it is not taboo to go back and fetch what you forgot

AFROFUTURISM
MASH-UP of HISTORY + LITERATURE + MULTIMEDIA

Essential Questions

- Why does it matter to understand our history? How is the Afrofuturism movement linked to the Harlem Renaissance and linked to African tribal mythology? How can we use our understanding of these two related movements to reimagine the change we want to see in the America?
- How are we linked to our ancestry? How can self-expression make change action-oriented so that possibility is reimagined?

Course Summary

This Mash-Up is a convergence of history, literature, and media arts. It is also a mashing of a historical movements across time and space - African tribal mythology, the Harlem Renaissance, and Afrofuturism. Throughout the mash-up, students will trace the West African concept of sankofa, that to understand our present and ensure our future, we must know our past. Students will begin in the present movement of Afrofuturism, a re-imagining of African tradition that projects techno-futuristic possibilities, and then travel back in American history to explore the Harlem Renaissance to chronicle the historical, social, cultural, and artistic “explosion” of the African American voice. Finally, students will move back in time once more to African tribal mythology before reconvening with the present movement of Afrofuturism.

Course Project – P³

<table>
<thead>
<tr>
<th>PAPER</th>
<th>PRODUCT</th>
<th>PRESENTATION</th>
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<tbody>
<tr>
<td>Students will write an argumentative essay answering the EQ: How is the Afrofuturism movement linked to the Harlem Renaissance and linked to African tribal mythology? How can an understanding of these movements reimagine the change we want to see in the America?</td>
<td>Students will choose a media-art form (film, fashion, game, digital art, cartoon), to answer the EQ: How am I linked to my ancestry? How can self-expression make change action-oriented so that possibility is reimagined?</td>
<td>Individual: Students will present an informational and reflective presentation of both the paper and product at a public gathering. Collaborative: Students will sign up for a team to work on Digital Multi-Media Exhibition to teach a public about Afrofuturism and its historical connections.</td>
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## Essential Skills & Dispositions

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Communication</th>
<th>Creativity</th>
<th>Self-Direction</th>
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<tr>
<td>Owning task assignments and work quality, sharing ideas, and providing feedback on the work and ideas of others.</td>
<td>Choosing best mode for purpose, conveying clearly, and affecting audience through style. Using and interpreting tone, emphasis, and verbal and nonverbal signals as means of expression.</td>
<td>Seizing personally meaningful insights and connections to imagine new possibilities, evaluating ideas for both novelty and effectiveness, testing boundaries, and identifying constraints.</td>
<td>Taking responsibility for learning, finding purposeful driving questions, shaping opportunities to fit personal interests and learning style, and seeking input from others.</td>
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## Content Standards

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<tr>
<th>CCSS Literature &amp; English</th>
<th>CCSS History</th>
<th>CCSS Speaking &amp; Listening</th>
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<td>Students will investigate present day Afrofuturist and Harlem Renaissance writers and artists as well as African tribal culture and mythology. Students will write poetry, reflective journals, and an argumentative essay.</td>
<td>Students will study the concept of renaissance. Students will investigate the historical and political landscapes that contributed to the present day Afrofuturist movement, including the Middle Passage and Slave trade, the Emancipation Proclamation, Black Codes, 13th, 14th, and 15th amendments, Jim Crow Laws, and the birth of the Civil Rights Movement.</td>
<td>Students will find their voice in classroom debate based on course readings, including Booker T. Washington vs. DuBois Debate, Zora Neale Hurston vs. Langston Hughes, and Ta-Nehisi Coates vs. Cornel West. Students will develop oral speaking skills to present individual and communal learning at a public exhibition.</td>
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## Career Pathway Exploration


## Course Resources

- Sojourner Truth, “Ain’t I a Woman?”
- Alain Locke, *The New Negro* historical context and excerpts
- Zora Neale Hurston, “How It Feels to Be Colored, Me” and *Their Eyes Were Watching God*
- Langston Hughes, “Harlem,” “I Too Sing,” “Let America be America, Again”
- Octavia Butler
- Jacob Lawrence, *Migration Series*
- Tyehimba Jess, *Another Man Done*
- *Animatrix The Second Renaissance: Part I & II*
- Hans Holbein’s “The Ambassadors”
- Ta-Nehisi Coates, “The Black Panther” comic series
- Cornel West, *The Covenant with America*