



# TAMALPAIS UNION HIGH SCHOOL DISTRICT

## AP African American Studies

### Overview Information

Title of Course: AP African American Studies Modeled from <a href="#">AP AA Studies College Board Course Framework</a>	
Course Author(s): Jen Dolan, Dan Freeman, Nickolai Butkevich	Schools where the course will be taught: Redwood, TAM and Archie Williams
Length of Course: 1 year	Subject Area and Discipline: Social Studies
Grade Levels: 11-12	Is this course an integrated course? No
Is this course being submitted for possible UC honors designation? No	Are you seeking UC approval? If so, in what area <a href="#">(A-G)</a> ? Yes, social science "A"
Prerequisites (required or recommended): none	Co-requisites (required or recommended): none
If there are prerequisites for the course, please include a justification as to why they are in place: None	
Check all that apply: <input checked="" type="checkbox"/> UC A-G course <input type="checkbox"/> Graduation Requirement <input checked="" type="checkbox"/> Elective <input checked="" type="checkbox"/> Honors/AP <input type="checkbox"/> CTE	

### Introduction to the Course

**Course Overview:** AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students will explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

**Students will be able to:**

- Apply lenses from multiple disciplines to evaluate key concepts, historical developments, and processes that have shaped Black experiences and debates within the field of African American Studies.
- Identify connections between Black communities in the US and the broader African diaspora in the past and present.
- Analyze perspectives in text-based, data, and visual sources to develop well-supported arguments applied to real-world problems.
- Demonstrate understanding of the diversity, strength, and complexity of African societies and their global connections before the emergence of transatlantic slavery.
- Evaluate the political, historical, aesthetic, and transnational contexts of major social movements, including their past, present and future implications.
- Develop a broad understanding of the many strategies African American communities have employed to represent themselves authentically, prompt advancement, and combat the effects of inequality and systemic marginalization locally and abroad.
- Describe the formalization of African American Studies and new directions in the field as part of ongoing efforts to articulate Black experiences and perspectives and create a more just and inclusive future.
- Connect course learning with current events, local interests and areas for future study.
- Students will be able to Identify major themes that inform literary and artistic traditions of the African diaspora. These themes include: Migration and the African Diaspora, Intersections of Identity, Creatively, Expression and the Arts, and Resistance and

**Skill Outcomes:**

- Explain course concepts, developments, patterns, and processes (e.g., cultural, historical, political, social).
- Evaluate written and visual sources and data (including historical documents, literary texts, music lyrics, works of art, material culture, maps, tables, charts, graphs, and surveys).
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**Unit One: *Origins of the African Diaspora-5 weeks***

**Unit Summary:** *Origins of the African Diaspora*, is an introductory unit that introduces students to the course and its roots in the movements to expand democracy in the US in the 1960s, specifically its origins at San Francisco State in 1968. From there students will explore the geographic, cultural, linguistic and historical diversity of Africa and learn about its early societies, dispelling any misconceptions of early Africa as a place with an undocumented or unknowable history. Not only do the cultural traditions rooted in Africa provide a common bond for much of the African Diaspora, but in the mid-twentieth century, the complexity and contributions of Africa's ancient societies underpinned Africans' political claims for self-rule and independence from European colonialism, which in turned influenced the civil rights movement in the United States.

**Essential Questions:**

1. What factors led to the emergence of African American studies as a discipline?
2. What were the primary factors behind population growth and the ethnolinguistic diversity of the African continent?
3. Why are Africa's ancient societies culturally significant to Black communities in the United States and across the Diaspora? Why has this knowledge not played a significant role in the master narrative of world history?
4. Why did Africans go to Europe and Europeans go Africa before the onset of the transatlantic slave trade?

**Learning Objectives:**

- Describe the features that characterize African American Studies and the developments that led to its incorporation into colleges and universities in the 1960s and 1970s.
- Describe the geographic features of the African continent and how its varied landscape affected patterns of settlement and trade between diverse cultural regions.
- Describe the causes of Bantu expansion across the African continent and how this expansion affected the linguistic diversity of West and Central Africa and the genetic heritage of African Americans.
- Describe the features of, and goods produced by, complex societies that emerged in ancient East and West Africa and why these societies are culturally and historically significant to Black communities (e.g. Ghana, Mali, and Songhai).
- Explain how syncretic practices in early West and West Central African societies developed and were carried forward in African-descended communities in the Americas.
- Explain how geographic, cultural, and political factors contributed to the rise and fall of the city-states on the Swahili Coast.
- Explain how the adoption of Christianity affected economic and religious aspects of the Kingdom of Kongo and its participation in the transatlantic slave trade.
- Describe the function of kinship along with the varied roles women played in early West and Central African societies and describe the legacy of Queen Idia of Benin's and Queen Njinga of Ndongo-Matamba's leadership.
- Explain the reasons why Africans went to Europe and Europeans went to Africa before the onset of the transatlantic slave trade and how, later, early forms of enslaved labor by the Portuguese shaped slave-based economies in the Americas.

