

African American History - Through the Years**LESSON 7A** Grades 4 - 12**AFRICAN AMERICAN HISTORY - THROUGH THE YEARS**

Lesson Duration: 1–4 Class Periods (30 – 50 Minutes) for Each Section

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LESSON 7 | Grades 4-12

African American History - Through the Years

Lesson Duration: 1-4 Class Periods (30 – 50 Minutes) for Each Section



W.E.B. Dubois



Sojourner Truth



James Weldon Johnson

OVERARCHING QUESTIONS:

1. Where are we going?
2. Where are we now in our understanding of this topic?
3. Why are we trying to discover more?
4. How will we get there?
5. How will we know we have arrived at any new understandings about this topic?

CONTENT THEME:

Highlight the importance of laws, landmark court decisions, political leaders, civil rights organizations and ordinary citizens in the social movement that helped to create change and freedom for African Americans in the United States.

STANDARDS/ESSENTIAL SKILLS:

All of the standards listed below are directly related to or can be closely connected to this lesson. Depending on the direction the teacher wishes to focus the lesson, these standards provide a foundation for teachers to adapt and implement a standards-based curriculum approach.

Social Studies - IN 2007:

K-8 HISTORY: Historical Knowledge: IN 4.1.4, 4.1.6, 4.1.7, 4.1.12, 6.1.14, 8.1.6, 8.1.9, 8.1.12, 8.1.24, 8.1.26, **Chronological Thinking, Historical Comprehension, Research:** IN 4.1.16, 6.1.18, 6.1.19, 6.1.23, **CIVICS AND GOVERNMENT: Foundations in Government:** 5.2.1, 5.2.4, 6.2.5, 8.2.4, **Functions of Government:** 5.2.8, 8.2.7, 8.2.10, **Geography: The World in Spatial Terms:** 4.3.2, 5.3.1, 6.3.1, 7.3.1, 8.3.1, **Human Systems:** 4.3.10, 8.3.7, **Places and Regions:** IN 5.3.8, 5.3.9, 6.3.4, 8.3.2, 8.3.8, **Environment and Society:** IN

5.3.12, 6.3.13, 7.3.14, **Economics:** IN 5.4.4, 8.4.5 **High School: US History Standards 1-9**

Language Arts - Common Core 2010:

CCR Standards (Gr 4-12) are woven into activities: **LITERATURE:** Key Ideas and Details: 1, 2, 3, Craft and Structure: 4, 5, 6, Integration of Knowledge and Ideas: 7, 8, 9, Range of Reading and Level of Text Complexity: 10, **WRITING:** Text Types and Purposes: 1, 2, 3, Production and Distribution of Writing: 4, 5, 6, Research to Build and Present Knowledge: 7, 8, 9, Range of Writing: 9, **SPEAKING AND LISTENING:** Comprehension and Collaboration 1, 2, 3, Presentation of Knowledge and Ideas 4, 5, 6, **LANGUAGE:** Conventions of Standard English 1, 2 Knowledge of Language 3, Vocabulary Acquisition and Use 4, 5, 6

OBJECTIVES:

The purpose of this lesson is for students to explore various events from different historical periods that appear on an African American timeline. Students will discuss laws, court decisions, people who emerged as community leaders, events in history and social justice organizations that influenced the cause of freedom for African Americans. They will draw from perspectives presented in the DVD, *The Historic Journey*, "Yes We Can."

The students will:

1. Review a brief overview of various time periods in U. S. history.
2. Read a timeline of events related to African American history from 1400 to the present.
3. Choose several events within an assigned time period to present information to others about events that relate to the African American story.

BACKGROUND INFORMATION: AFRICAN AMERICAN HISTORY – THROUGH THE YEARS

Throughout America's history, African Americans have been involved in the country's history. Courses that present a thorough review of the African American journey can provide teachers and students a more comprehensive overview of the African American story. The assignments given with this lesson serve only as a brief review of African American history. However, they can serve as a springboard for additional study and generate greater interest for students. By examining the time periods selected, students will receive a cursory view of people, events, laws, organizations and movements that are important in the American story.

