



EDUCATORS GUIDE

THE HUMANITY ARCHIVE

Recovering the Soul of Black History from a Whitewashed American Myth

Written by Jermaine Fowler

Row House

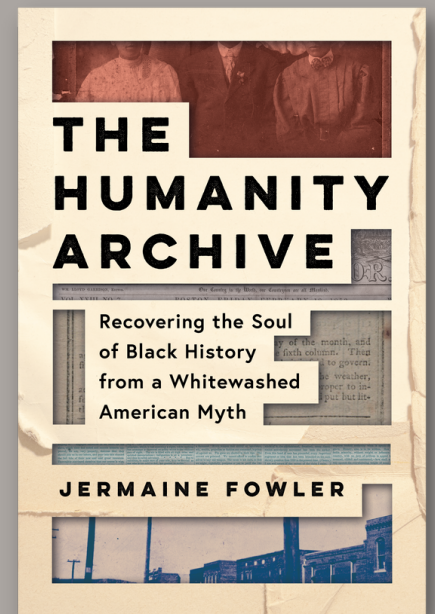
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Also available in e-book and audiobook format

ABOUT THE BOOK

In this sweeping survey of history, Jermaine Fowler shows how Black humanity has been erased—and how its recovery can save the humanity of us all. In this 400+ page turner spanning centuries and millennia of history, Fowler rescues hundreds of narratives from across the Black diaspora that have been obscured and whitewashed. The Humanity Archive stands apart through its enthralling detail and authentic narrative.

With the penetrating mind of a scholar and a passion for storytelling, Jermaine takes you on a remarkable personal journey through Black history. As more and more American's are seeking an honest history to understand the social injustice in this country, storytellers like Jermaine Fowler are emerging to set the record straight. This book seamlessly works through pressing historical themes: slavery, resistance, race, gender, injustice, and inequality while tracing a direct line to the present. All without losing sight of our exceptional triumphs and common humanity.



A NOTE TO EDUCATORS:

The contents of this workbook are meant to be a guide for educators and teachers as they use The Humanity Archive in the classroom. This is a compelling text choice for upper middle grade and high-school students (grades 8-12) and the workbook was written with the framework of Common Core Standards (CCSS) National Curriculum Standards for Social Studies, government/civics, U.S history, and ethnic studies curricula in mind.

Educators should, however, modify as needed to align with ever changing state and national standards. The book can also be used in reading programs, at the college and university level.

ESSENTIAL QUESTIONS

These foundational questions support the overall focus of the book and can be referred to before, during, or after reading as points for reflection and discussion.

- What does it mean to be human? How do the stories we tell ourselves about the past shape who we are at present? In America, how has Black humanity been continually called into question?
- How have the events, struggles, and contributions of Black people in history shaped your city? State? America? The world?
- How can understanding the experiences and thoughts of those different from ourselves dismantle personal prejudices? Assumptions? Stereotypes? Institutional discrimination and racism?
- In what ways is history used to reinforce the agendas, perspectives, and ideals of those in power?

COMMUNITY CENTERED LEARNING

While reading the Humanity Archive, students will consider some of the significant issues and raw realities of our nation's past and present. Please send a copy of this guide home with students to discuss with parents so that they understand the content and conversations which will arise from reading the book.

Leading discussions on controversial topics such as race, inequality, gender, and other sensitive issues pose unique challenges for educators and students.

But if compassionately engaged, they can be overcome, rewarding learners with the skills to think critically about the world around them. Consider setting rules for respectful interactions, model open-mindedness, and be open to consistently improving your approach.

Author Study:

Historian EH Carr said, “*study the historian before you begin to study the facts,*” because a writer's agenda is just as important as the history itself. Read Jermaine’s biography. Go to his website (www.thehumanityarchive.com) and listen to a couple of Humanity Archive podcast episodes; explore his social media pages and articles to get a feel for his values and how they contributed to the book. What effect do a writer's life, views, and perspective have on what facts of history are chosen and how they are presented?

