



Incorporating African-American
History into Your Child's Studies

Teaching African American History

Eva M. Doyle



Teaching African American History:

Teaching African-American History Robert L. Harris, 2001 Teaching Black History to White People Leonard N. Moore, 2021-09-14 Leonard Moore has been teaching Black history for twenty five years mostly to white people Drawing on decades of experience in the classroom and on college campuses throughout the South as well as on his own personal history Moore illustrates how an understanding of Black history is necessary for everyone With Teaching Black History to White People which is part memoir part Black history part pedagogy and part how to guide Moore delivers an accessible and engaging primer on the Black experience in America He poses provocative questions such as Why is the teaching of Black history so controversial and What came first slavery or racism These questions don t have easy answers and Moore insists that embracing discomfort is necessary for engaging in open and honest conversations about race Moore includes a syllabus and other tools for actionable steps that white people can take to move beyond performative justice and toward racial reparations healing and reconciliation

Teaching African and African American History In the Home, School, and Community Dr. Eva M. Doyle, 2023-11-13 The book My Journey of 45 Years Teaching African American History in the Home School and Community traces the author s life as an Educator Historian and Community Activist with the goal of sharing little known facts about the contributions of African Americans to our nation and the world Much of this history has been excluded from many textbooks The readers will find this book to be biographical informative and historical The places events community projects and people featured here have contributed to a life long journey of research and writing It is the hope of this writer that this book will be used not only as a resource to learn more about the contributions of African Americans but as an incentive for readers to share their talents knowledge and creativity to make a difference in the world This is the 13th book in the Eye on History Series of publications designed to educate and inform readers on a variety of topics For more information go to www.evamdoyle.com

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African American History Reconsidered Pero Gaglo Dagbovie, 2010 This volume establishes new perspectives on African American history The author discusses a wide range of issues and themes for

understanding and analyzing African American history the 20th century African American historical enterprise and the teaching of African American history for the 21st century **Reading, Interpreting, and Teaching African American History** LaGarrett Jarriel King, 2012 African American history and how it is taught in classroom spaces have been a point of contention with activists historians and educators for decades In its current form African American history narratives often are ambiguous and truncated leaving students with a disjointed construction about U S history Additionally the pedagogical decisions made by teachers regarding African American history are sometimes problematic To fix this problem critical scholars have surmised that both pre and in service teachers need to be more knowledgeable about African American history This knowledge will help teachers move past simplistic constructions of the past and provide a transformative educational experience In essence these scholars believe that teachers cannot teach African American history because they do not know it This study however examines what if they do know African American history will they teach it The purpose of this study was to investigate how knowledge influences teachers pedagogical decisions Using the theoretical and conceptual frameworks of cultural memory and knowledge construction this qualitative case study explores how four pre service teachers interpreted African American history after engaging in a summer reading program and how that knowledge was implemented in their classroom during their student teaching semester The reader entitled *A Winding River* was a collection of scholarly journal articles book chapters and primary and secondary source documents Data collection measures included three classroom observations reflective journals three interviews and other classroom documents related to the participant's student teaching experience Findings indicate that knowledge acquisition is complex and the process to teach is a generative process Although knowledge is an important component in teaching sociocultural factors also influenced the divergent ways African American history was interpreted and taught The study indicates that the access of African American history is not always a prerequisite in teaching the subject in transformative ways Self-Taught Heather Andrea Williams, 2009-06-03

Teaching African American History as a Component of Multiethnic Education Through Colonial Williamsburg Brian L. Johnson, 1991 *Hearing their Voices* Kay Traille, 2019-12-25 This book is about what teachers need to know before they teach history to students of color It is a book about the inside feel of these students and what they think and say history is for based on research in the United States with reflections on the United Kingdom It gives history teachers a better understanding of why culturally relevant pedagogy inclusion and issues surrounding diversity are of crucial importance if we are to reach these students We live in a world where many multicultural students think they have little connection with the histories traditions and values in which they have grown up some look toward groups who promise them a sense of belonging and ownership of created histories which clash with and threaten democratic societies This book begins with the belief that it is important to understand how a subject history makes non White students think and feel about themselves At its center are assertions made by students of color who think learning history that is rich in aspects they can connect with culturally and

personally is important and necessary in gaining and holding their attention Then I make suggestions of how we best communicate and set high expectations for these students how as history teachers we use strategies to better engage these students and redirect the unengaged We need to make sure history educators provide necessary and appropriate scaffolding for students of colour to better process what they learn in history lessons making sure they are engaged in higher order thinking in an equitable safe environment where they see and know that their diversities are respected and valued

