monitor violations of African American civil rights and to propose remedies for infringements on African American voting.	The act disappointed African American activists because it was not strong enough to counter white reaction and was not enforced by the government.

Unit 7, Activity 1, Civil Rights Movement Event

Civil Rights Movement Event

Purpose and goal(s) of the event:

Pertinent information concerning the event:

Results of the event:

Unit 7, Activity 2, Prosperity and Prejudice

African Americans in the 1950s and 1960s-Prosperity and Prejudice

Institutional and Legal Barriers	Newspaper Headlines
Education	
Housing	
Employment	
Public Accommodations (hotels, restaurants)	

Unit 7, Activity 2, African American Racial Barriers

African American Racial Barriers

Role	Audience	Format	Topic
African American during the 1950s and 1960s	Subscribers	Newspaper article	Racial Barrier for African Americans during the 1950s and 1960s. (education, employment, housing, restaurants, hotels)

Unit 7, Activity 4, Eyes on the Prize

Eyes on the Prize

<u>Event:</u>	Topic: Impact of the event on the outcome of the Civil Rights Movement
Emmett Till's Murder	

Civil Rights Movement Events Opinionnaire

Directions: After each statement, write SA (strongly agree), A (agree), D (disagree), or SD (strongly disagree). Then in the space provided, briefly explain the reasons for your opinions.

1. Desegregating educational institutions was more important than ensuring the right to vote for African Americans. _____

a. Your reasons:

2. Together, African Americans and white Americans made significant achievements in the Civil Rights Movement. _____

a. Your reasons:

3. The Civil Rights Movement would not have been successful without the leadership of Dr. Martin Luther King, Jr. _____

Your reasons:

Unit 7, Activity 5, Brown vs. Board of Education of Topeka Exhibit

Brown vs. Board of Education of Topeka Exhibit

1. In the “Century of Racial Segregation” section of the exhibit, you will learn background information about the many experiences of inequality that African Americans faced. Now read the information in this section.

African Americans endured inequality in experiences such as

2. The first paragraph on the “Brown v. Board ” tab includes the work of the NAACP. Read the paragraph carefully. List below some accomplishments of the NAACP:

The NAACP worked to end inequality toward African Americans by

Unit 7, Activity 7, March on Washington

March on Washington

Role	Audience	Format	Topic
Participant in the March on Washington	Letter to the editor	Newspaper article	March on Washington

Unit 7, Activity 8, Sit-Ins

Sit-Ins

Role	Audience	Format	Topic
Regional newspaper reporter during the 1960s	Subscribers	Newspaper article	Non-violent Protest: Sit-Ins

Unit 7, Activity 8, Freedom Rides

Freedom Rides

<u>Location:</u>	Topic: Impact of Freedom Rides
<u>New Orleans</u>	

Unit 7, Activity 9, Civil Rights Movement Word Grid

Civil Rights Movement Word Grid

	Civil Rights Act of 1964	Voting Rights Act of 1965
Restaurants	X	
Hotels		
Gas Stations		

Unit 7, Activity 10, Racial Integration

Racial Integration

Leader or Organization	Topic: Purpose, Impact, and Accomplishments
Thurgood Marshall	
Stokely Carmichael	
National Council of Churches	
Student Nonviolent Coordinating Committee	

Unit 7, Activity 11, Vietnam War

Vietnam War

Role	Audience	Format	Topic
Regional newspaper reporter in the 1960s	Subscribers	Newspaper article	African Americans in the Vietnam War