

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION



Introduction to African American Studies

Length of Course:	Semester
Elective/Required:	Elective
Schools:	High School
Eligibility:	Grade 10-12
Credit Value:	2.5 Credits
Date Approved:	September 28, 2021

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## EXECUTIVE SUMMARY

Born out of student activism on the San Francisco State College campus during the civil rights movement, African American Studies is a discipline dedicated to the representation of Black experiences in social studies in an effort to achieve social justice.

This one-semester elective course serves as a broad introduction to the vast history, culture, and influence of African-descended communities of the United States. Through an interdisciplinary study of narratives, visual art, music, spoken word, and so much more, this course places a strong emphasis on amplifying the voices of traditionally underrepresented and marginalized groups. Students from all backgrounds and learning levels will appreciate how race, culture, class, language, ethnicity, and identity have played a role in their lives and the lives of others to create modern America.

Major topics in the course include the African diaspora in the United States, contradictions between founding ideals and chattel slavery, the Civil War, Reconstruction-era, Jim Crow, Civil Rights, Black Power Movement, #BlackLivesMatter, and the future of activism.

The course will also hone the essential skills that reside at the heart of the social studies discipline. Through a multitude of platforms, students reflect critically on their own experiences as well as those of others. Individual and collaborative activities include journal writing, researching historical accounts, evaluating past and present struggles for change, and working as a classroom community on creating a welcoming, inclusive school society. Written assignments and thoughtful discussions allow opportunities for developing skills for critical thinking and communicating about race, culture, ethnicity, and identity.

This course is designed to the latest state standards. There are references throughout to 6.1 US History: America in the World and 6.3, Active Citizenship in the 21st Century. Many of the guiding questions and skills for this elective were inspired by the organizations [Facing History and Ourselves](#) (FHO), [Learning for Justice](#) (LJ), [Newsela](#), [The Choices Program](#) and many more.

**Unit of Study: 1- America and the African Diaspora**

**Targeted Standards:** 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges; 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**Unit Objectives/Conceptual Understandings:** Students will investigate, evaluate, and explain how the movement of African people around the world has influenced American history and culture. Students will recognize the value of understanding how the African diaspora shaped early America and continues to influence politics, the economy, and society.

**Overarching Essential Question:**  
 Why do we study history?  
 Who determines what we learn?  
 How does the past shape your life?  
 What does it mean to be American?  
 What does it mean to be human?  
 How has the African diaspora shaped American culture, government, and policy?

**Essential Questions:**  
 How does the language we use to talk about difficult subjects perpetuate historical myths?  
 Why is it important to recognize the impact of the African diaspora on the US?  
 How did biographies and travel narratives of Western European “explorers” stoke racism and defend African slave trading?  
 Why do the myths and misconceptions about race continue?  
 How are modern concepts of race linked to the European enslavement of Africans in the Americas?  
 How was African culture preserved within enslaved communities through language, music, food, and stories?

**Unit Assessment:** Analysis of primary source readings, productive, open-minded discussions; reaction papers & journaling review; written confirmation of understanding of unit vocabulary.

Performance Expectations	Core Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.HistoryUP.7 6.1.12.CivicsPD.3 6.1.12.HistoryUP.2.c 6.1.12.HistoryUP.2.a 6.1.12.HistoryUP.2.b 6.1.12.HistoryCA.2.a NJLSA.R.3	Examine the ways governments and citizens shape “historical memory”.  Slavery, which was practiced by Europeans prior to their arrival in the Americas, was	Define history and consider why history is valuable for us to continue studying and teaching.	Whole class participation in the “Danger of a Single Story” interactive Slide Deck. Introduce important vocabulary and set the tone for respectful and civil discourse for the class.	Journaling: compare and contrast perspectives. Reflect on personal learning and growth.

