Name:

FLHS - African American / Black & Puerto Rican / Latino Studies
Summer Work 2026-2027

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[1]

- 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?

[1] Muhammad, Gholdy and Pharrell Williams. 2023. *Unearthing Joy: A Guide to Culturally and Historically Responsive Teaching and Learning*. Scholastic Inc.

Directions: For this summary 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!

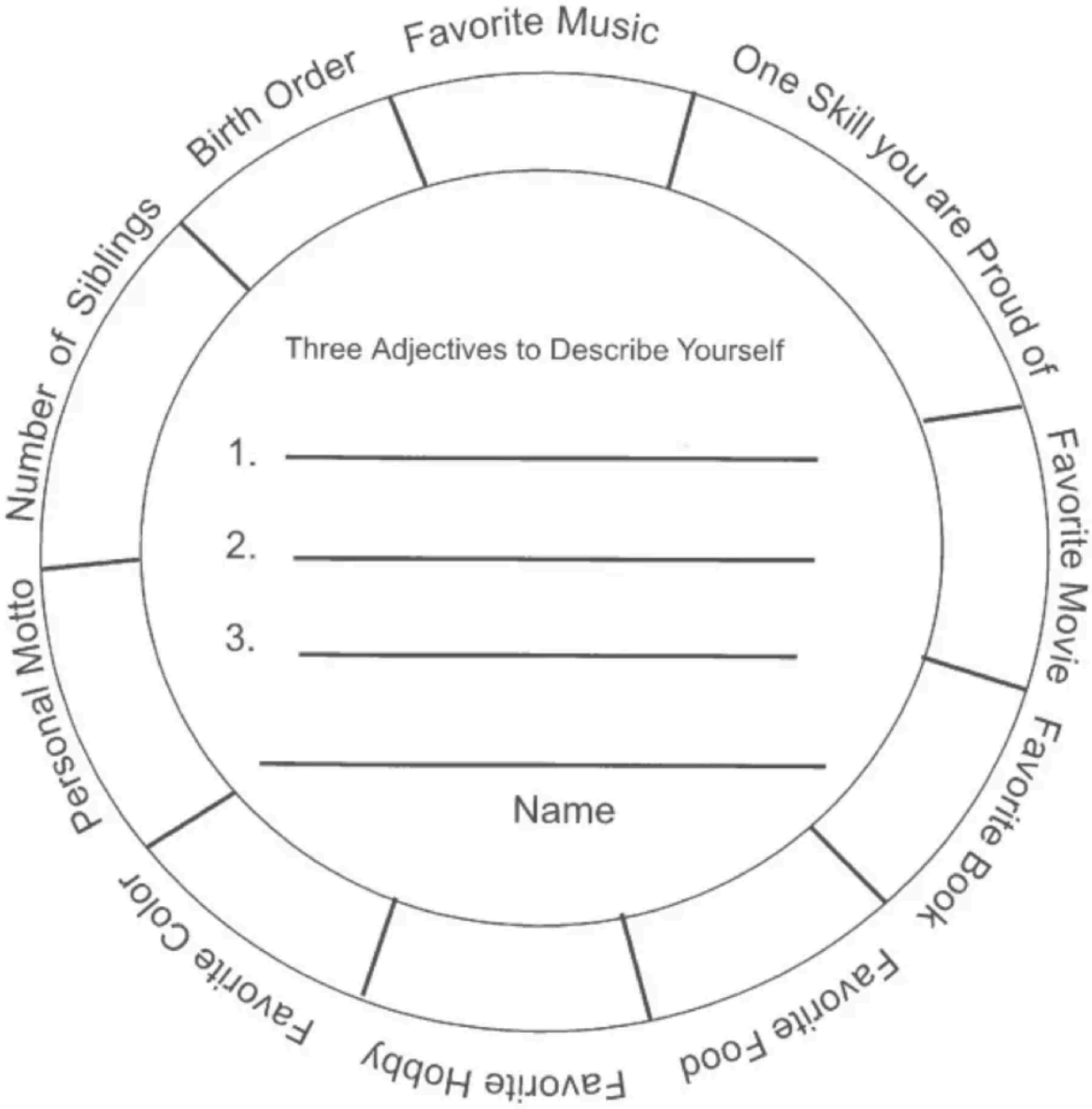
Task 2. Social Identity Wheel (found on page 4)
Task 2 involves you looking over the social identity wheel criteria. ***DO NOT*** *fill out the social identity wheel. However, you can think about what you would put for each of the categories. Then, pick* ***two*** *of the* ***five*** *questions within 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.