Exploring Community:

In the book, Jermaine zooms in and out to examine local, global, and national Black experiences. His perspective as a writer was influenced by his Louisville, Kentucky upbringing and local culture. How familiar are you with the Black history in your state, province, or town? What books are available in your school or local library to learn more? Is Black history adequately represented as part of the cultural heritage of your region? Why, or why not?

Are there any statues or markers of those who've contributed to the public good? Anything commemorating the historical inequalities faced by Black people? How has Black life intersected economics, law, philosophy, religion, science, culture, archaeology, entertainment, psychology, and all other humanities studies.

Readers Notebook:

Before reading the book, ensure students have a spiral notebook to use as a reading log. These will be a place to write reflections, references, first and last impressions. Please encourage students to select essential quotes and jot down a personal interpretation of their meaning.

Suggest using thought clouds, charts, color-coding, sticky notes, sketches, highlights, or anything else to make the notebooks meaningful. What words and phrases stick out? What emotional reactions do you have? These notebooks will link reading and discussion as their written reflections are in groups while moving through the book.

Prologue:

Key concepts, terms, events, & people: Rosa Parks, Self-Discovery, Black historical awareness, Ethics

1. Frustrated by the lack of Black stories in his grade school textbooks, Fowler sought out history for himself. As a group, discuss the events of this story. Why did Jermaine begin this journey? What was his path to self-discovery? How did he come to define himself and his values?
2. Why is it essential to study Black people not as separate but as part of the whole of humanity? The whole of America?

PART ONE: BURIED TRUTH

Chapter 1: Whitewashing American History

Key concepts, terms, events, and people: Robert Smalls, Civil War, Whitewashing, Denialism, Emancipation Memorial,, William C. Nell, Dorothy Porter Wesley, Multiculturalism, American Historical Association, Ralph Ellison

1. How does Fowler define whitewashing? Do you agree or disagree with his definition? Were you convinced by the central claim in the essay: Black history has been whitewashed in America? Why, or why not?
2. According to Fowler, the writing of American history has ranged from whitewashing to White supremacists writing racist histories; why is this all problematic? In what ways have Black scholars worked to correct the record?
3. How have America's institutions (schools, museums, associations, etc.) erased Black stories and experiences?
4. What are some things we might do moving forward to ensure that Black people's rich and complex history is represented in American history. Give examples.

Chapter 2: Who Are We?

Key concepts, terms, events & people: *the* Kingdom of Dahomey, identity, Zora Neale Hurston, Clotilda, American Colonization Society, Liberia, People v. Hall, one drop rule, Racial Integrity Act of 1924, colorism, Dred Scott v. Sandford, Assimilation

1. How was African identity and culture stripped away during slavery? What aspects of African identity and culture will never be recovered by Black Americans?
2. Fowler writes, “it is the formerly enslaved, perhaps more than any other group in America, who will never know their origins beyond the docking of those ships full of human cargo (p.).” How do the themes of home and exile show up here? Why do people long to know their roots?
3. How does power affect identity? Do people tend to abuse power? If so, does power corrupt or magnetize the corruptible?
4. How have Black people been disallowed to identify as citizens and Americans? What role has institutional racism played?
5. Jermaine argues that if we ground our identities in humanity, it can act as a unifying principle and foster social cohesion. Do you agree or disagree? Why, or why not?

Chapter 3: Miseducated

Key concepts, terms, events & people: miseducation, Ella Baker, Fannie Lou Hamer, Bob Moses, Civil Rights Movement, Black Codes, Benjamin Banneker, slave economy, Plessy v. Ferguson, Booker T. Washington, W.E.B Dubois, Brown v. Board of Education, Unite the Right Rally in Charlottesville, Racial bias.

1. How does Fowler define miseducation? Were you familiar with this term? How did it influence the ability of Black people to tell their own stories?
2. As a whole, do you believe the American education system educates or indoctrinates students? Think of your own experiences. Do you feel your education prepares you for the real-world issues you’ll face? Do you feel valued, motivated to learn, and like you can develop your unique talents?
3. Should the purpose of education be to change society or to work within it?