<p>RH.11-12.1 RH.11-12.2 NJSLSA.W.6 WHST.11-12.1-A-E</p>	<p>important to all of the colonial powers and existed in all of the European North American colonies.(LJ)</p> <p>Slavery shaped the fundamental beliefs of Americans about race and whiteness, and white supremacy was both a product and legacy of slavery.(LJ)</p> <p>Enslaved and free people of African descent had a profound impact on American culture, producing leaders and literary, artistic and folk traditions that continue to influence the nation.(LJ)</p> <p>There are stubborn falsehoods and knowledge gaps about slavery that persist in our society due to the oversimplification of history</p> <p>The concept of race is artificial and has been perpetuated throughout American history</p> <p>There have been many theories in place that try to justify racism that still exist today</p> <p>African American studies must be taught for students</p>	<p>Recognize the difference between primary and secondary sources.</p> <p>Think critically about the consequences of the exclusion of Black history in U.S. history. Learn about the ways people are demanding Black history be re-centered in U.S. history.</p> <p>Examine and analyze sources in order to identify gaps, reconcile the differences, and have a better understanding of various perspectives throughout history</p> <p>Analyze problematic language used to discuss slavery and formulate more appropriate alternatives</p> <p>Explore persistent myths about slavery and how they perpetuate damaging beliefs and stereotypes</p> <p>Interpret and explain arguments concerning misconceptions about slavery</p> <p>Evaluate their own education with respect to slavery and enslaved people</p> <p>Describe the causes and effects of the movement of people, products, and ideas</p>	<p>Design and create digital infographics that illustrate key takeaways from the unit. These may be displayed in the classroom and shared across digital platforms (JPS Weekly).</p> <p>Participate in a Take a Stand activity to identify myths and facts associated with slavery</p> <p>Respond to primary and secondary accounts from the slave trade and witnesses to the African diaspora</p> <p>Create maps that show how and when different cultures in Africa were dispersed throughout the Americas</p> <p>Identify social trends that can be traced back to the arrival of Africans in America with timelines and Infographics</p> <p>Engage in <a href="#">SPAR</a> (Spontaneous argumentation) with students regarding a topic from the unit.</p>	<p><a href="#">Wraparound activity</a> to provide “check-in” opportunities for student voice and initial reactions when engaging with new material.</p> <p>Creating individual and group presentations</p> <p>Primary source readings and evaluative reaction papers</p> <p>Socratic seminars and informed discussions</p> <p>Alternative quizzes and/or tests</p>
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	to understand perspectives of cultures that contribute to our diverse society			
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<p><b>Resources:</b>  <a href="#">The Atlantic slave trade: What too few textbooks told you - Anthony Hazard</a>  <a href="#">Origin of AAS--student strike San Francisco State 1968 (NPR)</a>  <a href="#">High schoolers demanding Black history and more Black authors (Newsela)</a>  <a href="#">How do We Talk About Issues that Matter: Fostering Civil Discourse FHO</a>          Teaching About Controversial Issues: A Resource Guide (The Choices Program--Brown University)  <a href="#">Creating Brave Spaces</a> (NJSBF)  <a href="#">Addressing Dehumanization (and resources about the “N” word)</a>          Diasporas “<a href="#">Teaching About the African Diasporas</a>”  <a href="#">The Real Wakandas (Amistad lessons on African civilizations)</a>  <a href="#">Life and Culture in the West African Empires</a> (Newsela text set)  <a href="#">West Africa to North America: Invasion, Capture, and Resistance (14th Century-1775)</a>  <a href="#">Newsela text set</a>  <a href="#">The Chronicle of the Discovery and Conquest of Guinea</a> (Zurara) LearningforJustice.org  <a href="#">NJ Bar-Talking About Race</a>  <a href="#">Race in America</a> Newsela  <a href="#">Sociology of Racism</a> (Matthew Clair and Jeffery S. Denis)  <a href="#">The Cycle of Socialization</a> (Bobbie Harro)          Climate Theory and Curse Theory (p.12 of <i>Stamped</i>)          (LJ) <a href="#">LearningforJustice, Teaching Hard History--Key Concepts</a></p>	<p><b>Instructional Adjustments:</b> Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. In addition to I.E.P.’s and 504’s.</p>
<p><b>VOCABULARY</b>          African American          Historical Memory          “Race theories”:          Climate Theory          Curse Theory          Diaspora          Abolition</p>	