Teaching African-American History at Colonial Williamsburg Rex Ellis,1989 Discusses the development of the teaching of 18th century African American history in the context of Colonial Williamsburg The Complete Idiot's Guide to African American History Melba J. Duncan,2003 Presents an overview of African American history from the time of slavery through the Civil War to the civil rights movement and describes the contributions of African Americans in politics science business literature and entertainment *Interpreting African American History and Culture at Museums and Historic Sites* Max A. van Balgooy,2014-12-24 In this landmark guide nearly two dozen essays by scholars educators and museum leaders suggest the next steps in the interpretation of African American history and culture from the colonial period to the twentieth century at history museums and historic sites This diverse anthology addresses both historical research and interpretive methodologies including investigating church and legal records using social media navigating sensitive or difficult topics preserving historic places engaging students and communities and strengthening connections between local and national history Case studies of exhibitions tours and school programs from around the country provide practical inspiration including photographs of projects and examples of exhibit label text Highlights include Amanda Seymour discusses the prevalence of false nostalgia at the homes of the first five presidents and offers practical solutions to create a more inclusive nuanced history Dr Bernard Powers reveals that African American church records are a rich but often overlooked source for developing a more complete portrayal of individuals and communities Dr David Young executive director of Cliveden uses his experience in reinterpreting this National Historic Landmark to identify four ways that people respond to a history that has been too often untold ignored or appropriated and how museums and historic sites can constructively respond Dr Matthew Pinsker explains that historic sites may be missing a huge opportunity in telling the story of freedom and emancipation by focusing on the underground railroad rather than its much bigger upper ground counterpart Martha Katz Hyman tackles the challenges of interpreting the material culture of both enslaved and free African Americans in the years before the Civil War by discussing the furnishing of period rooms Dr Benjamin Filene describes three micro public history projects that lead to new ways of understanding the past handling source limitations building partnerships and reaching audiences Andrea Jones shares her approach for engaging students through historical simulations based on the Fight for Your Rights school program at the Atlanta History Center A exhibit on African American Vietnam War veterans at the Heinz History Center not only linked local and international events but became an award winning model of civic engagement A collaboration between a

university and museum that began as a local history project interpreting the Scottsboro Boys Trial as a website and brochure ended up changing Alabama law A list of national organizations and an extensive bibliography on the interpretation of African American history provide convenient gateways to additional resources *Teaching the American Civil Rights Movement* Julie Buckner Armstrong, 2002 The past fifteen years have seen renewed interest in the civil rights movement Television documentaries films and books have brought the struggles into our homes and classrooms once again New evidence in older criminal cases demands that the judicial system reconsider the accuracy of investigations and legal decisions Racial profiling affirmative action voting districting and school voucher programs keep civil rights on the front burner in the political arena In light of this there are very few resources for teaching the civil rights at the university level This timely and invaluable book fills this gap This book offers perspectives on presenting the movement in different classroom contexts strategies to make the movement come alive for students and issues highlighting topics that students will find appealing Including sample syllabi and detailed descriptions from courses that prove effective this work will be useful for all instructors both college and upper level high school for courses in history education race sociology literature and political science Teaching American History in a Global Context Carl J. Guarneri, Jim Davis, 2015-07-17 This comprehensive resource is an invaluable teaching aid for adding a global dimension to students understanding of American history It includes a wide range of materials from scholarly articles and reports to original syllabi and ready to use lesson plans to guide teachers in enlarging the frame of introductory American history courses to an international view The contributors include well known American history scholars as well as gifted classroom teachers and the book s emphasis on immigration race and gender points to ways for teachers to integrate international and multicultural education America in the World and the World in America in their courses The book also includes a Views from Abroad section that examines problems and strategies for teaching American history to foreign audiences or recent immigrants A comprehensive annotated guide directs teachers to additional print and online resources **Encyclopedia of African American History, 1896 to the Present** Paul Finkelman, 2009 Alphabetically arranged entries from A to C that explores significant events major persons organizations and political and social movements in African American history from 1896 to the twenty first century The Wiley International Handbook of History Teaching and Learning Scott Alan Metzger, Lauren McArthur Harris, 2018-03-02 A comprehensive review of the research literature on history education with contributions from international experts The Wiley International Handbook of History Teaching and Learning draws on contributions from an international panel of experts Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future The contributors represent a wide range of pioneering established and promising new scholars with diverse perspectives on history education Comprehensive in scope the contributions cover major themes and issues in history education including policy research and societal contexts conceptual constructs of history education