Students will be asked to focus on African American historical events, personalities and organizations. The historical periods have been divided into 4 time frames:

Group 1: 1400s – 1700s

Group 2: 1800s – 1860s

Group 3: 1870s – 1960s

Group 4: 1970s – 2000s

The 1400s – 1700s

This represents a time period when European explorers began colonizing the Americas, making contact with the indigenous populations already living in the Americas, and bringing the first involuntary African slaves to the shores of the North American continent. This time period also includes indentured servants coming to America in 1619, Massachusetts instituting perpetual slavery in 1691, colonial rebellion against the British government, the Declaration of Independence, the resulting Revolutionary War period, the birth of a new nation and the establishment of the Constitution with its three branches of government created to oversee federal responsibilities while states still maintained their sovereignty.

The 1800s – 1860s

This represents the time period in U. S. history when slavery was in full practice and yet opposed by many involved in the Abolitionist Movement. For numerous reasons, the slavery issue and the desire to keep it in place divided the country and The Civil War erupted as Southern states seceded from the Union. Before the Northern Union army eventually won the



Crispus Attucks

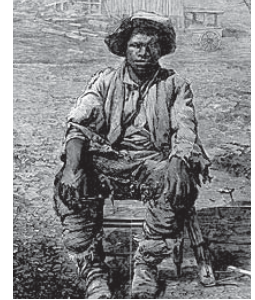
war in 1865, the Emancipation Proclamation (1863) declared freedom for slaves in states or parts of states still in rebellion. In the preliminary Emancipation Proclamation issued September 22, 1862, President Abraham Lincoln promised that he would not sign the document into law on January 1, 1863 if southern representatives took their seats in Congress by December 3, 1862.

In his address to Congress on December 31, 1862 (*now the State of the Union Address*) Lincoln said that he had discovered that the United States was a place for one race of people, not two or three. He had given southerners one hundred days to respond to the preliminary proclamation and instead of returning to Congress, they chose continued rebellion. Lincoln signed the proclamation as a military necessity. [See a copy of the Emancipation Proclamation] Lincoln was assassinated before he could implement his plan for reconstructing the states. The Reconstruction Period after the war sought to address some key concerns that faced the newly freed citizens, but it was not until the 13th (1865) and 14th (1868) Amendments were ratified that the Constitution legally addressed the rights of its formerly enslaved citizens.

The 1870s – 1950s

This time period includes ratification of the 15th Amendment (1870), which addressed the rights of African American men to vote in 1870. Later, all women received the right to vote in 1920. Also, in the early part of the century, the U. S. was drawn into World War 1, which ended in 1917. Not long after that in 1929, a financial crisis known as the Great Depression occurred. Then a few years later, another worldwide conflict, World War II, helped to bolster the U.S. economy. African-American participation in that war changed the lives of many families.

The Industrial Age, which began in the 1900s, caused many African Americans to migrate North and West as they hoped for better job opportunities. This period in history is called the Great Migration because so many African Americans left the South. They brought many cultural gifts with them from the South including tap dance, the Charleston, jazz, spirituals, gospel music, and other unique contributions. Poet



Gabriel Prosser



Langston Hughes

Langston Hughes captured the period when he wrote:

*Ain't you ever heard
The boogie woogie rumble of
A dream deferred
Happy feet
Feet with a beat*

After the war, women continued working outside of the home more frequently. Although President Truman had ordered that Blacks be given fair treatment in the armed forces, Jim Crow laws remained stubbornly entrenched in U. S. practices from the end of the Civil War time until the beginning of the modern Civil Rights Era.

The 1960s through the present

This represents a time period of great change for the United States of America. The Civil Rights Movement of the 1960s spotlighted many unjust practices that had impacted African Americans throughout the nation's history. Using non-violent methods such as marches, boycotts and sit-ins, this particular movement, spearheaded by Dr. Martin Luther King, Jr., captured the eyes of the world and eventually caused new laws to that overturned previous ones. Some of those changes occurred because of the Civil Rights Acts of 1957 and 1964 along with the Voting Rights Act of 1965.