**Chattel slavery**  
**Segregationist**  
**Assimilationist**  
**Antiracist**  
**Enslaved**  
**Enslaver**  
**Racism**  
**Bias**  
**Colonialism**  
**Atlantic Slave Trade**  
**Gomes Eanes de Zurara**  
**Ethnicity**  
**Social construct**

**Unit of Study: 2-Diversity of African American Identities**

**Targeted Standards:** 6.1.12.GeoPP.2.a: Analyze how the US has attempted to account for regional differences while also striving to create an American identity; 6.1.12. HlstoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity

**Unit Objectives/Conceptual Understandings:** Students will recognize, articulate, and evaluate diversity and complexity of African American identities. Students will critically analyze harmful myths and stereotypes about African-descended communities that have been perpetuated throughout American history. Students will celebrate and appreciate the voices and experiences of these diverse communities in a way that will help them shape their own understanding of themselves.

**Overarching Essential Question:**  
 Why do we study history?  
 Who determines what we learn?  
 How does the past shape your life?

**Essential Questions:**  
 What is the relationship between identity and the way we respond to the world around us?  
 In what ways do “single stories” impact our own identities, how we view others, and the choices we make?  
 When, if ever, can stereotypes be harmless or even helpful?  
 When do stereotypes become harmful?  
 What parts of our identities do we choose for ourselves?  
 What parts are chosen for us by others, or by society?

**Unit Assessment:** Analysis of primary source readings, productive, open-minded discussions; reaction papers & journaling review; written confirmation of understanding of unit vocabulary.

Performance Expectations	Core Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.GeoPP.2.a 6.1.12.HistoryCA.2.a 6.1.12.CivicsDP.6.b 6.1.12.HistoryCC.11.c 6.1.12.CivicsDP.14.a 6.1.12.HistorySE.14.b RH.11-12.3 RH.11-12.6-10	Develop a greater understanding of the relationship between race and class  Recognize how one's racial identity is experienced will be mediated by other dimensions of oneself	Evaluate the introduction of racism in America through primary sources  Compare and contrasts various perspectives  Develop a working understanding of such key	Create an Inside/Outside Identity Chart to explore what factors make up individual identities  Design and create digital infographics that illustrate key takeaways from the unit. These may be displayed in the	Journaling: compare and contrast perspectives. Reflect on personal learning and growth.  <a href="#">Wraparound activity</a> to provide “check-in” opportunities for student voice and

