



African American Studies

Custom Book Developed by:

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Duval County Public Schools

African American Studies

Exploring Primary & Secondary Sources



Project Overview

Duval County’s custom African American studies book provides unique primary and secondary sources that encourage students to explore significant historical events and people who contributed to African American history, with special attention paid to contributions in the state of Florida and locally in Duval County.

Components of Book

The book contains unique primary and secondary sources that are divided into units that align with Duval County’s scope and sequence for their African American history course. Each unit in the book contains the following:

Introductions

Each unit begins with an introduction that provides an overview of the time period, a list of related key terms, and a list of Duval’s standards that are covered in the unit.

Timelines

Timelines provide an overview of key events that happened during the respective time period.

UNIT
7

Introduction: The Civil Rights Movement

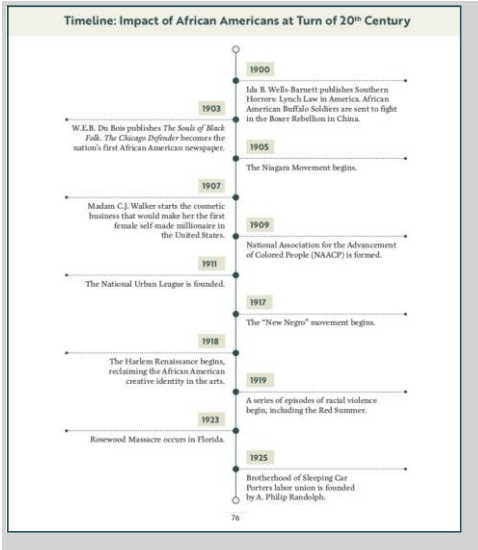
The civil rights movement that occurred in the 1950s and 1960s was a widespread attempt to secure social justice after centuries of oppression, discrimination, and brutal treatment. The desegregation of the military and the Supreme Court’s decision that segregated schools were unconstitutional in the landmark *Brown v. Board of Education* case played a role in the emergence of the civil rights movement. However, the most important factor in securing greater equality was the strong grassroots activism of African Americans and White people interested in creating a more equal society. New groups, such as the Southern Christian Leadership Conference and the Student Nonviolent Coordinating Committee, produced powerful leaders including Martin Luther King, Jr. They also protested racial inequality through boycotts, sit ins, and marches. The resulting Civil Rights Act of 1964 made segregation illegal; the Voting Rights Act of 1965 removed all barriers to voting. In addition, the Black Power movement emphasized a new appreciation for and pride in the historical and cultural roots of African American identity. The activists of the civil rights movement were often met with violent opposition from White Southerners, but they maintained their commitment to social justice.

Key Terms:

- Segregation
- Nonviolent resistance
- Southern Christian Leadership Council
- Student Nonviolent Coordinating Committee
- Civil Rights Act of 1964
- Voting Rights Act of 1965
- Black Power
- Miscegenation

Standards:

- SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.



Leader Spotlights

‘Leader spotlight’ graphic provides an image and synopsis of a leader who made an impact during the respective time period.



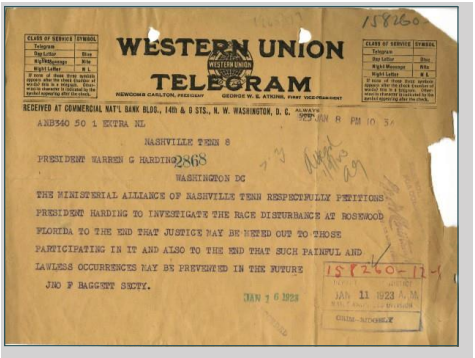
Leader Spotlight:
ROBERT SMALLS

Born into slavery, Robert Smalls (1839–1915) seized a Confederate ship during the Civil War and sailed it to Union-held territory, liberating himself and his family. His actions helped convince Abraham Lincoln to recruit African American soldiers. Smalls was later elected to the United States House of Representatives.

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Unique Assets

Unique primary and secondary sources are paired with synopses that provide historical context. Examples of unique that are included: letters, photographs, telegram, press releases, maps, and advertisements.



Custom Florida Emblems

A custom Florida emblem is placed next to the title of all assets that are related to Duval county or the state of Florida. When students see this emblem, they will know they are learning about local or state history.



Introduction to the Kingsley Plantation

Data Report

Assets in Unit 1: Ancient Africa

Asset Name	Asset Type	Local or State Connection?
Leader Spotlight: Queen Hatshepsut	Image: Photograph	N
Ancient and Medieval Sub-Saharan States	Map	N
Temple of Debod	Image: Photograph	N
African Salt Trade	Image: Photograph	N
Epic of Sundiata	Text: Poem	N
Mansa Musa	Image: Atlas	N
Ancient Timbuktu Manuscript	Image: Photograph	N
Manden Charter	Text: Document Excerpts	N
Timeline	Diagram	N

Standards Covered in Unit 1

- 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 significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.

Objectives Covered in Unit 1

- Examine the impact that transportation, trade, communication, science, and technology had on the preservation and diffusion of culture from kingdom to kingdom and abroad
- Identify the characteristics of East African culture.
- Explore the interaction among West African Kingdoms and the world.
- Examine the impact that transportation, trade, communication, science, and technology had on the preservation and diffusion of culture from kingdom to kingdom and abroad

Assets in Unit 2: Slavery from Africa to America

Asset Name	Asset Type	Local or State Connection?
Leader Spotlight: Benjamin Banneker	Image: Mural	N
Triangular Trade Map	Map	N
The Interesting Life of Oladuah Equiano	Text: Book Excerpts	N
Free Men of Color Battalion	Image: Painting	N
David Walker’s Appeal to the Coloured Citizens of the World	Text: Book Excerpts	N
Amistad Revolt	Image: Engraving	N
Bill of Sale for 35 Enslaved Persons	Image: Legal Document	Y
Timeline	Diagram	N

Standards Covered in Unit 2

- SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

Objectives Covered in Unit 2

- Examine how the practice of slavery developed throughout history and in the various societies in Africa, Europe and the Americas.
- Trace the origins of slavery in America from the first Europeans to enslave Africans to the Trans-Atlantic slave trade.
- Identify and explain the actions that were taken by enslaved people to resist slavery.
- Compare and contrast the treatment of the enslaved versus free Blacks within the American colonies.