**Unit Skills:**

In this first unit, students will practice several course-specific skills. For example, they will have the opportunity to:

- Identify and explain course concepts, developments, and processes (*e.g. how the influence of gold and trade shaped the political, economic and religious development of the ancient West African empires of Ghana, Mali, and Songhai*)
- Identify and explain a source's claim(s), evidence, and reasoning (*e.g. what we can infer from the sketched image of Njinga's 1622 meeting the Portuguese governor about cultural norms and gender roles in West and Central African cultures and how these may have contrasted with European beliefs and values*)
- Identify and explain the context of a specific event, development, or process (*e.g. how*

*California's tuition-free higher education in the 1960s provided a context for development of ethnic studies programs at California universities)*

**Sample Unit Assignment:**

In a lesson on Africa's Ancient Societies (1.4):

- Students will begin by sharing what they know about Egypt with a small discussion group. (*In what ways is it similar to, and different from, the rest of Africa?*) Students will most likely have studied Egyptian history to a much larger extent than they have studied other African nations (which is something we will come back to at the end of the lesson).
- Students will then read two excerpts from European writers William Swinton (1874) and Georg Hegel (1830) and respond to the question, "*What was the perspective of Hegel and Swinton in terms of human history?*" (Students will see that Hegel and Swinton's views of Africa are perpetuate the narrative that the greatest achievements in human history are based in Europe and other lands inhabited by white people, with the exception being Egypt, which Hegel states is separate from the rest of Africa and not "in the African spirit.")
- The class will then discuss how the decolonization of the many African countries in the second half of the 20th century brought with it the development of a counter-narrative to this in both African and Western academics. From there, students will read about the ancient civilizations of Kush, Nok and Aksem, taking notes on the characteristics, features and dates of each. Students will examine images and ironworking and terracotta from the region.
- Finally, we will watch a historian explain how and why Egyptologists "removed" Ancient Egypt from Africa in a short video from the Museum of Fine Arts in Boston. We will connect back to the opening small group discussions, and students will end by writing a response to the question, "Why does it matter if white historians brought Ancient Egypt out of the African sphere and into the "biblical" sphere? How is what you just learned a counter-narrative to many Americans' understanding about the heritage of African Americans?"

**Unit Two: *Freedom, Enslavement, and Resistance- 8 weeks***

**Unit Summary:** *Freedom, Enslavement, and Resistance*—provides students with an understanding of how the forced migration of more than 12.5 million enslaved Africans to the Americas created diasporic communities in both the United States and across Latin America. Students will learn that in addition to those who were forced to migrate, some free Africans were among the first to arrive in what is now the US. Students will be able to identify the nine contemporary African regions from where enslaved Africans primarily originated, and how these Africans brought with them diverse cultural practices, languages and beliefs. Students will be able to articulate the impact that the slave trade on African communities and how African captives resisted the trauma of commodification and lifelong enslavement, spurring the antislavery movement. In addition to the impact that slavery had on the American economy, students will be able to articulate how skills that enslaved people brought over to the United States were used by African Americans to survive, create culture, and build community. Students will examine how African Americans' creative expression drew from varied African and local influences and lay the foundation for major artistic trends in the United States. Students will understand the contributions of African Americans in the abolition movement, the

impact of the Underground Railroad, and the contributions of the African Americans in the Civil War. The unit concludes with an examination of the 13th Amendment and the historical and cultural significance of Juneteenth.

**Essential Questions:**

1. How did enslaved African Americans resist their condition, both overtly and covertly, and what impact did these acts of resistance have on the abolition movement and the eventual emancipation of enslaved peoples?
2. How did slave labor systems affect the formation of African American musical, artistic, and linguistic practices?
3. What role did African American leaders, thinkers, and ordinary individuals play in the resistance against enslavement and in the broader fight for freedom and justice?
4. How were African Americans able to form supportive institutions, like mutual aid societies and even entire maroon communities, and what impact did this have?
5. How did gender affect the experience of enslaved people and resistance?
6. To what extent did the 13th Amendment change the experience of African Americans in the United States?

