

Unit Title	The African Diaspora and the Development of American Culture
Unit Length	Four weeks Lessons will be taught in 100-minute blocks two times per week
Grade Level(s)/Subject(s)	9th grade/AP Human Geography
Unit Overview	<p>The main focus of this unit is on cultural patterns and processes that create recognized cultural identities. A special focus will be on African American culture and the impact of African American culture on the greater cultural identity in the U.S.</p> <p>Students consider the effects of geographical location and available resources on cultural practices. Visuals representing artifacts, mentifacts and sociofacts all shed light on cultural landscapes and how they change over time. Students also practice analyzing images of different places at different times for evidence of the connections between place and ethnicity, language, religion, gender roles and attitudes, and other cultural attributes. This analysis builds students’ understanding of cultural patterns and processes.</p> <p>This unit also engages a temporal and spatial perspective to guide students in considering how culture spreads (i.e. traditional forces such as colonialism and imperialism and through contemporary influences such as social media). Students ultimately synthesize their analyses of the different ways cultures develop and spread to create an original project capturing images that reflect the ways that American culture has been influenced by different cultures throughout the world. The following outlines the scope and sequence of the unit:</p> <ul style="list-style-type: none"> ● Week 1: The impacts of ethnocentrism on medical inequality, compare and contrast the terms ethnocentrism and cultural relativism, explore the impacts of sequent occupance in Chicago’s Bronzeville neighborhood, and ultimately compare and contrast the ways that the building of highways impacted African communities in Atlanta and Chicago. ● Week 2: Students analyze the different kinds of cultural diffusion and review examples. They also analyze the history of languages and analyze the influence of African languages on the English language. ● Week 3: Students examine the term “distance decay,” evaluate the way that African American culture developed in the U.S, analyze the history of several world religions, and ultimately evaluate the influence of African religions on how Christianity is practiced by Black communities in the U.S.

	<ul style="list-style-type: none"> • Week 4: Students explore different ways that cultures adapt and change and evaluate examples of acculturation, syncretism, assimilation, and multiculturalism. Students then apply their learning to a multiple choice exam, a writing task, and the creation of a final photo project.
Objectives & Outcomes	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Analyze elements of culture, and how cultures vary based on geography, resources , and shared history. 2. Explain how the interaction of people contributes to the spread of cultural practices. 3. Illustrate how cultural ideas, practices, and innovations change or disappear over time.
Standards	<p><u>AP Human Geography</u></p> <p>Goal 3.1 PSO-3.A Define the characteristics, attitudes, and traits that influence geographers when they study culture</p> <p>Goal 3.2 PSO-3.B Describe the characteristics of cultural landscapes. PSO-3.C Explain how landscape features and land and resource use reflect cultural beliefs and identities.</p> <p>Goal 3.3 PSO-3.D Explain patterns and landscapes of language, religion, ethnicity, and gender.</p> <p>Goal 3.4 IMP-3.A Define the types of diffusion</p> <p>Goal 3.5 SPS-3.A Explain how historical processes impact current cultural patterns.</p> <p>Goal 3.6 SPS-3.A Explain how historical processes impact current cultural patterns.</p> <p>Goal 3.7 IMP-3.B Explain what factors lead to the diffusion of universalizing and ethnic religions.</p> <p>Goal 3.8</p>