Chapter 4: Searching for Truth

Key concepts, terms, events & people: Voting Rights Act of 1965, Sally Hemings, Gordon Parks, The student movement of the 1960s, epigenetics, Lifelong learning, Personal truth, Sankofa

1. Fowler lays out his framework for self-learning and thinking critically about history. What is required to think for yourself? How do we limit ourselves by blindly following the truth and conclusions of others instead of our own?
2. Fowler references Nietzsche's uses and abuses of history as valuable checks and balances in historical study. What was your reaction to this idea? He also talks about having a heart for history. Do you think our society shows enough compassion for the suffering of others?
3. What did you think about the concept of Sankofa? Have you heard of this concept before? How might this philosophy help us appreciate and engage with history positively?

PART TWO: FOUNDATIONAL PRESENCE

Chapter 5: Into Africa

Key concepts, terms, events, and people: Legal racism, Scientific racism, Presentism, Eurocentrism, Afrocentrism, Kush Kingdom, Amanirenas, Sundiata, Mansa Musa, Griot, social structure, systems of government, Colonialism

1. Why do you think Fowler includes African history in a book about whitewashed American history?
2. According to Fowler, what are the ways in which African history has been whitewashed? What are the parallels with Black history in America? How are the two connected?

Chapter 6: Scattered Lives?

Key concepts, terms, events & people: Homo sapiens, prehistory, Black diaspora, unity, human migration, cultural diffusion, Othello, Thomas Sankara, Pan-Africanism Age of Imperialism, neo-colonialism, Audre Lorde

1. Migration is a theme that comes up time and again in world and American history. Why did early humans migrate out of Africa? What are the forces that have pushed and pulled Black people around the globe throughout human history?
2. Why is it important to contextualize slavery as a universally human institution? What have been the similarities and differences between other forms of slavery and American chattel slavery? What role did race play in forced migrations? What are the lasting consequences of American and global African slavery?
3. What is Pan-Africanism? How has it been used throughout Black history as a tool to deconstruct global white supremacy?
4. Fowler ends the chapter by exploring the concept of unity. What could the world look like if more people reached out across the dark void of difference to find points of connection?

Chapter 7: Appropriate(d) Culture

Key concepts, terms, events & people: Black culture, Toni Morrison, Blackface, minstrel shows, John L. Handcox, cultural appropriation, African American folktales, Harlem Renaissance, Gullah Geechee

1. After exploring the limitations of its current definitions, Fowler defines the essence of Black culture as contrasting creativity. Do you agree? Why, or why not?
2. How has Black culture been appropriated in American history? Does this continue today?

Chapter 8: Fabric of America

Key concepts, terms, events & people: 1619 project, 1776 commission, 1526 slave revolt, Fort Mose, Estevanico, Jean Baptiste Point du Sable, all Black towns, revolutionary war, war of 1812, Grace Wisher, black craftspeople, Seneca Village, Housing Act of 1954, development induced displacement, Phillip Reed

1. How have Black people been written out of the foundational narratives of America?
2. Explore the clashing narratives of 1776 and 1619; what is the difference between the two stories. Do you think they can be reconciled? Should they be reconciled?
3. Why have the revolutionary war and 1776 been accepted as the starting point for American history when over two centuries of history took place on American soil beforehand.

PART THREE: ANTI-BLACK HISTORY

Chapter 9: Resistance! Resistance! Resistance!

Key concepts, terms, events, and people: Middle passage, Haitian revolution, the underground railroad, The Fugitive Slave Act of 1793 & 1850

1. What have you learned so far about American chattel slavery? Do you feel that anything is missing from the discussion? Why do you think Fowler chose to frame this chapter around resistance?
2. Discuss your reaction to this chapter; what were your thoughts about this perspective on slavery?
3. Has America successfully incorporated slavery into its national narrative? What, if any, are the continued effects and consequences of the institution on the Black community?

