

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Introduction to African American Studies

Length of Course:	Semester
Elective/Required:	Elective
Schools:	High Schools
Eligibility:	Grade 10-12
Credit Value:	2.5 Credits
Date Approved:	August 23, 2022

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Modifications will be made to accommodate IEP mandates for classified students

INTRODUCTION TO AFRICAN AMERICAN STUDIES 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:

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: At the start of each unit, show students this curriculum guide. Use essential questions at journal entries. Alternatively, students can address one question on a banner as a class to be displayed in the room and contemplated throughout the unit. 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.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 NJSLSA.R.3 RH.11-12.1 RH.11-12.2 NJSLSA.W.6 WHST.11-12.1-A-E	Examine the ways governments and citizens shape “historical memory”. Slavery, which was practiced by Europeans prior to their arrival in the Americas, was important to all of the colonial powers and existed in all of the European North American colonies.(LJ) Slavery shaped the fundamental beliefs of	Define history and consider why history is valuable for us to continue studying and teaching. Recognize the difference between primary and secondary sources. Think critically about the consequences of the exclusion of Black history in U.S. history. Learn about the ways people	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. 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).	Journaling: compare and contrast perspectives. Reflect on personal learning and growth. Wraparound activity to provide “check-in” opportunities for student voice and initial reactions when engaging with new material.

	<p>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 to understand perspectives of cultures that contribute to our diverse society</p>	<p>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>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 SPAR (Spontaneous argumentation) with students regarding a topic from the unit.</p> <p>Opening and closing procedures/activities for class</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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Resources:

[📺 The Atlantic slave trade: What too few textbooks told you - Anthony Hazard](#)
[Origin of AAS--student strike San Francisco State 1968 \(NPR\)](#)
[High schoolers demanding Black history and more Black authors \(Newsela\)](#)
[How do We Talk About Issues that Matter: Fostering Civil Discourse FHO](#)

Instructional Adjustments: 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.

Teaching About Controversial Issues: A Resource Guide (The Choices Program--Brown University)
[Creating Brave Spaces](#) (NJSBF)
[Addressing Dehumanization \(and resources about the “N” word\)](#)
 Diasporas “[Teaching About the African Diasporas](#)”
[The Real Wakandas \(Amistad lessons on African civilizations\)](#)
[Life and Culture in the West African Empires](#) (Newsela text set)
[West Africa to North America: Invasion, Capture, and Resistance \(14th Century-1775\)](#)
[Newsela text set](#)
[The Chronicle of the Discovery and Conquest of Guinea](#) (Zurara) LearningforJustice.org
[NJ Bar-Talking About Race](#)
[Race in America](#) Newsela
[Sociology of Racism](#) (Matthew Clair and Jeffery S. Denis)
[The Cycle of Socialization](#) (Bobbie Harro)
 Climate Theory and Curse Theory (p.12 of *Stamped*)
 (LJ) [LearningforJustice. Teaching Hard History--Key Concepts](#)

VOCABULARY

African American
Historical Memory
“Race theories”:
Climate Theory
Curse Theory
Diaspora
Abolition
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 Questions: 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: At the start of each unit, show students this curriculum guide. Use essential questions at journal entries. Alternatively, students can address one question on a banner as a class to be displayed in the room and contemplated throughout the unit. 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.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 NJSLSA.W.7-10	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 Integrating one's past, present, and future into a cohesive, unified sense of self is a complex task that	Evaluate the introduction of racism in America through primary sources Compare and contrasts various perspectives Develop a working understanding of such key concepts as racism, syncretism, Eurocentrism Use logic and reason to defend a point of view	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 classroom and shared across digital platforms (JPS Weekly).	Journaling: compare and contrast perspectives. Reflect on personal learning and growth. Wraparound activity to provide “check-in” opportunities for student voice and initial reactions when engaging with new material.