**Learning Objectives:**

- Describe the diverse roles Africans played during colonization of the Americas in the sixteenth century.
- Describe the scale and geographic scope of the transatlantic slave trade and how the distribution of distinct African ethnic groups during the era of slavery shaped the development of African American communities in the United States.
- Describe the conditions of the three-part journey enslaved Africans endured during the transatlantic slave trade.
- Explain the impact the three-part journey enslaved Africans endured affect them as individuals, as communities, as well as how the transatlantic slave trade destabilized West African societies.
- Explain how Africans Resistance on slave ships and slave ship diagrams inspired abolitionists and Black artists during the era of slavery and after.
- Describe the range and variety of specialized roles performed by enslaved people.
- Explain how slave labor systems affected the formation of African American musical and linguistic practices in the United States.
- Evaluate the economic effects of enslaved people's commodification and labor, within and outside of African American communities.
- Explain how American law affected the lives and citizenship rights of enslaved and free African Americans between the seventeenth and nineteenth centuries and how slave codes developed in response to African Americans' resistance to slavery.
- Explain how partus sequitur ventrem affected African American families and informed the emergence of racial taxonomies in the United States and how racial concepts and classifications emerged alongside definitions of status.
- Describe ways enslaved African Americans adapted African musical elements from their ancestors and influenced the development of American musical genres.
- Explain how changing demographics and popular debates about African Americans' identity influenced the terms they used to identify themselves in the nineteenth century and beyond.

- Explain the impacts of the Haitian Revolution on African diasporic communities and Black political thought.
- Describe the inspirations, goals, and struggles of different revolts and abolitionist organizing led by enslaved and free Afro-descendants throughout the Americas.
- Explain how free Black people in the North and South organized to support their communities.
- Explain how the expansion of slavery in the United States South affected relations between Black and indigenous people.
- Describe the features of nineteenth-century radical resistance strategies promoted by Black activists to demand change.

### Unit Skills:

In Unit 2, students will practice several course-specific skills. For example, they will have the opportunity to:

- Describe a source’s perspective, purpose, context, and audience (*e.g. examining one of Sojourner Truth’s cartes-de-visite and identifying the context—the new technology of photography, the purpose—to raise money for abolitionist causes, etc.*)
- Identify and explain course concepts, developments, and processes (*e.g. write an essay analyzing how the Haitian Revolution impacted the institution of slavery in the United States*)
- Describe and draw conclusions from patterns, trends, and limitations in data, making connections (*e.g. identifying similarities and differences among maroon communities in the Americas, Jamaica, Suriname, Colombia, and Brazil*).
- Support a claim or argument using specific and relevant evidence (*e.g. write a DBQ—document-based question—using slave narratives to illustrate the role gender played in enslavement*)

### Sample Unit Assignment

In a lesson on Gender and Resistance in Slave Narratives (2.22), students will be asked to examine four letters written by enslaved women (1840-1859). These letters each provide evidence as to the varied experiences of enslaved women as well as insight into their fears, challenges and what gave them hope. Students will be asked to identify similarities across the letters and write two paragraphs describing them.

### Unit Three: *The Practice of Freedom- 5 Weeks*

**Unit Summary:** *The Practice of Freedom*, traces the hope of post-Civil War Reconstruction through the subsequent period of Jim Crow and racial violence into the rise of Black organizations and institutions that set the groundwork for the Civil Rights movement of the 1950s and 1960s. Beginning with the political gains of Reconstruction, students will follow the federal attempts at increasing rights for Black Americans and how the subsequent retreat of federal support in the face of white terrorism. During the “nadir,” or lowest point of American race relations, Black Americans not only witnessed widespread public acts of racism but also responded to attacks on their freedom through the development of the Black press, boycotts, political activism and armed self-defense. Students will compare and contrast the views of Booker T. Washington, W. E. B DuBois, and Marcus Garvey and

understand how their varied approaches fostered different forms of agency, education, and resistance. Special attention will be paid to the African American women who advocated for the rights of Black women during the Women's Suffrage movement and who supported Black economic advancement in the early 20th century. Finally, will learn about the ways in which the Great Migration helped set the stage for the the New Negro movement and the Harlem Renaissance which encouraged African Americans to define their own identity and to advocate for themselves politically.

