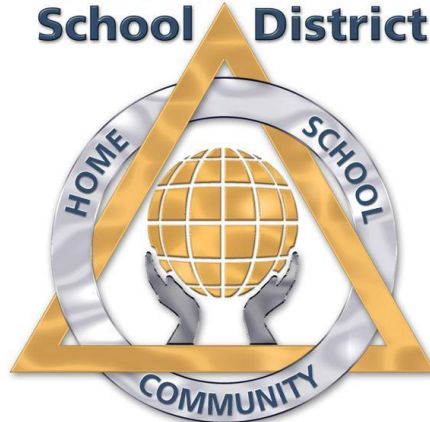


**Social Studies**

**Black History  
Curriculum**

**Francis Howell  
School District**



**LEARNING TOGETHER**

**Board Approved:**

## Course Rationale

Students understand the present more thoroughly when they understand the roots of today's world in light of their knowledge of the past. This Black History course tells the history of Blacks from the beginning Ancient Civilizations of Africa through the present day accomplishments and achievements of Black individuals today. Focusing on significant social, economic, and political movements of the past and their relationship to the world today, this course provides an overview of major ideals, attitudes, values, beliefs, and expectations that characterize Black communities today.

## Course Description

This course will investigate history through Black perspectives and provide students a Black historical consciousness. Content within this course will explore historical, political, societal, economic, and cultural lenses while honoring the dignity and identity of Black individuals and groups. Students will explore Black historical events of the past while making connections with our world today. Content in this course will help students: utilize their critical thinking skills, explore content through inquiry, and allow students to draw their own conclusions based on the sources provided to them. Through the study of this course, students will gain a Black historical consciousness and will become equipped as engaged citizens working toward an equitable democracy.

## Social Studies Curriculum Team

### Curriculum Committee

Anastasia Hercules	FRANCIS HOWELL NORTH	Content Leader	Dr. Sherry Jordan
Mary Kerr-Grant	FRANCIS HOWELL NORTH	Director of Student Learning	Mr. David Brothers
Jennifer Lowrey	FRANCIS HOWELL HIGH	Chief Academic Officer	Dr. Connie Buckman
Jennifer Flores	FRANCIS HOWELL HIGH	Superintendent	Dr. Nathan Hoven
Raymond Page	FRANCIS HOWELL HIGH		

## **Standards**

Standards aligned to this course can be found:

### **Missouri Learning Standards for Social Studies**

<https://dese.mo.gov/sites/default/files/curr-mls-standards-ss-6-12-sboe-2016.pdf>

Learning for Justice Social Justice Standards:

[https://www.tolerance.org/sites/default/files/2017-06/TT\\_Social\\_Justice\\_Standards\\_0.pdf](https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf)

### **National Educational Technology Standards**

<http://www.iste.org/STANDARDS>

## **Units & Standards Overview**

<p><b>Unit 1: (Required)</b>  <b>What is Black History and why study it?</b></p>	<p><b>Unit 2: (Required)</b>  <b>How did the diversity of African Cultures impact the identity and culture of Black people in the United States?</b></p>	<p><b>Unit 3:(Optional)</b>  <b>What laws and economic policies affected Black wealth and how did they overcome these obstacles?</b></p>	<p><b>Unit 4:(Optional)</b>  <b>What historical and Modern Day struggles exist for Black people in working toward equity?</b></p>	<p><b>Unit 5 (Optional)</b>  <b>What is the lasting legacy of Black Cultural Icons in different avenues of society?</b></p>
<p><b>1.CC.D; 1.CC.E, 1.PC.A; AH1.GS.C;</b></p> <p><u>Social Justice Standards</u>            Identity 1,3,4,5            Diversity 6,8,9            Justice 11,13,14            Action 18</p> <p>ISTE Standards:            1b,3d,7a,7b,7c, 7d</p>	<p><b>1.CC.D; 1.CC.E, 1.PC.A;</b>            GV.1.CC.B; WH.2.G.B;            WH3.CC.B; WH5.G.A;            WH4.PC.D; AH6.PC.A;</p> <p><u>Social Justice Standards:</u>            Identity 2,5            Diversity 8,9</p> <p>ISTE Standards:            1a,2c,3a,3b,3c,3d,4b,4d, 6b</p>	<p><b>1.CC.D; 1.CC.E, 1.PC.A;</b>            WH..CC.B; <b>AH5.CC.D;</b>            5.PC.C; 5.PC.E;            AH2.PC.D</p> <p><u>Social Justice Standards:</u>            Diversity 6,8,10            Justice 12,13,14,15</p> <p>ISTE Standards:            1a,2c,3a,3b,3c,3d,6a,6b,6c,6d,7a,7b,7c,7d</p>	<p><b>1.CC.D; 1.CC.E, 1.PC.A;</b>  <b>AH5.CC.D;</b> GV.1.GS.B;            AH.3.GS.A; 5.PC.E;            AH2.PC.D</p> <p><u>Social Justice Standards:</u>            Diversity 8,10            Justice 12,13            Action 16</p> <p>ISTE Standards:            3a,3b,3c,3d,4a,4b,4c,4, 7a,7b,7d</p>	<p><b>1.CC.D; 1.CC.E, 1.PC.A;</b>  <b>AH.5.CC.D;</b>            WH.4.PC.D; AH.6.PC.A;            AH3.PC.B</p> <p><u>Social Justice Standards:</u>            Identity 2,5            Diversity 6,8            Justice 11,15</p> <p>ISTE Standards:            3a,3b,3c,3d,4a,4b,4c,4, 7a,7b,7d</p>
<p>PE Assessment:</p>	<p>PE Assessment:</p>	<p>PE Assessment:</p>	<p>PE Assessment:</p>	<p>PE Assessment:</p>
<p>1.CC.D</p>	<p>1.CC.D 1.CC.E</p>	<p>1.CC.D 1.CC.E</p>	<p>1.CC.D 1.CC.E</p>	<p>1.CC.D 1.CC.E</p>

<p>1.CC.E 1.PC.A</p> <p>ISTE Standards: 1a,2c,3a,3b,3c,3d,6a,6b ,6c,6d,7a,7b,7c,7d</p>	<p>1.PC.A GV.1.CC.B WH.2.G.B. WH.5.G.A:L WH4.PCA</p> <p>ISTE Standards: 1a,2c,3a,3b,3c,3d,6a,6b, 6c,6d,7a,7b,7c,7d</p>	<p>WH3.CC.B AH.5.CC.D 1.PC.A 5.PC.A: AH2.PC.</p> <p>ISTE Standards: 1a,2c,3a,3b,3c,3d,6a,6 b,6c,6d,7a,7b,7c,7d</p>	<p>AH5.CC.D GV.1.GS.B AH.3.GS.A</p> <p>ISTE Standards: 1a,2c,3a,3b,3c,3d,6a,6b ,6c,6d,7a,7b,7c,7d</p>	<p>1.PC.A AH5..CC.D WH4.PC.D AH6.PC.A</p> <p>ISTE Standards: 1a,2c,3a,3b,3c,3d,6a,6b ,6c,6d,7a,7b,7c,7d</p>
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<p><b>Unit 6: (Optional)</b> <b>How have Black Americans persevered and/or become change agents?</b></p>	<p><b>Unit 7: (Optional)</b> <b>How have Black youth been change agents and leaders in society?</b></p>	<p><b>Unit 8: (Optional)</b> <b>How has Black History impacted our local history?</b></p>
<p><b>1.CC.D; 1.CC.E, 1.PC.A;</b> <b>AH.5.CC.D;</b> GV.1.GS.A; AH1.GS.C; GV.1.GS.B; AH3.GS.A; AH5.EC.C; AH1.PC.B; WH4.PC.D; Ah3.PC.B; Justice 13</p> <p>ISTE Standards: 1a,2c,3a,3b,3c,3d,6a,6b ,6c,6d,7a,7b,7c,7d</p>	<p><b>1.CC.D; 1.CC.E, 1.PC.A;</b> <b>AH5.CC.D;</b> GV.1.GSA; AH1.GSC; GV.1.GS.B; Ah3.GS.A; AH5.EC.C 1.PC.B; AH4.PC.D; AH3.PC.B; 5.PC.C; 5.PC/E; AH5.PCC; AH5.PC.E Justice 13</p> <p>ISTE Standards: 1a,2c,3a,3b,3c,3d,6a,6b ,6c,6d,7a,7b,7c,7d</p>	<p><b>1.CC.D; 1.CC.E, 1.PC.A;</b> <b>AH5.CC.D;</b> GV.1.GS.A AH1.GS.C; GV.1.GS.B; AH3.CS.A AH5.ECC.C; AH1.PC.B; WH4.PC.D; AH3.PC.B; 5.PC.C; 5.PC.E; AH3.PC.B Justice 13</p> <p>ISTE Standards: 1a,2c,3a,3b,3c,3d,6a,6b ,6c,6d,7a,7b,7c,7d</p>

PE Assessment:	PE Assessment:	PE Assessment:
1.CC.D 1.CC.E 1.PC.A AH.5.P{C.D GV.1.GS.A GV.1.GS.B; AH.3.EC.C  ISTE Standards: 1a,2c,3a,3b,3c,3d,6a,6b ,6c,6d,7a,7b,7c,7d	1.CC.D 1.CC.E 1.PC.A AH5.CC.D AH1.GS.C  ISTE Standards: 1a,2c,3a,3b,3c,3d,6a,6b ,6c,6d,7a,7b,7c,7d	1.CC.D 1.CC.E AH.5.CC.D GV.1.G.S. A 5.EC.C; AH5.EC.C  ISTE Standards: 1a,2c,3a,3b,3c,3d,6a,6b ,6c,6d,7a,7b,7c,7d