	<p>SPS-3.B Explain how the process of diffusion results in changes to the cultural landscape.</p>
<p>Facilitation Resources</p>	<p>Text from <i>The 1619 Project</i> “Medical Inequality” by Linda Villarosa: An essay exploring the racist myths about physical racial differences that still persist and are believed by some doctors today. “Traffic” by Kevin Kruse: An essay that uses traffic congestion in Atlanta as a lens to explore the intertwined histories of infrastructure and racial inequality in the United States. 1932: story by Yaa Gyasi</p> <p>Power Points and other teaching materials Culture PowerPoint [.pptx] Sequent Occupance PowerPoint [.pptx] Diffusion PowerPoint [.pptx] Language Powerpoint [.pptx] Religion Powerpoint[.pptx] Diffusion Activity worksheet [.pdf][.docx] Ethnocentrism Explained [.pdf][.docx] Ethnocentric Survey [.pdf][.docx] IdeaBoardz reflection on responses to the videos about chitlins Writing Activity for "Myth" Article [.pdf] Formative writing assessment page 1 [.pdf][.docx] Sequent Occupancy Activity [.pdf].docx] Compare and Contrast Essay Rubric from ReadWriteThink Explanation of different kinds of diffusion Diffusion Activity worksheet [.pdf][.docx] Distance Decay/Time Space Compression Document [.pdf][.docx] Cultural Convergence/Divergence Reading [.pdf][.docx] Acculturation, Syncretism, assimilation, multiculturalism readings and definitions [.pdf][.docx]</p> <p>Video Links “What is cultural relativism?” video from Got Questions Ministries “Chitlins” Youtube Video from <i>Tasted</i> Edible Insects video from <i>FAO video</i> “Bronzeville -History” Video by Tony Sanchez</p>

Video: [“15 Books Oprah Thinks Everyone Should Read”](#)
[History Spurs Distrust Between Black Community And Covid Vaccine | NBC News NOW](#)
[The Spread of English Language: World Map Time lapse](#) Video
[Amy Walker dialect video](#) exploring accents throughout the U.S.
[Gullah Geechee Talk](#) Video
[The English You Won't Understand... \(PIDGIN ENGLISH\)](#) Video
[Roots film clip- “I am Kunta Kinte”](#)
[QuestLove’s Sister Donn T. Responds to Life-Changing Family History | Finding Your Roots | Ancestry®](#)
Video: [New Orleans The Voodoo Capital of America | Voodoo Museum](#)
Video: [The Ringshout & the Birth of African-American Religion](#)
Video: [The Black Church](#)
Video-[Famous Jazz Musicians: “Freddie Freeloader” by Miles Davis](#)
Video: [Lil Nas X & Billy Ray Cyrus Bring The Old Town Road To The BET Awards Live!](#)
[| BET Awards 2019](#)

Website Links

[Excerpt of “Body Ritual Among the Nacirema” by Horace Miner](#) adapted from [the 1956 article by Horace Miner in American Anthropologist](#)
[“What are Chitlins-and what are they made of?”](#) by Corey Williams for *YahooLife*
[Pilgrim Baptist Church - Wikipedia](#)
[Chicago Neighborhoods PDF](#)
[Images of Bronzeville](#)
Podcast: [“How the Dan Ryan changed the South Side”](#) by Alice Ye, Sam Brandt, Samantha Brown, Begum Cital for [WBEZ Chicago](#)
[Encyclopedia Chicago-Dan Ryan History](#)
[“Six Foods Brought To The Americas To Help Keep African Culture Alive”](#) by Danielle Dorsey for *Travel Noire*
[“The history and importance of the Black Church” in the Harvard Gazette](#) Excerpted from *“The Black Church: This is Our Story, This is Our Song”* by Henry Louis Gates Jr
[Explanation of different kinds of diffusion](#)
[Bantu Migration Map - World History Encyclopedia](#)
[Indo-European Migration Map - Classic History](#)
[The Spread of English Language: World Map Time lapse](#) Video
[Amy Walker dialect video](#) exploring accents throughout the U.S.
[Protecting languages, preserving cultures | United Nations](#)

