

306 – African-American History™

Curriculum Guide

Recommended Grade Level 9–12 **Total Time** 2.5 hours **Subject Fit** Social Studies or ELA

Standards Alignment Common Core State Standards for Writing and Literacy in History/Social Studies

306—African-American History™ is EVERFI’s digital course exploring the lives, stories, and lessons of African-Americans throughout history. 306 brings history to life for students through immersive and engaging learning content that goes beyond just the facts of history, bringing out the themes, narratives, and geographic concepts that provide important context and frameworks for students to analyze historical events. Students, teachers and school systems benefit from 306 in a number of ways:

- 306 helps students of all abilities to interact with the concepts, texts, themes, and events of African-American history through scaffolded activities and content.
- 306 is built on EVERFI’s cutting-edge learning platform, providing teachers with in-depth assessment tools for gauging and tracking student learning and progress.
- 306 provides in-depth digital learning experiences to students without a heavy burden of planning and classroom management for teachers.
- 306 cultivates the skills laid out in the Common Core State Standards, helping districts and teachers to provide students the instruction they need to prepare for college and careers, and to perform well on end-of-year tests.

Upon completion of the 306 course, students will be able to:

- Identify key individuals from African-American history, and their significance.
- Describe the broad chronological periods of African-American history including the slavery period, the abolition and Reconstruction period, the Jim Crow period, and the Civil Rights period.
- Identify key concepts from a primary document, and analyze a second topic from the course based on those concepts.
- Develop a clear point of view in a short analytical essay.

Standards

Our curriculum is developed in alignment with relevant curriculum frameworks at both the state and national level. 306 maps to state-level History and Social Studies standards, and the Common Core State Standards for Literacy in History and Social Studies. This guide identifies which Common Core standards are addressed in each module of the course. Overall, 306 touches on each of the College and Career Readiness Anchor Standards for Reading and Writing in History and Social Studies:

College and Career Readiness Anchor Standards for Reading

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

General Course Overview

- **Course Intro Video** and **17 Learning Modules** (approximately 5-15 minutes each)
- **Interactive timeline** covering American history from the colonial period through the present, with course topics mapped to other important events.
- **Capstone writing activity**, consisting of a scaffolded outlining segment followed by a short analytical essay composition.
- Cumulative course time is estimated to be between **3 to 4 hours of computer seat time**, depending on each student's learning level.
- **Attitudinal and behavioral surveys** to measure students' existing civics-related attitudes and behaviors and any changes that occur in taking the course.
- Upon completion of the learning modules, essay, and assessments, students earn a **Course Certification**.

Each module includes:

- **Best practices learning approach:** Each learning module utilizes best practice strategies, including pre- and post-assessments, explicit direct instruction, higher order application activities, and concept review sections.
- **Animated Introductions:** In each learning module, students watch a 1-2 minute animated sequence to introduce each new concept.
- **Interactive Learning Content:** Students explore and apply the targeted concepts through digital maps, interactive text activities, slideshows, and other interactive learning activities.
- **Built-in progress monitoring:** Built into the course are intermittent formative assessments that serve to gauge student understanding as they progress through each module. This culminates in a summative assessment at the end of the module, which measures and tracks student understanding of key concepts and themes.
- **Supplemental in-class lesson guides:** Teachers will have access to inquiry-based, critical thinking, and close reading group activities to encourage students to apply the concepts they have learned in the modules to real-world decisions and issues.

Detailed Course Outline

Lesson 1: “Trans-Atlantic Slave Trade”

Overview	Students explore the geographic, political, and economic factors that contributed to the Trans-Atlantic Slave Trade
Learning Objectives	<p>Students will be able to...</p> <ul style="list-style-type: none">Analyze the power dynamics between European merchants, African tribal leaders, and enslaved Africans during the Trans-Atlantic Slave Trade.Describe the basic elements of “triangular economics” and the flow of human laborers, raw materials, and finished goods between Europe, Africa, and the Americas.
Activities	<ul style="list-style-type: none">Animated IntroductionInteractive MapKnowledge Check

Lesson 2: “Phillis Wheatley”

Overview	Students examine the life and work of Phillis Wheatley, her role as a trailblazer in African-American literature, and the challenges she faced as an enslaved woman.
Learning Objectives	<p>Students will be able to...</p> <ul style="list-style-type: none">Identify Phillis Wheatley as the first African-American to publish a book.Evaluate the challenges Wheatley faced from members of society who doubted the authenticity and quality of her work because of her race.
Activities	<ul style="list-style-type: none">Animated IntroductionInteractive Photo GalleryKnowledge Check