<p>NJSLSA.W.7-10</p>	<p>Integrating one's past, present, and future into a cohesive, unified sense of self is a complex task that begins in adolescence and continues for a lifetime</p> <p>Understand the impact of American slavery, capitalism, and democracy on African American socio-cultural and political expressions</p> <p>Develop an understanding of the many cultural experiences of African-descended communities across the United States.</p> <p>Explore the ways in which regional cuisines reflect the diversity of cultural identities and their histories.</p> <p>The experience of slavery varied depending on time, location, crop, labor performed, size of slaveholding and gender.(LJ)</p>	<p>concepts as racism, syncretism, Eurocentrism</p> <p>Use logic and reason to defend a point of view</p> <p>Recognize that choices made by African Americans are influenced by the diversity of identities and personal experiences</p> <p>Hone an understanding of how our own racial identity and socialization affect our approach to studying this material</p> <p>Identities are influenced by a variety of factors, including gender, ethnicity, religion, occupation, physical characteristics, background, values, and beliefs, as well as our experiences, the way others treat us, and the choices we make.</p>	<p>classroom and shared across digital platforms (JPS Weekly).</p> <p>Create a concept map to analyze the meaning and perceptions of vocabulary words from the unit</p> <p>Create a chart comparing how a variety of individuals reacted to certain situations (instances of police brutality/kneeling for the National Anthem, etc) by evaluating interviews and other primary accounts</p> <p>Interview classmates and family members to learn how their diverse and multiple identities have influenced their lives</p> <p>Create a Text-to-Text, Text-to-Self, Text-to-World chart with sources used in the unit</p> <p>Research and teach the class about a regional dish that represents a</p> <p>Engage in <a href="#">SPAR</a> (Spontaneous argumentation) with students regarding a topic from the unit.</p>	<p>initial reactions when engaging with new material.</p> <p>Creating individual and group presentations</p> <p>Primary source readings and evaluative reaction papers</p> <p>Socratic seminars and informed discussions</p> <p>Alternative quizzes and/or tests</p>
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<p><b>Resources:</b>          Borrow from M&amp;D resources on culture, identity, language, food, etc.  <a href="#">Universe of Obligation</a> (FHO)          Highlight and connect modern contributions in various fields to African civilizations</p>	<p><b>Instructional Adjustments:</b> Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. In addition to I.E.P.'s and 504's.</p>
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<p>Food and the African Diasporas (<a href="#">brief explanation</a>)  <a href="#">“Dishes of the Diaspora” KQED video series</a>  <a href="#">Nourish PBS</a> series on food history and the ties that connect us  <a href="#">Gullah Geechee history and culture</a> (lesson plan with sources)  <a href="#">Op: Why black culture thrives alongside rampant racism (Washington Post/Newsela)</a>  <a href="#">Black is Beautiful Movement</a> (Unit from Museum of the African Diaspora)                  “We Wear The Mask” by Paul Laurence Dunbar  <a href="#">What Aspects of Ourselves do We Show Others?</a> FHO                  “The Mask” by Maya Angelou (<a href="#">Recording of both poems and explanation</a>)  <a href="#">"The Complexity of Identity: Who Am I? "(Beverly Tatum)</a>  <a href="#">What is Intersectionality?</a>  <a href="#">Africanism in American Culture</a> (book suggestion)                  “Ease of Fiction” <a href="#">MoAD art exhibition</a> exploring African art, cultural identity, and personal agency  <a href="#">Coffee, Rhum, Sugar &amp; Gold: A Postcolonial Paradox (MOAD Edu guide)</a>  <a href="#">A History of Black Stereotypes On Screen</a>  <a href="#">NJSBF-Breaking Bias</a>  <a href="#">Lesson: The Impact of Identity   Facing History</a>                  (LJ) <a href="#">LearningforJustice, Teaching Hard History--Key Concepts</a></p>	
<p><b>VOCABULARY</b>                  Multiple identities                  Pan African                  Stereotype                  Diversity                  Implicit bias                  Explicit bias                  Universe of Obligation                  intersectionality</p>	

**Unit of Study: 3-Dehumanizing Policies and Narratives of Resistance, 1619-1865**

**Targeted Standards:** 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War; 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time; 6.1.12.History CA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

**Unit Objectives/Conceptual Understandings:** Student will evaluate, analyze, and understand how the introduction of slavery to the Americas led to dehumanizing policies that lasted for many years. The ways in which slavery shaped domestic and foreign policy in the early Republic. The growth of the abolitionist movement in the 1830s and the slaveholding states' view of the movement as a physical, economic and political threat. The ways enslaved people resisted slavery in ways that ranged from violence to smaller, everyday means of asserting their humanity and opposing the wishes and interests of their enslavers.

**Overarching Essential Questions:**

- What are the conflicting strands in US history (democratic and anti-democratic)?
- Why do we study history?
- Who determines what we learn?
- How does the past shape your life?
- What does it mean to be American?
- What does it mean to be human?
- How did the institution of slavery shape American culture, government, and policy?
- How did enslaved people resist the efforts of their enslavers to reduce them to commodities in both revolutionary and everyday ways? (LJ)

**Essential Questions:**

- How did the Constitution provide direct and indirect protection to slavery and inbue enslavers and slave states with increased political power? (LJ)
- What were the key elements of the abolitionist movement in the 1830s and how did slaveholding states' view the movement as a physical, economic, and political threat? (LJ)

**Unit Assessment:** Analysis of primary source readings, productive, open-minded discussions; reaction papers & journaling review; written confirmation of understanding of unit vocabulary.