### Course Map

	Unit Description	Performance Event Summary	PE Standards
<b>Unit: 1 (REQUIRED)</b>	<p><b>What is Black History and why study it?</b></p> <p>In Unit One, the students will learn strategies for preparing for and engaging in Collaborative Discussions on difficult topics. Students will also learn the rationale for studying Black History along with shared definitions on many technical terms that will be utilized throughout the course. This unit will help all students gain a shared sense of community, and understanding around the rationale for studying Black History.</p> <p>2 Weeks</p>	<p>In each of the units in the Black History Course students will craft a response that is well thought out and provides a student's own conclusions and takeaways around the Compelling Question after much research, exploration, and discussion. Students will select the appropriate medium for their desired audience and purpose and will vary their choice within each unit taught within the course.</p>	1.CC.D 1.CC.E 1.PC.A  ISTE Standards: 1b,3d,7a,7b,7c, 7d

<p><b>Unit: 2 (REQUIRED)</b></p>	<p><b>How did the Diversity of African cultures impact the Identity and Culture of Black people in the United States?</b></p> <p>In this unit, students will research and analyze the origins and culture of the first African groups as well as their impact on future civilizations. Students will learn how these African cultures impacted Black Identity globally.</p> <p>4 Weeks</p>	<p>In each of the units in the Black History Course students will craft a response that is well thought out and provides a student’s own conclusions and takeaways around the Compelling Question after much research, exploration, and discussion. Students will select the appropriate medium for their desired audience and purpose and will vary their choice within each unit taught within the course.</p>	<p>1.CC.D 1.CC.E 1.PC.A GV.1.CC.B WH.2.G.B. WH.5.G.A:L WH4.PCA</p> <p>ISTE Standards: 1a,2c,3a,3b,3c,3d, 4b,4d,6b</p>
<p><b>Unit: 3 (Optional)</b></p>	<p><b>What laws and economic policies affected Black wealth and how did they overcome these obstacles?</b></p> <p>In this unit students will explore, research, and synthesize how economic policies and practices have negatively impacted Black communities. Within this unit, students will research how policies have impacted Black communities and the many strategies that Black communities have utilized in succeeding, resisting, and overcoming these obstacles.</p> <p>4 Weeks</p>	<p>In each of the units in the Black History Course students will craft a response that is well thought out and provides a student’s own conclusions and takeaways around the Compelling Question after much research, exploration, and discussion. Students will select the appropriate medium for their desired audience and purpose and will vary their choice within each unit taught within the course.</p>	<p>1.CC.D 1.CC.E WH3.CC.B AH.5.CC.D 1.PC.A 5.PC.A: AH2.PC</p> <p>ISTE Standards: 1a,2c,3a,3b,3c,3d, 6a,6b,6c,6d,7a,7b, 7c,7d</p>
<p><b>Unit: 4 (Optional)</b></p>	<p><b>What historical and modern-day struggles exist for Black people in working toward equity?</b></p> <p>In this unit, students will analyze the practices</p>	<p>In each of the units in the Black History Course students will craft a response that is well thought out and provides a student’s own conclusions and takeaways around the Compelling Question after much research, exploration, and</p>	<p>1.CC.D 1.CC.E AH5.CC.D GV.1.GS.B AH.3.GS.A</p>

	<p>and institutions in our society that inhibit the social, intellectual, economic, and political growth of Black communities. Students will analyze various methods and means that Black communities have resisted and been resilient in working toward equity.</p> <p>4 Weeks</p>	<p>discussion. Students will select the appropriate medium for their desired audience and purpose and will vary their choice within each unit taught within the course.</p>	<p>ISTE Standards: 3a,3b,3c,3d,4a,4b, 4c,4d,7a,7b,7d</p>
<p><b>Unit: 5 (Optional)</b></p>	<p><b>What is the lasting legacy of Black Cultural Icons in different avenues of society?</b></p> <p>In this unit, students will analyze the accomplishments and achievements of Black individuals to determine the impact within a variety of societal areas. Students will pick a societal area of interest (Healthcare, law, entertainment, sports, literature, science, etc.) and explore the accomplishments of Black people over the course of history as well as in the present including local Black individuals as icons within society.</p> <p>4 Weeks</p>	<p>In each of the units in the Black History Course students will craft a response that is well thought out and provides a student's own conclusions and takeaways around the Compelling Question after much research, exploration, and discussion. Students will select the appropriate medium for their desired audience and purpose and will vary their choice within each unit taught within the course.</p>	<p>1.CC.D 1.CC.E 1.PC.A AH5..CC.D WH4.PC.D AH6.PC.A</p> <p>ISTE Standards: 3a,3b,3c,3d,4a,4b, 4c,4d,7a,7b,7d</p>
<p><b>Unit: 6 (Optional)</b></p>	<p><b>How have Black Americans persevered and/or become change agents?</b></p> <p>In this unit, students will analyze the ways that Black individuals and/or communities participate in different forms of direct and indirect resistance. (Movement)</p> <p>4 Weeks</p>	<p>In each of the units in the Black History Course students will craft a response that is well thought out and provides a student's own conclusions and takeaways around the Compelling Question after much research, exploration, and discussion. Students will select the appropriate medium for their desired audience and purpose and will vary their</p>	<p>1.CC.D 1.CC.E 1.PC.A AH.5.P{C.D GV.1.GS.A GV.1.GS.B; AH.3.EC.C</p> <p>ISTE Standards:</p>



		choice within each unit taught within the course.	3a,3b,3c,3d,4a,4b,4c,4d,7a,7b,7d
<b>Unit: 7 (Optional)</b>	<p><b>How have Black youth been change agents and leaders in society?</b></p> <p>In this unit, students will synthesize information from multiple sources to analyze the ways in which young people have been instrumental in change and their impact on societal changes within local, state, and larger contexts.</p> <p>4 Weeks</p>	In each of the units in the Black History Course students will craft a response that is well thought out and provides a student’s own conclusions and takeaways around the Compelling Question after much research, exploration, and discussion. Students will select the appropriate medium for their desired audience and purpose and will vary their choice within each unit taught within the course.	<p>1.CC.D 1.CC.E 1.PC.A AH5.CC.D AH1.GS.C</p> <p>ISTE Standards: 3a,3b,3c,3d,4a,4b,4c,4d,7a,7b,7d</p>
<b>Unit: 8: (Optional)</b>	<p><b>Why is Black History impacted our local history?</b></p> <p>In this unit, students will understand the Black community’s impact on both local and larger national events. Students will research and analyze some of the local history including St. Louis and Missouri History with regards to Black History.</p> <p>4 Weeks</p>	In each of the units in the Black History Course students will craft a response that is well thought out and provides a student’s own conclusions and takeaways around the Compelling Question after much research, exploration, and discussion. Students will select the appropriate medium for their desired audience and purpose and will vary their choice within each unit taught within the course.	<p>1.CC.D 1.CC.E AH.5.CC.D GV.1.G.S. A 5.EC.C; AH5.EC.C</p> <p>ISTE Standards: 3a,3b,3c,3d,4a,4b,4c,4d,7a,7b,7d</p>
<b>Final Exams:</b>	<a href="#">Link to Sem 1 Final Exam Blueprint:</a>		

Unit 1: What is Black History and why study it?

<b>Content Area: Subject</b>	<b>Course: Black History</b>	<b>UNIT: One</b>
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<b>Unit Description:</b> In Unit One, the students will learn strategies for preparing for and engaging in Collaborative Discussions on difficult topics. Students will also learn the rationale for studying Black History along with shared definitions on many technical terms that will be utilized throughout the course. This unit will help all students gain a shared sense of community, and understanding around the rationale for studying Black History.	<b>Unit Timeline:</b> 4 Weeks
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**DESIRED Results**

**Transfer Goal** - Students will be able to independently use their learning to..... understand diverse perspectives and expand their understanding of history from a Black historical lens as well as from other identity lenses.

**Understandings** – Students will understand that... (Big Ideas)

1. it is important to plan, prepare, engage, and reflect on important topics through Collaborative Discussions
2. through engaging discussions of topics with others one's understanding and thinking changes and shifts
3. the study of Black History is essential to fully understand the history of the United States.
4. history is told from multiple perspectives and views based on one's own experiences.
5. historical thinking is essential to critical thinking.

**Essential Questions: Students will keep considering...**

- How do I engage in Collegial Discussions with peers?
- How do conversations with others help me better understand myself and others?
- What technical terminology is essential to help me engage in the study of Black History?
- What is the geography of Africa?
- What does it mean to be Black?
- How has Black History shaped America?

Students will know	Students Will Understand	Students will be able to...	Standard
<ul style="list-style-type: none"> <li>• Define Compelling Questions</li> <li>• Credible Sources</li> <li>• How to corroborate sources</li> </ul>	<ul style="list-style-type: none"> <li>• how a historian thinks and reasons through utilization of sources to analyze history.</li> </ul>	<p><b>Using an inquiry lens, develop compelling questions about history, determine helpful resources and consider multiple points of views represented in the resources.</b></p> <ul style="list-style-type: none"> <li>• describe, select, and evaluate relevant evidence about the past from diverse sources and draw conclusions.</li> </ul>	<p><b>1.CC.D</b></p>
<ul style="list-style-type: none"> <li>• Cause and Effect/Consequence</li> <li>• Resistance and Agency</li> </ul>	<ul style="list-style-type: none"> <li>• that history has short term and long term effects</li> <li>• that history is multi-causal</li> <li>• Individual vs. group response</li> </ul>	<p><b>Analyze the causes and consequences of a specific problem in the history as well as the challenges and opportunities faced by those trying to address the problem.</b></p>	<p><b>1.CC.E</b></p>