ideologies identities and group experiences in history education practices and learning historical literacies texts media and social spaces and consensus and dissent This vital resource Contains original writings by more than 40 scholars from seven countries Identifies major themes and issues shaping history education today Highlights history education as a distinct field of scholarly inquiry and academic practice Presents an authoritative survey of where the field has been and offers a view of what the future may hold Written for scholars and students of education as well as history teachers with an interest in the current issues in their field The Wiley International Handbook of History Teaching and Learning is a comprehensive handbook that explores the increasingly global field of history education as it has evolved to the present day

Multiculturalism in Education and Teaching Carl A. Grant, 2014-11-13 In the World Library of Educationalists series international experts compile career long collections of what they judge to be their finest pieces extracts from books key article salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Carl A Grant has spent the last 35 years researching teaching thinking and writing about some of the key enduring issues in multicultural education He has contributed to a multitude of books and articles and is former President of the National Association for Multicultural Education In his selected works Carl Grant brings together 14 of his key writings in one place Starting with a specially written Introduction which gives an overview of his career and contextualises his selection within the development of the field the book is divided into three parts Race and Educational Equity Theorizing Multicultural Education Multicultural Teacher Education This book not only shows how Carl Grant's thinking developed during his long and distinguished career it also gives an insight into the development of the fields to which he contributed

The Columbia Guide to African American History Since 1939 Robert L. Harris, Rosalyn Terborg-Penn, 2006 This book is a multifaceted approach to understanding the central developments in African American history since 1939 It combines a historical overview of key personalities and movements with essays by leading scholars on specific facets of the African American experience a chronology of events and a guide to further study Marian Anderson's famous 1939 concert in front of the Lincoln Memorial was a watershed moment in the struggle for racial justice Beginning with this event the editors chart the historical efforts of African Americans to address racism and inequality They explore the rise of the Civil Rights and Black Power movements and the national and international contexts that shaped their ideologies and methods consider how changes in immigration patterns have complicated the conventional black white dichotomy in U S society discuss the often uneasy coexistence between a growing African American middle class and a persistent and sizable underclass and address the complexity of the contemporary African American experience Contributors consider specific issues in African American life including the effects of the postindustrial economy and the influence of music military service sports literature culture business and the politics of self designation e g Colored vs Negro Black vs African American While

emphasizing political and social developments this volume also illuminates important economic military and cultural themes An invaluable resource The Columbia Guide to African American History Since 1939 provides a thorough understanding of a crucial historical period Teaching Beautiful Brilliant Black Girls Omobolade Delano-Oriaran, Marguerite W. Penick, Shemariah J. Arki, Ali Michael, Orinthia Swindell, Eddie Moore Jr., 2021-03-27 Be a part of the radical transformation to honor and respect Beautiful Brilliant Black Girls This book is a collective call to action for educational justice and fairness for all Black Girls Beautiful Brilliant This edited volume focuses on transforming how Black Girls are understood respected and taught Editors and authors intentionally present the harrowing experiences Black Girls endure and provide readers with an understanding of Black Girls beauty talents and brilliance This book calls willing and knowledgeable educators to disrupt and transform their learning spaces by presenting Detailed chapters rooted in scholarship lived experiences and practice Activities recommendations shorter personal narratives and poetry honoring Black Girls Resources centering Black female protagonists Companion videos illustrating first hand experiences of Black Girls and women Tools in authentically connecting with Black Girls so they can do more than survive they can thrive *CREC Guides for Teaching Afro-American History* Capitol Region Education Council (Windsor, Conn.), 1971 Curriculum guide to teaching African American history and culture in grades 2 6 and a guide for integrating the African American experience into United States history for grades 7 12

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