The African Diaspora and the Development of American Culture

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1619 | Education Network

	<p>What's The Difference Between A Pidgin And A Creole? By Steph Koyfman for Babbel.com</p> <p>“Slavery and the Making of America . The Slave Experience: Education, Arts, & Culture” by Kimberly Sambol-Tosco for PBS</p> <p>African American Folklore from Americanfolklore.net</p> <p>“The Story of Abraham” Readings [.pdf][.docx]</p> <p>“Slavery and the Making of America . The Slave Experience: Religion” by Kimberly Sambol-Tosco for PBS.</p> <p>Columbian Exchange Map outlining the origins of different crops</p> <p>McDonald's assignment [.pdf][.docx]</p> <p>What is Jazz? National Museum of American History</p> <p>Chicago, Its People and Neighborhoods by Ron Grossman American Geographical Society Library Digital Map Collection</p> <p>17 Most Popular Soul Food Dishes to Try” by Erin Elizabeth for <i>Restaurant Clicks</i></p>
Performance Task	<p>Students will complete “What is an American” Culture Project. In this project, students will collect images of American culture that has developed due to the influx of various racial and ethnic groups to the U.S. Students will connect major concepts such as diffusion, sequent occupance, food, religion and language. This project is meant to be completed after students take the assessment on <i>The 1619 project</i>.</p> <p>Final Project “What is an American? Cultural Project” description [.pdf][.docx]</p>
Assessment/Evaluation	<p>Students will take complete daily exit tickets to assess their knowledge of the standard covered during the period. There are also formative writing assessments for each week[.pdf][.docx]</p> <p>At the end of the unit, the students will also take a summative exam which will include 40 multiple choice questions and selected writing prompts related to the materials presented from <i>The 1619 Project</i>. The exam will mimic the conditions the students will have when they take the AP Exam in May.</p> <p>Multiple Choice Exam [.pdf][.docx]</p> <p>Writing Prompts [.pdf][.docx]</p>

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 1</i></p> <p>Students analyze the impacts of ethnocentrism on medical inequality, compare and contrast the terms ethnocentrism and cultural relativism, explore the impacts of sequent occupance in Chicago's Bronzeville neighborhood, and ultimately compare and contrast the ways that the building of highways impacted African communities in Atlanta and Chicago.</p>				
Day 1	<p>“Medical Inequality” by Linda Villarosa from <i>The 1619 Project</i> in <i>The New York Times Magazine</i>: An essay exploring the racist myths about physical racial differences that still persist and are believed by some doctors today.</p>	<p>AP Human Geography Goal 3.1</p> <p>1) Culture comprises the shared practices, technologies, attitudes, and behaviors transmitted by a society.</p> <p>2) Cultural traits include such things as food preferences, architecture, and land use.</p> <p>3) Cultural relativism and ethnocentrism are different attitudes toward cultural difference</p>	<p>1) Students will examine the Nacirema Culture handout. The goal of the reading is for the students to realize that the text is about Americans, and that all cultures can sometimes be viewed as “odd” by the perspective of others. Students review the following questions after reading:</p> <ul style="list-style-type: none"> a) Where do the Nacirema reside? b) What is your opinion about their cultural practices? c) Were you surprised about their actual identity? <p>2) Students will complete the Ethnocentric survey about their own ethnocentric attitudes</p> <p>3) Teacher introduces students to the Culture Powerpoint to introduce students to the differences between ethnocentrism and cultural relativism.</p> <p>4) Next, students review the Ethnocentrism handout together in class. They then brainstorm types of practices that could be considered ethnocentric.</p>	<p>Excerpt of “Body Ritual Among the Nacirema” by Horace Miner adapted from the 1956 article by Horace Miner in American Anthropologist</p> <p>Culture PowerPoint [.pptx]</p> <p>Ethnocentrism Explained [.pdf][.docx]</p> <p>“What is cultural relativism?” video from Got Questions Ministries</p> <p>Ethnocentric Survey [.pdf][.docx]</p> <p>“Chitlins” Youtube Video from <i>Tasted</i></p> <p>“What are Chitlins-and what are they made of?” by Corey Williams for <i>YahooLife</i></p>

