



Ethnic Studies Lesson 4J: African American Pan-Africanism

TOPIC:

AFRICAN AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

Themes:

1. Identity
2. History and Movement

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):**Reading—Informational Text (RI.11-12)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

Social Sciences Standards (11th and 12th Grade):**History-Social Science Content Standards—(Grades 9-12)**

Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "Back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks. (11.5)

Lesson Purpose

Students will research the people, places, and events of the Pan-African movement in the United States in order to understand its impact on African American identity.

Essential Questions

How did Pan-Africanism in the United States form African American identity?

How has life changed for African Americans in the last 250 years?

Materials

[TED: How young Africans found a voice on Twitter](#)

[U.S. State Department: Office of the Historian, The Founding of Liberia, 1847](#)

[NewAfrican: W.E.B. Du Bois—The father of modern Pan-Africanism?](#)

[BlackPast: The Pan-African Congresses, 1900-1945](#)

[National Archives: Back to Africa movement and Marcus Garvey](#)

[TED Talk: A historical musical that examines Black identity in the 1901 World's Fair](#)

[Unit 4 KWL Chart](#)

Vocabulary

Pan-Africanism

Liberia

Pan African Congress

Back to Africa

Universal Negro Improvement Association

Lesson Steps

Step 1:

- As a class, ask students if they have heard the term *Pan-Africanism*. What do they already know? In order to understand modern Pan-Africanism and to see a TED Talk in action, have the students watch [TED: How young Africans found a voice on Twitter](#). Ask students as they watch to develop a working definition of what Pan-Africanism might mean. Is it positive? Also, they should pay attention to the features of a TED Talk. How do they start? How do they end?
- When students have finished watching, as a class, help students create a definition of Pan-Africanism. An example of a working definition might be: “the union of people of African descent both in the continent of Africa and in the diaspora.”
- Ask students to describe how the TED Talk starts, proceeds, and ends. Students should notice that it starts with an interesting or compelling question, keeps your attention, is relatively short, and ends with a call to action or something inspiring.

Step 2:

- Let students know that they will be creating a TED Talk on the Pan-African movement in the United States. They will all work on the research, but they will decide how many people will deliver the TED Talk and if it will be filmed for presentation or delivered live. Tell students they will come up with their

opening and closing lines after they have completed their research. Students should take notes on the who, what, where, when, and why of their subject.

- Break the class into the following groups for research:
 - [US State Department: Office of the Historian, The Founding of Liberia, 1847](#)
 - [NewAfrican: W.E.B. Du Bois—The father of modern Pan-Africanism?](#)
 - [BlackPast: The Pan-African Congresses, 1900-1945](#)
 - [National Archives: Back to Africa movement and Marcus Garvey](#)
- When students have completed their research, mix the experts from each group into new groups such that each new group has at least one research expert. Let students share their findings. Once each expert has had a chance to share in the new groups, let the class discuss how the TED Talk will be arranged. What information will come first, middle, and last? How will the TED Talk start in an interesting way? How will it conclude? Who will be delivering the shared information? If time permits, let the class record their TED Talk to share in a newsletter format to a wider audience during Black History Month (February).

Step 3:

- Bring the class back together. Have students watch [TED Talk: A historical musical that examines Black identity in the 1901 World's Fair](#). As students watch, ask them to take notes on how it might have been difficult in 1901 for Blacks to identify with African roots. They should also take notes on how it might have changed Blacks' identity to celebrate their African heritage.
- When students have finished watching the video, have them share their answers to these questions, as well as the question for this lesson, "How did Pan-Africanism in the United States form African American identity?" Also, ask this unit's question, "How has life changed for African Americans over the last 250 years?" Make note of what was learned on this unit's KWL chart.

Essential Question Assessment, Application, Action, and Reflection

As time permits, and for homework, have students watch [TED Talk: Chimamanda Ngozi Adichie, The danger of a single story](#) (video 18 minutes, 33 seconds). As students listen to the video, have them take notes on these questions: "Is it important to see images of diverse people in literature, art, and culture? How should we look at stereotypes?"

Additional Readings and Resources

[BlackHistoryMonth.gov](#)

[Black Perspectives: The Relationship Between African Americans and Africa](#)

[National Geographic: How the Harlem Renaissance helped forge a new sense of Black identity](#)

[Smithsonian National Museum of African American History & Culture: Black is Beautiful: The Emergence of Black Culture and Identity in the 60s and 70s](#)

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183-224.

Sowell, Thomas. *Migrations and Cultures: A World View*. Basic Books, 1996, 385.

[TED Talk: Chimamanda Ngozi Adichie, The danger of a single story](#)

Thomas SowellTV. "Why Pan-Africanism Can Never Work in Africa." https://www.youtube.com/watch?v=fv_D55P1x1k

NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES: America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

Ethnic Studies 4A: KWL Chart

KNOW	WONDER	LEARNED
<i>What do we think we already know about this topic?</i>	<i>What do we wonder about this topic? Write your questions below.</i>	<i>After the research is completed, what did we learn? Make sure to cite your source.</i>