### **Essential Questions:**

1. To what extent did the Reconstruction Amendments set new standards for citizenship as well as change life for African Americans in the decade following the Civil War?
2. In what ways were Reconstruction-era reforms dismantled, and what led to the "nadir" of race relations between the end of Reconstruction and the beginning of WWII?
3. How did African Americans resist white supremacist attacks on their communities in the early 20th century?
4. What were the various strategies for racial uplift proposed by African American writers, educators, and leaders at the turn of the 20th century?
5. What role did the Black press play in African American communities and efforts to achieve economic and political equality in the early 20th century?
6. What role have historically Black colleges and universities played in the United States?
7. What is the legacy of the New Negro movement and Harlem Renaissance?
8. What is the history of Black History Month?
9. What were the causes and effects of the Great Migration?

### **Learning Objectives:**

- Explain how the Reconstruction Amendments impacted African Americans impacted African Americans' participation in American politics.
- Explain how after abolition and the Civil War, African Americans strengthened family bonds that had been disrupted by enslavement.
- Explain how Black Codes and new labor practices in the South undermined the ability of African Americans to advance after the abolition of slavery.
- Explain how Reconstruction-era reforms were dismantled during the late nineteenth century and how the introduction of Jim Crow laws impacted African Americans after Reconstruction.
- Describe the responses of African American writers and activists to racism and anti- Black violence during the nadir.
- Describe the causes of heightened racial violence in the early twentieth century and how African Americans responded to white supremacist attacks in the early twentieth century.
- Explain how groundbreaking texts like Dunbar's "We Wear the Mask" and Du Bois's The Souls of Black Folk—and the dialogue these texts generated—portray Black humanity and the effects of racism on African Americans at the turn of the twentieth century.
- Describe strategies for racial uplift (or social advancement) proposed by African American writers, educators, and leaders at the turn of the twentieth century.
- Describe ways that Black women promoted the advancement of African Americans.
- Describe the founding of historically Black colleges and universities (HBCUs) in the late nineteenth and early twentieth centuries and how their creation impacted the educational and professional lives of African Americans nationally and internationally.

- Describe ways the New Negro movement emphasized self- definition, racial pride, and cultural innovation and how African Americans used visual media in the twentieth century to enact social change.
- Describe African Americans' contributions to American music, theater and film in the 1930s and 1940s.
- Describe the development and aims of the Black intellectual tradition that predates the formal integration of African American Studies into American colleges and universities in the mid-twentieth century.
- Describe the causes and impact of the Great Migration.
- Explain the reasons for the increase in Black Caribbean migration to the United States during the first half of the twentieth century and the effects this migration had on African American communities.
- Describe the mission and methods of the Universal Negro Improvement Association (UNIA) and its impact on political thought throughout the African diaspora.

### **Unit Skills:**

In Unit 3, students will practice several course-specific skills. For example, they will have the opportunity to:

- Explain the significance of a source's perspective, purpose, context, and audience (*such as for an excerpt from W. E. B. Du Bois' The Souls of Black Folk*)
- Identify and explain course, concepts, developments and processes (*e.g. students read an excerpt from W. E. B. Du Bois' The Souls of Black Folk and delineate Du Bois' primary disagreements with Booker T. Washington's uplift strategy*)
- Support a claim or argument using specific and relevant evidence (*e.g. students use James Van Der Zee's photography as evidence to from an argument about how his artistic contributions contributed to the New Negro movement*)
- Describe and draw conclusions from patterns, trends, and limitations in data, making connections to relevant course content (*e.g. students analyze W. E. B. Du Bois's "data portraits" from the 1900 Paris Exposition and look for trends*)

### **Sample Unit Assignment:**

Students will watch the PBS short film, *American Masters: Searching for Augusta Savage*, which tells the story of the disappearance of much of the Harlem Renaissance sculptor's works of art, the challenges she faced, and the impact she has and has had on the Black community. Fishbowl discussion will follow (student-led small-group discussions with other students observing) in which students will use their knowledge of the Harlem Renaissance as well as evidence from the film to answer the following questions:

- *What were Savage's contributions to the United States? To the Black community?*
- *What forces worked against her as an artist in the 1920s-1940s?*

In the discussions, students will be graded on their ability to contribute to the discussion and develop responses to the questions that are supported by evidence.

