

Name:

## **FLHS - African American / Black & Puerto Rican / Latino Studies** ***Summer Work 2025-2026***

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**Overview:** Welcome to the African American / Black & Puerto Rican / Latino Studies course! This course represents an American history that is *inclusive of*, rather than *absent of*, Black and Latino history. In this one-year, integrated course, the history of Africa and the diasporas are explored with intentional linkages to the accomplishments, struggles, and beauty of Black and Latino people in the U.S., Americas (North and South), the Caribbean, and around the world.

### ***Five Main Pursuits of this class<sup>1</sup>***

- Identity Development
- Skills Development
- Intellectual Development
- Criticality Development
- Joy!

### ***Course Outline:***

#### **Semester 1: Focus on African American / Black History**

- *Unit 1:* Where We Come From - African Origins and Empires (500 BCE - 1600)
- *Unit 2:* Slavery and Persistence (1619-1800)
- *Unit 3:* Age of Abolition (1800-1865)
- *Unit 4:* The Reconstruction Era and the Nadir of Race Relations (1865-1915)
- *Unit 5:* Black Movement for Equality (1915-1965)
- *Unit 6:* Protest, Politics, and Power (1965-Present)

#### **Semester 2: Focus on Puerto Rican / Latino History**

- *Unit 1:* Early Beginnings and Identity
- *Unit 2:* Blood and Beauty
- *Unit 3:* Sweat
- *Unit 4:* Resistance and Defiance
- *Unit 5:* Where Are We Now?

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<sup>1</sup> Muhammad, Gholdy and Pharrell Williams. 2023. *Unearthing Joy: A Guide to Culturally and Historically Responsive Teaching and Learning*. Scholastic Inc.

**Directions:** For this summer work assignment, you will be required to do **three things**:

**Task 1. Personal Identity Wheel** (found on page 3)

*Task 1 involves you creating your own personal identity wheel and personalizing it as you see fit. I have included my own ([linked here](#)) for you as a reference!*

**Task 2. Social Identity Wheel** (found on page 4)

*Task 2 involves you looking over the social identity wheel criteria. **Do not** fill out the social identity wheel. However, you can think about what you would put for each of the categories. Then, pick **two** of the **five** questions within the wheel and answer them on page 5. Whichever two you pick, explain your answers in complete sentences, rather than simply providing a list.*

**Task 3. Background Information for the First Unit** (found on page 6)

*In order to start class with a bit of essential background information, task 3 asks you to look over a few sources before the start of the year. There is an article on “Lucy”, three videos (one on “Lucy”, one on “mitochondrial eve”, and one on Africa’s “Desert Empires”), and one book excerpt (from a book of essays called *Four Hundred Souls*). Your task is to read/watch all the sources and then answer the question found on page 6.*

Bring a physical copy of this packet with these tasks completed to the first day of class.

## Personal Identity Wheel

*Task 1 involves you creating your own personal identity wheel and personalizing it as you see fit.*

The form is a circular wheel divided into 12 segments. The segments are labeled as follows, starting from the top and moving clockwise:

- Favorite Music
- One Skill you are Proud of
- Favorite Movie
- Favorite Book
- Favorite Food
- Favorite Hobby
- Favorite Color
- Personal Motto
- Number of Siblings
- Birth Order

In the center of the wheel, there is a section titled "Three Adjectives to Describe Yourself" with three numbered lines for writing:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Below the adjectives, there is a line for the name:

