



African American Studies

PEIMS Code: N1130027

Abbreviation: AFAMSTUD

Grade Level(s): 9–12

Award of Credit: 1.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

Course Description:

African American Studies is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understanding of students interested in learning about history, citizenship, culture, economics, science, technology, geography, and the political realities of African Americans. These strands should not be taught in isolation but woven together in an integrated study that helps students understand the world in which we live. This course should provide students with an opportunity to engage with the social, economic, and political activities of African Americans in a way that allows them to make deep connections across the content. The historical content of this course should be taught with relevance to contemporary and current issues in order to ensure a deeper understanding for students.

Essential Knowledge and Skills:

- (a) General Requirements. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) In African American Studies, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.

- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source materials, such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (c) Knowledge and Skills.
- (1) History. The student understands the influential historical points of reference in African history prior to 1619. The student is expected to:
- (A) identify the major eras, civilizations, and contributions of African American history that are foundational to humanity and predate American slavery;
 - (B) compare the various pre-colonial, indigenous, and ancestral roots of African Americans, such as educational systems, social and political developments, family structures, and global trade and exchange; and
 - (C) analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, within a regional and global context, including the Atlantic Slave Trade.
- (2) History. The student understands the economic, political, and social development of slavery during the American colonial period, 1619 to 1775. The student is expected to:
- (A) describe the economic, political and social reasons for focusing the slave trade on Africa, including the role of Africans, Europeans, and American colonists;
 - (B) assess and discuss the impact of the Middle Passage on the African American slave experience over time;
 - (C) analyze the role of geography on the growth and development of slavery in the Southern colonies; and
 - (D) analyze adaptations in the African American slave culture over time such as in religion, food, and classism.
- (3) History. The student understands the justification and ramifications for the continuation and growth of slavery and the anti-slavery movement in the United States from independence (1776) through the Emancipation Proclamation (1863). The student is expected to:
- (A) identify and evaluate the economic, social, religious, and legal justifications used by Americans to continue and expand slavery after declaring independence from Great Britain;
 - (B) describe the issues surrounding the passing and influence of the Three-Fifths Compromise on African Americans in the United States;
 - (C) analyze the role that slavery played in the development of nationalism and sectionalism during the early 19th century;
 - (D) identify and evaluate various forms of individual and group resistance against enslavement of African Americans; and
 - (E) analyze the influence of significant individuals prior to and during the abolitionist movement to determine their impact on ending slavery,

- including the work of Frederick Douglass, Richard Allen, Harriet Tubman, Ellen Craft, and Anthony Burns.
- (4) History. The student understands African American life from the Civil War through World War I. The student is expected to:
- (A) summarize the roles and experiences of African American soldiers and spies in both the North and South during the Civil War;
 - (B) analyze the successes and failures of Reconstruction;
 - (C) compare divergent paths and challenges faced by African American men and women from post-Reconstruction to the early 20th century, including Ida B. Wells, W.E.B. DuBois, Booker T. Washington, the National Association for the Advancement of Colored People (NAACP), Freedmen's Towns, and the Exodusters;
 - (D) explain the circumstances surrounding increased violence and extremism such as the Colfax Massacre, KKK, lynchings, and race riots;
 - (E) evaluate the impact of the 1896, *Plessy v. Ferguson* Supreme Court decision which led to the establishment of Jim Crow laws;
 - (F) analyze how the rise of Jim Crow affected the life experiences of African Americans in the late 19th and early 20th centuries;
 - (G) analyze the social, economic, and political actions of African Americans in response to the Jim Crow era during the early 20th century such as the Great Migration, military desegregation, civil rights organizations, social organizations, political organizations, organized labor unions, and sharecropping; and
 - (H) evaluate the impact of participation in World War I on the African American experience, including the Buffalo Soldiers.
- (5) History. The student understands the change and continuity in the African American cultural identity during the Great Depression, World War II, and the Civil Rights Movement. The student is expected to:
- (A) compare the positive and negative effects of the Great Depression and New Deal on the social and economic status of African Americans in various geographic regions;
 - (B) describe the continued struggle for civil rights in America during this time in history, including the notable works of the NAACP, National Urban League, Martin Luther King Jr., Juanita Craft, and Jackie Robinson;
 - (C) assess the impact of racism during World War II;
 - (D) explain the contributions of significant African American individuals and groups during World War II, including the Tuskegee Airmen and Dorie Miller;
 - (E) analyze how the effects of World War II laid the groundwork for the Civil Rights Movement, including Harry S. Truman's Executive Order 9981 and the contributions of Thurgood Marshall, A. Phillip Randolph, and Mary McLeod Bethune;
 - (F) analyze the success and failures of the Civil Rights Movement, including methods such as sit-ins, boycotts, marches, speeches, music, and organizations; and

