

EconEdLink: Black History Month

“Black History is NOT American History: A Continued Discourse of Dr. LaGarrett King’s Position on Black Historical Consciousness”

Dr. William Anderson

University of Denver

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Love1stedcon@gmail.com

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Objectives

- EWBAT: **Engage** in a critical **Discussion** about whether or not “Black history” is “American history”.
- EWBAT: **Discuss** and **Identify** the 6 elements needed to evolve Black history instruction and understading
- EWBAT: **Reflect** on current practices and **Plan** for future instructional practices with Black History

National Standards

[CCSS.ELA-LITERACY.RH.11-12.3](#)

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

[CCSS.ELA-LITERACY.RH.11-12.7](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

[CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Norms

- It's all LOVE
- Things may get uncomfortable...That's okay.
- Just consider it.
- Chances are we will not solve all the problems here today.
- DO NOT let the work stop here.

Agenda

- Intro/Norms
- Zen PowerPoint
- Anchor text: “Black History is not...”/Black History vs. Black Historical Consciousness
- How are we thinking about Black history's role in schools? Is practice matching vision? Why or why not?
- 6 Black Historical Consciousness Principles

“Zen PowerPoint/Slides Presentations”

- A PowerPoint or slide presentation that has no words following the opening slide
- Pushes the presenter to find an image(s) that can convey entire ideas
- Challenges the presenter to know their content well enough that they can not use the words on a slide as support to their presentation
- Gives the audience a visual to connect with the learning
- Fun

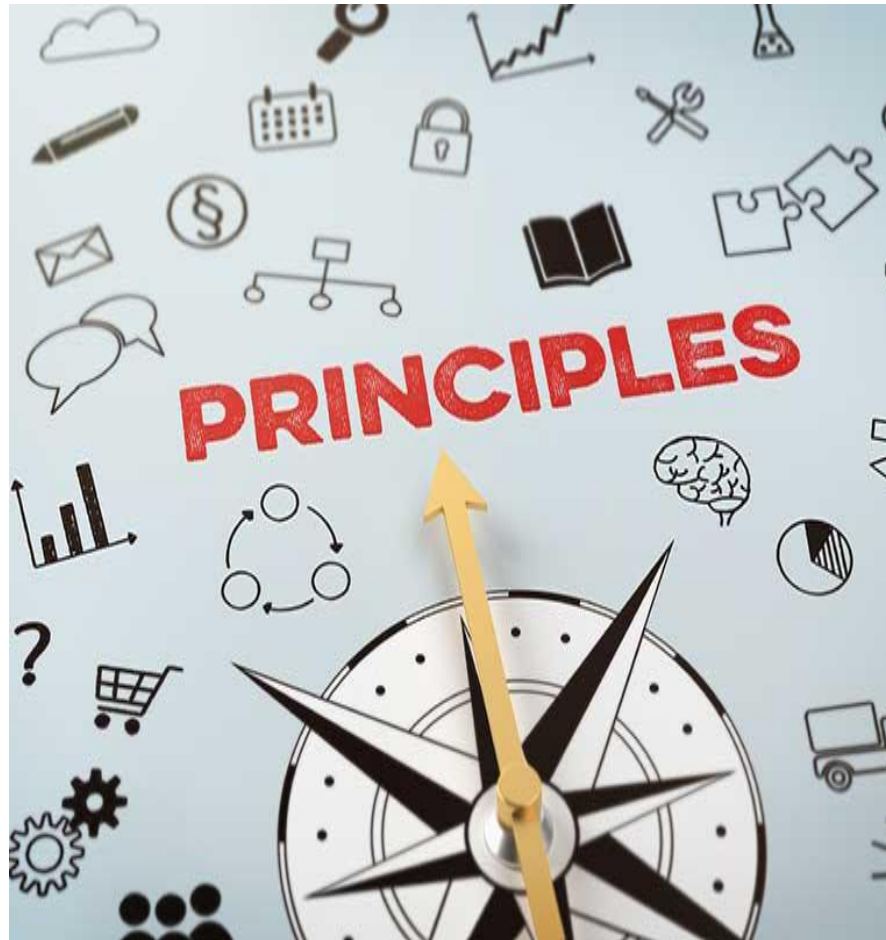
BLACK HISTORY

=



“‘Black history is American history’ While well singular historical consciousness, which centers taught about Black history and that people maintains the status quo and interferes with not through Black history”
1 American War Studies “Black History Education” Teaching a King, pg. 336, 2020
showing up in your space?
and people means that our
2 knowledge of Black history results of Black history instruction comes from the perspective of whaying off the Black people. Teaching like to Black history? Why sends a message that Black or why not? histories are defined through oppression and liberation”.
(King, pg. 336, 2020)

6 Principles of Black Historical Consciousness



“I suggest we incorporate these six principles and pedagogies:

1. Systemic Power, Oppression, and Racism
2. Agency, Resistance, and Perseverance
3. Africa and the African Diaspora
4. Black Joy & Love
5. Black identities
6. Black historical contention