\_\_\_\_\_

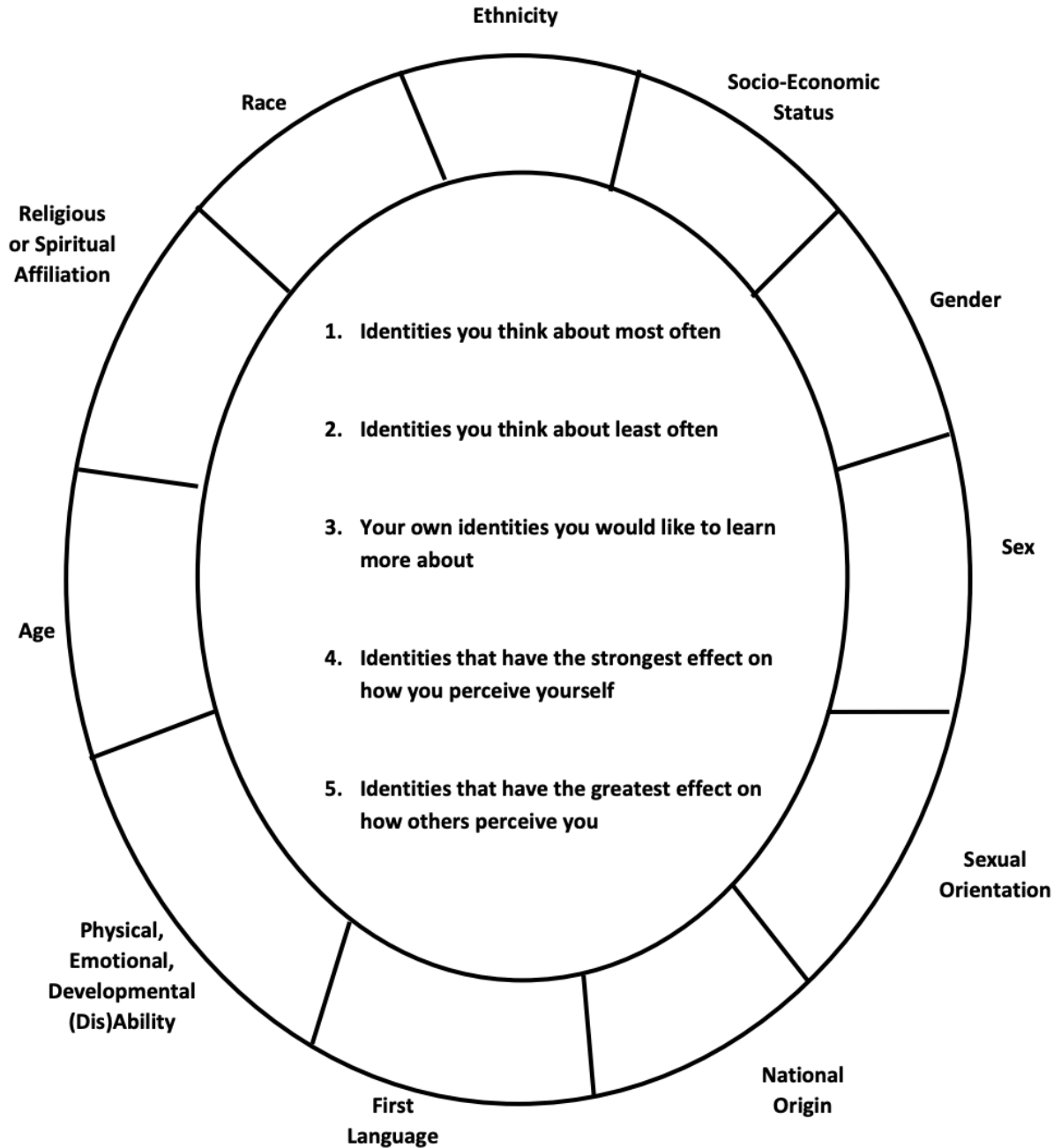
Name

## Social Identity Wheel

Task 2 involves you looking over the social identity wheel criteria. **Do not** fill out the social identity wheel. However, you can think about what you would put for each of the categories.

Then, pick **two** of the **five** questions within the wheel and answer them on page 5.

Whichever two you pick, explain your answers in complete sentences, rather than simply providing a list.



Adapted for use by the Program on Intergroup Relations and the Spectrum Center, University of Michigan.

Resource hosted by LSA Inclusive Teaching Initiative, University of Michigan (<http://sites.lsa.umich.edu/inclusive-teaching/>).