	<p>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>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>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 SPAR (Spontaneous argumentation) with students regarding a topic from the unit.</p> <p>Opening and closing procedures/activities for class</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>Resources:</p> <p><u>Wake: The Hidden Story of Women-Led Slave Revolts (Hall and Martinez) Graphic Novel</u> (NPR Interview about the book)</p> <p>Borrow from M&D resources on culture, identity, language, food, etc.</p> <p>Universe of Obligation (FHO)</p> <p>Highlight and connect modern contributions in various fields to African civilizations</p> <p>Food and the African Diasporas (brief explanation)</p>	<p>Instructional Adjustments: 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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[“Dishes of the Diaspora” KQED video series](#)
[Nourish PBS](#) series on food history and the ties that connect us
[Gullah Geechee history and culture](#) (lesson plan with sources)
[Op: Why black culture thrives alongside rampant racism \(Washington Post/Newsela\)](#)
[Black is Beautiful Movement](#) (Unit from Museum of the African Diaspora)
 “We Wear The Mask” by Paul Laurence Dunbar
[What Aspects of Ourselves do We Show Others?](#) FHO
[“The Mask” by Maya Angelou \(Recording of both poems and explanation\)](#)
["The Complexity of Identity: Who Am I?"](#) (Beverly Tatum)
[What is Intersectionality?](#)
[Africanism in American Culture](#) (book suggestion)
[“Ease of Fiction” MoAD art exhibition](#) exploring African art, cultural identity, and personal agency
[Coffee, Rhum, Sugar & Gold: A Postcolonial Paradox \(MOAD Edu guide\)](#)
[A History of Black Stereotypes On Screen](#)
[NJSBF-Breaking Bias](#)
[Lesson: The Impact of Identity | Facing History](#)
 (LJ) [LearningforJustice. Teaching Hard History--Key Concepts](#)

VOCABULARY

Multiple identities
Pan African
Stereotype
Diversity
Implicit bias
Explicit bias
Universe of Obligation
intersectionality

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)? 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: At the start of each unit, show students this curriculum guide. Use essential questions at journal entries. Alternatively, students can address one question on a banner as a class to be displayed in the room and contemplated throughout the unit. 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 6.1.12.HistoryUP.2.c 6.1.12.HistoryCA.2.a 6.1.12.CivicsDP.3.c NJSLSA.R.1-3 RH.11-12.3 RH.11-12.5-7	<p>Protections for slavery were embedded in the founding documents; enslavers dominated the federal government, Supreme Court, and Senate from 1787 through 1860. (LJ)</p> <p>While it is part of human behavior to categorize the</p>	<p>Read primary sources in order to increase understanding of historical perspectives</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>Analyze primary sources and discuss how identity affects historical perspectives</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>Journaling: compare and contrast perspectives. Reflect on personal learning and growth.</p> <p>Wraparound activity to provide “check-in” opportunities for student voice and initial reactions when</p>

<p>NJSLSA.W.9-10 WHST.11-12.10</p>	<p>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>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>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 SPAR (Spontaneous argumentation) with students regarding a topic from the unit.</p> <p>Opening and closing procedures/activities for class</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>Resources:</p> <p>Crash Course Black American History (Clint Smith--YouTube series)</p> <p>1619 Project (Full Issue)</p> <p>Slavery's Enduring Myths and Misconceptions (Amistad Unit 2)</p> <p>Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820) (Newsela text set)</p> <p>How Slavery Became the Building Block of the American Economy (Vox)</p> <p>"Five Faces of Oppression" (Iris Marion Young)</p> <p>Black Subjectivity and the Origins of American Gynecology</p> <p>The Amistad Rebellion: Opinion (and questions) of the United States v. The Amistad</p> <p>"The House that Jeff Built" Political Cartoon (1863) and comprehension questions (LJ) LearningforJustice, Teaching Hard History--Key Concepts</p>	<p>Instructional Adjustments: 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>VOCABULARY:</p> <p>The <i>Amistad</i></p> <p>Nat Turner</p>	

John Brown
Harriet Beecher Stowe
Harriet Tubman
Dred Scott
The Atlantic Slave Trade
Emancipation Proclamation
Fugitive Slave Act
3/4 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: What debates and dilemmas from the Reconstruction era remain unresolved?