	Core Objectives		Instructional Actions	
Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.GeoPP.2.b 6.1.12.HistoryCC.2.b 6.1.12.HistoryUP.2.a 6.1.12.HistoryUP.2.b	Protections for slavery were embedded in the founding documents; enslavers dominated the federal government, Supreme Court,	Read primary sources in order to increase understanding of historical perspectives	Analyze primary sources and discuss how identity affects historical perspectives	Journaling: compare and contrast perspectives. Reflect on personal learning and growth.

<p>6.1.12.HistoryUP.2.c 6.1.12.HistoryCA.2.a 6.1.12.CivicsDP.3.c NJLSA.R.1-3 RH.11-12.3 RH.11-12.5-7 NJLSA.W.9-10 WHST.11-12.10</p>	<p>and Senate from 1787 through 1860. (LJ)</p> <p>While it is part of human behavior to categorize the things and people around us, it becomes problematic when categories are used to justify unequal treatment</p> <p>Beliefs about race have been used to create different groups and provide or deny benefits based on those beliefs</p> <p>The concept of race developed in tandem with the need to justify the profitable practice of permanent enslavement of Africans in the Americas</p> <p>Slavery was the central cause of the Civil War. (LJ)</p>	<p>Weigh the benefits and limitations of studying narratives (legality of literacy)</p> <p>Explain the causes and effects of resistance movements: The Amistad, Nat Turner</p> <p>Gain an understanding of the various uses to which the past has been put, both by Black Americans asserting their rights, and by those seeking to disenfranchise them</p>	<p>Design and create digital infographics that illustrate key takeaways from the unit. These may be displayed in the classroom and shared across digital platforms (JPS Weekly).</p> <p>Use a variety of graphs/charts to correlate laws made to protect slavery and the impact slavery had on perpetuating racism</p> <p>Compare and contrast resistance movements of the era, highlighting successes and enduring outcomes</p> <p>Engage in <a href="#">SPAR</a> (Spontaneous argumentation) with students regarding a topic from the unit.</p>	<p><a href="#">Wraparound activity</a> to provide “check-in” opportunities for student voice and initial reactions when engaging with new material.</p> <p>Creating individual and group presentations</p> <p>Primary source readings and evaluative reaction papers</p> <p>Socratic seminars and informed discussions</p> <p>Alternative quizzes and/or tests</p>
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<p><b>Resources:</b>  <a href="#">1619 Project (Full Issue)</a>                  Slavery’s Enduring Myths and Misconceptions (Amistad Unit 2)  <a href="#">Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820) (Newsela text set)</a>  <a href="#">How Slavery Became the Building Block of the American Economy (Vox)</a></p>	<p><b>Instructional Adjustments:</b> Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. In addition to I.E.P.’s and 504’s.</p>
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“Five Faces of Oppression” (Iris Marion Young)

[Black Subjectivity and the Origins of American Gynecology](#)

The Amistad Rebellion: [Opinion \(and questions\) of the United States v. The Amistad](#)

[“The House that Jeff Built” Political Cartoon](#) (1863) and comprehension questions

(LJ) [LearningforJustice, Teaching Hard History--Key Concepts](#)

**VOCABULARY:**

The *Amistad*

Nat Turner

John Brown

Harriet Beecher Stowe

Harriet Tubman

Dred Scott

The Atlantic Slave Trade

Emancipation Proclamation

Fugitive Slave Act

¾ Compromise

Missouri Compromise

Compromise of 1850

Abolitionist

Secession

Popular sovereignty

Herbert Spencer/Social Darwinism

Black Codes

**Unit of Study: 4-Reshaping a Fragile Democracy, 1865-Present**

**Targeted Standards:** 6.1.12.CivicsDP.4.a: Compare and contrast historians’ interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans’ ability to participate in influencing governmental policies; 6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions in the North and South led to the Civil War; 6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

**Unit Objectives/Conceptual Understandings:** Students will identify, analyze, and evaluate the political, social, and economic changes after the Civil War, efforts made to help and hinder former enslaved people. The challenges in creating a fair and just democracy and recognize how these challenges continued into the 20th and 21st centuries. The history of democratic and anti-democratic efforts in the United States from Reconstruction to today.

