

Outline

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Unit 1: The Origins of Blues and Jazz: Creating Passageways Through Music

Time Frame: 3 Weeks

Standards:

- SS.912.A.1.1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.7 Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.A.3.8 Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.P.10.1 Define culture and diversity.
- SS.912.P.10.3: Discuss the relationship between culture and conceptions of self and identity.
- SS.912.P.10.4: Discuss psychological research examining race and ethnicity.
- SS.912.S.1.4 Examine changing points of view of social issues, such as poverty, crime and discrimination.
- SS.912.S.2.1 Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
- ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.
- ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.
- ELA.K12.EE.3.1 Make inferences to support comprehension.
- ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations
- ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.
- ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing
- ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.
- ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
- MU.912.H.1.1 Investigate and discuss how a culture's traditions are reflected through its music.
- MU.912.H.2.3 Analyze the evolution of a music genre.
- WL.K12.AH.5.4 Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
- WL.K12.AH.5.7 Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.

Objectives:

- Students will examine how African Americans were able to preserve cultural traditions through music.
- Students will be able to discuss the variables that influenced the creation of Blues and Jazz.
- Students will be to describe and explain how African Americans were able to articulate their experiences of oppression through music.
- Students will be to understand how music created passageways to joy during a time when most African Americans were limited by political, social, and economic barriers.
- Students will be able to understand how visual art created passageways to joy during a time when most African Americans were limited by political, social, and economic barriers.

Unit 2: The Harlem Renaissance

Time Frame: 3 Weeks

Standards:

- SS.912.A.1.1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.7 Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.A.3.8 Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.P.10.1 Define culture and diversity.
- SS.912.P.10.3:Discuss the relationship between culture and conceptions of self and identity.
- SS.912.P.10.4:Discuss psychological research examining race and ethnicity.
- SS.912.S.1.4 Examine changing points of view of social issues, such as poverty, crime and discrimination.
- SS.912.S.2.1 Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
- ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.
- ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.
- ELA.K12.EE.3.1 Make inferences to support comprehension.
- ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations
- ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.
- ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing
- ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.
- ELD.K12.ELL.SS.English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
- WL.K12.AH.5.4 Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
- WL.K12.AH.5.7 Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.

Objectives:

- Students will be able to discuss and explain the push and pull factors that led to the Great Migration and the implications this event had on Black America.
- Students will be able to discuss how the Harlem Renaissance signified a shift in consciousness of African Americans in regards to racial pride, self-image, and place in society.
- Students will be able to closely examine the literary and visual artwork created during the Harlem Renaissance and provide interpretations of African life during the early 20th Century.
- Students will be able to understand how visual art created passageways to joy during a time when most African Americans were limited by political, social, and economic barriers.

Unit 3: Songs of Protest

Time Frame: 2 Weeks

Standards:

- SS.912.A.1.1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.7 Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.A.3.8 Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.P.10.1 Define culture and diversity.
- SS.912.P.10.3:Discuss the relationship between culture and conceptions of self and identity.
- SS.912.P.10.4:Discuss psychological research examining race and ethnicity.
- SS.912.S.1.4 Examine changing points of view of social issues, such as poverty, crime and discrimination.
- SS.912.S.2.1 Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
- ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.
- ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.
- ELA.K12.EE.3.1 Make inferences to support comprehension.
- ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations
- ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.
- ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing
- ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.
- ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
- MU.912.H.1.1 Investigate and discuss how a culture's traditions are reflected through its music.
- MU.912.H.2.3 Analyze the evolution of a music genre.
- WL.K12.AH.5.4 Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.
- WL.K12.AH.5.7 Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.

Objectives:

- Student will be able to discuss how African Americans were able to use song as a platform to cultivate voice and agency.
- Students will be able to understand how visual art created passageways to joy during a time when most African Americans were limited by political, social, and economic barriers.

Unit 4: Capturing the Experience through Visual Arts

Time Frame: 3 Weeks

Standards:

- SS.912.A.1.1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.7 Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.A.3.8 Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.P.10.1 Define culture and diversity.
- SS.912.P.10.3:Discuss the relationship between culture and conceptions of self and identity.
- SS.912.P.10.4:Discuss psychological research examining race and ethnicity.
- SS.912.S.1.4 Examine changing points of view of social issues, such as poverty, crime and discrimination.
- SS.912.S.2.1 Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
- ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.
- ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.
- ELA.K12.EE.3.1 Make inferences to support comprehension.
- ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations
- ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.
- ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing
- ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.
- ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
- VA.912.C.3.3 Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
- VA.912.C.3.5 Make connections between timelines in other content areas and timelines in the visual arts.
- VA.912.F.1.5 Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
- VA.912.H.1.1 Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
- VA.912.H.1.8 Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
- VA.912.H.1.10 Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.

Objectives:

- Students will be able to interpret and discuss African American Life in the 20th century through various forms of visual art.
- Students will be able to understand how visual art created passageways to joy during a time when most African Americans were limited by political, social, and economic barriers.

Unit 5: The History of African Americans in Film and Televisions

Time Frame: 3 Weeks

Standards:

- SS.912.A.1.1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.7 Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.A.3.8 Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.P.10.1 Define culture and diversity.
- SS.912.P.10.3:Discuss the relationship between culture and conceptions of self and identity.
- SS.912.P.10.4:Discuss psychological research examining race and ethnicity.
- SS.912.S.1.4 Examine changing points of view of social issues, such as poverty, crime and discrimination.
- SS.912.S.2.1 Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
- ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.
- ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.
- ELA.K12.EE.3.1 Make inferences to support comprehension.
- ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations
- ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.
- ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing
- ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.
- ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
- VA.912.C.3.3 Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
- VA.912.C.3.5 Make connections between timelines in other content areas and timelines in the visual arts.
- VA.912.F.1.5 Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
- VA.912.H.1.1 Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
- VA.912.H.1.8 Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
- VA.912.H.1.10 Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.

Objectives:

- Students will be able to interpret and discuss the depiction of African Americans through film and television.
- Students will be able to understand how visual art created passageways to joy during a time when most African Americans were limited by political, social, and economic barriers.

Unit 6: The Performing Arts: Expressions through Movement

Time Frame: 2 Weeks

Standards:

- SS.912.A.1.1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.7 Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.A.3.8 Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.P.10.1 Define culture and diversity.
- SS.912.P.10.3: Discuss the relationship between culture and conceptions of self and identity.
- SS.912.P.10.4: Discuss psychological research examining race and ethnicity.
- SS.912.S.1.4 Examine changing points of view of social issues, such as poverty, crime and discrimination.
- SS.912.S.2.1 Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
- ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.
- ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.
- ELA.K12.EE.3.1 Make inferences to support comprehension.
- ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations
- ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.
- ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing
- ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.
- ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
- DA.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).
- Enduring Understanding
- DA.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
- DA.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

Objectives:

- Students will examine how African Americans were able to preserve cultural traditions through dance.
- Student will be able to discuss how African Americans were able to use dance as a platform to cultivate voice and agency.
- Students will be able to understand how visual art created passageways to joy during a time when most African Americans were limited by political, social, and economic barriers.

Unit 7: Matters of Representation

Time Frame: 1 Week

Standards:

- SS.912.A.1.1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.7 Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.A.3.8 Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.P.10.1 Define culture and diversity.
- SS.912.P.10.3:Discuss the relationship between culture and conceptions of self and identity.
- SS.912.P.10.4:Discuss psychological research examining race and ethnicity.
- SS.912.S.1.4 Examine changing points of view of social issues, such as poverty, crime and discrimination.
- SS.912.S.2.1 Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
- ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.
- ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.
- ELA.K12.EE.3.1 Make inferences to support comprehension.
- ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations
- ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.
- ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing
- ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.
- ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
- WL.K12.AL.6.1 Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
- WL.K12.SU.8.3 Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.

Objectives:

- Students will examine how African Americans were able to preserve cultural traditions through dance.
- Student will be able to discuss how African Americans were able to use dance as a platform to cultivate voice and agency.
- Students will be able to understand how visual art created passageways to joy during a time when most African Americans were limited by political, social, and economic barriers.