Lesson 3: “Underground Railroad”

Overview	Students explore the Underground Railroad, and Harriet Tubman’s role as a conductor leading other slaves to freedom.
Learning Objectives	<p>Students will be able to...</p> <ul style="list-style-type: none">Classify the goals and key initiatives of the Abolitionist movementRecognize Harriet Tubman as an enslaved woman who escaped to freedom, then helped hundreds of other slaves find freedom through the Underground Railroad.Describe the terminology and key figures involved in the Underground Railroad.
Activities	<ul style="list-style-type: none">Animated IntroductionInteractive MapKnowledge Check

Lesson 4: “Frederick Douglass”

Overview	Students examine an excerpt from Frederick Douglass’s book <i>Narrative of the Life of Frederick Douglass, an American Slave</i> and explore his motivations in learning to read, and teaching other slaves to read and write.
Learning Objectives	Students will be able to... <ul style="list-style-type: none">• Interpret in their own words why Douglass saw learning how to read as critical in his seeking freedom.• Analyze the legal and social barriers that prevented most slaves from learning to read including literacy laws, threat of discipline from their masters, and a lack of schools or learning materials for slaves.
Activities	<ul style="list-style-type: none">• Animated Introduction• InteractiveText – Excerpt from <i>Narrative of the Life of Frederick Douglass, An American Slave</i>• Knowledge Check

Lesson 5: “Hiram Revels”

Overview	Students explore selected political and social issues from the Reconstruction Period through the life and career of Hiram Revels, the first African-American member of the US Senate.
Learning Objectives	Students will be able to... <ul style="list-style-type: none">• Recognize Hiram Revels as the first African-American to serve in the US Senate.• Evaluate the objection to Revels’ acceptance in the Senate based on the fact that he was not legally a US citizen until the passage of the 14th Amendment.
Activities	<ul style="list-style-type: none">• Animated Introduction• Interactive Photo Gallery• Knowledge Check

Lesson 6: “The Tuskegee Institute”

Overview	Students explore the life and accomplishments of Booker T. Washington and George Washington Carver through the Tuskegee Institute.
Learning Objectives	<p>Students will be able to...</p> <ul style="list-style-type: none">• Recognize Booker T. Washington as the founder of the Tuskegee Institute.• Identify George Washington Carver as a scientist and teacher at Tuskegee who was famous for his innovative approaches to agriculture.• Identify the Tuskegee Institute as a historically black university in Tuskegee, Alabama.
Activities	<ul style="list-style-type: none">• Animated Introduction• Interactive Interview – Booker T. Washington• Knowledge Check

Lesson 7: “W.E.B. Du Bois”

Overview	Students examine the work of W.E.B. Du Bois as an intellectual and political leader.
Learning Objectives	<p>Students will be able to...</p> <ul style="list-style-type: none">• Interpret the basic concepts of “double consciousness” as described in an excerpt of Du Bois’s book <i>The Souls of Black Folk</i>.• Contrast Du Bois’s political views with those of Booker T. Washington.
Activities	<ul style="list-style-type: none">• Interactive Animated Introduction• Interactive Photo Gallery• Knowledge Check

Lesson 8: “Madam CJ Walker”

Overview	Students examine Madam CJ Walker’s life, from her poor childhood in the years after the Civil War to her rise to prominence as an entrepreneur and the first self-made African-American millionaire.
Learning Objectives	<p>Students will be able to...</p> <ul style="list-style-type: none">• Illustrate Walker’s career path from being a poor clothes washer, to starting her own hair products company, to becoming a wealthy, successful businesswoman.• Evaluate how Walker empowered other African-American women through her training and employment programs.
Activities	<ul style="list-style-type: none">• Interactive Animated Introduction• Interactive Slideshow• Knowledge Check

Lesson 9: “The Harlem Renaissance”

Overview	Students investigate the Harlem Renaissance and its artistic, cultural, and political legacy.
Learning Objectives	<p>Students will be able to...</p> <ul style="list-style-type: none">• Identify key figures and institutions involved in the Harlem Renaissance and their contributions to the overall movement• Identify Duke Ellington as a famous composer whose career began during the Harlem Renaissance.• Identify Zora Neale Hurston as a writer whose work was among the first to use the voice of everyday African-Americans and an accurate portrayal of their lives.• Evaluate how the migration of African-Americans from the rural south to urban areas in the north contributed to the rise of the Harlem Renaissance.
Activities	<ul style="list-style-type: none">• Interactive Animated Introduction• Interactive Map• Knowledge Check