Many key organizations and people spoke out against past practices and also helped to bring about social changes. Some protestors were threatened, intimidated, placed in jail, and even killed during the movement because they stood up for their beliefs. However, some protestors were more aggressive and wanted changes to occur more rapidly. They spoke out and told Black people to be proud of who they were and to stand up for their rights.

Across the nation schools began to slowly integrate and Black and White children started attending the same schools; for many families, unfair housing practices also began to change. Many jobs in fields with unique opportunities opened their doors to African Americans. Key local, state and national elections and political appointments also occurred as improved educational opportunities and increased income levels produced a middle class of African Americans that grew and began to merge into the



Malcolm X

mainstream of society. However, the prolonged effects of racism, unequal economic opportunities, and discrimination still lingered in more subtle forms than the overt discrimination of the past. Although some African Americans still struggle to do well financially and educationally, there are still large portions of people in the African American population who have made good progress and continue to work in organizations that promote positive gains for everyone in their communities.

KEY QUESTIONS:

1. What key laws and court decisions impacted African Americans throughout the years in our nation's history?
2. Who are some of the key African Americans who have contributed to America's history during specified time periods?
3. What were some of the events and civil rights organizations that caused segregation and discrimination practices to change in the United States?
4. What are some issues, problems, and concerns that still remain today that challenge the civil rights and social justice for all ethnic groups of people?
5. Who are some of the people currently working today to solve problems with education, economics, and racial tensions?

VOCABULARY:

Slavery, rebellion, abolition, discrimination, segregation, seceded, Jim Crow laws, Great Migration, non-violent protests, sit-ins, boycotts

INSTRUCTIONAL MATERIALS:

1. DVD of *The Historic Journey*, "Yes We Can."
2. Timeline of African American History. (*found in the Appendix*)
3. Access to computers.
4. Chart paper, poster board, mural paper or other display materials.

DIFFERENTIATIONS AND/OR MODIFICATIONS:

1. Students will work in small groups to prepare materials.
2. Students can use a variety of learning styles to document their learning.

ACTIVITY: DAY 1 - ANALYZING TIME PERIODS IN AFRICAN AMERICAN HISTORY

METHOD OF DELIVERY: – Use of handouts, Student-generated projects; Student presentations

PROCEDURE:**The teacher will:**

1. Prepare timelines of African American history for each student. (*See the glossary in the Appendix.*)
2. Make preparation for students to use computers to research additional timelines.
3. Provide students with additional Websites to help in their research.
4. Prepare worksheets or suggest a method for students to use to record information about each group's presentation.
5. Prepare a rubric for students to use to self-critique their presentation before it is presented.
6. Remind students that this is a cursory overview of African American history and it is meant to be a way to introduce them to the topic.
7. Introduce students to the Background Information and the vocabulary list.
8. Plan with other teachers an opportunity for students to their share information.

The students will:

1. Introduce students to the Background Information and the vocabulary list.
2. Use timelines to explore an overview of African American history.
3. Use other documents and Internet references to prepare information to put into a presentation format.
4. Work in small groups to prepare an overview presentation of a specific time period.
5. Develop a plan to work strategically so that time will not be wasted.
6. Choose 20 events that represent highlights of the time period.
7. Explain that their choices represent a small fraction of the events that occurred during their time period.
8. Share a presentation of the 20 items in which every team member has made a contribution.

DIRECTIONS:**DAY 1**

1. Divide students into 4 teams, assigning each team a specific time period.
(1400s – 1700s; 1800s – 1860s; 1870s – 1960s; 1970s – 2000s).
2. Have a reader(s) from each group to read the Background Information to the class.
3. Have students underline vocabulary words as the readers present the Background Information.

