

QUESTION BRIDGE

QUESTION BRIDGE CURRICULAR TOOLS FOR GRADES 9-12

MODULE 3 – THE BLACK EXPERIENCE

“AM I THE ONLY ONE WHO HAS A PROBLEM EATING CHICKEN, WATERMELON, AND BANANAS IN FRONT OF WHITE PEOPLE?”

STUDENT WORKBOOK

Question Bridge: Black Males was conceived by Chris Johnson. The project was *created by* Chris Johnson and Hank Willis Thomas, in collaboration with Bayete Ross-Smith and Kamal Sinclair. The Executive Producers are Delroy Lindo, Jesse Williams and Deborah Willis.

Question Bridge Curriculum written by Kamal Sinclair in consultation with Question Bridge Collaborators, Education Consultant Jinan Sumler, and scholarship advisors Dr. Joy Angela DeGruy, Dr. Deborah Willis.

The **Question Bridge Curricular Tools** were updated by Chris Johnson and James E. Ford.

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Note: If you encounter a broken link in our suggested readings you may still be able to find those resources by searching for the relevant titles with your internet browser.

MODULE 3: THE BLACK EXPERIENCE

ART PROJECT QUESTION: “AM I THE ONLY ONE WHO HAS A PROBLEM EATING CHICKEN, WATERMELON, AND BANANAS IN FRONT OF WHITE PEOPLE?”

ESSENTIAL QUESTION

“How do we create equitable environments of inclusion in a diverse society, both within and between identity groups?”

LEARNING GOALS

- Students will explore the dynamics of familiarity among members of a demographic group.

LEARNING OBJECTIVES

- Engage in weekly dialogue with their peers.
- Apply critical thinking skills to daily routines.
- Write about complex issues related to race, gender, and class.

ACTIVITIES

Activity 1 (Observe) – Share Module 3 Video: The Black Experience.

Activity 2 (Reflect/Discuss) - Engage in dialogue about video.

Discussion questions:

Please Note: space is for personal notes. The “Deep Dive” questions and “Activity Extra” instructions are **optional**.

1. Describe one answer in the video that resonated with you. Explain why. _____

DEEP DIVE DIALOGUE

A. Is this an important dialogue to have among Black men in America? Why? _____

2. What are some widely shared historical conditions shared by African American men that inform this dialogue on Black male identity or “The Black Experience?” _____

DEEP DIVE DIALOGUE

B. When did the concept of being “Black” begin for people of African descent in the Americas? _____

3. What are some experiences shared by the members of one of your identity groups that characterize the experience of that identity group? How is it truly unique to your identity group? How is it universal? _____

DEEP DIVE DIALOGUE

C. What negative stereotypes do you face, or feel people ascribed to you, when you are in diverse environments? _____

Activity 3 (Reflect/Discuss) – Sharing our shared experiences.

1. Break up in to small groups.
2. Find one shared experience you all identify with; it could be the experience of eating lunch in the school cafeteria, attending the same after-school program, or playing on the same sports. Identify something you all like or dislike about the experience.
3. Share the experience discussed with the class.
4. List each group on the board, write out their shared experience, and take a tally of all the other students in the room who feel they share that experience as well.

Activity 4 (Write) – Write a summary: *What did you learn today?*

- a. Return to the art project question when writing your summary: ***A m I the only one who has a problem eating chicken, watermelon, and bananas in front of white people?***
- b. Return to the essential question: ***“How do we create equitable environments of inclusion in a diverse society, both within and between identity groups?”***

TAKE HOME ASSIGNMENT

Choose at least one at-home assignment to complete over the next week:

1. DESIGN – prepare to tell a folktale, recite a poem, sing a song, bring in a culinary dish, or demonstrate a ritual/custom that is shared widely among the members of one of your personal identity groups.
2. WRITE – write an essay on “The _____ Experience,” filling in the blank with one of your identity groups.
3. READ/WRITE – chose an item from the module research resource list (e.g., book, article, film, song, or visual/performing art work) and write a report or make an oral presentation in class.