Lesson 10: “Brown v. Board of Education”

Overview	Students examine the Brown v. Board of Education case that ended school segregation, and set in motion the end of Jim Crow laws in the United States.
Learning Objectives	<p>Students will be able to...</p> <ul style="list-style-type: none">• Identify Thurgood Marshall as the lead attorney who argued and won Brown v. Board of Education, and later the first African-American Supreme Court Justice.• Identify Barbara Johns as a teenage girl who initiated a student protest that led to a lawsuit against school segregation, and went on to be part of the Brown v. Board of Education decision.• Evaluate the impact of the Brown v. Board of Education decision on schools and other segregated facilities in the United States.
Activities	<ul style="list-style-type: none">• Interactive Animated Introduction• Interactive Photo Gallery• Knowledge Check

Lesson 11: “The Montgomery Bus Boycott”

Overview	Students explore the Montgomery Bus Boycott of 1956, and the roles of Rosa Parks and Dr. Martin Luther King, Jr. in the protest.
Learning Objectives	<p>Students will be able to...</p> <ul style="list-style-type: none">• Identify Rosa Parks as a woman who was arrested for violating bus segregation laws in Montgomery, Alabama, which sparked a city-wide bus boycott that lasted over a year.• Identify Dr. Martin Luther King, Jr. as a pastor and civil rights leader who helped organize the Montgomery Bus Boycott, and went on to become one of the most well-known figures in American history.• Explain how the boycott was a nonviolent protest that led to the end of bus segregation in Montgomery.
Activities	<ul style="list-style-type: none">• Interactive Animated Introduction• Interactive Photo Gallery• Knowledge Check

Lesson 12: “The Freedom Rides”

Overview	Students explore circumstances, tactics, and impact of the Freedom Rides of 1961.
Learning Objectives	<p>Students will be able to...</p> <ul style="list-style-type: none">• Evaluate why the Freedom Riders initiated their protest, to bring attention to ongoing segregation that violated rulings of the Supreme Court.• Identify Diane Nash as a student organizer who helped keep the Freedom Rides going after the first group of protesters was brutally attacked.• Examine how the violent response to the Freedom Rides attracted national attention, which brought about the end of segregation of interstate buses.
Activities	<ul style="list-style-type: none">• Interactive Animated Introduction• Interactive Map• Knowledge Check

Lesson 13: “March on Washington”

Overview	Students look at the March on Washington as an example of large-scale civic action.
Learning Objectives	<p>Students will be able to...</p> <ul style="list-style-type: none">• Identify and analyze the goals of the March as articulated in Bayard Rustin’s reading of “The Demands of the March.”• Identify Bayard Rustin as the chief organizer of the March on Washington.• Evaluate how the demands of the March went on to inform major civil rights legislation in 1964 and 1965.
Activities	<ul style="list-style-type: none">• Interactive Animated Introduction• Interactive Text - “The Demands of the March”• Knowledge Check

Lesson 14: “Mae Jemison”

Overview	Students explore the life and accomplishments of Mae Jemison.
Learning Objectives	<p>Students will be able to...</p> <ul style="list-style-type: none">• Identify Mae Jemison as the first African-American woman in space.• Evaluate the obstacles Jemison encountered and overcame in her scientific career and medical education as an African-American woman.
Activities	<ul style="list-style-type: none">• Interactive Animated Introduction• Interactive Photo Gallery• Knowledge Check

Capstone Essay

Overview

Students select a primary topic from two options based on the two primary text excerpts from the course: Frederick Douglass's Narrative of the Life of Frederick Douglass and "The Demands of the March" from the March on Washington. Each student selects a secondary topic from the course, which can come from any of the modules that student has completed. Students then create an outline by answering a set of guiding questions. Based on their outline, students compose a 250-word analytical essay on their topic. After drafting the essay, students use a revision checklist to review their composition, then select from several layout options for the final text.

Learning Objectives

Students will be able to...

- Summarize key points from a primary document in their own words.
- Create an outline for a short analytical essay by answering a series of guiding questions.
- Construct a short analytical essay based on their outline, incorporating the content of the outline into the larger composition.
- Formulate a coherent argument, using supporting examples that align with their topic statement.

Activities

- Topic Selection
- Scaffolded Outline
- Essay Composition
- Essay Revision
- Layout Selection