



Thrival Indy Academy is a humanities-focused high school which exposes students to diverse global perspectives through experiential learning and identity exploration in order to incubate educated global citizens and passionate community leaders. Through addressing the opportunity gap surrounding global experiences and perspectives, Thrival Indy Academy prepares Indianapolis youth for postsecondary success and equips them with the tools to impact positive change in their local community.

### **Thrival Academy Ethnic Studies Curriculum**

Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States. This comprehensive Ethnic Studies curriculum is research-based and provides an extensive focus on African American history and culture, with an emphasis on the African Diaspora, Afro Caribbean history and culture, identity and stereotypes, and analyzing a movement.

#### Topics include:

1. Transatlantic Slave Trade
2. Poor People's Campaign
3. Haitian Revolution
4. Colorism
5. Cultural Identities
6. Back to Africa Movement

- Recommended Grade: 9-12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

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## Unit 1: African Diaspora

### Unit Objectives - Students Will Be Able To:

- Analyze the Transatlantic Slave Trade through the lens of Economics and identify the conditions enslaved people faced on their journey to the New World.
- Create and analyze the timeline of the abolishment of slavery throughout the Caribbean and the United States, and examine the impact of their economies due to the abolishment.
- Understand the impact and legacy of colonialism on the world.
- Compare and contrast the geography, economic crops, and languages in the various transatlantic slave destinations.
- Understand shared experiences and contemporary interconnections among people of African descent throughout the world.

### Enduring Understandings

- The difference between African American and Caribbean is where their slave ship landed.
- Millions of Africans were forced into migrating from Africa to America on the Transatlantic Slave Trade, to work as slaves in America.
- Colonialism impacted the global social, political and economical interrelationships.

### Guiding Questions

- What are the effects of European contact on the indigenous populations and civilizations in the United States and Caribbean Islands?
- What is the African Slave Trade and how did it affect the Caribbean and the United States?
- What was life like for slaves in the Transatlantic slave trade?
- What aspects of African culture remain today in the Caribbean and the United States?
- How has slavery influenced racial issues that exist today?

### Helpful Links to Resources

[African Diaspora Fellows Program \(ADFP\) 2016: Teaching the African Diaspora](#)

[K-12: African-American Resources](#)

[Black History Month Lessons & Resources, Grades 9-12](#)

[Geography in the News: Trans-Atlantic Slave Trade Remembered](#)

[Slave Trade Routes](#)

[The Main Areas of Destination - US Slave Trade - The Abolition of The Slave Trade](#)

[Resources for Globalizing the US History Survey](#)

### Unit 1: Academic Vocabulary Bank

Diaspora, Indigenous, Colonialism, Dehumanize, Middle Passage, Economics, Captive
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## Unit 1 Essay Questions

### Essay Question Format

- Background Context [directly citing sources used throughout unit]
- 1 Question (explain, justify, analyze)
- Support your answer with (primary source, evidence from specific text, personal experience)

**Compare and contrast the geography, economic crops, and languages in the various transatlantic slave destinations.**

1. Discuss the languages and customs of descendants of Africa in the US, Haiti, and the Dominican Republic. Incorporate the following your response:
  - Colonialism
  - Crops (food)
  - Geography

**Analyze the Transatlantic Slave Trade through the lens of economics and identify the conditions enslaved people faced on their journey to the New World.**

1. Write a narrative essay about the journey to the “The New World” from the perspective of (enslaved person, slave trader, etc).
2. Explain the impacts of slavery on the economies of colonized countries in “The New World”, as well as on the economies of African countries.

## **Unit 2: African American History and Culture**

### **Unit Objectives - Students Will Be Able To:**

- Understand the causes and effects of Martin Luther King's Poor People's Campaign and its relevance today.
- Study the history of jazz, hymns and blues to gain awareness of the cultural contributions made by different groups in America.
- Explain and examine the events which led to the most historical American race riots.
- Examine the rise and fall of Black Wall Street in Tulsa, Oklahoma.
- Distinguish between cultural appreciation and cultural appropriation and explain why cultural appropriation is harmful.
- Examine the different types of cultural appropriation demonstrated around the world.

### **Enduring Understandings**

- Being culturally aware is okay, but cultural appropriation is never okay.
- In 1921, mobs of white residents in Tulsa, Oklahoma attacked Black residents and businesses, in what is known as the Tulsa Race Riots.
- The Poor People's Campaign, created by Martin Luther King, works to fight systemic racism and poverty all over the country.

### **Guiding Questions**

- What caused the bombing of Black Wall Street?
- What was the Poor People's Campaign about?
- Why were some people against the Poor People's Campaign?
- What caused the global protest and rioting in 2020?
- How has the government reacted to protest and riots throughout history?