<ul style="list-style-type: none"> <li>● Context</li> <li>● Bias</li> <li>● Intended audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Historical empathy</li> </ul>	<p><b>Using a historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.</b></p>	<p><b>1.PC.A</b></p>
<ul style="list-style-type: none"> <li>● Government Response or lack thereof</li> <li>● Cause and Effect</li> </ul>	<ul style="list-style-type: none"> <li>● When institutions fail to meet the needs - individuals and groups will push back and respond.</li> </ul>	<p>Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.</p>	<p>AH 1.GS.C</p>
<ul style="list-style-type: none"> <li>● Identities of students</li> <li>● Positive Social Identities</li> </ul>	<ul style="list-style-type: none"> <li>● how their unique identities are to be honored and respected within society.</li> </ul>	<p>Students will develop positive social identities based on their membership in multiple groups in society</p>	<p>Identity 1</p>
	<ul style="list-style-type: none"> <li>● how the makeup of everyone's unique identity is what makes each and every human being intertwined.</li> </ul>	<p>Students will recognize that people's multiple identities interact and create unique and complex individuals.</p>	<p>Identity 3</p>
	<ul style="list-style-type: none"> <li>● how proud they should be of themselves and who they are while still honoring the dignity of those that are different from them.</li> </ul>	<p>Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people</p>	<p>Identity 4</p>
	<ul style="list-style-type: none"> <li>● how their dominant culture and experiences influence their identity.</li> </ul>	<p>Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.</p>	<p>Identity 5</p>
	<ul style="list-style-type: none"> <li>● how to engage with others</li> </ul>	<p>Students will express comfort with</p>	<p>Diversity 6</p>

	and discuss topics seeking to understand each other's perspectives while respecting each other's differences.	people who are both similar to and different from them and engage respectfully with all people.	
	<ul style="list-style-type: none"> <li>History is told from many different perspectives and lenses and these can be explored with an open mind.</li> </ul>	Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.	Diversity 8
	<ul style="list-style-type: none"> <li>that we must engage in conversation around topics, research ideas, and build empathy with one another when exploring controversial topics.</li> </ul>	Students will respond to diversity by building empathy, respect, understanding and connection.	Diversity 9
	<ul style="list-style-type: none"> <li>the many misconceptions and myths associated with stereotypes along with the negative impacts they have on others.</li> </ul>	Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.	Justice 11
<ul style="list-style-type: none"> <li>types of bias</li> </ul>	<ul style="list-style-type: none"> <li>how bias has negatively impacted our history and our world today.</li> </ul>	Students will analyze the harmful impact of bias and injustice on the world, historically and today.	Justice 13
<ul style="list-style-type: none"> <li>power and privilege</li> <li>dynamics of power and privilege</li> </ul>	<ul style="list-style-type: none"> <li>how power and privilege dynamics affect individuals and groups.</li> </ul>	Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.	Justice 14
	<ul style="list-style-type: none"> <li>the importance of speaking up and standing up for others</li> </ul>	Students will speak up with courage and respect when they or	Action 18

	when they experience disrespect and bias in society.	someone else has been hurt or wronged by bias	
		Students build networks and customize their learning experiences in ways that support the learning process.	ISTE 1b
		Students build knowledge by actively exploring real world issues and problems, developing ideas and theories and pursuing answers and solutions.	ISTE 3d
		Students communicate clearly and express themselves creatively for a variety of purposes using the platform, tools, styles, formats, and digital media appropriate to their goals.	ISTE 6
		Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	ISTE 7 (a-d)

## Unit 1: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>  1,2,3,4,5	<u>Standard</u> <u>s</u>  1.CC.D 1.CC.E 1.PC.A  ISTE Standard s: 1b,3d,6a, 6c, 6d, 7a, 7b,7c, 7d	<u>Unit Performance Assessment:</u>  <b>Description of Assessment Performance Task(s):</b> How will students demonstrate their understanding through complex performance?  In each of the units in the Black History Course students will craft a response that is well thought out and provides a student's own conclusions and takeaways around the Compelling Question after much research, exploration, and discussion. Students will select the appropriate medium for their desired audience and purpose and will vary their choice within each unit taught within the course.  Teacher Directions and Scoring Guide	<u>R/R Quadrant</u>  <b>21 Century</b>  C  4C- critical thinking collaboration communication creativity
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### Unit 1: Sample Activities

## SAMPLE LEARNING PLAN

<u>Underst</u> <u>anding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional</u> <u>Strategy</u> <u>Category:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
1, 2	1.CC.E 1.PC.A  ISTE Standards: 1b,3d,7a,7d	1. Activity: Freewrite on Image (Football player kneeling during National Anthem) and discuss. Class Values Established - What do we value the most in this class?  Objective: Students will establish a classroom that values everyone and is open to all students' voices and ideas through establishing classroom values.	Cooperative Learning  Setting Objectives and Providing Feedback	A  Collaboration, Communication

		These values will be posted in the classroom and utilized to ensure that students are allowed to have a safe and a brave space to be open and honest during discussions and activities.		
1,2	1.CC.E 1.PC.A AH.1.GS.C  ISTE Standards: 7a, 7c	2. Activity: Technical Terms necessary for study of Black History Students will work in groups and discuss the Technical Terms for this course and what definitions students come up with for each term. Students will look at each term and the quote written on each card for the term and then discuss a definition for each term. Share out as a Class and discuss the definitions for each technical term to build a foundational understanding of terms for all students.  Objective: Students will establish a foundational understanding and definition for the technical terms to be used in the study of Black History.  <a href="#">Technical Terms and Quotes Document</a>	Cues, Questions, and Advance Organizers  Cooperative Learning  Generating and Testing Hypotheses	A Collaboration Communication Critical Thinking Creativity
	1.CC.E 1.PC.A  ISTE Standards: 7b, 7c	3. Compare and Contrast Activity: <a href="#">What is Black History Article</a> and <a href="#">Teaching Black History in Culturally Responsive Ways Article</a> as well as <a href="#">Article #3</a> Read and Respond Objective: Students will understand why Black History is important to study. Students will read the articles and Compare and Contrast the messages between the different authors' perspectives on Black History. Students can read independently, in partnerships, or jigsaw the different articles and then share out in mixed groups about their takeaways from the articles and the authors' messaging.  Response: Have students read the articles and then respond to it in their journals. What does it make them think about? What do they notice? What is important to remember? - Partner up and Discuss and then Group Discuss	Summarizing and Notetaking  Cooperative Learning	B Critical Thinking Collaboration



Unit 1: Resources

**UNIT RESOURCES**

**Teacher Resources:**

This may include:

- Civil Discourse Presentation
- How to have better Political Conversations - TED Talk
- The Lost Art of Democratic Debate - TED Talk
- TED Talk Response Sheet
- Why is It Important for People who disagree to have conversations - Article
- Topic Flood for Discussions (Options)
- The Dangers of Whitewashing Black History - TED Talk

**Student Resources:**

This may include:

- Black History Textbook

How Unit 2: How did the Diversity of African cultures impact the Identity and Culture of Black people in the United States?

<b>Content Area: Social Studies</b>	<b>Course: Black History</b>	<b>UNIT: Two</b>
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<b>Unit Description:</b> In this unit, students will research and analyze the origins and culture of the first African groups as well as their impact on future civilizations. Students will learn how these African cultures impacted Black Identity globally.	<b>Unit Timeline:</b> 4 Weeks
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**DESIRED Results**

**Transfer Goal - Students will be able to independently use their learning to.....**  
understand diverse perspectives and expand their understanding of history from a Black historical lens as well as from other identity lenses.

**Understandings – Students will understand that... (Big Ideas)**

1. Societal structures of different groups in Africa allowed for high levels of ingenuity, productivity, intellect, innovation and creativity.
2. Significant contributions to humanity and civilization originated in ancient Africa.
3. African kingdoms had various cultural and structural religious traditions.
4. African origins and cultures impacted the global Black identities.
5. Western intervention and perspectives in Africa has limited the understanding of African diaspora history.

**Essential Questions: Students will keep considering...**

- How did geography and culture influence the development of the Ancient African Kingdoms?
- What impact did colonization have on the different nations of Africa?
- How is Blackness global?
- How did African Civilizations develop new technologies to adapt to their environment?

- Describe the cultural structures of the different tribal African communities?
- What role did religion play in African Culture?
- How did trade lead to West African wealth and success?
- How was culture thriving in Africa before the slave trade?
- How have Black communities today maintained cultural practices?

Students will know	Students Will Understand	Students will be able to...	Standard
<ul style="list-style-type: none"> <li>● Define Compelling Questions</li> <li>● Credible Sources</li> <li>● How to corroborate sources</li> </ul>	<ul style="list-style-type: none"> <li>● How a historian thinks and reasons through utilization of sources to analyze history.</li> </ul>	<p><b>Using an inquiry lens, develop compelling questions about history, determine helpful resources and consider multiple points of views represented in the resources.</b></p> <ul style="list-style-type: none"> <li>● describe, select and evaluate relevant evidence about the past from diverse sources and draw conclusions.</li> </ul>	<p><b>1.CC.D</b></p>
<ul style="list-style-type: none"> <li>● Cause and Effect/Consequence</li> <li>● Resistance and Agency</li> </ul>	<ul style="list-style-type: none"> <li>● That history has short term and long term effects</li> <li>● That history is multi-causal</li> <li>● Individual vs. group response</li> </ul>	<p><b>Analyze the causes and consequences of a specific problem in the history as well as the challenges and opportunities faced by those trying to address the problem.</b></p>	<p><b>1.CC.E</b></p>
<ul style="list-style-type: none"> <li>● Historical empathy</li> </ul>	<ul style="list-style-type: none"> <li>● That events are perceived</li> </ul>	<p>Explain connections between</p>	<p>GV.1.CC.B</p>