4. Ask each group to complete 4 tasks using a timeline of African American historical events:
 - a. Find laws and court decisions that affected African Americans throughout the nation's history.
 - b. Find 20 key people, events, movements or organizations that are important in U.S. history.
 - c. Present a presentation on the 20 items chosen by the group.
 - d. Prepare a list of 5 questions about information found on the team's time period for classmates to answer when the presentation is over.
 - e. Complete a master list of notes about their own and the other groups' presentations.
5. Instruct teams to develop a plan as to how they will accomplish the tasks within the given time frame.
6. Provide students with a printed copy of an African American History Timeline from the 1400s through today.
7. Also provide them with a copy of the time period overview from the Background Information included with this lesson.
8. Instruct the teams to read the background information and the timeline.
9. Have students analyze the timeline and use it to find laws and court decisions in their time period that impacted the civil rights of African Americans. (*5 minutes*)
10. Allow teams to report back their initial findings to the group.
11. If computers are available, allow students to find other African American or Black History Timelines to compare with the printed timeline distributed to the class and begin to add other important events.

DAY 2 AND 3:**WORKING ON PRESENTATION**

1. Allow teams to meet again and look for people, acts and organizations that impacted social change in the United States during their assigned time period.
2. Let students use timelines from various sources to create their list of twenty key people, events or organizations that made influential contributions or impacted social justice changes during their time period.
3. Have students prepare for their (*10-minute*) PowerPoint, poster, chart, mural, or other

graphic representation to share their top 20 choices for their time period.

- Have students prepare 5 important questions from the information they used in their presentations. Use different levels of questioning for each question. Examples of how the questions should begin include: 1) Name _____, 2) Explain _____, 3) Compare and contrast _____, 4) Predict _____, 5) Give your opinion about our project. What new information did you learn? _____.

DAY 4:

- Have students present their team's project.
- Each member of the team should play a meaningful role in producing the display and presenting the information to the group.
- After the presentation, ask other teams to answer 5 questions that the group developed about their time period. Students may use their notes and answer questions individually.
- Collect papers for the teacher to assess.
- Allow students to display their finding in a hall display or give their presentation to another group of students or invited guests.

FOLLOW-UP:

- Help the class to create a chart that has a master list of each group's list of 20 people, events, and organizations presented by each group.
- As each group gives their presentation, have other students take notes over each presentation.
- If time allows, have students make a horizontal timeline and put their activities on the timeline.
- Add other rows of information that marks what is going on in U. S. History.
- Add another row that adds information about events in another country.
- Contrast and compare the impact of the accomplishments of Harriet Tubman, Dr. Martin Luther King, Jr. and Barack Obama. How are they alike and how are they different? What kept each one motivated and encouraged in their life's journey?

ASSESSMENT:

- Students will demonstrate their knowledge of information presented about their team's time period.
- Students will be able to answer questions about topics presented by other classmates.

STUDENT REFLECTION AND DEBRIEFING QUESTIONS:

Students will answer the following questions:

- What was the main point of the lesson?
- What new information or understanding did I learn from this lesson?
- What information do I want to know more about since my team's initial presentation?
- What were some of the main differences from each time period?
- How rapidly did change occur?
- Did I listen well enough or take good enough notes to answer my classmates' questions?

TEACHER REFLECTION:

- The student received the necessary materials to complete the lessons.
- The students recognized a connection to the lesson topic and were able to see how it related to their lives.
- The students satisfactorily met the lesson objectives when they completed the assignment, as measured by the related state standards.
- All students participated in their team's project.
- Students were provided enough time to complete and present their projects.
- I facilitated the activity in a way that helped students maximize their time.
- Based on feedback form the questions each team asked their classmates to answer, students demonstrated that they remembered the key ideas presented.