## **Unit Four: *Movements and Debate***

**Unit Summary:** *Movements and Debates*, begins with the emergence of the Négritude and Negrismo movements and how their influence helped set the stage for the emergence of the Black Freedom movement of the mid-1940s through the 1970s. Students will learn about the impact Black Americans had on the Second World War, both at home and abroad, and how the post-war GI Bill, although race-neutral on its face, disproportionately benefited white veterans over Black veterans. Students will understand how and why *Brown v. Board of Education* (1954) kicked off the Civil Rights movement and the extent to which that one decision resulted in racial change in the United States. Students will be able to describe the various forces and strategy behind the Civil Rights movement in the South, including students, women, churches, and the movement's leadership. Students will analyze the strategic shifts between the southern movement that culminated in the 1964 passage of the Civil Rights Act and the 1965 Voting Rights Act and the Black Power movement that took hold in urban areas across the United States. Along the way students will look at the artists who envisioned art as a political tool to achieve Black liberation, and the rise of the Black is Beautiful movement and Afrocentricity. Students will discuss intersectionality as a lens for understanding the distinct experiences of African American women and how "interlocking systems of oppression" can create unequal outcomes for individuals. Moving in to more recent history, students will learn about the major advances in Black federal political leadership and African Americans' contributions to scientific and cultural advancements (e.g. the work of Kizzmedia Corbett, whose work was central to the development of the Moderna covid-19 mRNA vaccine. Finally, students will examine how hip-hop music vocalizes African Americans' ongoing political struggles, how Black athletes have contested discrimination and advocated for racial equality, and look at representations of Black Americans on stage and screen.

### **Essential Questions:**

1. How did diasporic solidarity between African Americans and Africans impact Black politics in the U.S. and abroad in the twentieth century?
2. In what ways did African Americans still suffer from unequal treatment in the first half the 20th century?
3. What is the power of nonviolence and what role did it play in the Civil Rights movement?
4. After the passage of the Voting Rights Act in 1965, what gains had African Americans made? What obstacles to full equality remained?
5. What were the factors behind the Black Freedom movement transition from civil rights to Black Power?
6. What role did the Bay Area play in the Black Freedom movement?
7. How did the Black is Beautiful movement and Afrocentricity influence Black culture in the 1960s, 1970s, and beyond?
8. In what ways has economic growth in Black communities been hindered and promoted in the second half of the twentieth century?
9. What origins and elements define hip-hop culture?

### **Unit Outcomes:**

- Describe the context of and connections between the Négritude and Negrismo movements in the first half of the twentieth century as well as the examples of diasporic solidarity that emerged across the African diaspora in the twentieth century.
- Describe African Americans' involvement in the Second World War and the origins of the Double V Campaign.

- Describe African Americans' access to the benefits of the G.I. Bill.
- Describe the enduring forms of segregation and discrimination in daily life that African Americans faced in the first half of the twentieth century.
- Explain the rationale for the *Brown v. Board of Education* decision to overturn "separate but equal."
- Explain the long-term effects of housing discrimination on African Americans in the second half of the twentieth century.
- Describe the essential methods of the major civil rights organizations, how nonviolent resistance strategies mobilized the Civil Rights movement, and how civil rights activism in the mid-twentieth century led to federal legislative achievements.
- Describe the ways Black women leaders furthered the goals of the major civil rights organizations and grassroots efforts.
- Explain how artists, performers, poets, and musicians of African descent advocated for racial equality and brought international attention to the Black Freedom movement.
- Explain how Black Freedom movement strategies transitioned from civil rights to Black Power.
- Explain how the Black Arts movement (BAM) influenced Black culture in the 1960s and 1970s and how it influenced the development of African American Studies.
- Explain how the Black Panther Party pursued political, economic, and social reforms in the twentieth century.
- Explain how the Black is Beautiful movement and Afrocentricity influenced Black culture in the 1960s, 1970s, and beyond.
- Explain how the Black feminist movement of the twentieth century drew inspiration from earlier Black women's activism.
- Describe the concept of "interlocking systems of oppression" and its connection to earlier Black feminist activism and how Black writers have represented interlocking systems of oppression in their work.
- Explain how economic growth in Black communities has been hindered and promoted in the second half of the twentieth century.
- Explain how the Voting Rights Act of 1965 impacted the growth of Black political representation in American politics in the late twentieth century and the major advances in Black federal political leadership in the late twentieth and early twenty-first centuries.
- Describe the origins and elements that define hip-hop culture and how African American political and cultural movements of the 1960s and 1970s influenced its emergence.
- Describe representations of African Americans on the stage and screen by African Americans in the twentieth and twenty-first centuries.
- Describe the contributions of Black athletes to sports in the nineteenth century and beyond.
- Explain how African American athletes in the twentieth and twenty-first centuries have contested discrimination and advocated for racial equality.
- Describe African Americans' contributions to scientific or technological advancements.
- Explain how Afrofuturism envisions Black lives in futuristic environments.

