

AAH I AFRICAN AMERICAN HISTORY

Course Description: Students will examine the life and contributions of African Americans from the early 1600s through the contemporary United States. Students will explore the influence of geography on slavery and the growth of slavery in the U.S. Students will consider urban and rural African American communities and institutions in the North and South leading up to and during the Civil War. Students will investigate the rise of Jim Crow and the subsequent effects of the laws and trace the impact of African American migration through the early 20th century. Students will explore the impact of the Harlem Renaissance as well as the contributions of African Americans during the Great Depression and World War II. Students will examine the successes and failures of the Civil Rights Movement and consider the contemporary issues confronting African Americans.

This course and the following standards are written in accordance with T.C.A. § 49-6-1006.

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
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Grades 9-12

Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

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| SSP.01 | <p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) ● Field observations/landscape analysis ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas ● Discern differences between evidence and assertion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and potential bias ● Assess the strengths and limitations of arguments |
| SSP.03 | <p>Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Establish accuracy and validity by comparing sources to each other ● Recognize disparities among multiple accounts ● Frame appropriate questions for further investigation |

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| SSP.04 | <p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global) ● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena ● Examining how geographers use regions and how perceptions of regions are fluid across time and space ● Analyzing interaction between humans and the physical environment |

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The Beginnings of Slavery and the Slave Trade (pre-1619)

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| Overview: Students will analyze the economic, political, and social development of slavery in the U.S. | | |
| AAH.01 | Analyze the economic, political, and social reasons for focusing the slave trade on Africa, including the roles of: Africans, Europeans, and colonists. | C, E, H, P |
| AAH.02 | Analyze the role of geography on the growth and development of slavery. | E, G, H |
| AAH.03 | Assess the impact of the slave trade on West Africa and North American colonies. | C, E, H, P |
| AAH.04 | Explain why the Middle Passage is considered to be one of the largest forced migrations in human history. | C, E, G, H |

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African American Life Prior to the Civil War (1619-1860)

Overview: Students will examine the varied experiences of African Americans prior to the Civil War, including the social and cultural contributions of African Americans, the beginnings of the abolition movement, and the life experiences of African Americans. Additionally, students will analyze justifications and ramifications of slavery during this era.

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| AAH.05 | Analyze the economic, social, religious, and legal justifications for the establishment and continuation of slavery. | C, E, H, P |
| AAH.06 | Describe the varied experiences of free blacks in colonial America. | C, G, H, P |
| AAH.07 | Identify the various ways Africans in the U.S. resisted slavery as well as their ability to buy their freedom. | C, H |
| AAH.08 | Analyze the role slavery played in the development of nationalism and sectionalism, including the fugitive slave laws. | C, E, G, H, P |
| AAH.09 | Assess the development of the abolitionist movement and its impact on slavery and the nation, including the efforts of: <ul style="list-style-type: none"> • American Colonial Society • Frederick Douglass • Ralph Waldo Emerson • William Lloyd Garrison • Sojourner Truth • Harriet Tubman | C, H, P |
| AAH.10 | Explain the Underground Railroad, and assess its impact on slavery in the U.S. | C, G, H, T |
| AAH.11 | Compare and contrast African American communities in the North and South, with emphasis on those in rural and urban areas. | C, G, H, T |
| AAH.12 | Describe and analyze various experiences of African American families in the Antebellum U.S. | C, E, G, H, P, T |

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| AAH.13 | Describe the development of African American institutions, such as religion, education, and benevolent organizations, during this era. | C, H, T |
| AAH.14 | Identify and explain contributions to science and the arts from African Americans during this era. | C, H, T |

African Americans during the Civil War and Reconstruction (1861-1890s)

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| Overview: Students will analyze the changing roles of African Americans during the Civil War and Reconstruction. | | |
| AAH.15 | Describe President Abraham Lincoln's evolving views on slavery. | H, P |
| AAH.16 | Describe the changing status of slaves, freed slaves, and free blacks during and after the Civil War. | C, E, G, H, P, T |
| AAH.17 | Identify and explain the roles of African American soldiers, spies, and slaves in the war effort in both the North and the South, including the 54 th Massachusetts Regiment and the 13 th U.S. Colored Troops. | C, G, H, T |
| AAH.18 | Identify reasons for and effects of the 13 th , 14 th , and 15 th Amendments on African Americans. | C, H, P, T |
| AAH.19 | Analyze the effects of Reconstruction on the legal, political, social, cultural, educational, and economic life of freedmen. | C, E, H, P, T |
| AAH.20 | Assess the successes and failures of Reconstruction as they relate to African Americans. | C, H, P |

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African American Life after Emancipation through World War I (1890s-1920s)

Overview: Students will analyze the rise of Jim Crow laws, achievements of African Americans, the role African Americans played in military endeavors, and the life experiences of African Americans in the late 19th and early 20th centuries.

