Fifty years after the landmark U. S. Supreme Court Case, *Brown v. Board of Education of Topeka, Kansas*, it appears that society has come to the point where people are judged by the their character and not the color of their skin. For example, African Americans serve as Supreme Court justice, secretary of state, governors, head of the joint-chiefs of staff, and secretary of commerce. African Americans seemingly have influence at every level of government. However, U. S. Supreme Court Justice Sandra Day O’Connor in *Grutter v. Bollinger et al.* stated a different prospective. She said, “We expect that 25 years from now, the use of racial preferences will no longer be necessary to further the interest approved today.” Even though, it appears that the nation was reached the day described by Dr. King in his “I have a Dream” speech, the Court believes we are not there yet. In order for this goal to be reached in 25 years, Americans are going to need to be able to understand each other and not just on a surface level. For Americans to truly understand and be able to live with one another, they are going to have to understand the contributions and struggles of African Americans on a more intimate level.

The following pacing guide and curriculum is not only designed for an African American literature course but also for humanities and social science courses to access entire lessons or units that will enrich their curricula as well. This document is designed to meet some of the objectives of world history, U. S. history, civics/economics, African American studies, English II, and English III of the North Carolina Standard Course of Study. The entire document is set up as if you were teaching an African American Literature course so all parts will be applicable to it. In addition, the items highlighted in blue will be pertinent to world history and English II (Note: the colonial period information is also important for the civics/economics classes as well.) Items highlighted in green are significant for United States history and American literature classes. Finally, African American studies, history, or culture classes should access information that they find relevant to their curricula.
## Course Description
This course introduces students to some of the major writers of the African American literary tradition from such early poets as Phillis Wheatley to such contemporary novelists as Toni Morrison. The course will situate the literary works within their historical and cultural contexts, but will also emphasize close readings of the texts.

### Resources
- **Primary:** (Gilyard and Wardi African American Literature)
- **Secondary:**
  - Day
  - Date
  - Units
  - Essential Questions
  - Content
  - Culminating Activity

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<tr>
<th>Day</th>
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<td>Read/Discuss African Folktales, Create Personal Mask, Create and Demonstrate an African Myth with visual (group activity)</td>
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<td>Create/Write essay or narrative poem that illustrates the themes of this era</td>
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<td>Web quest on Douglass, Personal Essay</td>
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Marlin Jones
Wakefield High School
Page 2
7/27/2005
Raleigh, NC
27614
African American ROOTS

COURSE(s)
African American Literature (Studies)/World History/World Literature

TIME FRAME
4 days on block (85 minutes each day)

GOAL/OBJECTIVES
(3) To expose students to the roots of African American culture and ancient African culture
(AA Objective) Describe the roots of African American culture through the reading African folklore and analysis of African artifacts.
(3.04) Examine European exploration and analyze the forces that caused and allowed the acquisition of colonial possessions and trading privileges in Africa
(WL Objective) 1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus

MATERIALS
Comparison Map—Compare the Continent of Africa with other major geopolitical areas such as Europe, the U.S., China etc.
A Treasury of African Folklore by Harold Courlander—“The Coming of the Yam” and the Land of Dead (Ashanti)

ACTIVITIES
Day 1—Distribute and collect student information sheets, Play Collaborative Bingo (getting know each other activity), Discuss with students the basic outline/syllabus of the African American literature course, specifically focusing on the novels that will be read in the class. Introduce an African perspective through size by showing comparison map and introduce African cultural perspective through defining communal ethos.


Day 3—Continue showing African masks and have students complete African mask activity

Day 4—Students should finish African mask activity and present it to the class.
African Americans in Antebellum America

COURSE(s)
African American Literature (Studies)/U.S. History/American Literature

TIME FRAME
7 days on block (85 minutes each day)

GOAL/OBJECTIVES
(Goal) Recognize that early African-American literature began with the oral tradition of black slaves and evolved into the written form before the Civil War and read selected oral literature and contributions of writers, such as Lucy Terry, Benjamin Banneker, Phillis Wheatley, Jupiter Hammon, William Wells Brown, Frederick Douglass, and Sojourner Truth

(AA Objective) Identify and understand the perspective of both male and female African American leaders during the Antebellum Period

(US Objective) 1.02 Analyze the political freedoms available to the following groups prior to 1820: women, wage earners, landless farmers, American Indians, African Americans, and other ethnic groups.

(AL Objective) 5.02 Analyze the relationships among United States authors and their works.

MATERIALS
Prentice Hall Anthology, Maps illustrating geographical and cultural differences between north and south.

ACTIVITIES
Day 1: Biography presentation of Frederick Douglass by a student. Lecture on the historical background of the antebellum period. Then, analyze the title, Narrative of Frederick Douglass, an American Slave, Written by Himself. Assign chapters 1 and 2 for homework.

Day 2: Discuss chapters 1 and 2 and complete reading quiz. Read and discuss chapters 3 and 4. Assign chapter 5 for homework.

Day 3: Reading quiz on Chapter 5. Discuss chapter 5. Read excerpt from My Bondage and Freedom and have students complete comparison chart or Venn diagram

Day 4: Have students complete personal essay/mini autobiography after autobiography format is reviewed along with essay writing.


Day 6: Discuss Walker’s Preamble and read/discuss Article I.

Day 7: Write comparison essay on Douglass and Walker.

African American Literature (PowerPoint)

Back