Agency, Resistance, and Perseverance

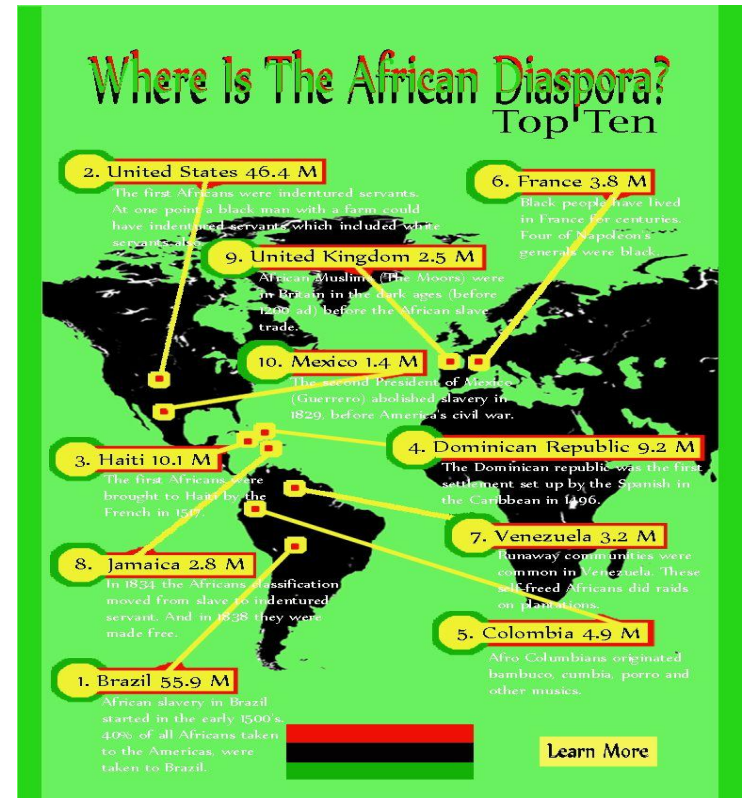


“...Black people have been victims or victimized by oppressive structures, but have never solely victims (i.e, helpless, defeated, and begging for charity, especially from white people”.

“Blackness is defined through...pain and suffering...Black suffering is normalized...Black suffering also constructs a sympathetic lens...”

“Black [A.R.P] topics include: African resistance to slavery, the abolitionist movement, experiences of free Black people, the maroon experience, Black reconstruction...the Black power movement, Black inventions”.

(King, pg.338, 2020)



“They establish the concept that Black histories should not begin with European contact but with ancient African civilizations”.

“Topics may include the African origin of humanity, civilization, kingdoms and dynasties, African explorers...the anti-colonial movement in Africa, the African presence in New Spain, France, and English colonies...impact of the Haitian revolution...”

(King, pg.338, 2020)



“Black joy is a liberation and radical project that defied oppressive structures of the time. Black joy as Black history encompasses narratives that offer knowledge about Black culture that are not focused on hardship but sustain Black people’s spirit”.

“Black joy and love may include African and African American family dynamics; Black music, dance, and expression; African American cuisine; the arts, literature, and popular culture...”

(King, pg.339-340, 2020)



“Black histories in schools are largely geared towards Black males who are middle class, heterosexual, Christian, and able bodied. We need to expand those narratives”.

“We need to include history narratives of Black women, the Black LGBTQA communities, the Black poor and working-class, Black radicals and conservatism, and the various Black ethnic groups worldwide... This approach is vital because Black people are not monolithic”.

(King, pg.340, 2020)



“Black historical contention is the recognition that all Black histories are not positive. Black histories are complex and histories that are difficult should not be ignored”.

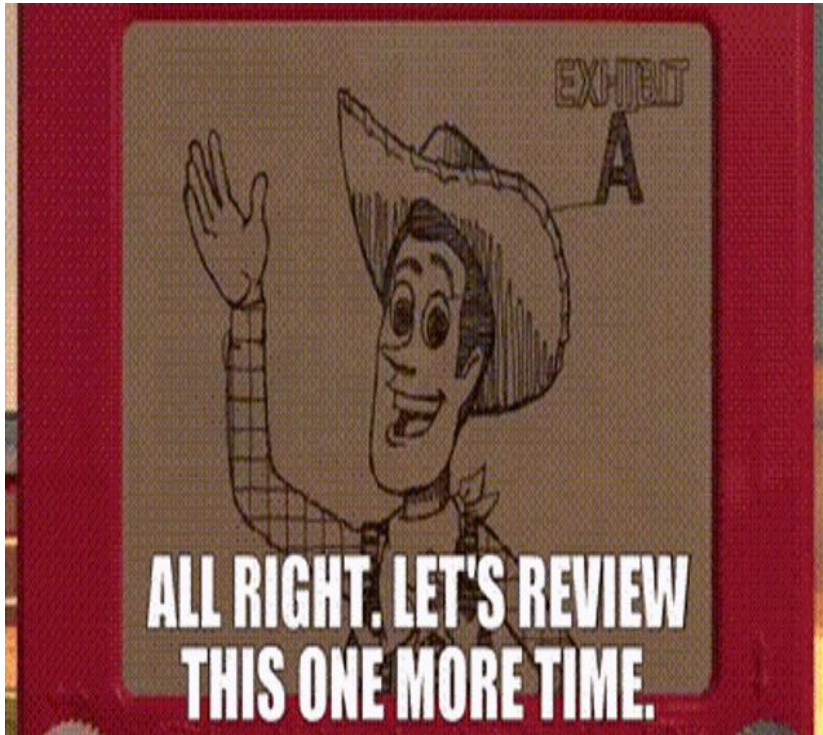
“Black histories have been problematic and susceptible to the evils of sexism, capitalism, and Black ethnic subjugation. To represent Black humanity, Black historical contention stresses that we should not merely teach and present positive Black stories and images”.

(King, pg.340, 2020)

6 Principles of Black Historical Consciousness

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4. Black Joy & Love
5. Black identities
6. Black historical contention





Link to Dr. LaGarrett King's Article:



Thank YOU

Please reach out with any more questions or inquiries

Dr. William Anderson



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