MODULE 3 RESEARCH RESOURCE LIST

VIDEO LECTURES AND DISCUSSION

- The Black Experience in the 1950s: <http://www.youtube.com/watch?v=ZYEuTQLphVU>
- Joys of a Shared Identity: <http://www.youtube.com/watch?v=Rx3OWEWI8DI>
- Segregated Warriors: The Black Experience in WWII: <http://www.youtube.com/watch?v=Pj8S4uObPnk>
- African American Identity – Dr. Eddie S. Glaude, Jr.
 - Part 1 - <http://www.youtube.com/watch?v=sRVeEt03wy8&feature=related>
 - Part 2 - <http://www.youtube.com/watch?v=3Plap3YSDo0&feature=related>
 - Part 3 - <http://www.youtube.com/watch?v=tDT6L9eIPfw&feature=related>
 - Part 4 - http://www.youtube.com/watch?v=s11Q_6-hpxg&feature=related
 - Part 5 - <http://www.youtube.com/watch?v=x6FgCFMXmZ4&feature=related>
 - Part 6 - http://www.youtube.com/watch?v=ZWgRDDTE_vc&feature=related

- Kevin Sippon Traditional African American Narrative: <http://www.youtube.com/watch?v=qa9dWOS0s2M&feature=related>

PODCAST

- *Sam Harris Podcast #134 - BEYOND THE POLITICS OF RACE, A Conversation with Coleman Hughes*
- <https://samharris.org/podcasts/134-beyond-politics-race/>

THEATRE PERFORMANCES

- *Mule Bone: a Comedy of Negro Life*, Langston Hughes, Zora Neale Hurston. Harper Perennial, 1991
- *Three Plays*, August Wilson. University of Pittsburgh Press, 1994 (Ma Rainey's Black Bottom, Fences, and Joe Turner's Come and Gone)
- *The Piano Lesson*, August Wilson, Toni Morrison. Theatre Communications Group, 2007

VISUAL ART

Adrian Piper's Show at MoMA is the Largest Ever for a Living Artist. Why Hasn't She Seen It? The conceptual artist's life and work push against the boundaries of race and identity in America.

<https://www.nytimes.com/2018/06/27/magazine/adrian-pipers-self-imposed-exile-from-america-and-from-race-itself.html>

- Kamoinge founded by Louis Draper, Ray Francis, Herbert Randall and Albert Fennar, with Roy DeCarava serving as its first director. <http://www.kamoinge.com/>

MUSIC

- The Blacker the Berry – Kendrick Lamar
- <https://genius.com/Kendrick-lamar-the-blacker-the-berry-lyrics>
- The Story of OJ – Jay-Z
- <https://genius.com/Jay-z-the-story-of-oj-lyrics>
- Legacy – Jay-Z
- <https://genius.com/Jay-z-legacy-lyrics>
- The Voice, The Black Experience. Video (June 19 2011) <http://www.thevoicevideos.com/thevoice-the-black-experience/>
- Sound of Da Police, KRS-One.
Video: <http://www.youtube.com/watch?v=BxBs4f4RIU>.

Lyrics: <http://www.lyricsdepot.com/krs-one/sound-of-da-police.html>

FILMS

- *500 Years Later: Directors Cut* (2005) Dr. Kimani Nehusi (Actor), Molefi Kete Asante (Actor), Owen Alik Shahadah (Director)
- *Africans in America: America's Journey Through Slavery* (1998). Angela Bassett (Actor), Jeremy Rabb (Actor), Noland Walker (Director), Jacquie Jones
- *Amistad* (1997) Director: Steven Spielberg
- *Glory* (1989) Denzel Washington (actor), Morgan Freeman (actor), Andre Braugher (actor), and (Matthew Broderick).
- *Tuskegee Airmen* (1995), Lawrence Fishbourne (actor), Courtney B. Vance (actor), & Cuba Gooding Jr. (actor)
- *Roots*–TV Mini Series (1977) Directors: Marvin J. Chomsky, John Erman Stars: LeVar Burton, Olivia Cole and Ben Vereen
- *A Raisin in the Sun* (1961) Director: Daniel Petrie, Writers: Lorraine Hansberry (play), Lorraine Hansberry (screenplay), Stars: Sidney Poitier, Claudia McNeil and Ruby Dee
- *Malcolm X* (1992), Director: Spike Lee, Writers: Alex Haley (book), Malcolm X (book), Stars: Denzel Washington, Angela Bassett and Delroy Lindo