			<p>5) Students then view the Cultural Relativism video</p> <p>6) Students then apply their analysis of the term “cultural relativism to the following clips about foods from around the world clips</p> <ul style="list-style-type: none"> • Chitlins • What are Chitlins? <p>Students will generate comments about the videos on the IdeaBoardz link. Teacher will project responses and discuss in class</p> <ul style="list-style-type: none"> • Edible Insects video -Students will view the video about food embraced in other parts of the world and will get an opportunity to try chocolate covered insects <p>8) Students will discuss how ethnocentric attitudes led to discriminatory treatment of African Americans in U.S. History.</p> <p>9) Students will read “Medical Inequality” by Linda Villarosa. As they read the passage, students will complete an analysis sheet examining how ethnocentric attitudes led to unequal treatment in health issues</p> <p>Writing Activity for "Myth" Article [.pdf]</p> <p>10) Exit ticket writing: What is the difference between ethnocentrism and cultural relativism?</p>	<p>IdeaBoardz reflection on responses to the videos about chitlins</p> <p>Edible Insects video from <i>FAO video</i></p> <p>Writing Activity for "Myth" Article [.pdf]</p> <p>Formative writing assessment page 1 [.pdf][.docx]</p>
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<p>Day 2</p>	<p>Pilgrim Baptist Church - Wikipedia</p>	<p>AP Human Geography Goal 3.2</p> <p>1) PSO-3.B.1 Cultural landscapes are combinations of physical features, agricultural and industrial practices, religious and linguistic characteristics, evidence of sequent occupance, and other expressions of culture including traditional and postmodern architecture and land-use patterns.</p> <p>2) PSO-3.C.1 Attitudes toward ethnicity and gender, including the role of women in the workforce; ethnic neighborhoods; and indigenous communities and lands help shape the use of space in a given society</p>	<p>1) Students review the concepts of ethnocentrism and cultural relativism from the previous day. Then, students will begin discussion about how cultures can change when they intersect with other cultures.</p> <p>2) Teacher will review the concept of sequent occupance by sharing the Sequent Occupance PowerPoint.</p> <p>3) Discussion about sequent occupance: Sequence occupancy is a geographic phrase that refers to the strong effect of different cultures on a geographic location. European immigration to North America displacing native populations is an example of sequent occupance</p> <p>4) Students will examine the history of Pilgrim Baptist Church located in the Bronzeville neighborhood of Chicago</p> <p>5) Sequent occupance activity: Students will examine changes in the Roseland neighborhood over the course of the past 100 years. The neighborhood has transitioned from a Dutch area to a Slavic area. It later became a primarily African American area.</p> <p>6) Exit Ticket Writing-Can you give another example of sequent occupance</p>	<p>Sequent Occupance PowerPoint [.pptx]</p> <p>Pilgrim Baptist Church - Wikipedia</p> <p>Sequent Occupancy Activity [.pdf].docx]</p>
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			in your own neighborhood?	
Day 3	<p>“Traffic” by Kevin Kruse from <i>The 1619 Project</i> in <i>The New York Times Magazine</i>: An essay that uses traffic congestion in Atlanta as a lens to explore the intertwined histories of infrastructure and racial inequality in the United States.</p>	<p>AP Human Geography Goal 3.3</p> <p>1) PSO-3.D.1 Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance placemaking, and shape the global cultural landscape.</p> <p>2) PSO-3.D.2 Language, ethnicity, and religion are factors in creating centripetal and centrifugal forces.</p>	<p>1) Students will examine Chicago neighborhood pictures by reviewing the Chicago Neighborhoods PDF.</p> <p>2) Students will discuss where evidence of culture is found in each picture and what symbols they used to identify examples of culture.</p> <p>3) Students will view the video “Bronzeville-History” and note what images in the video define this region as African American -such as housing styles, toponyms, businesses, etc.</p> <p>4) Students review images of Bronzeville from : Using the attached images, students will note how African American Culture played a role in the cultural development of the region.</p> <p>5) Students will listen to podcast about the Dan Ryan Expressway and review material about the construction from the Encyclopedia of Chicago</p> <p>6) Through discussion, students reflect on how migration by African Americans to these areas of Chicago might have influenced actions by the Chicago government and population?</p> <p>7) Students will read “Traffic” by Kevin</p>	<p>Chicago Neighborhoods PDF</p> <p>“Bronzeville -History” Video by Tony Sanchez</p> <p>Images of Bronzeville</p> <p>Podcast: “How the Dan Ryan changed the South Side” by Alice Ye, Sam Brandt, Samantha Brown, Begum Cital forWBEZ Chicago</p> <p>Encyclopedia Chicago-Dan Ryan History</p> <p>Compare and Contrast Essay Rubric from ReadWriteThink</p> <p>Formative writing assessment page 3 [.pdf][.docx]</p>