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| AAH.21 | Assess the economic and social impact of Jim Crow laws on African Americans. | C, E, H, T |
| AAH.22 | Analyze the legal ramifications of segregation laws and court decisions (e.g., <i>Plessy v. Ferguson</i>) on American society. | C, P, T |
| AAH.23 | Compare and contrast organized responses to Jim Crow laws (e.g., the Niagara Movement, the NAACP, the Urban League, the Atlanta compromise, the Farmers' Alliance, Brotherhood of Sleeping Car Porters, and the anti-lynching crusade). | C, H, P, T |
| AAH.24 | Identify influential African Americans of the time period, and analyze their impact on American and Tennessee society (e.g., Robert R. Church, Samuel McElwee, Randolph Miller, James Napier, Ida B. Wells). | C, H, P, T |
| AAH.25 | Describe the progress of African American institutions, such as religion, education, and benevolent organizations, during this era. | C, H, T |
| AAH.26 | Describe the economic, cultural, political, and social impact of African American migration within and from the South (e.g., Exodusters, Benjamin "Pap" Singleton, First Great Migration). | C, E, G, H, T |
| AAH.27 | Identify the achievements of African American inventors and entrepreneurs of the period (e.g., George Washington Carver, Garrett Morgan, Madam C.J. Walker). | C, E, H, T |
| AAH.28 | Describe the impact of African American regiments on the western campaigns, the Spanish-American War, and World War I. | C, G, H, P |
| AAH.29 | Describe the African American experience during and after World War I (e.g., economic opportunities, Second Great Migration, resurgence of Ku Klux Klan, etc.). | C, E, G, H, P, T |

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African Americans and the Harlem Renaissance (1920s-1930s)

Overview: Students will analyze the cultural contributions made by African Americans during the Harlem Renaissance.

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| AAH.30 | Identify literary contributions made by African Americans during this era (e.g., Countee Cullen, Langston Hughes, Zora Neale Hurston). | C |
| AAH.31 | Describe the contributions of African Americans to the performing arts during this era (e.g., DeFord Bailey, Duke Ellington, Fisk Jubilee Singers, W.C. Handy, James Weldon Johnson, John Work III). | C, T |
| AAH.32 | Describe the contributions of African Americans to the visual arts during this era, including the work of William Edmondson. | C, T |
| AAH.33 | Analyze the influence of the Harlem Renaissance on American culture. | C, H |

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African American Life during the Great Depression and World War II (1930s-1940s)

Overview: Students will analyze the contributions and experiences of African Americans during the Great Depression and World War II.

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| AAH.34 | Analyze the impact of the Great Depression and the New Deal on the lives of African Americans. | C, E, H, P, T |
| AAH.35 | Describe highlights of African American culture of the 1930s and 1940s (e.g., Satchel Page and Negro league baseball, Cab Calloway, Mississippi Delta blues musicians). | C, H, T |
| AAH.36 | Identify the contributions of African Americans who served in the military, and compare their experiences to other Americans who served in World War II. | C, E, H, P |
| AAH.37 | Describe the experience of African Americans at home during and after World War II. | C, E, H, P, T |
| AAH.38 | Explain how World War II laid the groundwork for the modern Civil Rights Movement (e.g., President Franklin D. Roosevelt's Executive Order 8802, CORE, President Harry S. Truman's integration of the military, Columbia Race Riots, etc.). | C, H, P, T |

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The Modern Civil Rights Movement (1950s-1960s)

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| Overview: Students will analyze the successes and failures of the Civil Rights Movement in the U.S. | | |
| AAH.39 | Explain how legal victories prior to 1954 inspired and propelled the Civil Rights Movement. | C, H, P |
| AAH.40 | Describe the impact of <i>Brown v. Board of Education of Topeka, Kansas</i> , and evaluate the resistance to the decision and the reactions that followed. | C, H, P |
| AAH.41 | Describe various methods employed by African Americans to obtain civil rights. | C, E, H, P |
| AAH.42 | Summarize the Civil Rights Movement in Tennessee, including: the integration of Clinton High School, sit-ins in Nashville, and the activities of Diane Nash and Jim Lawson. | C, H, P, T |
| AAH.43 | Identify various organizations and their roles in the Civil Rights Movement (e.g., Black Panthers, Highlander Folk School, SNCC, etc.). | C, H, P, T |
| AAH.44 | Identify legal victories of the Civil Rights Movement (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965, 24 th Amendment). | H, P |
| AAH.45 | Assess the extent to which the Civil Rights Movement transformed American politics and society. | C, H, P |
| AAH.46 | Discuss the impact of the Vietnam War on the Civil Rights Movement. | C, E, H, P |

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African American Issues in Contemporary Times (1970s-present)

Overview: Students will analyze the issues confronting African Americans during the contemporary era in the continued struggle for equality.

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| AAH.47 | Identify and analyze how the changing political environment has impacted civil rights. | C, P |
| AAH.48 | Describe how African Americans have responded to or engaged in political conservatism. | P |
| AAH.49 | Compare and contrast the responses of African Americans to the economic, social, and political challenges in the contemporary U.S. | C, E, P |
| AAH.50 | Identify and evaluate major contemporary African American issues confronting society (e.g., affirmative action, educational achievement gap, wealth gap, poverty, AIDS, drug epidemic, crime). | C, E, G, H, P, T |
| AAH.51 | Analyze the impact of immigration and migration on the lives of African Americans in the contemporary U.S. | C, G, T |
| AAH.52 | Identify the major contributions of contemporary African Americans in business, education, the arts, politics, sports, science, technology, and society in general, including those of: <ul style="list-style-type: none"> • President Barack Obama • Condoleezza Rice • Wilma Rudolph • Tina Turner • Oprah Winfrey | C, E, T |

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