**Overarching Essential Question:**

- Why do we study history?
- Who determines what we learn?
- How does the past shape your life?
- What does it mean to be civilized?

**Essential Questions:** What debates and dilemmas from the Reconstruction era remain unresolved?  
 How does race affect how we see others and ourselves?  
 How has legislation regarding civil rights changed since Reconstruction? How has it stayed the same?  
 What steps have individuals taken to assure equal rights?

**Unit Assessment:** Analysis of primary source readings, productive, open-minded discussions; reaction papers & journaling review; written confirmation of understanding of unit vocabulary.

	Core Objectives		Instructional Actions	
Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.CivicsDP.4.a 6.1.12.CivicsDP.4.b 6.1.12.CivicsPR.4.a 6.1.12.HistoryCC.4.a 6.1.12.HistoryUP.4.a 6.1.12.HistoryUP.4.b 6.1.12.HistoryNM.5.a 6.1.12.CivicsDP.6.b RH.11.12.9-10	While news of Emancipation caused celebration among millions of formerly enslaved Americans and their supporters, the lack of definition to their freedom tempered some of the jubilation with realism about American society. (LJ)	Evaluate the impact of American slavery, capitalism, and democracy on African American socio-cultural and political expressions  Compare and contrast the philosophies and resistance strategies of early African American leaders to American inequalities	Design and create digital infographics that illustrate key takeaways from the unit. These may be displayed in the classroom and shared across digital platforms (JPS Weekly).  Write letters from the perspectives of different individuals who lived through Reconstruction, addressing	Journaling: compare and contrast perspectives. Reflect on personal learning and growth.  <a href="#">Wraparound activity</a> to provide “check-in” opportunities for student voice and initial reactions when

<p>NJSLSA.W.3 NJSLSA.W.8 WHST.11-12.1-A-E WHST.11-12.2-A-E WHST.11-12.4-10</p>	<p>In the Reconstruction era and for many decades after, white supremacists attempted through laws, intimidation, and violence to reestablish control over the black laboring class in the South</p> <p>Since Reconstruction, representation of African American voices have been suppressed by the government through poll taxes, literacy tests, voter intimidation, de jure segregation, and other actions</p> <p>The Civil Rights Movement was a decades-long struggle for social justice that began in the late 1950s</p>	<p>Recognize that while the Thirteenth Amendment abolished slavery, it did not define what rights and status freedpeople would have in American society</p> <p>Develop parallels between both World Wars and the drive for civil rights in America</p> <p>Conclude that leaders of the Civil Rights Movement used a variety of strategies to achieve their goals and all met with successes and failures</p>	<p>points on the meaning of “freedom”</p> <p>Conduct close readings in small groups to compare/contrast points of view from freedpeople and their experiences</p> <p>Analyze strengths and weaknesses in laws regarding civil rights created during Reconstruction, the 1920s, post-WWII, and in the 1960s through charts/graphs</p> <p>Appraise the efforts of presidents A. Lincoln, A. Johnson, FDR, JFK, and LBJ with primary sources</p> <p>Use online tools such as Canva to create timelines that show peaks and troughs of race relations between the Civil War and the Civil Rights Movement</p> <p>Engage in <a href="#">SPAR</a> (Spontaneous argumentation) with students regarding a topic from the unit.</p>	<p>engaging with new material.</p> <p>Creating individual and group presentations</p> <p>Primary source readings and evaluative reaction papers</p> <p>Socratic seminars and informed discussions</p> <p>Alternative quizzes and/or tests</p>
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<p><b>Resources:</b>  <a href="#">The Reconstruction Era and the Fragility of Democracy</a> (FHO Book/PDF)  <a href="#">Reconstruction: America After the Civil War (2019 PBS FULL documentary)</a>  <a href="#">NYT Opinion: The “Lost Cause” that Built Jim Crow</a>  <a href="#">The Hope and Fragility of Democracy in the United States</a> (FHO)</p>	<p><b>Instructional Adjustments:</b> Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. In addition to I.E.P.’s and 504’s.</p>
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W.E.B. Du Bois *The Souls of Black Folks*  
[The Long-Lasting Legacy of the Great Migration](#)  
[The Origin of "Strange Fruit"](#) (Originally "Bitter Fruit")  
 Harlem Renaissance  
[Historian Says Don't 'Sanitize' How Our Government Created Ghettos](#) NPR  
 (LJ) [LearningforJustice, Teaching Hard History--Key Concepts](#)