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			<p>Kruse from <i>The 1619 Project</i> in <i>The New York Times Magazine</i> and then complete a writing activity comparing and contrasting the creation of the Dan Ryan expressway in Chicago with Atlanta’s road system</p> <p>9) Exit Ticket writing: In your opinion, how have African Americans contributed to the cultural landscape in Chicago?</p>	
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Pacing	Focus text(s) / resource(s) for today’s lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 2</i></p> <p>Students analyze the different kinds of cultural diffusion and review examples. They also analyze the history of languages and analyze the influence of African languages on the English language.</p>				
Day 1	<p>1932: story by Yaa Gyasi “1932: The United States Public Health Service begins the Tuskegee Study of Untreated Syphilis in the Negro Male, with 600 subjects, approximately two-thirds of whom have syphilis. The subjects are told only that they are being treated for “bad blood.” Approximately 100 die from the disease. It is later revealed that for research purposes, the men were denied drugs that could have saved them. “</p>	<p>AP Human Geography Goal 3.4</p> <p>IMP-3.A.1 Relocation and expansion—including contagious, hierarchical, and stimulus expansion—are types of diffusion.</p> <p>Essential question: <i>What are the four types of diffusion and what examples can we find in mainstream American culture?</i></p>	<p>1) Opening lecture introducing the different kinds of diffusion with powerpoint: Students will be introduced to hierarchical diffusion, relocation diffusion, stimulus diffusion, and contagious diffusion. With teacher help, students will brainstorm examples of each.</p> <p>2) Diffusion Activity worksheet: Students will complete for practice</p> <p>3) Students will view examples of diffusion from African American culture</p> <ol style="list-style-type: none"> a) 15 books that Oprah thinks everyone should read (hierarchical diffusion) b) Six Foods Brought to the Americas to Keep the African Culture Alive (relocation diffusion) c) How the Black Church Saved America (stimulus diffusion) d) History Spurs Distrust Between Black Community And Covid Vaccine (contagious diffusion) <p>4) Students will review and discuss the</p>	<p>Explanation of different kinds of diffusion</p> <p>Diffusion Activity worksheet [.pdf][.docx]</p> <p>Diffusion PowerPoint [.pptx]</p> <p>Video: “15 Books Oprah Thinks Everyone Should Read”</p> <p>“Six Foods Brought To The Americas To Help Keep African Culture Alive” by Danielle Dorsey for <i>Travel Noire</i></p> <p>“The history and importance of the Black Church” in the <i>Harvard Gazette Excerpted from “The Black Church: This is Our Story, This is Our Song” by Henry Louis Gates Jr</i></p>