RESOURCES:

African American History Timelines

http://www.pbs.org/wnet/aaworld/timeline/early_01.html
<http://memory.loc.gov/ammem/aap/timeline.html>
<http://search.eb.com/blackhistory/timeline?tocId=9433428>
<http://www.fascinate-educate.com/2009/02/09/black-history-timeline-and-famous-people/>
<http://online-study-guide.com/history/black-african-american/timeline.html>
<http://www.biography.com/blackhistory/black-history-timeline.jsp>

Teacher's Guide and Information on Freedom Songs

<http://www.freedomssong.net/index.html>
<http://www.freedomssong.net/lessons/FSLPcomplete.pdf>

Black History Information

<http://www.thinkfinity.org/BlackHistoryMonth.aspx>

CROSS – CURRICULAR EXTENSION ACTIVITIES

LANGUAGE ARTS ACTIVITIES:

WRITING EXERCISES

1. Allow students to choose a topic of interest and prepare an individual report on one of the 20 items they found on one of the timelines they used for their presentation. Use state writing guidelines and rubrics.
2. Have students write entries in student journals about what type of person they think they would have been if they lived during the Civil Rights Movement.
3. Compare and contrast the lives of Dr. Martin Luther King Jr. and Barack Obama using a Venn diagram or a T Chart. Write two paragraphs comparing the lives of these two people. Have one paragraph focus on the similarities and one paragraph focus on the differences of these two great Americans.
4. Research the times and people presented in the video who were fighting for rights during the Civil Rights Movement. Have students write their own background information on what the Civil Rights Movement was about, why the movement was needed, why some people chose not to “rock the boat” and what it was like to live during the civil rights era.

SOCIAL STUDIES ACTIVITIES:

MAKING A TIMELINE COME TO LIFE

1. Develop a time line showing when the Civil Rights Movement began and when or if it has ended.
2. Invite community members to the class/school, who lived and were involved in the Civil Rights Movements to speak about their experiences of living in the United States of America during that time. Have students prepare questions ahead of time based on their research of the Civil Rights Movement. Discuss how the Civil Rights Movements led to other movements or changes in the United States of America.

3. Use the list of people, organizations and events listed below to create a timeline sequence and a written narrative report on the items chosen. Be sure to include at least 5 items from each set of names. The activity will help students better understand the major developments that occurred in the nation during the Civil Rights Era:

People: Jackie Robinson and the desegregation of professional baseball (1947), Martin Luther King, Jr.; Malcolm X; Stokely Carmichael; George Wallace; Earl Warren; Ida B. Wells; W.E.B. Dubois; Thurgood Marshall; Emmett Till; Rosa Parks; James Meredith; John F. Kennedy; Robert Kennedy; Lyndon B. Johnson; Reverend; Freedom Riders; Daisy Bates; Medgar Evers

Organizations: National Association for the Advancement of Colored People (NAACP); Southern Christian Leadership Conference (SCLC); Congress of Racial Equality (CORE); Student Non-Violent Coordinating Committee (SNCC);

Events: Executive Order 9981; Civil Rights Act of 1957; Civil Rights Act of 1960; sit-ins; March on Washington (1963); University of Mississippi desegregation (1962); Civil Rights protests in Birmingham and Selma, Alabama (1963 and 1965); Niagara Movement; Brown v Board of Education; Civil Rights Act of 1964; 24th Amendment; Voting Rights Act of 1965; Montgomery Bus Boycott; Crisis at Little Rock Arkansas high school (1957 – 1958)

NOTE: The Websites listed on the following page have links to information about people mentioned on the DVD, *The Historic Journey: "Yes We Can"*. This information will also be made available on The Historic Journey Website; www.thehistoricjourney.org

ACTIVITY: THOUGHTS ON CHARACTER, COURAGE, AND DREAMS

BACKGROUND INFORMATION:

“As a historian, I’ve sought to tell the truth, and, to show ... humanity,” Dr. John Hope Franklin, Chairman of the Conversations on Race in the USA, convened by President Bill Clinton.

As historians today, we identify the places from which slaves were taken in Africa, their lives in the Middle Passage, and their movement in this country; we examine the human factor: persons contributing to the slave trade creating suffering, sorrow and inhumanity; and we discover people who fought for freedom and education of those same enslaved people and their civil rights with non-violent, deeply humane behavior. To show humanity as Dr. Franklin suggests, we seek to first understand character.