## **VOCABULARY**

Jim Crow  
 Sundown towns  
 Lynching  
 13th, 14th, 15th Amendments  
 Radical Republicans  
 Ku Klux Klan  
 NAACP  
 NACW  
 W.E.B. Du Bois  
 Harlem Renaissance  
 Great Migration  
 Freedmens' Bureau  
 Reconstruction  
 Black Codes  
 CORE  
 SNCC  
 SCLC  
 MIA  
 Martin Luther King  
 Malcolm X  
 Kerner Commission  
 Block-busting  
 Voter suppression

**Unit of Study: 5 Modern Resistance, Celebration, and Activism**

**Targeted Standards:** 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations to US sSupreme Court decisions and state and local governmental policies; 6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the NJ Constitution of 1947, NJ Supreme Court Decisions, and NJ’s laws in eliminating segregation and discrimination; 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic, and political contributions of marginalized and underrepresented groups and/or individuals.

**Unit Objectives/Conceptual Understandings:** Student will identify, analyze, and evaluate:  
 How art has been used as a powerful tool for social change that shifts how people perceive themselves and others (FHO). The efforts made by organized protests to make substantive changes to laws, policies, and practices, for the removal of public monuments and memorials that they say symbolize racism and white supremacy. (FHO) The ways in which athletes have advocated for social change throughout history and continue to use their platform for racial justice. The long and troubling history between law enforcement and Black Americans. (FHO) Ways to build a society that ensures the safety for all people.

**Overarching Essential Question:**  
 Why do we study history?  
 Who determines what we learn?  
 How does the past shape your life?  
 What does it mean to be civilized?

**Essential Questions:**  
 Why does Black culture thrive alongside rampant racism?  
 How do we hold individuals responsible for their actions, while also holding the systems that create bias accountable? (FHO)  
 How does the work of various artists and activists impact the society around them?  
 How are athletes protesting racial injustice?  
 How can art allow artists to go beyond the limits society places on their identities?  
 How have racial and economic segregation persisted in schools and communities today, despite the gains of the civil rights movement?  
 How has music served to preserve and celebrate cultural traditions and resist oppression?

**Unit Assessment:** Analysis of primary source readings, productive, open-minded discussions; reaction papers & journaling review; written confirmation of understanding of unit vocabulary.

Performance Expectations	Core Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.CivicsDP.6.b 6.1.12.EconNM.7.a	Examine how values shape public policy.	Consider the ways in which personal style connects students to or reflects culture	<a href="#">Values and Public Policy exercise from The Choices Program.</a>	Journaling: compare and contrast perspectives. Reflect