<ul style="list-style-type: none"> <li>Contextualization</li> </ul>	<p>and understood differently by different people.</p>	<p>historical context and peoples' perspectives at the time.</p>	
<ul style="list-style-type: none"> <li>Culture</li> <li>Geography</li> <li>Compare/Contrast</li> </ul>	<ul style="list-style-type: none"> <li>That geography impacts culture and the creation of societies in different areas of the world.</li> </ul>	<p>Compare and contrast geographic regions by examining the cultural characteristics of European, African, Asian and American societies.</p>	<p>WH 2.G.B</p>
<ul style="list-style-type: none"> <li>Expansion</li> <li>Exploration</li> <li>Causes and Consequences</li> <li>Cultural differences</li> <li>Technology</li> </ul>	<ul style="list-style-type: none"> <li>How different African groups interacted with Europeans during the time of Exploration and Expansion.</li> <li>How this interaction impacted African groups.</li> </ul>	<p>Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas.</p>	<p>WH 3.CC.B</p>
<ul style="list-style-type: none"> <li>Physical Maps</li> <li>Movement</li> <li>Migration</li> <li>Immigration</li> <li>Trade</li> <li>Transportation</li> <li>Location</li> <li>Climate</li> </ul>	<ul style="list-style-type: none"> <li>How the physical characteristics of Africa allowed the enslavement of specific African groups.</li> </ul>	<p>Analyze physical geography to explain the availability and movement of resources</p>	<p>WH. 5.G.A.</p>
<ul style="list-style-type: none"> <li>Context</li> <li>Bias</li> <li>Intended audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Historical empathy</li> </ul>	<p><b>Using a historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.</b></p>	<p><b>1.PC.A</b></p>
<ul style="list-style-type: none"> <li>Historical Definition of Race</li> <li>Enslavement</li> <li>Caste</li> <li>Types of Revolutions</li> </ul>	<ul style="list-style-type: none"> <li>How revolutions impacted African culture in the Old and New World.</li> <li>How revolutions created a</li> </ul>	<p>Analyze political, social, cultural, artistic, and economic revolutions to determine how they impacted</p>	<p>WH.4.PC.D</p>

	new identity for people of African descent.	the concepts of class, race, tribe, slavery, and caste affiliation	
<ul style="list-style-type: none"> <li>● Cause and Effect</li> <li>● Diversity</li> </ul>	<ul style="list-style-type: none"> <li>● Contributions of diverse African groups</li> <li>● The diversity of Africa.</li> </ul>	Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society	AH.6.PC.A
	<ul style="list-style-type: none"> <li>● That the original African groups and societies were very successful and influential in the development of culture and civilization in the U.S. today.</li> </ul>	Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups	Identity 2
	<ul style="list-style-type: none"> <li>● The impact of their family, culture, language and experiences on the development of their unique identities.</li> </ul>	Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.	Identity 5
	<ul style="list-style-type: none"> <li>● How the origins of African groups and civilizations impacted the future of civilizations in the U.S.</li> </ul>	Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way	Diversity 8
	<ul style="list-style-type: none"> <li>● Students will respond to diversity by building empathy, respect, understanding and connection through studying African Origins.</li> </ul>	Students will respond to diversity by building empathy, respect, understanding and connection	Diversity 9
		Students articulate and set	ISTE:

		personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	1a
		Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	ISTE: 2c
		Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.	ISTE: 3 (a-d)
		Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, and imaginative solutions.	ISTE: 4 (b and d)
		Students communicate clearly and express themselves creatively for a variety of purposes using the platform, tools, styles, formats, and digital media appropriate to their goals.	ISTE 6

## Unit 2: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>  1,2,3,4,5	<u>Standards</u>  1.CC.D 1.CC.E 1.PC.A GV.1.CC.B WH.2.G.B. WH.5.G.A WH.4.PC.D  ISTE Standards: 1a,2c,3a,3b, 3c,3d,4b,4d, 6a, 6b, 6c, 6d	<u>Unit Performance Assessment:</u> <b>Description of Assessment Performance Task(s):</b> How will students demonstrate their understanding through complex performance?  In each of the units in the Black History Course students will craft a response that is well thought out and provides a student’s own conclusions and takeaways around the Compelling Question after much research, exploration, and discussion. Students will select the appropriate medium for their desired audience and purpose and will vary their choice within each unit taught within the course. Teacher Directions and Scoring Guide	<u>R/R Quadrant</u> <u>21 Century</u>  C  4C- critical thinking collaboration communication creativity
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## Unit 2: Sample Activities

### SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1,2,3	ISTE Standards: 3a,3b,3c,3d 1.CC.E	1. Activity: <ul style="list-style-type: none"> <li>● <a href="#">Mansa Musa</a> Lesson and Exploration <ul style="list-style-type: none"> <li>○ <a href="#">Student Materials</a></li> <li>○ <a href="#">Teacher Materials</a></li> </ul> </li> </ul>	Summarizing and Notetaking	C  21C communication,

	GV.1.CC.B 1.CC.D <b>1.PC.A</b> WH.4.PC.D AH.6.PC.A	<ul style="list-style-type: none"> <li>○ <a href="#">Slides</a></li> <li>● Objective: Students will analyze the contributions of Mansa Musa and the greatness of the Kingdom of Mali.</li> </ul>	Cues, Questions, and Advance Organizers	collaboration, critical thinking,
1,2, 3	ISTE Standards: 2c,3,4,6 WH 2.G.B WH 3.CC.B <b>1.PC.A</b> WH.4.PC.D AH.6.PC.A	2. Activity: Africa's Great Civilizations <ul style="list-style-type: none"> <li>● <a href="#">Teacher Directions:</a></li> <li>● Objective: Students will know the accomplishments and significance of Ancient African Kingdoms. Students will understand how those ancient African Kingdoms accomplishments impacted the culture and traditions of our country today. Students will be able to create a poster or exhibit celebrating one African Kingdom.</li> </ul>	Summarizing and Notetaking  Identifying Similarities and Differences	B
4,5	ISTE Standards: 1a,2c,3,7 WH 3.CC.B WH. 5.G.A <b>1.PC.A</b> WH.4.PC.D AH.6.PC.A	4. Diaspora Exploration <ul style="list-style-type: none"> <li>● <a href="#">Teacher Directions</a></li> <li>● Objective: Students will know and understand how the African Diaspora occurred and why it was significant to the establishment of Black communities throughout the world. Students will understand the intended and unintended consequences of the African Diaspora.</li> </ul>	Summarizing and Notetaking  Identifying similarities and differences	C

Unit 2: Resources

**UNIT RESOURCES**

**Teacher Resources:**

This may include:

- [Black History in 2 Minutes YouTube Channel](#)
- [Home Team History YouTube Channel](#)
- Chapters 1 and 2 of Textbook



- Chapter 11 of Textbook

**Student Resources:**

This may include:

- Black History Textbook

Unit 3: What laws and economic policies affected Black wealth and how did they overcome these obstacles?

<b>Content Area: Social Studies</b>	<b>Course: Black History</b>	<b>UNIT: Three</b>
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<b>Unit Description:</b> In this unit students will explore, research, and synthesize how economic policies and practices have negatively impacted Black communities. Within this unit, students will research how policies have impacted Black communities and the many strategies that Black communities have utilized in succeeding, resisting, and overcoming these obstacles.	<b>Unit Timeline:</b> 4 Weeks
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**DESIRED Results**

**Transfer Goal - Students will be able to independently use their learning to.....**

understand diverse perspectives and expand their understanding of history from a Black historical lens as well as from other identity lenses.

**Understandings – Students will understand that... (Big Ideas)**

1. enacted laws impact groups of people differently. (Inequalities and Law)
2. generational wealth is impacted by economic policies over time.
3. Black migrations were influenced by economics (positive and negative).
4. Black businesses and Black people experienced economic achievement.
5. society's reactions to Black Economic Success.

**Essential Questions: Students will keep considering...**

- How did the businessmen of the 1840's and 1850's attempt to separate business from moral responsibility?
- What is the racial wealth gap; how did it come to be and what can be done to close it?
- How do laws influence policies?
- What role did economics play in the decision to use convict labor during the Industrial Revolution?

- What groups have attempted to address the racial wealth gap?
- How did white flight affect black communities in urban centers?
- How has the racial wealth gap impacted Black communities?
- What parallels exist between past and present economic and social inequities?
- Was Black Capitalism successful?
- How is the understanding and experience of delayed gratification for different for different socio economic levels and races and how has this idea contributed to stereotypes and bias
- How have Global Economies influenced Black communities?

Students will know	Students Will Understand	Students will be able to...	Standard
<ul style="list-style-type: none"> <li>• Define Compelling Questions</li> <li>• Credible Sources</li> <li>• How to corroborate sources</li> </ul>	<ul style="list-style-type: none"> <li>• How a historian thinks and reasons through utilization of sources to analyze history.</li> </ul>	<p><b>Using an inquiry lens, develop compelling questions about history, determine helpful resources and consider multiple points of views represented in the resources.</b></p> <ul style="list-style-type: none"> <li>• describe, select and evaluate relevant evidence about the past from diverse sources and draw conclusions.</li> </ul>	<p><b>1.CC.D</b></p>
<ul style="list-style-type: none"> <li>• Cause and Effect/Consequence</li> <li>• Resistance and Agency</li> </ul>	<ul style="list-style-type: none"> <li>• That history has short term and long term effects</li> <li>• That history is multi-causal</li> <li>• Individual vs. group response</li> </ul>	<p><b>Analyze the causes and consequences of a specific problem in the history as well as the challenges and opportunities faced by those trying to address the problem.</b></p>	<p><b>1.CC.E</b></p>

<ul style="list-style-type: none"> <li>● Technology that increased European Trade and Conquest</li> <li>● Specific areas of Africa impacted</li> <li>● Columbian Exchange/Triangular Exchange</li> <li>● Atlantic Slave Trade</li> </ul>	<ul style="list-style-type: none"> <li>● That technology gave Europe an advantage to fuel their economic expansion in the New World.</li> <li>● The depopulation of Africa.</li> <li>● The disruption of African cultures and families.</li> </ul>	Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas.	WH.3.CC.B
<ul style="list-style-type: none"> <li>● Black Resistance</li> <li>● Black Agency</li> <li>● Rebellions before the Abolition Movement.</li> <li>● Abolition Movement</li> <li>● Harlem Renaissance</li> <li>● The Great Migration</li> <li>● Civil Rights Movement</li> </ul>	<ul style="list-style-type: none"> <li>● That Black Americans never stopped resisting the oppression pressed upon them.</li> <li>● The Black Americans were agents toward increasing the movement for equal rights.</li> </ul>	<b>Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities</b>	<b>AH.5.CC.D</b>
<ul style="list-style-type: none"> <li>● Context</li> <li>● Bias</li> <li>● Intended audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Historical empathy</li> </ul>	<b>Using a historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.</b>	<b>1.PC.A</b>
<ul style="list-style-type: none"> <li>● Black Lives Matter</li> <li>● Black Panthers</li> <li>● Civil Rights Movement</li> <li>● Harlem Renaissance</li> <li>● Exodusters</li> <li>● De Facto Racism</li> </ul>	<ul style="list-style-type: none"> <li>● Black Americans have continuously strived to acknowledge their own cultures and traditions and gain the right to express their pride as well as their concerns.</li> </ul>	Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals	5.PC.C
<ul style="list-style-type: none"> <li>● Citizen Responsibilities</li> <li>● Responsibilities of the branches of government in</li> </ul>	<ul style="list-style-type: none"> <li>● That the individual and/or the group can achieve change.</li> <li>● The government legislates,</li> </ul>	. Distinguish the powers and responsibilities of citizens and	5.PC.E

