Ma'at Cultural Curriculum Consultants

Building Critical Scholars Rooted in Culture, Driven by Inquiry, Empowered by Knowledge

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Afrocentricity: Agency, Knowledge, and Liberation

First Name: _____ Last Name: _____
Date: _____ Class: _____

Grades 6-12 | Five-Day Research Simulation Task | Ma'at Standard

CENTRAL QUESTION: How does Asante connect cultural location, the production of knowledge, and African agency across his published writings?

OBJECTIVE: Analyze the relationships among location, epistemology, and agency; trace continuity and development across four published works; evaluate an argument using textual evidence.

DOL: Develop an evidence-based interpretation drawing on three published sources, address a counterargument, and identify a limit on the conclusion.

NJSLS Social Studies: 6.1 U.S. History; 6.2 World History/Global Studies; historical inquiry practices: seek diverse perspectives, evaluate sources, and develop claims with evidence. Amistad connection: African and African American intellectual contributions and agency.

NJSLS ELA: Grade 6 anchors RI.CR.6.1, RI.CI.6.2, RI.PP.6.5; Grade 8 extensions RI.AA.8.7 and W.AW.8.1. CCSS/CCLS Literacy: RH.6-8.1, .6, .9; WHST.6-8.1, .9; RH.9-10.6, .9; RH.11-12.6, .9; WHST.9-10.1; WHST.11-12.1. Descriptions and grade adaptations are in the teacher guide.

INTERDISCIPLINARY: history, philosophy, civics, ELA, and research methods. CONCEPTS: agency; cultural location; epistemology (how knowledge is produced and justified); historiography; hegemony (dominance shaping what appears normal); reflexivity; decolonization; decoloniality

Source note: Short quotations are marked; numbered paragraphs are attributed instructional paraphrases of identified publications. Editorial records are identified separately. Cite source letters and paragraph numbers. Full access links appear in the teacher guide.

Day 1 | Knowledge and Cultural Location

DO NOW

Can the choice of a research question shape an explanation before any evidence is collected? Defend your reasoning.

SOURCE A | Kemet, Afrocentricity, and Knowledge (1990)

Asante, Part I, discussion of place and Africanist inquiry, pp. 5-7. Short quotation followed by an instructional paraphrase of his argument.

SHORT EXCERPT: "Knowledge relates ultimately to some human interest"

[A1] Asante makes cultural location a condition of inquiry. The researcher brings a standpoint to the selection and interpretation of material. For him, studying an African topic alone does not establish an Afrocentric approach: the organizing perspective matters.

[A2] He distinguishes the centrality of African ideals and values from agreement about their content. Scholars working within the approach can debate what those ideals and values mean. He identifies multiple resources for inquiry, including cultural symbols, conversations, and material evidence. His argument links the construction of knowledge to the interests and assumptions directing its production.

[A3] Asante also questions whether a discipline's customary methods are sufficient merely because its subject happens to be African. The methodological issue is whether the inquiry approaches African experiences on their own cultural terms. His distinction therefore concerns the relationship between topic, perspective, and method, rather than the researcher's physical location alone.

SOURCE ANALYSIS 1: Reconstruct A1-A3 as a chain: starting assumption, methodological consequence, and conclusion. Which link requires the most explanation?