<p>6.1.12.EconNM.8.a          6.1.12.HistoryCC.8.a          6.1.12.HistoryCC.8.c          6.1.12.HistoryUP.9.a          6.1.12.CivicsPI.13.a          6.1.12.HistoryCA.14.a          NJSLSA.R.1-3          RH.11-12.1-10          NJSLSA.W.1-10          WHST.11-12.4.10</p>	<p>The “New Jim Crow” and how discriminatory politics have been reinvented and perpetuated despite gains of the civil rights movement.</p> <p>The historical, artistic, and political significance of traditionally Black hairstyles. The CROWN Act and how it protects hair as a human right.</p> <p>The history of policing and racial injustice in the United States and how historical legacies shape current events.</p>	<p>and how some may be discriminated against or judged negatively based on those choices.</p> <p>Critically analyze the various institutions of power and how they have historically discriminated Black Americans.</p> <p>Analyze modern musical and visual art as a way of appreciating representation in its historical and cultural context.</p>	<p>Design and create digital infographics that illustrate key takeaways from the unit. These may be displayed in the classroom and shared across digital platforms (JPS Weekly).</p> <p>Create a chart comparing the Bill of Rights, 14th Amendment, the Civil Rights Movement, and the Human Rights Movement, their successes/shortcomings</p> <p>Write poems exploring themes of race, identity, and history. Use examples of poetry slams to guide the structure.</p> <p>Create art (any form) as a way of highlighting a cause and possible solutions. Modeled after an activist or group we study.</p> <p>Engage in <a href="#">SPAR</a> (Spontaneous argumentation) with students regarding a topic from the unit.</p>	<p>on personal learning and growth.</p> <p><a href="#">Wraparound activity</a> to provide “check-in” opportunities for student voice and initial reactions when engaging with new material.</p> <p>Creating individual and group presentations</p> <p>Primary source readings and evaluative reaction papers</p> <p>Socratic seminars and informed discussions</p> <p>Alternative quizzes and/or tests</p>
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<p><b>Resources:</b>  <a href="#">Being Seen: Black Artists and Writers (Newsela PDF Guide)</a>  <a href="#">Being Heard: Newsela’s Black History Month PDF Guide</a>  <a href="#">Being Heard: Music from Resistance to Empowerment (Newsela Text Set)</a>          Civil Rights Movement (“Eyes on the Prize” video series--free on Kanopy)          Black Panther Party (Ten-Point Platform paraphrased in <i>Stamped</i> p.183)  <a href="#">Newsela Text Set: Racial and Economic Segregation in Schools and Communities</a>  <a href="#">Discriminatory Policies at the Summer Olympics</a> (and related articles)  <a href="#">Art, Imagination, and the Quest for Racial Justice</a> (FHO lesson)</p>	<p><b>Instructional Adjustments:</b> Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. In addition to I.E.P.’s and 504’s.</p>
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[Gerrymandering: One Person, One Vote? \(The Choices text set\)](#)  
[Chris Rock's "Good Hair"](#)  
['The Black Hair Experience'...The Joy Of Black Hair... NPR's Ayesha Rascoe](#)  
[Black Lives Matter, the Killing of George Floyd, and the Long Fight for Racial Justice \(The Choices Program--Brown University\)](#)  
[Beyoncé's "Brown Skin Girl" song and music video \(Essence article about song/video\)](#)  
[Black Women in Politics](#)  
[Confronting History and Transforming Monuments \(FHO lesson\)](#)  
[History in Dispute: Charlottesville and Confederate Monuments \(The Choices text set\)](#)  
[Understanding #TakeAKnee \(FHO Google Slide Deck\)](#)  
[How Did We Get Here? Policing and the Legacy of Racial Injustice \(FHO lesson\)](#)  
[\(Re\) Articulating Black Masculine Identity \(MoAD unit guide\)](#)  
["The Case for Reparations" Ta-Nehisi Coates](#)  
[Stamped: Racism, Antiracism, and You \(Reynolds and Kendi\)](#)  
 Bryan Stevenson "We Need to Talk About an Injustice" ([TED](#)) ([written excerpt](#))

## **VOCABULARY**

**Civil Rights Movement**  
**Black Panther Party**  
**G.I. Bill of Rights**  
**Gerrymandering**  
**Voter ID laws**  
**Criminal justice system**  
**Reparations**  
**Anti-racism**  
**Black activism**  
**Advocacy**  
**#BlackLivesMatter**  
**#TakeAKnee**  
**CROWN Act**  
**Fair Fight**