<p>addressing civil liberties.</p> <ul style="list-style-type: none"> <li>● Power of the individual vs. group.</li> </ul>	<p>declares the constitutionality of the laws, and executes the change.</p>	<p>institutions to address and solve United States' problems</p>	
<ul style="list-style-type: none"> <li>● Industrial Revolution</li> <li>● The Great Migration</li> <li>● The 1950's Industrialization</li> <li>● World War II</li> <li>● Race Riots</li> </ul>	<ul style="list-style-type: none"> <li>● That Black Americans as they fought for economic gains experienced cultural shifts, segregation/desegregation, difference in pay and jobs available.</li> </ul>	<p>Explain the varying impact of industrialization on culture, work, education, and other social institutions.</p>	AH.2.PC.D
		<p>Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.</p>	Diversity 6
		<p>Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p>	Diversity 8
		<p>Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.</p>	Diversity 10
		<p>Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p>	Justice 12
		<p>Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p>	Justice 13

		Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics	Justice 14
		Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world	Justice 15
		Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	ISTE: 1a
		Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	ISTE: 2c
		Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.	ISTE: 3 (a-d)
		Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their	ISTE: 6 (a-d)

		goals.	
		Students use digital tools to broaden their perspective and enrich their learning by collaborating with others and working effectively in teams locally and globally.	ISTE: 7 (a-d)

### Unit 3: Assessment

**EVIDENCE of LEARNING**

<u>Understanding</u>  1,2,3,4,5	<u>Standards</u>  1.CC.D 1.CC.E WH3.CC.B AH.5.CC.D 1.PC.A 5.PC.A AH2.PC.D  ISTE Standards: 1a,2c,3a,3b, 3c,3d,6a,6b, 6c,6d,7a,7b, 7c,7d	<u>Unit Performance Assessment:</u>  <b>Description of Assessment Performance Task(s):</b> How will students demonstrate their understanding through complex performance?  In each of the units in the Black History Course students will craft a response that is well thought out and provides a student’s own conclusions and takeaways around the Compelling Question after much research, exploration, and discussion. Students will select the appropriate medium for their desired audience and purpose and will vary their choice within each unit taught within the course.  Teacher Directions and Scoring Guide	<u>R/R Quadrant</u>  <b><u>21 Century</u></b>  C  4C- critical thinking collaboration communication creativity
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### Unit 3: Sample Activities

**SAMPLE LEARNING PLAN**

<b><u>Understanding</u></b>	<b><u>Standards</u></b>	<b><u>Major Learning Activities:</u></b>	<b><u>Instructional Strategy Category:</u></b>	<b><u>R/R Quadrant: 21C:</u></b>
	ISTE Standards: 1a,3	<p>1. Activity: Introduction to Social Structure and Society</p> <ul style="list-style-type: none"> <li>• <a href="#">Slideshow#1</a> Students will learn about social structures and how they impact human interaction. Students will then reflect on their learning and engage in collaborative discussions with peers about what they have learned.</li> <li>• Objective: Students will know what social structures are and how they affect and impact human interaction. Students will understand Intra-cultural identity.</li> </ul>	<p>Cooperative Learning</p> <p>Summarizing and Note-Taking</p>	<p>B</p> <p>Collaboration</p>
	ISTE Standards: 1a,2c,3,6,7	<p>2. Activity: Riots, Reorganization, Role Models Research Activity</p> <ul style="list-style-type: none"> <li>• <a href="#">Student Directions</a></li> <li>• Objective: Students will identify, research, and present about an important riot that has occurred in history and the consequences of the riot.</li> </ul>	<p>Cooperative Learning</p> <p>Summarizing and Note-Taking</p>	<p>B</p> <p>Collaboration</p> <p>Critical Thinking</p> <p>Creativity</p>
	ISTE Standards: 1a,2b,2c,3,6 a,6b,6c,6d,7	<p>3. Activity: Cultural Practices around the World Project</p> <ul style="list-style-type: none"> <li>• <a href="#">Student Directions</a></li> <li>• Objective: Students will know the norms, rules, and expectations of different cultures around the world. Students will understand how culture impacts society.</li> </ul>	<p>Cues, Questions and Advance Organizers</p> <p>Summarizing and Note-Taking</p>	<p>B</p> <p>Critical Thinking</p> <p>Collaboration</p>



1,3	ISTE Standards: 1a,2c,3,6a,6 b,6c,6d,7	<p>4. HealthCare Around the World Activity</p> <ul style="list-style-type: none"> <li>• <a href="#">Directions:</a></li> <li>• Objective: Students will explore examples of Healthcare around the world and share their findings with their peers. Students will know about Healthcare examples around the world and compare other healthcare systems with the U.S. System.</li> </ul>	<p>Cooperative learning</p> <p>Cues, Questions, and Advance Organizers.</p> <p>Identifying Similarities and Differences</p>	<p>B</p> <p>Collaboration</p> <p>Critical Thinking</p>
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Unit 3: Resources

**UNIT RESOURCES**

**Teacher Resources:**

This may include:

- Chapter 20 of textbook
- Chapter 22 of textbook

**Student Resources:**

This may include:

- Black History Textbook

Unit 4: What historical and modern-day struggles exist for Black people in working toward equity?

<b>Content Area: Social Studies</b>	<b>Course: Black History</b>	<b>UNIT:Four</b>
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<b>Unit Description:</b> In this unit, students will analyze the practices and institutions in our society that inhibit the social, intellectual, economic, and political growth of Black communities. Students will analyze various methods and means that Black communities have resisted and been resilient in working toward equity.	<b>Unit Timeline:</b> 4 Weeks
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**DESIRED Results**

<b>Transfer Goal - Students will be able to independently use their learning to.....</b> understand diverse perspectives and expand their understanding of history from a Black historical lens as well as from other identity lenses.
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**Understandings – Students will understand that... (Big Ideas)**

1. Black people were limited, resisted and succeeded in combating systems of oppression.
2. Institutions and policies that have been established in society are inherently inequitable and culturally biased.
3. Black Agency is 2-parts: 1-tearing down the system, 2-living within the system.

**Essential Questions: Students will keep considering...**

- How have Black Americans fought for freedom while still oppressed?
- Is Protest Patriotic?
- Is healthcare for all?
- Is education equitable for all?
- Equity vs. Equality?
- Was the War on Drugs really about drugs?

- How have Black communities resisted inequities?
- How funding is different for HBCUs (Historically Black Colleges and Universities) compared to PWI (Predominantly white institutions)

Students will know	Students Will Understand	Students will be able to...	Standard
<ul style="list-style-type: none"> <li>● Define Compelling Questions</li> <li>● Credible Sources</li> <li>● How to corroborate sources</li> </ul>	<ul style="list-style-type: none"> <li>● How a historian thinks and reasons through utilization of sources to analyze history.</li> </ul>	<p><b>Using an inquiry lens, develop compelling questions about history, determine helpful resources and consider multiple points of views represented in the resources.</b></p> <ul style="list-style-type: none"> <li>● describe, select and evaluate relevant evidence about the past from diverse sources and draw conclusions.</li> </ul>	<p><b>1.CC.D</b></p>
<ul style="list-style-type: none"> <li>● Cause and Effect/Consequence</li> <li>● Resistance and Agency</li> </ul>	<ul style="list-style-type: none"> <li>● That history has short term and long term effects</li> <li>● That history is multi-causal</li> <li>● Individual vs. group response</li> </ul>	<p><b>Analyze the causes and consequences of a specific problem in history as well as the challenges and opportunities faced by those trying to address the problem.</b></p>	<p><b>1.CC.E</b></p>
<ul style="list-style-type: none"> <li>● Black Resistance</li> <li>● Black Agency</li> <li>● Rebellions before the Abolition Movement.</li> </ul>	<ul style="list-style-type: none"> <li>● That Black Americans never stopped resisting the oppression pressed upon them.</li> </ul>	<p><b>Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal</b></p>	<p><b>AH.5.CC.D</b></p>

<ul style="list-style-type: none"> <li>● Abolition Movement</li> <li>● Harlem Renaissance</li> <li>● The Great Migration</li> <li>● Civil Rights Movement</li> </ul>	<ul style="list-style-type: none"> <li>● The Black Americans were agents toward increasing the movement for equal rights.</li> </ul>	<b>rights for women and other minorities</b>	
<ul style="list-style-type: none"> <li>● Citizen Responsibilities</li> <li>● Responsibilities of the branches of government in addressing civil liberties.</li> <li>● Power of the individual vs. group.</li> </ul>	<ul style="list-style-type: none"> <li>● That the individual and/or the group can achieve change.</li> <li>● The government legislates, declares the constitutionality of the laws, and executes the change.</li> </ul>	Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.	GV.1.GS.B
<ul style="list-style-type: none"> <li>● Original Constitution (3/5 Compromise)</li> <li>● Compromises</li> <li>● The Abolition Movement</li> <li>● The Civil Rights Movement</li> <li>● 13th, 14th, 15th, 24th Amendments</li> <li>● Jim Crow Laws</li> <li>● Civil Rights Acts</li> <li>● Court Cases</li> </ul>	<ul style="list-style-type: none"> <li>● The government has at times hindered as well as helped in pursuing the rights of Black Americans.</li> </ul>	Analyze how political developments and Constitutional amendments of the period altered the relationship between government and people.	AH.3.GS.A
<ul style="list-style-type: none"> <li>● Context</li> <li>● Bias</li> <li>● Intended audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Historical empathy</li> </ul>	<b>Using a historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.</b>	<b>1.PC.A</b>
<ul style="list-style-type: none"> <li>● Citizen Responsibilities</li> <li>● Responsibilities of the branches of government in addressing civil liberties.</li> <li>● Power of the individual vs. group.</li> </ul>	<ul style="list-style-type: none"> <li>● That the individual and/or the group can achieve change.</li> <li>● The government legislates, declares the constitutionality of the laws, and executes the change.</li> </ul>	Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems	5.PC.E