			<p>article and story “1932: The United States Public Health Service begins the Tuskegee Study of Untreated Syphilis in the Negro Male, with 600 subjects, approximately two-thirds of whom have syphilis. The subjects are told only that they are being treated for “bad blood.” Approximately 100 die from the disease. It is later revealed that for research purposes, the men were denied drugs that could have saved them.</p> <p>5) Students will respond in writing identifying two types of diffusion in the Tuskegee reading</p> <p>6) Exit Ticket-Using the concepts of hierarchical, relocation, contagious, and stimulus diffusion, give examples</p>	<p>History Spurs Distrust Between Black Community And Covid Vaccine NBC News NOW</p> <p>1932: story by Yaa Gyasi “1932: The United States Public Health Service begins the Tuskegee Study of Untreated Syphilis in the Negro Male, with 600 subjects, approximately two-thirds of whom have syphilis. The subjects are told only that they are being treated for “bad blood.” Approximately 100 die from the disease. It is later revealed that for research purposes, the men were denied drugs that could have saved them. “</p> <p>Formative writing assessment page 2 [.pdf][.docx]</p>
<p>Day 2</p>	<p>Gullah Story</p>	<p>AP Human Geography Goal 3.5</p> <p>SPS-3.A.1 Interactions between and among cultural traits and larger global forces can lead to new forms of cultural expression; for example, creolization and lingua franca.</p>	<p>1) Lecture/powerpoint on language -Students will be introduced to the origins of language (Kurgan and Renfrow theories and how PIE languages spread through Europe and Asia)</p> <p>2) Compare/contrast: Students examine the spread of Bantu and Indo European languages (map exercise)</p> <p>3) English-the spread of lingua franca video: After the video, students will</p>	<p>Language Powerpoint [.pptx]</p> <p>Bantu Migration Map - World History Encyclopedia</p> <p>Indo-European Migration Map - Classic History</p> <p>The Spread of English Language: World Map Time lapse Video</p>

		<p>SPS-3.A.2 Colonialism, imperialism, and trade helped to shape patterns and practices of culture.</p> <p>Essential Question: How has migration affected the development of language?</p>	<p>discuss the impact of colonialism and imperialism on the world -Why do so many countries speak English?</p> <p>4) Students watch “Amy Walker Dialect Video” and become aware of the different dialects in the United States</p> <p>5) Students will then view and discuss a video on the evolution of “Black English.”</p> <p>6) The students will read “A Gullah Story” written in the Gullah Geechee tradition and will underline the terms they believe are African in origin. They then watch the “Gullah Geechee Talk” video.</p> <p>8) Next, students are introduced to the tot the pidgin and Creole languages using the article, “What is the difference between pidgin and creole languages” and the video, “The English You won't Understand.”</p> <p>Students will discuss whether Ebonics is pidgin or creole, and what it will take for a language to become creolized.</p> <p>9) Exit ticket-What impact has African American culture made on American English? Give examples of words that are African American in origin and are part of conventional English</p>	<p>Amy Walker dialect video exploring accents throughout the U.S.</p> <p>'Black English': How AAVE Developed From Slave Resistance & African Dialects video from The Breakdown</p> <p>List of English words of African origin</p> <p>A Gullah Story by Joseph A. Opala</p> <p>Gullah Geechee Talk Video</p> <p>The English You Won't Understand... (PIDGIN ENGLISH) Video</p> <p>Protecting languages, preserving cultures United Nations</p> <p>What's The Difference Between A Pidgin And A Creole? By Steph Koyfman for Babel.com</p> <p>Formative writing assessment page 4 [.pdf][.docx]</p>
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UNIT PACING/DAILY LESSONS

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 3</i>				
Students examine the term “distance decay,” evaluate the way that African American culture developed in the U.S, analyze the history of several world religions, and ultimately evaluate the influence of African religions on how Christianity is practiced by Black communities in the U.S.				
Day 1	“How Slavery Affected African American Families, Freedom's Story” by Heather Andrea Williams for TeacherServe®, National Humanities Center.	<p>AP Human Geography Goal 3.6</p> <p>SPS-3.A.3 Cultural ideas and practices are socially constructed and change through both small-scale and large-scale processes such as urbanization and globalization. These processes come to bear on culture through media, technological change, politics, economics, and social</p>	<p>Essential Question: How has retention of culture been affected by migration and modern technology?</p> <p>1) Class will begin with a discussion of distance decay. Distance Decay happens when people move away from their homelands and lose touch with their traditions and connections to their places of origin. Students will discuss the impact of the slave trade on the African American population and its connections to Africa. Students</p>	<p>Distance Decay/Time Space Compression Document [.pdf][.docx]</p> <p>Roots film clip- “I am Kunta Kinte”</p> <p>“Slavery and the Making of America . The Slave Experience: Education, Arts, & Culture” by Kimberly Sambol-Tosco for PBS</p> <p>African American Folklore from</p>