Character is a distinctive trait, a pattern of behavior, the reputation of a person or a group.
Character reflects what we think is important; what we stand for and who we are
Character comes to light as we learn where people devote their resources, time and interest.
Character is the theme of our dreams! It is our authentic self.

Dr. Martin Luther King Jr., addressed an audience of 200,000+ civil rights supporters on that hot August 28, 1963 day. As his voice rang out to the audience, he spoke:

*I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal' ... I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by **the content of their character**.*

Speeches, like proverbs, give students complex levels of information—feelings and thinking, behavior and outcomes. These will surface as students learn about the bravery needed to change an illegal, or civil rights violation of a people.

LANGUAGE ARTS ACTIVITIES:

LEADERS LIVES AS SEEN TODAY:

Have students discuss the content of character of three leaders by researching their lives and examining proverbs to tell more about their humanity, the impact and outcomes of their behavior.

Part I. Homework assignment:

1. The class is divided into three groups.
2. **Group 1** will work individually to discover materials that will help their group develop/ write a discovery essay, a one to two page paper about character—themes and dreams,

thoughts and feelings, actions and outcomes of Dr. King, person #1.

3. **Group 2** will do the same activity about Rosa Parks, person #2.

4. **Group 3** will do the same assignment about Ida B. Wells, person #3.

PART 2.

BRING THE RESEARCH PAPERS TO THE CLASS

1. Have students who found information on Dr. King, Rosa Park, and Ida B. Wells to assemble in different parts of the room to begin comparing and contrasting their findings about the persons they were assigned.
2. Identify the historical event/s their person addressed.
3. Develop a picture representation of each person.
4. Have students present the graphic linearly or in a circular pattern.
5. Have students discuss and display how the leaders reflect character—themes and dreams, thoughts and feelings, actions and outcomes.

RESOURCES:

Westward Writers: Civil Rights Movement Veterans Website

<http://www.crmvet.org/biblio.htm>

Movement Bibliography – List of Books related to the Civil Rights Movement

<http://www.crmvet.org/biblio.htm>

WEBSITES LINKS FOR PEOPLE LISTED IN THE DVD



Crispus Attucks

http://www.africawithin.com/bios/crispus_attucks.htm



Dorothy Height

<http://www.nytimes.com/2010/04/21/us/21height.htm>



A. Phillip Randolph

<http://www.apri.org/ht/d/sp/i/225/pid/225>



Dr. Tom Garret Benjamin, Jr.

<http://www.tombenjamin.com/aboutus/4527999265>



Langston Hughes

<http://www.sc.edu/library/spcoll/amlit/johnson/johnson1.html>



Jackie Robinson

<http://www.biography.com/blackhistory/featured/biography/jackie-robinson.jsp>



H. Rap Brown

http://www.theamericanmuslim.org/tam.php/features/articles/al_amin_jamil_abdullah/005279



James Weldon Johnson

www.sc.edu/library/spcoll/amlit/johnson/johnson1.html



Mickey Schwerner, Andrew Goodman, and James Chaney

<http://www.abanet.org/irr/hrspring00humanrights/chaney.html>



Stokely Carmichael

<http://www.interchange.org/kwamature/nytimes111698.html>



Coretta Scott King

<http://www.achievement.org/autodoc/page/kin1bio-1>



Emmett Till

<http://www.emmettillmurder.com/>



Julia Carson

<http://bioguide.congress.gov/scripts/biodisplaypl?index=C000191>



Dr. Martin Luther King Jr.