### **Helpful Links for Resources**

[Poor People's Campaign – A National Call for Moral Revival](#)

[The Devastation of Black Wall Street](#)

[Tulsa's 'Black Wall Street' Flourished as a Self-Contained Hub in Early 1900s](#)

[History of Jazz | Black History in America](#)

[The Golden Age of Hymns: Did You Know?](#)

[Sacred Songs Help Blacks Connect to Their History](#)

### Unit 2: Academic Vocabulary Bank

Cultural Appropriation, Race Riot, Cultural Appreciation, Segregation, The Great Migration, Resistance
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## Unit 2 Essay Questions

### **Essay Question Format**

- Background Context [directly citing sources used throughout unit]
- 1 Question (explain, justify, analyze)
- Support your answer with (primary source, evidence from specific text, personal experience)

**Understand the causes and effects of Martin Luther King's Poor People's campaign and its relevance today.**

1. What is the significance of the Poor People's Campaign? How is it still relevant today?

**Study the history of jazz, hymns and blues to gain awareness of the cultural contributions made by different groups in America.**

1. Describe how Jazz, hymns, and Blues contributed to cultures of different groups in America?

**Distinguish between cultural appreciation and cultural appropriation and explain why cultural appropriation is harmful.**

African Americans are known for creating trends, rather it is music, hairstyles, dances, or fashion.

1. In what aspects have you witnessed cultural appropriation? Some people do not view cultural appropriation as a negative thing. Some believe that culture can not be owned.
2. Do you think it is a big deal? Do you believe in order for someone to use someone else's culture they should learn about and develop cultural appreciation first? Why or why not?

Explain and support your short answer using primary sources and provide examples.

### **Unit 3: Afro Caribbean History and Culture**

#### **Unit Objectives - Students Will Be Able To:**

- Identify Afro Caribbean nations.
- Examine the key causes, events, and benefits of the Haitian Revolution including the rise and fall of Napoleon.
- Examine the history, culture, government, and tourism of Jamaica.
- Compare and contrast the history, culture, government, issues of colorism, and tourism of Cuba and the Dominican Republic.
- Examine the history, culture, and geography of Costa Rica.

#### **Enduring Understandings**

- The Haitian Revolution was a pivotal moment in history for countries who thrived from slavery and slaves.
- Out of all the Caribbean countries, the Dominican Republic is the largest and most diverse nation.

#### **Guiding Questions**

- What caused the Haitian Revolution?
- Why are similarities and differences between the issues of colorism in Cuba and the Dominican Republic?
- What is culture like in Costa Rica?

#### **Helpful Links for Resources**

[The Latest on Jamaica's Reopening to Tourism, Including Mandatory Testing](#)

[Historical sources for Craig White's Literature courses](#)

[African Culture and the Caribbean - Caribbean](#)

[A History of Afro-American/Afro-Caribbean Unity | by Dwayne Wong \(Omowale\)](#)

[This Week in Black History: Afro-Caribbean Americans](#)

#### Unit 3: Academic Vocabulary Bank

Colorism, Revolution, Independence, Culture, Nationalism, Tourism
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### Unit 3 Essay Questions

#### **Essay Question Format**

- Background Context [directly citing sources used throughout unit]
- 1 Question (explain, justify, analyze)
- Support your answer with (primary source, evidence from specific text, and personal experience)

#### **Identify Afro Caribbean nations.**

1. Thinking about the culture of Afro Caribbeans and Afro American, what are some similarities and differences in relation to the following: Economics, Education, Collectivism vs Individualism, Religion, and Family?
2. Does the world view them the same? Explain and Support your answer using primary sources.

#### **Examine the key causes, events, and benefits of the Haitian Revolution including the rise and fall of Napoleon.**

1. What is the significance of the Haitian Revolution and how were its effects significant to the Rise and fall of Napoleon?

#### **Compare and contrast the history, culture, government, issues of colorism, and tourism of Cuba and the Dominican Republic.**

1. What is colorism? What are some of the issues of colorism and tourism of Cuba and the Dominican Republic?
2. How is colorism still prevalent in 2020? What are some ways we can combat colorism in our world? Who are some leaders we can highlight to help eliminate colorism?

## **Unit 4: Identity**

### **Unit Objectives**

- Examine the idea of American citizenship and how hyphenated Americans get defined and/or redefined.
- Evaluate how images, often stereotypes, can be used to marginalize an individual and/or groups.
- Examine and evaluate gender stereotypes.
- Identify and analyze their social, ethnic, racial, and cultural identities, and examine societal perceptions and behaviors related to their own identities.

### **Enduring Understandings**

- There are four fundamental ways to obtain American citizenship: citizenship by birth in the U.S., citizenship through derivation, citizenship through acquisition, and citizenship through naturalization.
- Stereotypes oftentimes marginalize an individual and/or population in America.
- There are many identities in the United States.

### **Guiding Questions**

- Why are certain people/groups marginalized?
- What does American citizenship mean and how does it shape our identity?
- How are societal perceptions and behaviors connected to cultural identities?