Chapter 10: Civil War

Key concepts, terms, events & people: American Civil War, succession, raid on Harpers Ferry, New York Draft Riots, Emancipation Proclamation, Frederick Douglass, Sojourner Truth, 54th Massachusetts, Harriet Tubman, Susie King Taylor, Thirteenth Amendment, Juneteenth

1. Are Black Civil War contributions highlighted enough?
2. What impact did Black troops, nurses, and other service members have on the Civil War? How were they used by the federal government, and how did they use their status in the military to further the cause of freedom?
3. How was the ideology of racism and white supremacy a driver of inequality during the Civil War era?

Chapter 11: From Dawn to Dusk

Key concepts, terms, events & people: Reconstruction, Reconstruction Amendments, 40 acres and a mule, The Freedmen's Bureau, The Union League

1. What does it mean to be a citizen? In what ways was full citizenship denied to Black people after slavery?
2. Why was reconstruction viewed as a failure? Who shaped that narrative and how did race play a role?
3. How did Black men and women continue to fight for voting rights? Who were their enemies and allies?
4. What were some of the effects of Reconstruction in the West? How does including this region reframe the conversation around race and citizenship?

Chapter 12: A Portrait of Suffering

Key concepts, terms, events & people: Nadir of American race relations, Progressive Era, Ida B. Wells-Barnett

1. Do we give proper attention to the history of slaughter and anti-Black violence in American history?
2. In this chapter, Fowler compares the teaching of anti-Black violence to the Great Depression, is this an apt comparison? Do you agree or disagree with his argument that there is more sympathy for the latter, why, or why not?

Chapter 13: Jim Crow Took a Road Trip

Key concepts, terms, events & people: Jim Crow, segregation, Civil Rights Act of 1964, peonage, The Great Migration, Black labor unions, Tulsa Race Massacre, WWI

1. Fowler makes the claim that Jim Crow is still evident in American race interactions. Do you agree or disagree with this argument? What personal experience can you lend to your opinion?
2. Fowler explores how Jim Crow impacted every area of Black life in America. Discuss how.
3. How did people subvert and undermine the Jim Crow system of racial segregation? Why is this important?

PART FOUR: LET'S SPEAK OF POSSIBILITIES

Chapter 14: Excellence or Equality

Key concepts, terms, events, and people: meritocracy, Biddu Mason, Mason v. Smith, capitalism, Black Power Movement, Shirley Chisholm, Watergate

1. At the beginning of the chapter, Fowler explores ask several questions. "What is the trade-off between excellence and equality? Where does the line between personal responsibility end and the social contract begin?" Explore these questions. Can we find balance between meritocracy and equality?
2. Fowler makes the claim that Jim Crow is still evident in American race interactions. Do you agree or disagree with this argument? What personal experience can you lend to your opinion?
3. What examples does Fowler give for excellence?

Chapter 15: Are We a Democracy Yet?

Key concepts, terms, events & people: Declaration of Independence, Bill of Rights, Constitution, David Walker's Appeal, Black Panther Party, Cointelpro, Brown v. Board of Education

1. Fowler begins the chapter exploring the ideals of Democracy versus the tyranny facing non-white male Christians. Given the history of slavery and genocide, is the founding narrative of freedom a fallacy?

Chapter 16: The Crossroads of History

Key concepts, terms, events & people: Voting Rights Act of 1965, Barack Obama election, Operation Desert storm, September 11, 2001, Black Lives Matter, Covid-19, 2020 uprising

1. In this chapter, Fowler explores how his life has intersected with major historic moments. What significant events have you lived through? How have they changed your life perspective? How do you think they will be written about by historians in the future?

2. How can we ensure our narratives archive the humanity of Black people in the history America? What are the dangers of a single narrative? How can the humanity archive concept be applied to any group or people in human history?

