

African American Literature

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Course Overview: This course surveys the various forms of essays, poetry, prose, and plays in order to study the transformation of literature, culture, and philosophical ideologies in the African-American community.

| Month/ Unit Name | CCLS Standards | Content/ Guiding Questions | Skills | Suggested Assessments/ Activities | |
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| Slavery/ The Oral Tradition Suggested Authors: <i>Phyllis Wheatley</i> <i>Sojourner Truth</i> <i>Frederick Douglass</i> <i>Harriet Jacob</i> <i>Slave Narratives</i> | RL 1 RL 2 RL3 RL 4 RL9 RL 10 RL 11 RI 1 RI2 RI 3 RI 9 RI 10 RW1-8 | <p>What are the historical and political roles of music, oral tradition and folk literature?</p> <p>What is the value of the authentic voice?</p> <p>How did “traditional values” help maintain racial oppression?</p> <p>Historical analysis of African Americans’ struggle for equal rights</p> | <p>Reading</p> <p>Read a text multiple times for different purposes</p> <p>Analyze characters in the context of plot</p> <p>Make personal connections, compare with other texts, use inquiry questions</p> <p>Acquire new words through context clues, dictionary use and analysis</p> <p>Use close reading strategies to analyze a text</p> <p>Analyze author’s use of imagery, figurative language, symbolism, plot structure, character development, thematic content and voice</p> <p>Identify elements of fiction including point of</p> | <p>Reading</p> <p>Collaborative assignments and activities (e.g., exploration of textual details and language).</p> <p>Writing</p> <p>In-class writing prompts and self-initiated response papers</p> <p>Formal analytical papers</p> <p>Original poetry, script and/story writing</p> <p>Research paper including bibliographic documentation</p> <p>Quizzes and tests on readings and vocabulary.</p> | <p>Prejudice</p> <p>Racism</p> <p>Discrimination</p> <p>dialect</p> <p>diaspora</p> <p>bias</p> <p>existential</p> <p>Human Rights</p> <p>Evidence</p> <p>Vernacular</p> |

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| | | | <p>view, characterization techniques</p> <p>Compare personal customs, beliefs, and value systems with those presented in readings</p> <p>Writing Use informal writing to make connections to readings both independently and with class</p> <p>Write poems, personal narratives, scripts, and voice papers related to core readings</p> <p>Write an expository essay using MLA format</p> <p>Independent research: develop inquiry questions, select suitable sources, sort and synthesize information, use appropriate documentation</p> <p>Speaking and Listening</p> <p>Oral presentations: choose content appropriate to audience and purpose, organize and deliver information with clarity and originality</p> | <p>Speaking and listening Individual participation in class discussions</p> <p>Oral interpretation of selected readings</p> | <p>African American Vernacular English</p> <p>Signifying</p> |
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| <p>Post- Civil War/ Reconstruction</p> <p><i>Suggested Authors: Paul Laurence Dunbar James Weldon Johnson Booker T. Washington, W.E.B. Dubois</i></p> | | <p>Discussion of the social construction of race</p> <p>‘What were the “passing” strategies in the black community?</p> <p>Comparison of philosophies of Booker T. Washington and W.E.B. Dubois</p> <p>What are the connections between historical and contemporary problems?</p> <p>Investigation of the Jim Crow Era</p> | | | |
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| <p>Harlem Renaissance</p> <p><i>Suggested Authors: W.E.B. Dubois Marcus Garvey</i></p> | | <p>The emergence of the “New Negro”</p> <p>Regional variations on culture and language</p> <p>What effect did the emergence of Jazz</p> | | | |

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| <p>Claude McKay Langston Hughes James Weldon Johnson Zora Neale Hurston Countee Cullen Arna Bontemps</p> | | <p>have on the Harlem Renaissance?</p> | | | |
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| <p>Pre-Civil Rights/Civil Rights</p> <p><i>Suggested Authors:</i></p> <p>James Baldwin Sonia Sanchez Richard Wright Charles Chestnut Amiri Baraka Lorraine Hansberry</p> | | <p>Analysis of cultural, social, and political conditions</p> <p>What are the effects of institutional racism on African Americans?</p> <p>Patterns of symbolism and other literary devices</p> | | | |
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| <p>Contemporary</p> <p>Nikki Giovanni</p> | | <p>Search for identity through understanding and</p> | | | |

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| <p>Toni Morrison Alice Walker Rita Dove Audre Lord</p> | | <p>acceptance of one's past</p> <p>What is the personal toll of racism?</p> <p>Patterns and symbolism and other literary devices</p> | | | |
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| <p>The Women's Movement</p> <p>Suggested Authors: Toni Morrison Alice Walker Nikki Giovanni</p> | | <p>Violence in African American women's literature</p> <p>What place does community hold in the literature of African American women?</p> <p>The search for the independent voice</p> | | | |
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