### **Helpful Links for Resources**

[Cultural Identity](#)

[Gender Stereotyping](#)

[What are Gender Stereotypes?](#)

[Understanding Stereotypes | Free Lesson Plans | Teachers](#)

## Unit 4: Academic Vocabulary Bank

Indigenous, Marginalize, Race, Gender, Ethnicity, Identity
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### Unit 4 Essay Questions

**Examine the idea of American citizenship and how hyphenated Americans get defined and/or redefined.**

1. How are hyphenated Americans defined with the idea of American citizenship?

**Evaluate how images, often stereotypes, can be used to marginalize an individual and/or groups.**

1. What are stereotypes, and how has it been used to marginalized individuals and groups?

**Identify and analyze their social, ethnic, racial, and cultural identities, and examine societal perceptions and behaviors related to their own identities.**

1. Thinking about the many cultures discussed in this course, do you identify with any of the cultures discussed? If so in which way? If not then who do you know that identifies with them?
2. How has either of the cultures shaped your and your family's identities?
3. Do other's stereotypes and implicit biases affect the way you view your self identity? Explain and Support your answer using primary sources and give an example.

## **Unit 5: Capstone “Analyzing A Movement”**

### **Unit Objectives - Students Will Be Able To:**

- Understand the appeal of Marcus Garvey’s “Back to Africa” movement, and discuss Marcus Garvey’s contribution to humanity.
- Examine and analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, within a regional and global context.
- Evaluate how society’s responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.

### **Enduring Understandings**

- Marcus Garvey’s “Back to Africa” movement asserted that Americans of African ancestry should return back to Africa.
- There are effects of the dehumanization treatment of Africans that expanded from a regional to a global context.
- There are barriers towards certain ethnic and racial groups, leading to limited access to various institutions and resources.

### **Guiding Questions**

- Why would Marcus Garvey want Americans of African ancestry to return back to Africa?
- How has the effects of dehumanization affected areas regionally and globally?
- How does social identities create barriers in preventing access to opportunities and resources?

### **Helpful Links for Resources**

[Marcus Garvey](#)

[Marcus Garvey - Biography, Philosophy & Facts - HISTORY](#)

[US Slavery: Timeline, Figures & Abolition - HISTORY](#)

[Social Justice Standards | Unpacking Identity](#)

[Social Identity Wheel – Inclusive Teaching](#)

[Teaching Hard History: American Slavery](#)

[Teaching Hard History: Grades 6–12](#)

[Slavery and the Making of America . For Teachers | PBS](#)

[Causes and Effects of Abolition ~ Lesson Plan - The African Americans: Many Rivers to Cross](#)

## Unit 5 Capstone Project

### What: End of Course Capstone Project

Create an E-Portfolio of all performance tasks from the semester to showcase knowledge and experiences learned from the course. Students will be able to showcase their hard-work digitally for years to come!

### Task: Create an E-Portfolio

Based on performance tasks and activities completed throughout the course, students will create a digital portfolio using the Course Networking e-Portfolio site. Students will create a free account and use the platform to highlight prior work and also highlight over lessons learned from the course.

<u>Category</u>	<u>Exceeded Expectation (5)</u>	<u>Mastered Expectation (4)</u>	<u>Approaching Expectation (3)</u>	<u>Below Expectation (2)</u>	<u>Total</u>
<b>Organization</b>	The student includes all required information in their profile.	The student includes all but one requirements in their profile.	The student includes 2 of the requirements.	The student includes little required information.	
<b>Conventions</b>	Minimal edits required	Errors are of the first draft variety	Errors affect the flow of reading.	Errors are serious and numerous	
<b>Graphics</b>	The graphics provide clarity to the text.	The graphics support the information provided.	Minimal support provided by graphics	No support provided my graphic.	
<b>Content Knowledge</b>	<p>The student exhibited mastery of each objective and made connections beyond what was taught in class.</p> <p>Reflection paper highlights all units and discusses current events within each unit.</p> <p>Create CN posts that highlight a memorable moment in each unit.</p> <p>Incorporate visuals in each unit under the CN posts..</p> <p>Incorporates 5-7 primary sources</p>	<p>The student exhibited mastery of each objective.</p> <p>Reflection paper highlights all units and discusses current events within each unit.</p> <p>Create CN posts that highlight a memorable moment in each unit.</p> <p>Incorporate visuals in each unit under the CN posts..</p> <p>Incorporates 5-7 primary sources</p>	<p>The student exhibited mastery of 3-4 objectives.</p> <p>Reflection paper highlights all units and discusses current events within each unit.</p> <p>Create CN posts that highlight a memorable moment in each unit.</p> <p>Incorporate visuals in each unit under the CN posts..</p> <p>Incorporates 5-7 primary sources</p>	<p>The student exhibited mastery of 0-2 objectives.</p> <p>Reflection paper highlights all units and discusses current events within each unit.</p> <p>Create CN posts that highlight a memorable moment in each unit.</p> <p>Incorporate visuals in each unit under the CN posts..</p> <p>Incorporates 5-7 primary sources</p>	
				<b>Score</b>	