		<p>relationships.</p> <p>SPS-3.A.4 Communication technologies, such as the internet and the time-space convergence, are reshaping and accelerating interactions among people; changing cultural practices, as in the increasing use of English and the loss of indigenous languages; and creating cultural convergence and divergence</p> <p>Essential Question: How has retention of culture been affected by migration and modern technology?</p>	<p>will be asked: What connections are still with us? What has been lost to the descendents of the slave trade?</p> <ol style="list-style-type: none"> 2) Students will read the article, “How Slavery Affected Families” and respond in writing to the prompt “What traditions have been lost due to the breakup of families during the era of enslavement in the U.S.?” 3) Students will view the clip from “Roots” (Please note-the content in clip depicts graphic violence during the era of slavery and may be disturbing to students). Discuss how it would affect someone losing everything, including their own name 4) Students will review the website “The Slave Experience” and explore how enslaved Africans maintained their cultural traditions in the face of oppression. 5) Students will be broken into groups and assigned a story from the site “African American Folklore.” Students will interpret the message of their fable and discern what moral lessons it is imparting. 6) Students will view “Finding Your Roots” and discuss how modern technology has aided 	<p>Americanfolklore.net</p> <p>QuestLove’s Sister Donn T. Responds to Life-Changing Family History Finding Your Roots Ancestry®</p> <p>Cultural Convergence/Divergence Reading [.pdf][.docx]</p>
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			<p>people in tracing their ancestral connections</p> <p>7) Students will discuss the meaning of the term cultural convergence/cultural divergence. They will complete the attached worksheet in order to deepen their understanding of these terms.</p> <p>8) Exit ticket-Give an example of how African culture converged and diverged in American culture. What remains unique? What African traditions have combined with mainstream American culture?</p>	
Day 2	<p>“The Story of Abraham” Readings [.pdf][.docx]</p> <p>The Slave Experience: Religion Reading</p>	<p>AP Human Geography Goal 3.7</p> <p>IMP-3.B.1 Language families, languages, dialects, world religions, ethnic cultures, and gender roles diffuse from cultural hearths.</p> <p>IMP-3.B.2 Diffusion of language families, including Indo-European, and religious patterns and distributions can be visually represented on maps, in charts and</p>	<p>Essential Question: What connections can be found among major religions? How has migration changed religion?</p> <p>1) Students will read three different accounts of the “The Story of Abraham” and will compare and contrast these stories and discuss aspects of the major religions they represent (Judaism, Christianity and Islam). How are they similar? Different?</p> <p>2) Lecture with the Religion Powerpoint: The Roots of Judaism and Christianity, and Islam. Students will then discuss, “How are they related?”</p> <p>3) Lecture/powerpoint on Eastern religions using the Religion Powerpoint (Hinduism/Buddhism). Through</p>	<p>“The Story of Abraham” Readings [.pdf][.docx]</p> <p>Religion Powerpoint[.pptx]</p> <p>Video: New Orleans The Voodoo Capital of America Voodoo Museum</p> <p>“Slavery and the Making of America . The Slave Experience: Religion” by Kimberly Sambol-Tosco for PBS.</p>