Essential Questions:

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: At the start of each unit, show students this curriculum guide. Use essential questions at journal entries. Alternatively, students can address one question on a banner as a class to be displayed in the room and contemplated throughout the unit. 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 NJSLA.W.3 NJSLA.W.8 WHST.11-12.1-A-E WHST.11-12.2-A-E WHST.11-12.4-10	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) 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	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 Recognize that while the Thirteenth Amendment abolished slavery, it did not define what rights and status freedpeople would have in American society	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 points on the meaning of "freedom" Conduct close readings in small groups to compare/contrast points of view from freedpeople and their experiences	Journaling: compare and contrast perspectives. Reflect on personal learning and growth. Wraparound activity to provide "check-in" opportunities for student voice and initial reactions when engaging with new material. Creating individual and group presentations

	<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>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>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 SPAR (Spontaneous argumentation) with students regarding a topic from the unit.</p> <p>Opening and closing procedures/activities for class</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>Resources:</p> <p>The Reconstruction Era and the Fragility of Democracy (FHO Book/PDF)</p> <p>Reconstruction: America After the Civil War (2019 PBS FULL documentary)</p> <p>NYT Opinion: The “Lost Cause” that Built Jim Crow</p> <p>The Hope and Fragility of Democracy in the United States (FHO)</p> <p>W.E.B. Du Bois <i>The Souls of Black Folks</i></p> <p>The Long-Lasting Legacy of the Great Migration</p> <p>The Origin of “Strange Fruit” (Originally “Bitter Fruit”)</p> <p>Harlem Renaissance</p> <p>Historian Says Don't 'Sanitize' How Our Government Created Ghettos NPR</p> <p>(LJ) LearningforJustice. Teaching Hard History--Key Concepts</p>	<p>Instructional Adjustments: 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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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 Supreme 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 does Black culture thrive alongside rampant racism?

Essential Questions:

How do we hold individuals responsible for their actions, while also holding the systems that creas 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: At the start of each unit, show students this curriculum guide. Use essential questions at journal entries. Alternatively, students can address one question on a banner as a class to be displayed in the room and contemplated throughout the unit. 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 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	Examine how values shape public policy. The “New Jim Crow” and how discriminatory politics have been reinvented and perpetuated despite gains of the civil rights movement. The historical, artistic, and political significance of traditionally Black hairstyles.	Consider the ways in which personal style connects students to or reflects culture and how some may be discriminated against or judged negatively based on those choices. Critically analyze the various institutions of power and how they have historically	Values and Public Policy exercise from The Choices Program. 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).	Journaling: compare and contrast perspectives. Reflect on personal learning and growth. Wraparound activity to provide “check-in” opportunities for student voice and initial reactions when

<p>RH.11-12.1-10 NJSLSA.W.1-10 WHST.11-12.4.10</p>	<p>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>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>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 SPAR (Spontaneous argumentation) with students regarding a topic from the unit.</p> <p>Opening and closing procedures/activities for class</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>Resources:</p> <p>Being Seen: Black Artists and Writers (Newsela PDF Guide)</p> <p>Being Heard: Newsela's Black History Month PDF Guide</p> <p>Being Heard: Music from Resistance to Empowerment (Newsela Text Set)</p> <p>Civil Rights Movement ("Eyes on the Prize" video series--free on Kanopy)</p> <p>Black Panther Party (Ten-Point Platform paraphrased in <i>Stamped</i> p.183)</p> <p>Newsela Text Set: Racial and Economic Segregation in Schools and Communities</p> <p>Discriminatory Policies at the Summer Olympics (and related articles)</p> <p>Art, Imagination, and the Quest for Racial Justice (FHO lesson)</p> <p>Gerrymandering: One Person, One Vote? (The Choices text set)</p> <p>Chris Rock's "Good Hair"</p> <p>'The Black Hair Experience'...The Joy Of Black Hair... NPR's Ayesha Rascoe</p> <p>Black Lives Matter, the Killing of George Floyd, and the Long Fight for Racial Justice (The Choices Program--Brown University)</p>	<p>Instructional Adjustments: 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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[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