African American History

Mission Statement:

The History Department at Alton High School is a professional learning community of teachers/scholars united by a common goal to enhance the knowledge of and understanding of the American past. They work to communicate that knowledge to the students as well as create an appreciation of the American past and a critical understanding of how lives, institutions, and events played an integral part in the creation of America.

Essential Question:

How have African Americans shaped and defined American society and how will they continue to be “a nation within a nation?”

These essential skills prompts will be utilized to determine student mastery through use of conventional questions and advanced essay questions utilizing who, what, when where, and why.

The following items are used as essential skills prompts:

1. America is enriched by its diversity and its national identity.

2. Every citizen has certain rights and liberties among them are the right to participate in government and to exercise such liberties as freedom of speech and worship.

3. The United States is a political and social experiment and over time evolution has added to the democratic process.

Participation in this class meets the following Core Curriculum Standards:

CC.11-12 Introduce precise claims, establish the significance of the claim, identify opposing claims and create logical sequential sequence of facts to support the evidence.

CC.11-12. Develop an argument based upon facts using relevant data.

CC. 11-12 Establish a formal style of writing within the discipline.

CC. 11-12 Provide a concluding statement to support the argument.
CC.K-12.WR2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CC. 11-12 Write informative/explanatory texts using a narration of historical events.

CC. 11-12 Introduce a topic; organize ideas, concepts and information so that the facts build to create a unified essay.

CC. 11-12 Develop a topic, select relevant facts, definitions, and quotations appropriate to the level of student mastery of the discipline.

CC. 11-12 Use varied transitions/sentence structures to create cohesion and clarify complex ideas and concepts.
Chapter 15 – Black Southerners Challenge White Supremacy

Documents:
Booker T. Washington, *The Atlanta Exposition Address*

Essay: *What kinds of educational opportunities were available to African Americans by the late 19th century?*

Vocabulary:
Social Darwinism
the white man’s burden

talented tenth
Holiness movement

buffalo soldiers
Brownsville affair

Spanish-American War
Philippine Insurrection

immune regiments
smoked Yankees

Rough Riders
Knights of Labor

American Federation of Labor
United Mine Workers

Industrial Workers of the World
National Colored Labor Union

Stevedores
ragtime

Jazz
blues

Negro Leagues
Chapter 16 – African Americans in the Early Twentieth Century

Documents:
W.E.B. DuBois, from *The Souls of Black Folks*, 1903
An NAACP Official Calls for Censorship of *The Birth of a Nation*, 1915

Essay: *How did Harlem come to be the “Negro Capital of the World”?*

Vocabulary:
Progressive movement                         The Tuskegee Machine
Afro-American League                          NAACP
Dyer Bill                                    Urban League
New Era Club                                  National Association of Colored Women
19th Amendment                                American Negro Academy
Ugly Club                                     Boule
Progressive Party                            punitive expedition
Men of Bronze                                 race riots
great migration                               Harlem
Chapter 17 – African Americans and the 1920s

Documents:
Claude McKay, “If We Must Die”
Alain Locke, from The New Negro, 1925

Essay: Summarize the rise of the Brotherhood of Sleeping Car Porters.

Vocabulary:
Reds aliens
xenophobia anarchists
white primaries UNIA
Pan-African Congress Fourteen Points
Brotherhood of the Sleeping Car Porters
Harlem Renaissance 18th Amendment
Volstead Act Cotton Club
Chapter 18 – Black Protest, the Great Depression, and the New Deal

Documents:
The Victims of the KKK, 1935
Luther C. Wandall, A Negro in the CCC, 1935

Essay: Compare and contrast how race played a factor in both the Tuskegee experiment and the Scottsboro Boys.

Vocabulary:
The Great Depression, Hoovervilles
biracial, separate but equal doctrine
statutes, Terrell law
Negro Women’s Franchise League, New Deal
Agricultural Adjustment Act, National Industrial Recovery Act
National Recovery Admin., Black Cabinet
Second New Deal, WPA
Federal Theater Project, CIO
Railway Labor Act, International Labor Defense
National Negro Congress, Tuskegee Study
placebo
Chapter 19 – Culture and Society in the 1920s and 1930s

Documents:
W.C. Handy, How the Blues Came to Be, 1941
Richard Wright, “Are We Solving America’s Race Problem?” 1945

Essay: How did black institutions support classical music in St. Louis in the 1930s and 40s?

Vocabulary:
Legend Singers        Diaspora
territorial bands     swing
bebop                 race films
Mammy                 Fair Play Committee
Bronzeville           Black Metropolis
gospel                social realism school
Federal Arts Project   protest literature
proletariat            Nation of Islam
Peace Mission Movement

Adopted 2012
Chapter 20 – The World War II and the Seeds of Revolution

Documents:
Executive Order 9981: Desegregation of the Armed Forces, 1948

Essay: What role did the 1948 campaign and politics have President Truman’s decision to order the military desegregated?

Vocabulary:
Axis          fascism
Double V campaign March on Washington Movement
Executive Order #8802 Fair Employment Practices Committee
National Medical Association December 7, 1941
The Negro Soldier Tuskegee Airmen
Executive Order #9346 Southern Regional Council
CORE          Cold War
NATO          Communist Party
HUAC          Dixiecrat Party
Executive Order #9981
Chapter 21 – The Freedom Movement

Documents:
Southern Manifesto, 1856
Martin Luther King Jr.: Letter from Birmingham City Jail, 1963

Essay: Why is the Brown v. Board of Education of Topeka one of the most important U.S. Supreme Court decisions of the 20th century?

Vocabulary:
NAACP-LDEF
Brown v. Board of Education Topeka
The Southern Manifesto
Montgomery Improvement Association
SCLC
sit-in
Freedom Rides
Albany Movement
Rights
Project C
children’s crusade
Civil Rights Act of 1964
Freedom Summer
MFDP
Voting Rights Act of 1965
Briggs v. Elliott
Brown II
Women’s Political Council
Gayle v. Browder
Civil Rights Act of 1957
SNCC
Executive Order #11063
AL Christian Movement for Human Rights
"Letter from Birmingham City Jail"
March on Washington
Employment Opportunity Commission
Council of Federated Organizations
Bloody Sunday
Chapter 22 – The Struggle Continues

Documents:
Angela Davis, interview from prison
Stokely Carmichael and “Black Power,” 1966

Essay: Summarize the political gains black Americans made during the 1970s.

Vocabulary:
Lowndes County Freedom Organization Black Power
Prisoner’s rights movement Soledad Brothers
The Great Society Economic Opportunity Act of 1964
War on Poverty Community Action Programs
Education Act Vietnam
Project 100,000 Tet Offensive
Poor People’s Campaign Civil Rights Act of 1968
Black arts movement Eurocentric
Black studies Southern Strategy
Moynihan Report Family Assistance Plan