- (G) evaluate the extent to which the Civil Rights Movement transformed American politics and society.
- (6) History. The student understands the progress made and challenges faced by African Americans from the post-Civil Rights Era to contemporary times. The student is expected to:
- (A) identify and explain the issues confronting African Americans in the continuing quest for equality;
 - (B) distinguish the major contributions of contemporary African Americans and how their contributions have shaped the American experience such as Barbara Jordan, Shirley Chisholm, Condoleezza Rice, Earl G. Graves, Colin Powell, John H. Johnson, Muhammad Ali, and Barack Obama; and
 - (C) analyze the progress and challenges for African American men and women socially, economically, and politically from 1970 to the present, such as the evolving role of education in the African American community.
- (7) Geography. The student understands the impact of geographic factors on major events related to African Americans over time. The student is expected to:
- (A) explain the geographic factors of forced and voluntary migration on societies, individuals, and groups throughout African American history;
 - (B) categorize the physical and human geographic factors related to the Atlantic Slave Trade and plantation system, the institution of slavery, and the Industrial Revolution;
 - (C) explain the westward movement and Great Migration and summarize their impact on African Americans; and
 - (D) analyze how environmental changes have impacted African American communities in terms of land use, settlement patterns, and urban development.
- (8) Economics. The student understands the ways in which African Americans addressed opportunities, challenges, and strategies concerning economic well-being over time. The student is expected to:
- (A) describe the development of the plantation system and slave labor in the American colonies;
 - (B) identify the groups that participated in the transatlantic triangular trade system and explain how the system worked;
 - (C) analyze the effects of the cotton gin on the economy and people of the American South;
 - (D) explain how economic policies such as sharecropping, Jim Crow economics, and redlining have impacted the standard of living of African Americans;
 - (E) explain how unsatisfactory economic opportunities in the South and increased economic opportunities in cities of the North caused the Great Migration;
 - (F) evaluate the economic impact of the American labor movement and unionism on African Americans from the late nineteenth century to today;

- (G) analyze various geographic, cultural, social, political, and financial factors in terms of their impact on the economic mobility of African Americans such as, skin color, wealth, and educational background;
 - (H) analyze the effectiveness of various approaches African Americans have used to solve economic issues; and
 - (I) trace the rise and development African American businesses and entrepreneurship from the late nineteenth century to today.
- (9) Government. The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to:
- (A) compare the effects of revolutionary ideologies on political perspectives of African Americans such as life, liberty, and the pursuit of happiness;
 - (B) explain the regional perspectives toward political rights of African American men and women from the early years of the republic through 1877;
 - (C) analyze the impact of the 13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920;
 - (D) analyze how government policies, court actions, and legislation impacted African Americans from the 1920s through the 1950s;
 - (E) analyze the causes and effects of legislative developments from 1960 to the present day, including voting rights, civil rights, fair housing, education, employment, and affirmative action; and
 - (F) analyze how the changing political environment has impacted civil rights from the late 20th century to present.
- (10) Government. The student understands the African American pursuit of full citizenship over time. The student is expected to:
- (A) analyze the relationship between African Americans and other groups in terms of conflict and cooperation in the pursuit of individual freedoms and civil rights;
 - (B) explain how various philosophies and ideologies have played a role in the African American experience for social, political and legal equality, such as the fair housing, equal opportunity, affirmative action, voting rights; and
 - (C) analyze civic participation of African Americans in terms of leadership and strategic planning at various levels.
- (11) Citizenship. The student understands the importance of different points of view in a constitutional republic. The student is expected to:
- (A) trace how the rights and responsibilities of African Americans in civic participation have changed over time, including the idea of being considered property with no rights under slavery;
 - (B) analyze how regional differences have impacted political perspectives of African American communities;
 - (C) analyze the significance and associations of identity nomenclature relevant to African Americans such as Negro and Black; and

- (D) evaluate selected contemporary African American issues that have led to diverse points of view in public discourse, including rights and activism.
- (12) Culture. The student understands the development of African American culture and society and the impact of shared identities and differing experiences. The student is expected to:
- (A) analyze the impact of assimilation, stereotypes, de facto practices, and oppression on the lives of African Americans;
 - (B) analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture; and
 - (C) analyze the various cultural practices that have shaped the individual and collective identity of African Americans over time to understand shared and differing experiences.
- (13) Culture. The student understands the cultural traditions and contributions of African Americans from the colonial era through Reconstruction. The student is expected to:
- (A) analyze the influence of African oral traditions, art, music, and dance on African American culture;
 - (B) evaluate the impact of enslavement on African American culture, including the contributions of Phillis Wheatley and Jupiter Hammon;
 - (C) explain the origins and characteristics of African American folk art, work songs, spirituals, and gospel music; and
 - (D) describe the expanding influence of African American music through the work of performers such as the Fisk Jubilee Singers.
- (14) Culture. The student understands the influence of artistic expression on the African American experience and American culture from Reconstruction to the present. The student is expected to:
- (A) describe the development of blues, ragtime, and jazz music, including the achievements of composers such as Scott Joplin and James Reese Europe;
 - (B) examine how various artistic expressions of African American dance, including tap dance, step dance, hip hop and modern dance, including Catherine Dunham and Misty Copeland, have contributed to the shared identity of various groups;
 - (C) explain the lasting impact of the Harlem Renaissance on literature and the arts, including the achievements of individuals such as Langston Hughes, Duke Ellington, Louis Armstrong, Paul Robeson, Josephine Baker, James VanDerZee, Augusta Savage, and Sargent Johnson;
 - (D) interpret the reviews of selected works by African American authors such as *The Souls of Black Folk* by W.E.B. Du Bois, *Native Son* by Richard Wright, *Their Eyes Were Watching God* by Zora Neale Hurston, *Eyes on the Prize* by Henry Hampton;
 - (E) examine storytelling, literary, and filmmaking contributions as well as visual arts made by African Americans related to self-identity such as Maya Angelou, Bell Hooks, Lorraine Hansberry, Amiri Buraka, August