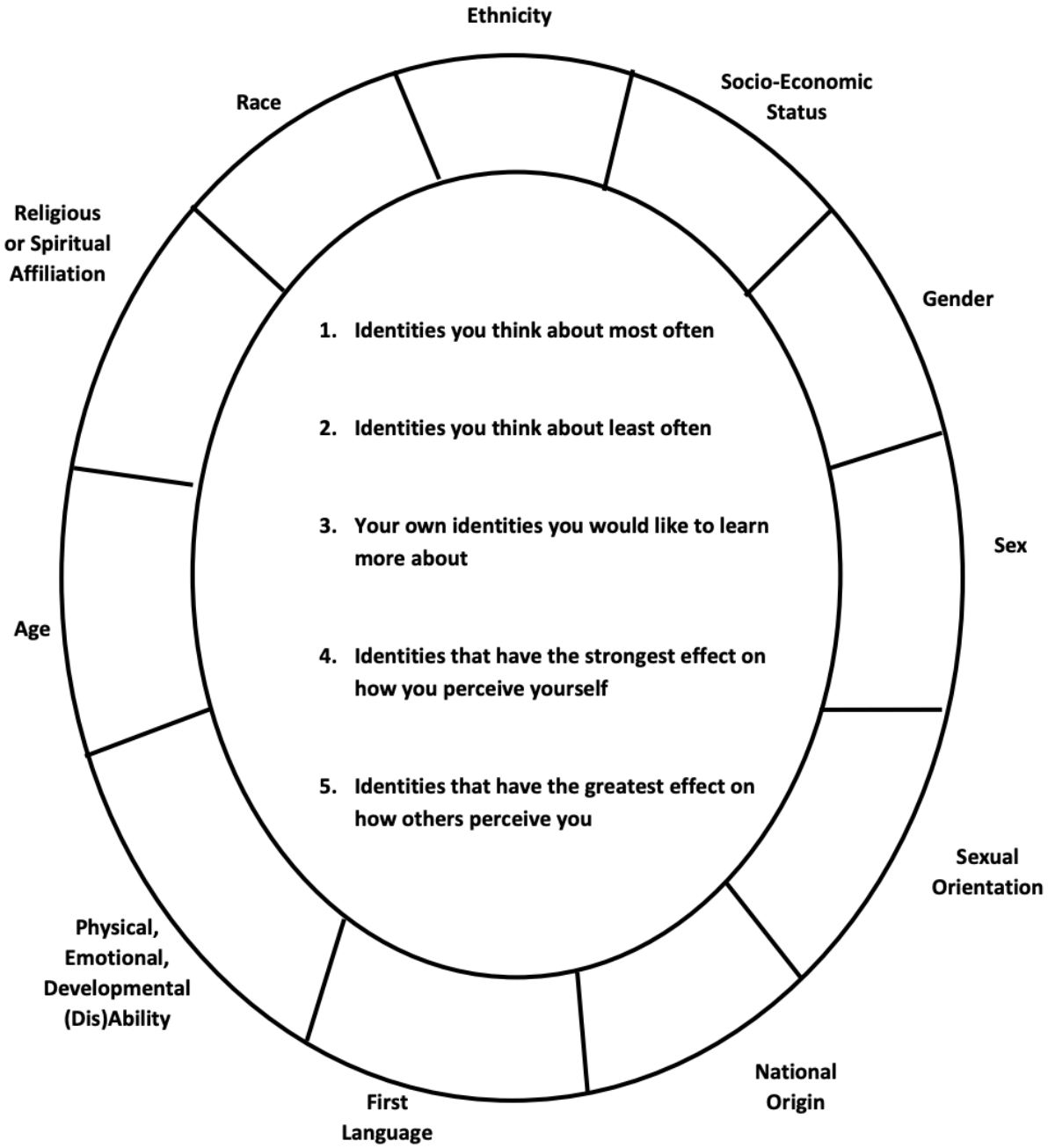
Personal Identity Wheel

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Social Identity Wheel

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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/).

Social Identity Wheel Reflection:

Unit 1: Where We Come From - African Origins and Empires (500 BCE - 1600)

Task 3 Required Sources:

- Celebrating the Story of Lucy (article)
- Walking with Lucy: California Academy of Sciences (video)
- Mitochondrial Eve and Homo Sapiens in Africa's Great Rift Valley (video)
- Desert Empires - History of Africa with Zeinab Badawi (video)
- "Arrival," an Excerpt from *Four Hundred Souls* (book excerpt)

Question:
What do these origin stories of archaeology, biology, ancient empires, and the transatlantic slave trade reveal about identity, power, and/or memory?