<http://www.liu.edu/cwis/cwp/library/mlking.htm>



Sojourner Truth

<http://www.sojournertruth.org/History/Biography/Default.htm>



Frederick Douglass

<http://www.history.rochester.edu/class/douglass/home.html>



Viola Liuzzo

<http://www25.uua.org/uuhs/duub/articles/violaliuzzo.html>



Harriet Tubman

<http://www.harrietubmanbiography.com/>



W. E. B. DuBois

<http://www.duboislc.org/html/DuBoisBio.html>



Malcolm X

<http://www.malcolmX.com/>



Nat Turner

<http://civilwar.bluegrass.net/secessioncrisis/natturner.html>



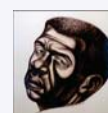
Medgar Evers

http://www.olemiss.edu/depts/english/ms-writers/dir/evers_medgar/



Thurgood Marshall

<http://chnm.gmu.edu/courses/122/hill/marshall.htm>



Denmark Vesey

http://www.africawithin.com/bios/denmark_vesey.htm



James Farmer

http://www.core-online.org/History/james_farmer_bio.htm



Elijah Mohammad

http://www.noi.org/elijah_muhammad_history.htm



Madam C. J. Walker

<http://www.madamcjwalker.com/>



Freedom Riders

<http://www.core-online.org/History/freedom%20rides.htm>



Huey P. Newton

http://www.africawithin.com/bios/huey_newton.htm



Booker T. Washington

<http://www.nps.gov/archive/bowa/btwbio.html>



Marcus Garvey

<http://www.marcusgarvey.com/>



Rosa Parks

<http://www.achievement.org/autodoc/page/par0bio-1>



Ida B. Wells

<http://www.webster.edu/~woolfm/idabwells.htm>



Fannie Lou Hamer

<http://www.lkwpl.org/wihohio/hame-fan.htm>



Adam Clayton Powell

<http://bioguide.congress.gov/scripts/biodisplaypl?index=P000477>



Carter G. Woodson

<http://www.asalh.org/woodsonbiosketch.html>

REFERENCE:

Additional information on African American personalities found at: Lawson State Community College; Birmingham, Alabama http://www.is.cc.al.us/blackhistory_blackhistory.html

ACTIVITY WORKSHEET 7-1a

AFRICAN AMERICAN HISTORY – THROUGH THE YEARS

NAME _____ DATE _____

PLANNING SHEET FOR GROUP PROJECT _____ TIME PERIOD _____

<p>TEAM MEMBERS</p>	<p>What laws and court decisions affected African Americans during our time period?</p>
----------------------------	---

<p>Who or what are 20 key people, events, movements or organizations that are important in U.S. history during our time period?</p>	
---	--

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

<p>What are our plans for a presentation on the 20 items chosen by the group?</p>	<p>What will we give the other groups so they will know about the people we researched? How can we share this information with the least amount of paper?</p>
---	---

List 5 questions about information found on the team's time period for classmates to answer when the presentation is over.

1. _____
2. _____
3. _____
4. _____
5. _____

ACTIVITY WORKSHEET 7-2b

AFRICAN AMERICAN HISTORY – THROUGH THE YEARS

LOOKING BACK IN TIME

Place these people, organizations and events in the right time period.

People:	Organizations:	Events:
<ul style="list-style-type: none"> • Crispus Attucks • Barack Obama • Carter G. Woodson • Booker T. Washington • Nat Turner • Harriet Tubman • Jackie Robinson • Emmett Till • Fredrick Douglass • Julia Carson • Pedro Alonso Nino • Carolyn Mosley Braun 	<ul style="list-style-type: none"> • (NAACP) National Association for the Advancement of Colored People • (SCLC) Southern Christian Leadership Conference • (CORE) Congress of Racial Equality • (SNCC) Student Non-Violent Coordinating Committee • Pennsylvania Quakers denounce slavery • Army creates the Tuskegee Air Squadron 	<ul style="list-style-type: none"> • Executive Presidential Order 981 by Harry Truman • First African Americans indentured workers come to Jamestown • March on Washington (1963) • Niagara Movement • Emancipation Proclamation signed • Civil Rights Act of 1964 • 15th Amendment enacted • Voting Rights Act of 1965 Montgomery Bus Boycott • Benjamin Banneker helped design Washington, D.C. • 13th and 14th Amendments enacted • Barack Obama becomes 1st African American U.S. president

1400s -1700s	1800s -1860s	1870s -1960s	1970s -2000s