<ul style="list-style-type: none"> <li>● Industrial Revolution</li> <li>● The Great Migration</li> <li>● The 1950's Industrialization</li> <li>● World War II</li> <li>● Race Riots</li> </ul>	<ul style="list-style-type: none"> <li>● That Black Americans as they fought for economic gains experienced cultural shifts, segregation/desegregation, difference in pay and jobs available.</li> </ul>	<p>Explain the varying impact of industrialization on culture, work, education, and other social institutions.</p>	<p>AH.2.PC.D</p>
		<p>Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p>	<p>Diversity 8</p>
		<p>Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.</p>	<p>Diversity 10</p>
		<p>Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination)</p>	<p>Justice 12</p>
		<p>Students will analyze the harmful impact of bias and injustice on the world, historically and today</p>	<p>Justice 13</p>
		<p>Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias</p>	<p>Action 16</p>
		<p>Students critically curate a variety of resources using digital tools to</p>	<p>ISTE: 3 (a-d)</p>

		construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.	
		Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.	ISTE: 4 (a-d)
		Students communicate clearly and express themselves creatively for a variety of purposes using the platform, tools, styles, formats, and digital media appropriate to their goals.	ISTE 6 (a-d)
		Students use digital tools to broaden their perspective and enrich their learning by collaborating with others and working effectively in teams locally and globally.	ISTE: 7 (a-d)

**Unit 4: Assessment**

**EVIDENCE of LEARNING**

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u> <u>21 Century</u>
1,2,3	1.CC.D 1.CC.E AH5.CC.D GV.1.GS.B AH.3.GS.A  ISTE Standards: 3a,3b,3c,3d,4a,4b,4c,4d,6a, 6b, 6c, 6d, 7a,7b,7d	<p><b>Description of Assessment Performance Task(s):</b>            How will students demonstrate their understanding through complex performance?            In each of the units in the Black History Course students will craft a response that is well thought out and provides a student’s own conclusions and takeaways around the Compelling Question after much research, exploration, and discussion. Students will select the appropriate medium for their desired audience and purpose and will vary their choice within each unit taught within the course.</p> <p>Teacher Directions and Scoring Guide</p>	C  4C- critical thinking collaboration communication creativity

**Unit 4: Sample Activities**

**SAMPLE LEARNING PLAN**

<b><u>Understanding</u></b>	<b><u>Standards</u></b>	<b><u>Major Learning Activities:</u></b>	<b><u>Instructional Strategy Category:</u></b>	<b><u>R/R Quadrant: 21C:</u></b>
1,2,3	ISTE Standards: 3,7a  1.CC.D 1.CC.E AH.5.CC.D GV.1.GSB AH.3.GS.A 5.PC.E	1. Activity: Supreme Court Early Civil Rights Cases <ul style="list-style-type: none"> <li>• <a href="#">Teacher Directions</a></li> </ul> Objective: In this lesson, from a series of The Supreme Court, students analyze and compare important early Supreme Court decisions involving the Thirteenth and Fourteenth Amendment, including Justice John Marshall Harlan’s dissent in the Civil Rights Cases of 1883.	Summarizing and Note-taking  Cues, Questions, and Advance Organizers	B  21C collaboration, communication, critical thinking
1,2,3	ISTE Standards: 3, 6  1.CC.D 1.CC.E AH.5.CC.D GV.1.GS.B 5.PC.E 1.PC.A	2. Activity: <a href="#">Is Protest Patriotic?</a> <ul style="list-style-type: none"> <li>• <a href="#">Inquiry - Is Protest Patriotic?</a></li> <li>• <a href="#">Directions and Lesson Plans</a></li> </ul> Objective: Students read excerpts from Thomas Paine’s The American Crisis (1776) and use the Question Formulation Technique (QFT) to generate companion questions addressing the inquiry topic.	Cooperative Learning  Cues, Questions, and Advance Organizers	C  Critical Thinking Collaboration Creativity
1,3	ISTE Standards:	3. Activity: <a href="#">The March on Washington and Its Impact</a>	Cooperative Learning	C



	<p>3,7</p> <p>1.CC.D 1.CC.E AH.5.CC.D GV.1.GS.B AH.3.GS.A 1.PC.A 5.PC.E</p>	<p>Students will read Martin Luther King Jr.'s speech and explore themes such as the social conditions in the U.S. that led to the Civil Rights Movement, King's philosophy and practice of peaceful resistance, the immediate impact of the March on society at the time and the long-term significance of the March.</p> <ul style="list-style-type: none"> <li>Objective: Students will read and analyze MLK Jr.'s speech and reflect in groups on the impact of the speech. Students will reflect on the long-term significance of MLK Jr.'s speech both short and long term.</li> </ul>	<p>Reinforcing Effort and Providing Recognition</p> <p>Summarizing and Note taking</p>	<p>Critical Thinking Collaboration</p>
2	<p>ISTE Standards: 7d</p> <p>1.CC.D AH.5.CC.D GV.1.GS.B AH.3.GS.A 1.PC.A 5.PC.E</p>	<p>4. Equity vs. Equality: <a href="#">Trayvon Martin Lesson</a></p> <ul style="list-style-type: none"> <li><a href="#">Article Link</a></li> <li>Objective: Students will know about specific situations in which Black communities have resisted inequalities. Students will understand how Black communities have fought toward equity and resisted injustice in situations.</li> </ul>	<p>Cooperative Learning</p> <p>Summarizing and Note-taking</p>	<p>B Collaboration</p>
2	<p>ISTE Standards: 3,6</p> <p>1.CC.D 1.CC.E AH.3.GS.A AH.2.PC.D</p>	<p>5. <a href="#">War on Drugs</a> lesson <a href="#">War on Drugs Article #2</a> <a href="#">Ronald Raegan Speech on Drugs</a> <a href="#">War on Drugs Videos</a> <a href="#">War on Drugs Image</a></p> <ul style="list-style-type: none"> <li><a href="#">Teacher Directions</a></li> <li>Objective: Students will understand both the intended and unintended consequences of the War on Drugs movement on Black Communities. Students will be able to learn about pros and cons of the War on Drugs and engage in a collaborative discussion around the topic based on evidence studied in class.</li> </ul>	<p>Cooperative Learning</p> <p>Summarizing and Note-Taking</p> <p>Similarities and Differences</p>	<p>C Collaboration Critical Thinking</p>

Unit 4: Resources

**UNIT RESOURCES**

**Teacher Resources:**

This may include:

- Jim Crow Laws sections of textbook
- Education sections of textbook
- Protest sections of textbook

**Student Resources:**

This may include:

- Black History textbook

Unit 5: What is the lasting legacy of Black Cultural Icons in different avenues of society?

<b>Content Area: Social Studies</b>	<b>Course: Black History</b>	<b>UNIT: Five</b>
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<p><b>Unit Description:</b> In this unit, students will explore the accomplishments and achievements of Black individuals in a variety of societal areas. Students will pick a societal area of interest (Healthcare, law, entertainment, sports, literature, science, etc.) and explore the accomplishments of Black people over the course of history as well as in the present.</p>	<p><b>Unit Timeline:</b> 4 weeks.</p>
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**DESIRED Results**

**Transfer Goal - Students will be able to independently use their learning to.....**  
understand diverse perspectives and expand their understanding of history from a Black historical lens as well as from other identity lenses.

**Understandings – Students will understand that... (Big Ideas)**

1. The role of Black culture in all fields in raising awareness of inequality and inequity in the United States with regards to race relations as well as economic wealth.
2. The unaccredited contributions of Black culture.
3. How fame in industries provides a platform to raise awareness of inequality and inequity.

**Essential Questions: Students will keep considering...**

- How did Black Intersectionalities contribute to the history of America?
- How has Black culture impacted society in the past as well as today?
- What significant roles have Black Americans played in culture?
- How have Black Americans excelled to overcome discrimination and limited academic resources?
- Who are local Black cultural icons?

Students will know	Students Will Understand	Students will be able to...	Standard
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<ul style="list-style-type: none"> <li>● Define Compelling Questions</li> <li>● Credible Sources</li> <li>● How to corroborate sources</li> </ul>	<ul style="list-style-type: none"> <li>● How a historian thinks and reasons through utilization of sources to analyze history.</li> </ul>	<p><b>Using an inquiry lens, develop compelling questions about history, determine helpful resources and consider multiple points of views represented in the resources.</b></p> <ul style="list-style-type: none"> <li>● describe, select and evaluate relevant evidence about the past from diverse sources and draw conclusions.</li> </ul>	<p><b>1.CC.D</b></p>
<ul style="list-style-type: none"> <li>● Cause and Effect/Consequence</li> <li>● Resistance and Agency</li> </ul>	<ul style="list-style-type: none"> <li>● That history has short term and long term effects</li> <li>● That history is multi-causal</li> <li>● Individual vs. group response</li> </ul>	<p><b>Analyze the causes and consequences of a specific problem in the history as well as the challenges and opportunities faced by those trying to address the problem.</b></p>	<p><b>1.CC.E</b></p>
<ul style="list-style-type: none"> <li>● Black Resistance</li> <li>● Black Agency</li> <li>● Rebellions before the Abolition Movement.</li> <li>● Abolition Movement</li> <li>● Harlem Renaissance</li> <li>● The Great Migration</li> <li>● Civil Rights Movement</li> </ul>	<ul style="list-style-type: none"> <li>● That Black Americans never stopped resisting the oppression pressed upon them.</li> <li>● The Black Americans were agents toward increasing the movement for equal rights.</li> </ul>	<p><b>Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities</b></p>	<p><b>AH.5.CC.D</b></p>
<ul style="list-style-type: none"> <li>● Context</li> <li>● Bias</li> <li>● Intended audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Historical empathy</li> </ul>	<p><b>Using a historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.</b></p>	<p><b>1.PC.A</b></p>