- Wilson, Faith Ringgold, Sidney Poitier, Spike Lee, Jon Singleton, and Oprah Winfrey;
- (F) explain how the characteristics of African American history and culture have been reflected in various local and national genres of art, music, film, theatre, visual arts, and dance; and
 - (G) analyze the impact of popular culture on African Americans during significant eras.
- (15) Science, Technology, and Society. The student understands how African American achievements in science and technology contributed to the economic and social development of the United States. The student is expected to:
- (A) identify examples of how scientific and technological advances in areas such as astronomy, mathematics, architecture, and engineering made by African civilizations have contributed to the economic and social development of the United States;
 - (B) identify examples of how industrialization was influenced by African Americans over time; and
 - (C) examine the contributions of significant individuals to science, philosophy, mathematics and technology, including Benjamin Banneker, Katherine Johnson, Henrietta Lacks, Mae Jemison, Dorothy Vaughan, George Washington Carver, Neil deGrasse Tyson, Katherine Goble, and Mary Jackson.
- (16) Social Studies Skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; and
 - (B) use maps, charts, graphs, photographs, geographic data and available technology tools to draw conclusions and make inferences about African American history.
- (17) Social Studies Skills. The student applies historical thinking in order to understand the African American life over time. The student is expected to:
- (A) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context;
 - (B) analyze competing historical narratives and debates among historians;
 - (C) integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past; and
 - (D) analyze how historical context shape and continue to shape people's perspectives.
- (18) Social Studies Skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) apply social studies terminology correctly;

African American Studies

- (B) apply standard grammar, spelling, sentence structure, and punctuation;
- (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using available computer software as appropriate; and
- (D) use research to create written, oral, and visual presentations of social studies information, including a presentation on a contemporary African American issue or topic using critical methods of inquiry.

Recommended Resources and Materials:

Gant-Britton, Lisbeth. (2008) Holt African American History. Austin, TX: Holt McDougal.

Hine, Hine and Harrold. (2011) African-American History Second Edition. Saddle River, NJ: Prentice Hall.

Bay, White and Martin. (2016). Freedom on My Mind: A History of African Americans with Documents, Second Edition. Boston: Bedford/St. Martin's.

Franklin, J.H. and Higginbotham, E. B. (2011). From Slavery to Freedom: A History of African Americans. New York: McGraw-Hill.

Painter, N. (2006). Creating Black Americans: African-American History and Its Meanings, 1619 to the Present. New York: Oxford University Press.

Conrad, J. H. and Thad, S. (2010). Freedman Colonies: Independent Black Texas in the Time of Jim Crow. Texas: University of Texas Press.

Karenga, M. (2010). Introduction to Black Studies. Los Angeles, California: University of Sankore Press.

Possible Film Resources:

Freedom Riders: 1961 and the Struggle for Racial Justice. PBS

The African Americans: Many Rivers to Cross. PBS

Slavery by Another Name. PBS

Eyes on the Prize. PBS

Dark Girls. PBS

Recommended Museums:

The Smithsonian National Museum for African American History and Culture

The Institute for Texan Cultures

Texas State Museum

Recommended Course Activities:

As students explore historical, political, social, philosophical and economic topics that affect African Americans, they gain a greater understanding of issue-related instruction. For every unit, each student researches an area of interest. Students leverage web-based resources, books, periodicals, journals, and other media to collect, organize, and analyze data. Students

African American Studies

summarize findings and express opinions on selected topics. They present research results to peers via written reports, displays, and digital media.

Although these types of research activities are required, students have the option of choosing specific areas of interest within the scope of African American studies. In addition, instructors may incorporate optional community-based experiences into the course, such as visits to cultural centers, community service, and inquiries into local sites of historical significance

Suggested methods for evaluating student outcomes:

Written and/or digitally-published products, such as annotated maps, letters to authors and journalists, research reports, and interactive notebooks

Presentations of group research projects and other in-class presentations

In-class formal assessments, including objective tests, quizzes, and written responses to selected articles

Literature and non-fiction book reviews

Teacher observations

Community programs

Teacher qualifications:

Certified Secondary Social Studies, including Composite and History

- History, Grades 7-12;
- History, Grades 8-12;
- Social Studies, Grades 7-12; or
- Social Studies, Grades 8-12

Additional information: