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## Instructional Outcomes for Culminating African American Studies Course

Draft - 10/16/2020 - EDB

When students complete this course, they will be able to understand and demonstrate knowledge of:

1. The people of Africa
  - a. Who were they?
  - b. How did they interact with one another?
  - c. How did they react to European slavery of Africans?
  - d. How did they react to colonialism?
  - e. What has happened to them?
2. The European slave trade with the Americas
  - a. How did it work
  - b. Why did it work
  - c. What impact did it have on the enslaved Africans?
  - d. What impact did it have on the European slave traders?
3. Implementation of White Supremacy in the United States of America - [Dred Scott Decision - 1857](#)

Although the Constitution did not refer directly to slaves, it did not ignore them entirely. Article one, section two of the Constitution of the United States declared that any person who was not free would be counted as three-fifths of a free individual for the purposes of determining congressional representation. The "Three-Fifths Clause" thus increased the political power of slaveholding states. It did not, however, make any attempt to ensure that the interests of slaves would be represented in the government. ([Slavery and the Making of America, 204, par 1](#))

- a. Slavery
  - i. How did it work
  - ii. Why did it work
  - iii. What impact did it have?
- b. Segregation
  - i. Legal – how does it work and why
  - ii. Cultural – how does it work and why
- c. What are the implications of continued conflict over ethnicity in our society today?

## Culturally Affirming Aspects of WS/FCS Sampled Social Studies Curricula

Grade Level Sample	Infusion Content (Additive Level)	Summary
Kindergarten	<p>30 titles with lessons (African-American)</p> <p>10 links to books, websites, and films (Hispanic Heritage Month)</p> <p>8 titles (Hispanic Heritage Month)</p> <p>While Kindergarten is the selected sample, it is to be noted that the infusion design referenced above is for K-5</p>	<p>Culturally affirming banner that features a quote on the beauty of diversity, with a transformational level note to teachers using the application of Chimamanda Ngozi Adichie, <a href="#">The Danger of a Single Story</a>; Books and lessons represent the contributions level as the entry point to multicultural infusion, however the content of the lesson summaries address transformative levels of understanding, such as “A is for Africa” with the lesson summary’s goal of transforming the perspective of Africa as a continent with poor, hungry people with underdeveloped nations.</p> <p>Relative to Hispanic/Latino infusion, the entry level is contributions of notable Hispanic/Latino figures, with transformational content found articles written in the Spanish language, as well as bi-lingual content. There are also perspective relative to the immigration experience in the U.S.</p> <p>K-5 Teachers must pick and choose developmentally appropriate content for their grade level. It appears that</p>

		lessons must be written to align with the new standards.
6th Grade	<p>“Meet the Civilizations” Unit Two          “Ancient Legacies” Unit Ten          African history</p> <p>Hispanic Latino infusion not particularly evident but could reside in “Inquiry Based Projects”. I was unable to access that link.</p>	The exploration of Africa is culturally affirming as these two units look at the civilizations of northern African, Bantu, Songhay Egypt(Kemet) , Mali, Axum; then continues on to explore other civilizations and their contributions to modern times.
American History 1	<p>Unit 1: Age of Exploration          African-American Infusion”          Primary Source Documents          :”Documents and Debates”</p> <p>Unit 2 “The American Revolution”          African-American Infusion”          Primary Source Documents          “American Founding”          “The American Presidency”          “Bill of Rights”          Constitutional Convention”          “Documents and Debates in American History and Government          Lesson Plan Organizer a column for          “African-American Resources”, content has yet to be loaded</p> <p>Unit 3: “The Young Republic”          African-American Infusion:          “American Founding”          “The American Presidency”          “Documents and Debates in American History and</p>	<p>Culturally affirming transformational content that demonstrates resistance to bondage, dominance and oppression.</p> <p>?</p> <p>Examination of the issue of African enslavement is less than culturally affirming, and transformational. Content is viewed from the perspective of George Washington’s perspective on enslavement and how it changed over the course of his life. Africans are rendered invisible in these narratives</p> <p>Culturally affirming transformational content that demonstrates</p>

	<p>Government”</p> <p>Unit 4”“Political Conflict, Industrialization, and Reform” African-American Infusion “The American Presidency” Documents and debates in American Government”</p> <p>Unit 5: “Manifest Destiny” African-American Infusion “Documents and Debates in American Government”</p> <p>Unit 5: “A House Divided” African-American Infusion: Primary Source Documents “Documents and Debates in American History and Government” “A Georgia Sharecroppers Story of Forced Labor in 1900”</p> <p>No Hispanic/Latino Infusion noted, but could reside in “Inquiry Based Projects”</p>	<p>resistance to bondage, dominance oppression.</p> <p>Content on the Exodusters could have been included here. There may be plans to do so as there is a banner which states the units are still under construction.</p> <p>Culturally affirming transformational content that demonstrates resistance to bondage, dominance and oppression.</p> <p>“A Georgia Sharecroppers Story of Forced Labor, ca 1900”; while transformational in content, it is less than culturally affirming.</p>
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<p>American History 2</p>	<p>Unit 1: "The South, The West, and Populism"  African-American infusion  Primary Source Documents  "Reconstruction Documents"</p> <p>13 titles that teach the African-American perspective, including work by an author who was a born to free African-Americans living in Durhan, N.C.; Charles Chesnut</p> <p>Unit 2: "The Gilded Age and Progressivism"  Hispanic Infusion:  Primary Source Documents:  "Documents and Debates  "Changing America"</p> <p>Unit 3: Imperialism and World War I  African-American Infusion:  Primary Source Document:  "Documents and Debates"  Songs about African-American's experience in World War I;  Analysis of Chicago Race Riots</p> <p>Unit 4: "Boom and Bust"  African-American Infusion  Primary Source Documents  "Documents and Debates"  "Cold War Documents"</p>	<p>Culturally affirming in the titles teach a transformational perspective on living during the era of enslavement</p> <p>5 titles depicting the voices of African-Americans of the era, culturally affirming in that they are the voices of resistance of the era. These titles also include a primary source document" WEB Dubois, "The Black Man and the Unions." "Changing America" is a culturally affirming, primary source document that presents a teenager's transformational perspective on being a Spanish speaking immigrant in the U.S.</p> <p>"TrenchBlues"  Graphic organizer to analyze the Chicago Race Riots</p> <p>Culturally affirming sources and articles which demonstrate a sense of agency, resistance on the part of African-Americans during this era.</p>
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	<p>“The American Presidency”          “The Great Depression and the New Deal”          “A Black Migrant Crosses the Mason-Dixon Line”          “Black Southerners Seek Advice From a Northern Newspaper”          “Marcus Garvey Calls for Pan Africanism and Race Pride”</p> <p>Unit 5: “World War II”          Primary Source Documents:          “Nazi Policy and Black Victims from Africa to North Carolina”</p> <p>Unit 6 “Early Cold War Politics and Culture 1945-1960”          Primary Source Documents          “Documents and Debates”          “Cold War Documents”          “The American Presidency”</p> <p>Unit 8: “Conflict and Change in the United States 1960-1975”          African-American Infusion          “Documents and Debates”          “The American Presidency”          “Cold War Documents”          “Story of Reynolds Park Recalls an era of Innocent Family Fun as well as the South’s Painful History”</p> <p>Unit 9: Contemporary Issues</p>	<p>Culturally affirming in that it presents an often overlooked aspect of the Holocaust, beginning with the genocide of the peoples of Namibia by the Germans</p> <p>Culturally affirming writings of African-Americans of the era, entry level is contributions, however authors provide a transformative perspective on the era.</p> <p>Culturally affirming writings of African-Americans of the era, entry level is contributions, however authors provide a transformative perspective on the era.</p> <p>Article in the Winston-Salem Journal with some culturally affirming aspects of black</p>
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	<p>in America Since 1975”  African-American Infusion  “Documents and Debates”  “The American Presidency”  “Cold War Documents”</p> <p>No Hispanic/Latino infusion noted in units but may reside in “Inquiry Based Projects”</p>	<p>family, but still focuses on the eras of struggle for black liberation.</p> <p>Culturally affirming writings of African-Americans of the era, entry level is contributions, however authors provide a transformative perspective on the era.</p>
<p>Elective: African-American Studies</p>	<p>African-American History  No primary source documents exist for this course, only selected readings, content base terminology, and conceptual theories.</p>	<p>Students explore the fully diverse range of African-American history and culture across a broad spectrum of racial, social, economic and political constructs. There are six units, beginning with African-American identity, moving through African origins, to historical turning points, impact of political, economic, social decisions of those in power in America, 1865-2000; culminating in the significance of civic/social action on the part of the culture. Units are culturally affirming and transformative.</p>
<p>Elective: Latin American Studies</p>	<p>Latin and Latin American History</p>	<p>Students explore the fully diverse range of Latin and Latin American history and culture across a broad spectrum of racial, social, economic and political constructs. There are eight units, beginning with Latin and Latin American identity, moving through an exploration of Indigenous peoples of</p>

		<p>Central and South America, the impact of imperialism, revolution and the fight for independence. Moving forward, the next units focus on the relationship between Latin America and the United States, Latin Americans and North Carolina and the United States, as well as contemporary issues facing Latin Americans in the United States and civic engagement of the peoples.</p>
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- Note: A glance at 7th grade does not demonstrate explicit African-American infusion lessons or activities. However this notice is posted as a banner in red for the 8th grade Canvas page along with the [infusion lessons](#): **It is an expectation of the WSFCS School Board that all 8th grade teachers will teach at least one African American Infusion Inquiry lesson within each unit of study in the 8th grade year. These lesson plans are provided in the document below. The expectation is that they are delivered in their entirety and that all students will experience the inquiry lessons in their 8th grade SS class.**
- There is no Hispanic/Latino infusion noted for 7th or 8th grade. It is possible those lessons are under construction

**A4E Policy Demand 1.1: Create an educational environment where students of color feel engaged and can relate to the material being taught; Fully implement and sustain a K-12 multiculturally infused curriculum for all students in WSFCS that includes the history of African American, American Indian, and Latinx studies.**

1. The eighth grade banner should be posted on each page where there are explicit African-American infusion lessons.

2. Allot funding to pay stipends to Hispanic/Latino teachers/assistants/professors/consultants to complete a K-12 Hispanic/Latino infusion framework



3 More lessons that are positive and transformational about the presence of West Africans, West Indians in the colonies, particularly those who were free.

4. Seek out primary sources that name peoples who were enslaved as West Africans, given students studied ancient African civilizations in 6th grade.

5. The same attention should be devoted to Hispanic/Latino content during the various eras of study.

### **Definition of Terms**

**Additive level**- multicultural content is added to existing curricula and content without fundamentally changing its structure. (Banks, and Banks, 2009)

**Contributions level**-multicultural content that focuses on heroes, holidays, food, festivals, fun activities. It is the lowest level of multicultural content integration and infusion. (Banks and Banks, 2009)

**Transformation level**-curricula content and concepts are viewed from the perspective of different cultural groups and how they were impacted by the particular concept or content. (Banks and Banks, 2009)

**Social action**- students are given opportunities to engage in activities designed to achieve social justice and social change. (Banks, and Banks, 2009)

### **References**

Adichie (2009) The danger of a single story.[Video]. TEDGlobal.  
[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?language=en](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en)

Banks, J., Banks. C.M. eds. (2009). Multicultural education issues and perspectives. Hoboken, N.J.: John Wiley and Sons..



**WS/FCS Investment in Multicultural Education 1995-2017**

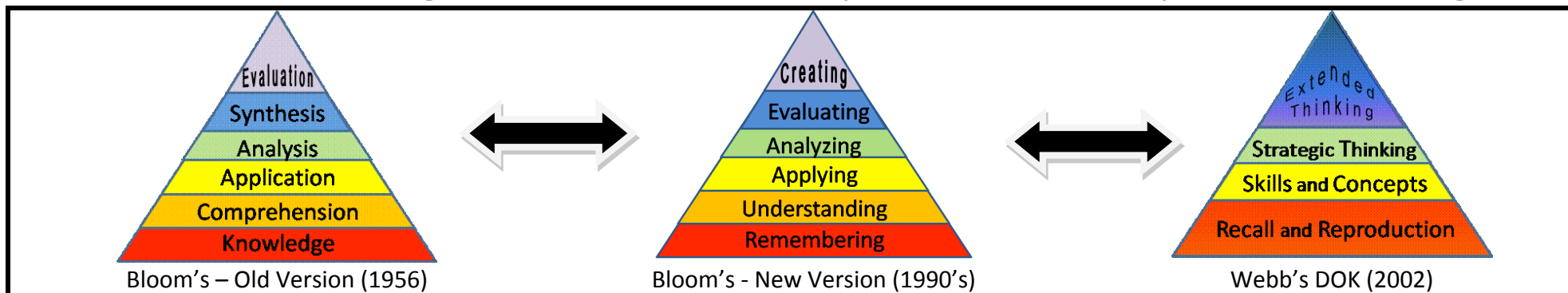
<b>Year</b>	<b>Funding Amount</b>	<b>Source</b>	<b>Appropriation</b>
1995	\$200,000.00	Z.Smith Reynolds	<ul style="list-style-type: none"> <li>● Project Coordinator</li> <li>● Staff/Curriculum Development</li> <li>● Instructional Supplies</li> <li>● Student Field Trips</li> <li>● School Based Activities</li> </ul>
2000	\$80, 000.00	Z.Smith Reynolds Forsyth County	<ul style="list-style-type: none"> <li>● Curriculum Specialist</li> <li>● Staff/Curriculum Development</li> <li>● Instructional Supplies</li> <li>● Field Trips</li> <li>● School Based Activities</li> </ul>
2001	\$70.000.00	Z. Smith Reynolds (carry over) Forsyth County	<ul style="list-style-type: none"> <li>● Curriculum Specialist</li> <li>● Staff Development</li> <li>● Instructional Supplies</li> <li>● School Based Activities</li> </ul>
2002	\$70.000.00	Forsyth County	<ul style="list-style-type: none"> <li>● Curriculum Specialist</li> <li>● Staff/ Development</li> <li>● Instructional Supplies</li> <li>● School Based Activities</li> <li>● (Budget cuts)</li> </ul>
2003	\$70,000.00	Forsyth County	<ul style="list-style-type: none"> <li>● Curriculum Specialist</li> <li>● Staff/ Development</li> <li>● Instructional Supplies</li> <li>● School Based Activities</li> <li>● (Budget cuts)</li> </ul>
2004	\$60,000.00	Forsyth County	<ul style="list-style-type: none"> <li>● Curriculum Specialist</li> <li>● Staff Development</li> <li>● Instructional Supplies</li> </ul>
2005	\$60.000.00	Forsyth County	<ul style="list-style-type: none"> <li>● Curriculum Specialist</li> <li>● Staff/ Curriculum Development</li> <li>● Instructional Supplies</li> </ul>
2006	\$80,000.00	Forsyth County	<ul style="list-style-type: none"> <li>● Curriculum Specialist (salary increase)</li> </ul>



**ACTION 4**  
**EQUITY**

			<ul style="list-style-type: none"> <li>● Staff/ Development</li> <li>● Instructional Supplies</li> <li>●</li> </ul>
2007	\$100,000.00	Forsyth County	<ul style="list-style-type: none"> <li>● Curriculum Specialist</li> <li>● Staff Development</li> <li>● Instructional Supplies</li> <li>● (Increase in staff development budget)</li> </ul>
2008	\$70,000.00	Forsyth County	<ul style="list-style-type: none"> <li>● Curriculum Specialist</li> <li>● Staff Development</li> <li>● Instructional Supplies</li> <li>● (Budget cuts)</li> </ul>
2009-2017	\$70,000.00	Forsyth County	<ul style="list-style-type: none"> <li>● Curriculum Specialist</li> <li>● Staff Development, Instructional Supplies</li> </ul>
Total	\$750,000.00	Forsyth County	Program Implementation

# Levels of Thinking in Bloom's Taxonomy and Webb's Depth of Knowledge



Bloom's six major categories were changed from noun to verb forms in the new version which was developed in the 1990's and released in 2001. The knowledge level was renamed as remembering. Comprehension was retitled understanding, and synthesis was renamed as creating. In addition, the top two levels of Bloom's changed position in the revised version.

Bloom's Taxonomy	Revised Bloom's Taxonomy
<b>Knowledge</b>	<b>Remembering</b>
<i>Recall appropriate information.</i>	
<b>Comprehension</b>	<b>Understanding</b>
<i>Grasp the meaning of material.</i>	
<b>Application</b>	<b>Applying</b>
<i>Use learned material in new and concrete situations.</i>	
<b>Analysis</b>	<b>Analyzing</b>
<i>Break down material into component parts so that its organizational structure may be understood.</i>	
<b>Synthesis</b>	<b>Evaluating</b>
<i>Put parts together to form a new whole.</i>	<i>Make judgments based on criteria and standards.</i>
<b>Evaluation</b>	<b>Creating</b> (Previously Synthesis)
<i>Judge value of material for a given purpose.</i>	<i>Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.</i>

Norman L. Webb of Wisconsin Center for Educational Research generated DOK levels to aid in alignment analysis of curriculum, objectives, standards, and assessments.

## Webb's Depth of Knowledge & Corresponding Verbs

*\*Some verbs could be classified at different levels depending on application.*

### Recall and Reproduction *Correlates to Bloom's 2 Lowest Levels*

*Recall a fact, information, or procedure.*

arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why

### Skill/Concept

*Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.*

apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues

### Strategic Thinking

*Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.*

appraise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems

### Extended Thinking *Correlates to Bloom's 2 Highest Levels*

*Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. \*Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher-order thinking.*

analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize

**Resources:**

*A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.*

Anderson, L.W., Krathwohl, D.R., et al. (2001).

[http://projects.coe.uga.edu/epltt/index.php?title=Bloom's Taxonomy#Revised Bloom's Taxonomy](http://projects.coe.uga.edu/epltt/index.php?title=Bloom's%20Taxonomy#Revised%20Bloom's%20Taxonomy) .28RBT.29,

<http://wat.wceruw.org/TILSA%20Dissemination%20Webb%20presentation%20for%20Training%20%20July%2024%20%202005.ppt>,

[http://dese.mo.gov/divimprove/sia/msip/DOK\\_Chart.pdf](http://dese.mo.gov/divimprove/sia/msip/DOK_Chart.pdf), <http://www.paec.org/delta/mathhighquality/Levels.pdf>