Collaborative Work:

- Instruct students to create a timeline to track and examine critical events influencing Black history on a local, national, and global scale. How does their current view of history and race coincide or conflict with Fowler's humanity perspective?
- Pick any country on the globe and scan the internet for its Black history. What about a city? How are the local, national, and global accounts connected?
- Have students create a link chart to connect the key figures Fowler lists in Black history. What were their commonalities and differences? How is their presence still felt and brought forward today, or is it?
- As group research and cite examples of whitewashing in history based on the definition Fowler gives.

Examining Opposing Views of American History

- In Chapter 4 Jermaine introduces us to the research methods of historians (historiography) and the importance of studying a wide range of histories.

Split students into groups to explore the features perspectives of [The 1619 Project](#), [1776 Unites](#), [The Humanity Archive](#), [the 2021 Donald Trump 1776 commission](#), and [The Zinn Education Project](#). Use the theories of debate to explore the opinions, proof, narratives, and opposing viewpoints for each history framework.

How to Examine Opposing Viewpoints, Ideas, and Narratives

- o What are the central claims of and goals of each perspective on American history? What are their conclusions? Does one make a stronger argument over the other?
- o What are they about?
- o What is fact? What is pinion? Differentiate claims that can be proven from feelings about an issue.
- o Who created these viewpoints?
- o How are they applied to situations/people/things/etc.?
- o What propaganda is being used? Most popular history writing uses persuasive techniques to convince readers of their point of view. Usually studying the author and publisher can offer cues as to their motivations.
- o What cause and effect relationships are being proposed i.e, "the legacy of slavery still drives inequality in America," "it's founding ideals made America the most exceptional nation on earth."

1. Why is it important to explore multiple perspectives and sources, books, articles, etc.? How is this central to democracy?

2. What is the danger of a single narrative? What harm is done to those attacked or left out? Which viewpoint do you think is the most dominant in America today?

Exploring Primary Source Photos:

Head over to The Humanity Archive book notes page (<https://www.thehumanityarchive.com/book-notes>) and explore Fowler's curated Black history photos that correspond with the book chapters; think about the following questions:

- Who is the subject, or what is the subject matter?
- How does it make you feel?
- What parts of the photo or artwork make you feel like you do?
- Does the portrait or artwork bring to mind any of your life events or memories?

Extension Activity-Using Podcasts in the Classroom:

Head over to The Humanity Archive book notes page and listen to the list of Black history podcast episodes that correspond with the book:

<https://www.thehumanityarchive.com/book-notes>

Before listening, think about these questions:

- What do I already know about this topic?
- What have we covered in class?
- What storytelling elements might be used?
- What is the main idea?
- Print transcripts to follow along, highlight and annotate where possible.

While listening:

- How might we better understand what is being said while listening?
- How might visualization help me better understand the stories?

- What questions (how, when, where, why, in what way) might I ask to help me better understand the material.

After Listening

- Have students write a chronology of what they've heard.
- Let students fact-check the claims made in the podcast and compare them to other sources.
- Have them summarize the podcast.

Record a Two Minute History Podcast

Have students write a 2-minute podcast (1-page script double spaced) and record a review of The Humanity Archive Book.

Educators Note: All you need are smartphones and headphones. On Android, students will download a free voice record app like “*RecForge II*” or “*Audio Recorder*.” Use the “Voice Memos” app on iPhones in the extras folder. Don’t be intimidated. Even a novice can quickly learn and engage in this technology. Record a one-minute podcast yourself to work out any kinks and anticipate hiccups.

Using Podcasts in the Classroom Continued:

- Have students spread out in small groups or individually.
- Make sure to position the microphone about six inches away from the side of your subject's mouth.
- Check your audio, preferably with headphones. Is the recording free of background sound and loud enough to hear?
- Record.
- Test sound with 10 seconds of audio, then playback. Adjust microphone position as needed.
- Finish and title the recording and save it.
- To get the file to your computer so you can edit it later on, use AirDrop, Bluetooth transfer, email, or Google Drive upload.
- Have fun and explore the recordings with the class.

Other Podcasting ideas: 1) Have students pick a figure or event from the book and record their own 2-minute history podcast. 2) Have students interview an older family member about a significant historical event they've lived through.