ARTICLES

- *BET Networks: A High-Definition Cultural Experience*, Lee Chapman. August 21, 2010. <http://technorati.com/business/article/bet-networks-a-high-definition-cultural/>
- *Black Experience* (blog) – The Black Youth Project. <http://www.blackyouthproject.com/blog/2011/05/15503/>
- *Harmful Policies Are Giving All Americans a Black Experience*, David A. Love (July 2011).. Huffington Post http://www.huffingtonpost.com/david-a-love/harmful-policies-are-givi_b_886423.html

POETRY

- *Black & Strong (Homesick)*–Last Poets Link: <http://www.lyrics.com/black-and-strong-homesick-lyrics-the-last-poets.html>

BOOKS

- *The Souls of Black Folk: Essays and Sketches*, W.E.B. DuBois, A.C. McClurg & Co., 1903
- *Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing*, Joy DeGruy. Joy DeGruy Publications, 2006
- *Colored People: A Memoir*, Henry Louis Gates. Vintage Books, 1995
- *Black Voices: An Anthology of African-American Literature*, Abraham Hapman, Ed. Penguin, 2001
- *Long Memory: The Black experience in America*, Mary Frances Berry, John W. Blassingame. Oxford University Press, 1982
- *The Classic Slave Narratives*, Henry Louis Gates. Penguin, 2002
- *The Black Experience: American Blacks Since 1865*, Mary Ellison.
- *Achieving Blackness: Race, Black Nationalism, and Afrocentrism in the Twentieth Century*, Algernon Austin.
- *America behind the Color Line: Dialogues with African Americans*, Henry Louis Gates. Hachette Digital, Inc., 2004
- *The Anatomy of Blackness: Science and Slavery in an Age of Enlightenment*, Andrew Curran.
- *The Black Experience in America: From Civil Rights to the Present*, Britannica Educational. The Rosen Publishing Group, 2010

MODULE 3 GLOSSARY

Commodification (noun): the act of treating (something) inappropriately as if it can be acquired or marketed like other commodities.

Cultural Critic (noun): one who analyzes and critiques a given culture, usually as a whole and typically on a radical basis.

Dialogue (noun): conversation between two or more persons; the conversation between characters in a novel, drama, etc.; an exchange of ideas or opinions on a particular issue, especially a political or

religious issue, with a view to reaching an amicable agreement or settlement.

Experience (noun): a particular instance of personally encountering or undergoing something; the process or fact of personally observing, encountering, or undergoing something; the observing, encountering, or undergoing of things generally as they occur in the course of time.

Family (noun): a basic social unit consisting of parents and their children, considered as a group, whether dwelling together or not; the traditional family; a social unit consisting of one or more adults together with the children they care for.

Generation (noun): the entire body of individuals born and living at about the same time; the term of years, roughly 30 among human beings, accepted as the average period between the birth of parents and the birth of their offspring; a group of individuals, most of whom are the same approximate age, having similar ideas, problems, attitudes, etc.

Identity (noun): the state or fact of remaining the same one or ones, as under varying aspects or conditions; the condition of being oneself or itself, and not another; condition or character as to who a person or what a thing is.

Kingdom (noun): a state or government having a king or queen as its head.

Religion (noun): a set of beliefs concerning the cause, nature, and purpose of the universe, especially when considered as the creation of a superhuman agency or agencies, usually involving devotional and ritual observances, and often containing a moral code governing the conduct of human affairs; a specific fundamental set of beliefs and practices generally agreed upon by a number of persons or sects; the body of persons adhering to a particular set of beliefs and practices.

Scholar (noun): a learned or erudite person, especially one who has profound knowledge of a particular subject; a student; pupil.

Sociology (noun): the science or study of the origin, development, organization, and functioning of human society; the science of the fundamental laws of social relations, institutions, etc.

Stereotype (noun): a set of inaccurate, simplistic generalizations about a group that allows others to categorize them and treat them accordingly.

Subordinate (adjective): placed in or belonging to a lower order or rank; of less importance; secondary; subject to or under the authority of a superior.

Tribe (noun): any aggregate of people united by ties of descent from a common ancestor, community of customs and traditions, adherence to the same leaders, etc.

Voice (noun): written or spoken expression, as of feeling, opinion, etc.; a stated choice, wish, or opinion or the power or right to have an opinion heard and considered.

Source: dictionary.com, Wikipedia.com

www.QuestionBridge.com

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