<ul style="list-style-type: none"> <li>● Historical Definition of Race</li> <li>● Enslavement</li> <li>● Caste</li> <li>● Types of Revolutions</li> </ul>	<ul style="list-style-type: none"> <li>● How revolutions impacted African culture in the Old and New World.</li> <li>● How revolutions created a new identity for people of African descent.</li> </ul>	<p>Analyze political, social, cultural, artistic, and economic revolutions to determine how they impacted the concepts of class, race, tribe, slavery, and caste affiliation</p>	<p>WH.4.PC.D</p>
<ul style="list-style-type: none"> <li>● Represented and Underrepresented Black individuals throughout our U.S. History</li> <li>● HBCU's</li> <li>● Harlem Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>● That more Black voices have achieved great accomplishments than are historically represented and underrepresented.</li> </ul>	<p>Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society</p>	<p>AH.6.PC.A</p>
<ul style="list-style-type: none"> <li>● Cultural Appropriation</li> <li>● Cultural Denial/Assimilation</li> <li>● Cultural Awareness</li> </ul>	<ul style="list-style-type: none"> <li>● That historically Black Americans have sought out the same rights as whites, sometimes denying their own culture; other times trying to encompass their own cultural heritage.</li> <li>● Parts of Black culture have been misappropriated at times.</li> </ul>	<p>Analyze the changing relationship between individuals and their place in society including women, minorities, and children.</p>	<p>AH.3.PC.B</p>
		<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p>	<p>ISTE 3</p>

		Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.	ISTE 4 (a-d)
		Students communicate clearly and express themselves creatively for a variety of purposes using the platform, tools, styles, formats, and digital media appropriate to their goals.	ISTE 6 (a-d)
		Students use digital tools to broaden their perspective and enrich their learning by collaborating with others and working effectively in teams locally and globally.	ISTE 7 (a-d)
		Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups	Identity 2
		Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.	Identity 5
		Students will express comfort with people who are both similar to and different from them and engage	Diversity 6

		respectfully with all people	
		Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way	Diversity 8
		Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.	Justice 11
		Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.	Justice 15

## Unit 5: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u> <u>21 Century</u>
1,2,3,4	1.CC.D 1.CC.E 1.PC.A AH5..CC. D WH4.PC. D AH6.PC.A	<p><b>Description of Assessment Performance Task(s):</b> How will students demonstrate their understanding through complex performance?</p> <p>In each of the units in the Black History Course students will craft a response that is well thought out and provides a student's own conclusions and takeaways around the Compelling Question after much research, exploration, and discussion. Students will select the appropriate medium for their desired audience and purpose and will vary their choice within each unit taught within the course.</p> <p>Teacher Directions and Scoring Guide</p>	C  4C- critical thinking collaboration communication creativity

	ISTE Standards : 3a,3b,3c, 3d,4a,4b, 4c,4d,6a, 6b, 6c, 6d, 7a,7b,7d		
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**Unit 5: Sample Activities**

**SAMPLE LEARNING PLAN**

<b><u>Understanding</u></b>	<b><u>Standards</u></b>	<b><u>Major Learning Activities:</u></b>	<b><u>Instructional Strategy Category:</u></b>	<b><u>R/R Quadrant: 21C:</u></b>
4	ISTE Standards: 4,5,6,7	1. Black Activism Activity: Anthem, Activist, Action <ul style="list-style-type: none"> <li>Objective: Students will understand how the impact that different Black individuals had on society as activists of change.</li> <li><a href="#">Directions - Anthem, Activist, Action</a></li> </ul>	Cooperative Learning  Cues, Questions and Advance Organizers	B Collaboration Critical Thinking
1,2,4	ISTE Standards: 1,2,3	2. Activity: Black Cultural Icon Exploration <a href="#">Black Cultural Icons Activity</a> <a href="#">Podcast Link - Marcus Garvey</a> <a href="#">Poetry Link - Langston Hughes</a> <ul style="list-style-type: none"> <li>Objective: Students will know about Black cultural Icons and understand the impact and success of these Black icons on society.</li> </ul>	Cooperative Learning Cues, Questions, and Advance Organizers	B Collaboration Creativity



2,4	ISTE Standards: 2,3	3. Activity:Harlem Renaissance <ul style="list-style-type: none"> <li>● Objective: Students will understand how the Harlem Renaissance was a time of great success for many Black people. Students will understand the historical context of the Harlem Renaissance and its impact on Black communities.</li> </ul>	Summarizing and Note-taking  Cooperative Learning	B Creativity Collaboration

Unit 5: Resources

**UNIT RESOURCES**

**Teacher Resources:**

This may include:

- Unit 8 textbook
- Chapter 19 of textbook
- Chapter 26 of textbook
- Chapter 27 of textbook
- Chapter 30 of textbook

**Student Resources:**

This may include:

- Black History Textbook

Unit 6: How have Black Americans persevered and/or become change agents?

<b>Content Area: Social Studies</b>	<b>Course: Black History</b>	<b>UNIT:4 Weeks</b>
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<b>Unit Description:</b> In this unit, students will explore ways that Black individuals and/or communities participate in different forms of direct and indirect resistance. (Movement)	<b>Unit Timeline:</b> 4 Weeks.
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**DESIRED Results**

**Transfer Goal - Students will be able to independently use their learning to.....**  
understand diverse perspectives and expand their understanding of history from a Black historical lens as well as from other identity lenses.

**Understandings – Students will understand that... (Big Ideas)**

1. There are many forms of resistance by Black individuals and/or communities.
2. Spirituality and religious beliefs became a center for Black resistance, empowerment, and Black Joy.
3. music and art are forms of Black resistance and Black Joy.
4. the push and pull factors that led to migration and often disillusionment.

**Essential Questions: Students will keep considering...**

- How did enslaved individuals resist enslavement both overtly and covertly?
- Did Reconstruction provide the necessary support system for the newly freed peoples?
- What dynamics energized the Great Migration?
- What role did spirituality play in fortifying and enriching the spirits of Black people?
- How did Black communities use music and art as forms of resistance.
- What strategies have different protesters used to change legal inequalities?

- How did Black communities resist racism and unfair practices by law enforcement and policies?
- How did Black communities assist in changing racist laws and policies?

Students will know	Students Will Understand	Students will be able to...	Standard
<ul style="list-style-type: none"> <li>• Define Compelling Questions</li> <li>• Credible Sources</li> <li>• How to corroborate sources</li> </ul>	<ul style="list-style-type: none"> <li>• How a historian thinks and reasons through utilization of sources to analyze history.</li> </ul>	<p><b>Using an inquiry lens, develop compelling questions about history, determine helpful resources and consider multiple points of views represented in the resources.</b></p> <ul style="list-style-type: none"> <li>• describe, select and evaluate relevant evidence about the past from diverse sources and draw conclusions.</li> </ul>	<p><b>1.CC.D</b></p>
<ul style="list-style-type: none"> <li>• Cause and Effect/Consequence</li> <li>• Resistance and Agency</li> </ul>	<ul style="list-style-type: none"> <li>• That history has short term and long term effects</li> <li>• That history is multi-causal</li> <li>• Individual vs. group response</li> </ul>	<p><b>Analyze the causes and consequences of a specific problem in history as well as the challenges and opportunities faced by those trying to address the problem.</b></p>	<p><b>1.CC.E</b></p>
<ul style="list-style-type: none"> <li>• Black Resistance</li> <li>• Black Agency</li> <li>• Rebellions before the Abolition Movement.</li> <li>• Abolition Movement</li> <li>• Harlem Renaissance</li> <li>• The Great Migration</li> </ul>	<ul style="list-style-type: none"> <li>• That Black Americans never stopped resisting the oppression pressed upon them.</li> <li>• The Black Americans were agents toward increasing the movement for equal rights.</li> </ul>	<p><b>Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities</b></p>	<p><b>AH.5.CC.D</b></p>

<ul style="list-style-type: none"> <li>● Civil Rights Movement</li> </ul>			
<ul style="list-style-type: none"> <li>● Economic Boycotts</li> <li>● Revolutions</li> <li>● Rebellions</li> <li>● Mississippi Freedom Democratic Party</li> <li>● SCLC/ACLU/NAACP</li> </ul>	<ul style="list-style-type: none"> <li>● How different groups and individuals pushed for changes in the law</li> </ul>	Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society	GV.1.GS.A
<ul style="list-style-type: none"> <li>● Citizen Responsibilities</li> <li>● Responsibilities of the branches of government in addressing civil liberties.</li> <li>● Power of the individual vs. group.</li> </ul>	<ul style="list-style-type: none"> <li>● That the individual and/or the group can achieve change.</li> <li>● The government legislates, declares the constitutionality of the laws, and executes the change.</li> </ul>	Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.	GV.1.GS.B
<ul style="list-style-type: none"> <li>● Original Constitution (3/4 Compromise)</li> <li>● Compromises</li> <li>● The Abolition Movement</li> <li>● The Civil Rights Movement</li> <li>● 13th, 14th, 15th, 24th Amendments</li> <li>● Jim Crow Laws</li> <li>● Civil Rights Acts</li> <li>● Court Cases</li> </ul>	<ul style="list-style-type: none"> <li>● The government has at times hindered as well as helped in pursuing the rights of Black Americans.</li> </ul>	Analyze how political developments and Constitutional amendments of the period altered the relationship between government and people.	AH.3.GS.A
<ul style="list-style-type: none"> <li>● Warren Court Cases</li> <li>● Urban Renewal</li> <li>● HUD Housing</li> <li>● Civil Rights Laws and Amendments</li> </ul>	<ul style="list-style-type: none"> <li>● In some cases the government had good intentions, but did not always create positive outcomes.</li> </ul>	. Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.	AH.5.EC.C
<ul style="list-style-type: none"> <li>● Context</li> <li>● Bias</li> <li>● Intended audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Historical empathy</li> </ul>	<b>Using a historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.</b>	<b>1.PC.A</b>