**Skill Outcomes:**

- Identify and explain the context of a specific event, development, or process (*e.g. how the Black Freedom movement transitioned from civil rights to Black Power*)
- Explain the significance of a source's perspective, purpose, context, and audience (*e.g. how the*

- Identify and explain patterns, connections, or other relationships—causation, changes, continuities, comparison (*e.g. students can identify how the influence of Afrofuturism can be found in the performances of artists such as Jimi Hendrix, Herbie Hancock, Patti LaBelle, Janelle Monae, Missy Elliot, and Outkast*)
- Describe and draw conclusions from patterns, trends, and limitations in data, making connections to relevant course content (*e.g. student examine demographic data about Black communities in the United States—such as religious identification, education levels, economic status, political party affiliation and voting trends—in 2010 and compare it with information from the 1960s and 1980s*)

**Sample Unit Assignment:**

A lesson introducing the movements of Négritude and Négrismo (4.1) would include an opening discussion about what it might be like to live in a country that had been colonized. Students would then read, an introduction to the cultural/political/social movements of Négritude and Négrismo, taking notes on the main ideas, and then use their understanding of the movements to analyze three poems from the movement, responding to the prompt, “In what ways do these poems reflect the goals of the Négritude movement? Finally, students will participate in a small group quote-pass activity in which they will select a quote from a Négritude writer and explain why this quote stood out to them and how it reflects the challenges and hopes of activists in the Black Diaspora in the mid-twentieth century.

**Unit Five: Further Explorations and Individual Student Project**

**Unit Summary:** This is an opportunity to study a topic of classroom interest and/or contemporary relevance more deeply. This will build into the Individual student project work in the Spring semester. Each student will complete an Individual Student Project by defining and executing a research project of their choice during which they will define a line of inquiry, conduct independent research to analyze authentic sources from multiple disciplines, and develop and deliver a presentation about their selected topic. Students can draw from topics or themes in the course or from the broader field of African American Studies. This project is submitted by students and scored by their teachers; this teacher-scored component counts as 10 percent of the student’s final AP Exam Score. Possible topics for Further Explorations include contemporary grassroots organizing, the reparations debate, incarceration and abolition, Black women writers and filmmakers, African American art, Black foodways and culinary traditions, and/or local history.

**Individual Student Project Unit Outcomes:**

Students will embark on a three-week project in the Spring semester during which they will define a research topic and line of inquiry, conduct independent research to analyze authentic sources from multiple disciplines, and develop and deliver a presentation about their selected topic. Projects can take a variety of forms, and each project must be anchored in at least four sources from any combination of the following:

- Primary text-based sources
- Secondary text-based sources
- Artwork and photography
- Literature (e.g., poems, short stories)
- Data sets and maps

- Music lyrics
- Performances (e.g., plays, music, musicals, exhibits)
- Oral histories
- Events (e.g., debates, public hearings, speeches, or testimonies)

Students will analyze and compare the four sources, develop their own perspective on their topic, and support their perspective with details or other evidence from the four sources. Students will then create and deliver a presentation to their class, enabling all students in the class to learn from each other's projects. The presentation is not a report but is instead an argument in which students support a claim or perspective with evidence or details from the sources they studied.

#### **Sample Unit Assignment: Further Explorations**

Students might explore the history and major works of Black women filmmakers from the early twentieth century to the present (e.g., Tressie Souders, Chinonye Chukwu, and Ava DuVernay).

#### **Recommended Texts and Resources:**

- Smithsonian Institution Resources: AP African American Studies: Teaching with Objects Learning Lab: <https://s.si.edu/APAfricanAmericanStudies>
- *From Slavery to Freedom: A History of African Americans*. Brooks-Higginbotham, Evelyn, and John Hope Franklin, 10th ed. McGraw-Hill, 2022. ( pilot book-Fall of 2024)

**Board Approval Date: 06/26/2024**

**Updated:**

**UC (a,b,c,d,e,f) Approval Date: UC "A"-Social Science approved, 06/2024**