		<p>toponyms, and in other representations.</p> <p>IMP-3.B.3 Religions have distinct places of origin from which they diffused to other locations through different processes. Practices and belief systems impacted how widespread the religion diffused.</p> <p>IMP-3.B.4 Universalizing religions, including Christianity, Islam, Buddhism, and Sikhism, are spread through expansion and relocation diffusion.</p> <p>IMP-3.B.5 Ethnic religions, including Hinduism and Judaism, are generally found near the hearth or spread through relocation diffusion.</p>	<p>lecture, students will understand the foundations of both religions and how they are connected.</p> <p>4) Students will view a video on the spread of African religions- the roots of voodoo video (New Orleans the Voodoo Capital).</p> <p>5) Students will then read the article “The Slave Experience-Religion” and will explain in a short writing prompt how Christianity helped perpetuate the institution of slavery.</p> <p>6) Students will view the videos “The Ring Shout” and “The Black Church” and will have a discussion after the video about how the Christian Church changed in the post-slavery era.</p> <p>7) Exit ticket: What impact did African culture have on Christianity in the United States?</p>	<p>Video: The Ringshout & the Birth of African-American Religion</p> <p>Video: The Black Church</p> <p>Formative writing assessment page 5 [.pdf][.docx]</p>
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 4</i>				
Students explore different ways that cultures adapt and change and evaluate examples of acculturation, syncretism, assimilation, and multiculturalism. Students then apply their learning to a multiple choice exam, a writing task, and the creation of a final photo project.				
Day 1	Acculturation, Syncretism, assimilation, multiculturalism readings and definitions [.pdf][.docx]	AP Human Geography Goal 3.8 SPS-3.B.1 Acculturation, assimilation, syncretism, and multiculturalism are effects of the diffusion of culture.	Essential question: How has migration affected the diets of modern Americans? 1) Students will discuss the meals that they have made or eaten over the past week and will discuss the roots of the foods. As they discuss, they will be guided to make connections to historical movements. The Map of the Columbian Exchange will be used to discuss what foods were “old world-European/African/Asia” and “new world-North America and South America” 2) Using McDonalds as an example, students will examine four	Columbian Exchange Map outlining the origins of different crops McDonald's assignment [.pdf][.docx] Acculturation, Syncretism, assimilation, multiculturalism readings and definitions [.pdf][.docx] What is Jazz? National Museum of American History Video- Famous Jazz Musicians: “Freddie Freeloader” by Miles

			<p>menus from around the world and examine how McDonalds has adapted to the prevailing culture while also maintaining its brand name.</p> <p>3) Students will be introduced to the terms Acculturation, assimilation, syncretism, and multiculturalism. They will work together as a class to identify cultural elements that address each concept. They will then participate in a gallery walk of images that address each phrase. Students will use post it notes to identify which concept each image reflects and why.</p> <p>4) Students will then practice identifying acculturation, assimilation, syncretism, and multiculturalism by examining examples from African American culture. Students will see video examples of each concept:</p> <ul style="list-style-type: none"> ● Syncretism-Jazz Music ● Multiculturalism-Chicago Neighborhoods ● Assimilation-Soul Food ● Acculturation-Lil Nas X <p>Students will explain how each video relates to the concepts discussed earlier.</p> <p>5) Exit ticket-In your life, do you have any examples of acculturation, multiculturalism,</p>	<p>Davis</p> <p>Chicago, Its People and Neighborhoods by Ron Grossman American Geographical Society Library Digital Map Collection</p> <p>17 Most Popular Soul Food Dishes to Try” by Erin Elizabeth for Restaurant Clicks</p> <p>Video: Lil Nas X & Billy Ray Cyrus Bring The Old Town Road To The BET Awards Live! BET Awards 2019</p>
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The African Diaspora and the Development of American Culture

Unit by BROOKS EAGLES team, part of the 2022 cohort of *The 1619 Project* Education Network

1619

Education Network

			assimilation and acculturation? Use the definitions provided by the earlier assignment.	
Days 2		All standards from 3.1-3.8 will be assessed	Students will complete a multiple choice exam and writing prompts related to the 1619 project As an alternate project, students will create “What is an American” scrapbook. Students will locate images, videos and readings from various cultures around the country. In keeping with the theme of the unit, students must address the following things: religion, language, the four kinds of diffusion, sequent occupance	Multiple Choice Exam [.pdf][.docx] Writing Prompts [.pdf][.docx] Final Project “What is an American? Cultural Project” description [.pdf][.docx]