<ul style="list-style-type: none"> <li>● Segregation</li> <li>● Caste</li> <li>● Economics</li> <li>● De jure and De facto</li> <li>● Affirmative Action</li> <li>● Redlining</li> <li>● Urban vs. Suburban</li> </ul>	<ul style="list-style-type: none"> <li>● That Black Americans experienced a different “American Dream” - (Not the same America as Whites)</li> </ul>	Using a United States’ historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	AH.1.PC.B
<ul style="list-style-type: none"> <li>● Historical Definition of Race</li> <li>● Enslavement</li> <li>● Caste</li> <li>● Types of Revolutions</li> </ul>	<ul style="list-style-type: none"> <li>● How revolutions impacted African culture in the Old and New World.</li> <li>● How revolutions created a new identity for people of African descent.</li> </ul>	Analyze political, social, cultural, artistic, and economic revolutions to determine how they impacted the concepts of class, race, tribe, slavery, and caste affiliation	WH4.PC.D
<ul style="list-style-type: none"> <li>● Cultural Appropriation</li> <li>● Cultural Denial/Assimilation</li> <li>● Cultural Awareness</li> </ul>	<ul style="list-style-type: none"> <li>● Historically Black Americans have sought out the same rights as whites, sometimes denying their own culture; other times trying to encompass their own cultural heritage.</li> <li>● Parts of Black culture have been misappropriated at times.</li> </ul>	<ul style="list-style-type: none"> <li>● Cultural Appropriation</li> <li>● Cultural Denial/Assimilation</li> <li>● Cultural Awareness</li> </ul>	AH.3.PC.B
		Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.	ISTE: 3 (a-d)
		Students use a variety of technologies within a design	ISTE: 4 (a-d)

		process to identify and solve problems by creating new, useful, or imaginative solutions.	
		Students communicate clearly and express themselves creatively for a variety of purposes using the platform, tools, styles, formats, and digital media appropriate to their goals.	ISTE 6 (a-d)
		Students use digital tools to broaden their perspective and enrich their learning by collaborating with others and working effectively in teams locally and globally.	ISTE: 7 (a-d)
		I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.	Identity 1
		I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.	Diversity 10
		I can recognize, describe and distinguish unfairness and injustice at different levels of society	Justice 12
		Students will analyze the harmful impact of bias and injustice on the world, historically and today.	Justice 13

## Unit 6: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u> <u>21 Century</u>
1,2,3,4	1.CC.D 1.CC.E 1.PC.A AH.5.P{C.D GV.1.GS.A GV.1.GS.B AH.5.EC.C  ISTE Standards 3a,3b,3c,3d ,4a,4b,4c,4 d,6a, 6b, 6c, 6d, 7a,7b,7d	<p><b>Description of Assessment Performance Task(s):</b>            How will students demonstrate their understanding through complex performance?            In each of the units in the Black History Course students will craft a response that is well thought out and provides a student's own conclusions and takeaways around the Compelling Question after much research, exploration, and discussion. Students will select the appropriate medium for their desired audience and purpose and will vary their choice within each unit taught within the course.</p> <p>Teacher Directions and Scoring Guide</p>	C  4C- critical thinking collaboration communication creativity

## Unit 6: Sample Activities

### SAMPLE LEARNING PLAN

<u>Understand ing</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
2,3	1.CC.D AH.5.CC.D	1. <a href="#">Harlem Renaissance: Uncovering America</a>	Cooperative Learning	B

	<p>1.PC.A</p> <p>ISTE: 3a,3b, 6a</p>	<p>In suggested activities, students explore connecting ideas among artworks; compare portraits by African American artists and discuss black individuality; examine the work of Aaron Douglas and Pablo Picasso, whose work is inspired by African art; and analyze and compare the poetry of James Weldon Johnson and artwork by Aaron Douglas.</p> <ul style="list-style-type: none"> <li>Objective: Students will know how to analyze pieces of African art. Students will be able to compare poetry and artwork for intended themes and meaning.</li> </ul>	<p>Nonlinguistic Representation</p> <p>Cues, Questions, and Advance Organizers</p> <p>Summarizing and Notetaking</p>	<p>21C</p> <p>creativity, critical thinking, communication, collaboration</p>
1	<p>1.CC.D</p> <p>1.CC.E</p> <p>AH.5.CC.D</p> <p>GV.1.GS.A</p> <p>GV.1.GS.B</p> <p>AH.3.GS.A</p> <p>AH.5.EC.C</p> <p>1.PC.A</p> <p>AH.1.PC.B</p> <p>ISTE: 3a,3b,3c</p>	<p>2. Activity: <a href="#">The NAACP: A Century in the Fight for Freedom</a></p> <p>The National Association for the Advancement of Colored People, or NAACP, is America’s oldest and largest civil rights organization. Founded in 1909, it was at the center of nearly every battle for the rights and dignity of African Americans in the twentieth century. Today, the NAACP honors its heritage of activism and continues to work for civil rights. This set of primary resources containing photographs and documents provides a window into this time period, as well as a Teacher’s Guide with historical context and teaching suggestions.</p> <ul style="list-style-type: none"> <li>Objective: Students will be able to discuss the founding of the NAACP and explain some of the movements and accomplishments of the Civil Rights organization.</li> </ul>	<p>Cues, Questions, and Advance Organizers</p> <p>Summarizing and Notetaking</p>	<p>C</p> <p>Critical thinking</p> <p>Collaboration</p>



1	<p>1.CC.D 1.CC.E AH.5.CC.D GV.1.GS.B AH.3.GS.A AH.5.EC.C AH.1 PC.B</p> <p>ISTE: 3a, 3b, 6s</p>	<p>3. Activity: <a href="#">The Supreme Court and Civil Rights and Civil Liberties</a></p> <ul style="list-style-type: none"> <li>Objective: Students will reflect on their own ideas around civil rights and civil liberties. Students will be able to identify and explain civil liberties.</li> </ul>	Summarizing and Note-taking	B Collaboration and Critical Thinking
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Unit 6: Resources

**UNIT RESOURCES**

**Teacher Resources:**

This may include:

- Chapters 5 and 6
- Chapter 8
- Chapter 9
- Chapter 10
- Chapter 11
- Chapter 13
- Chapter 16
- Unit 6

**Student Resources:**

This may include:

- Black History Textbook

Unit 7: How have Black youth been change agents and leaders in society?

<b>Content Area: Social Studies</b>	<b>Course: Black History</b>	<b>UNIT:4 Weeks</b>
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<b>Unit Description:</b> In this unit, students will explore ways in which young people have been instrumental in change.	<b>Unit Timeline:</b> 4 Weeks
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**DESIRED Results**

**Transfer Goal - Students will be able to independently use their learning to.....**  
understand diverse perspectives and expand their understanding of history from a Black historical lens as well as from other identity lenses.

**Understandings – Students will understand that... (Big Ideas)**

1. young people had a voice and used their voice for change.
2. young people have the potential for change today and for the future.

**Essential Questions: Students will keep considering...**

- Who creates change?
- Where does change come from?
- How does change happen?

Students will know	Students Will Understand	Students will be able to...	Standard
<ul style="list-style-type: none"> <li>● Define Compelling Questions</li> <li>● Credible Sources</li> <li>● How to corroborate sources</li> </ul>	<ul style="list-style-type: none"> <li>● How a historian thinks and reasons through utilization of sources to analyze history.</li> </ul>	<p><b>Using an inquiry lens, develop compelling questions about history, determine helpful resources and consider multiple points of views represented in the resources.</b></p> <ul style="list-style-type: none"> <li>● describe, select and evaluate relevant evidence about the past from diverse sources and draw conclusions.</li> </ul>	<p><b>1.CC.D</b></p>
<ul style="list-style-type: none"> <li>● Cause and Effect/Consequence</li> <li>● Resistance and Agency</li> </ul>	<ul style="list-style-type: none"> <li>● That history has short term and long term effects</li> <li>● That history is multi-causal</li> <li>● Individual vs. group response</li> </ul>	<p><b>Analyze the causes and consequences of a specific problem in the history as well as the challenges and opportunities faced by those trying to address the problem.</b></p>	<p><b>1.CC.E</b></p>
<ul style="list-style-type: none"> <li>● Black Resistance</li> <li>● Black Agency</li> <li>● Rebellions before the Abolition Movement.</li> <li>● Abolition Movement</li> <li>● Harlem Renaissance</li> <li>● The Great Migration</li> <li>● Civil Rights Movement</li> </ul>	<ul style="list-style-type: none"> <li>● That Black Americans never stopped resisting the oppression pressed upon them.</li> <li>● The Black Americans were agents toward increasing the movement for equal rights.</li> </ul>	<p><b>Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities</b></p>	<p>AH.5.CC.D</p>
<ul style="list-style-type: none"> <li>● Children’s March</li> <li>● Freedom Summer</li> </ul>	<ul style="list-style-type: none"> <li>● That people will resist when they feel their rights aren’t</li> </ul>	<p>Predict the consequences which can occur when institutions fail to</p>	<p>AH.1.GS.C</p>

<ul style="list-style-type: none"> <li>● Freedom Rides</li> <li>● Passive Resistance</li> <li>● BLM</li> <li>● SNCC</li> <li>● Black Panthers</li> </ul>	being met.	meet the needs of individuals and groups.	
<ul style="list-style-type: none"> <li>● Affirmative Action</li> <li>● Desegregation</li> <li>● Busing</li> <li>● Free and Reduced Lunch</li> <li>● No Child Left Behind</li> <li>● Standardized Testing</li> <li>● Inclusive Histories</li> </ul>	<ul style="list-style-type: none"> <li>● That local, state, and federal government(s) have attempted to meet the needs of diverse groups - some have been successful and some have failed.</li> </ul>	Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.	AH.5.EC.C
<ul style="list-style-type: none"> <li>● Context</li> <li>● Bias</li> <li>● Intended audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Historical empathy</li> </ul>	<b>Using a historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.</b>	<b>1.PC.A</b>
<ul style="list-style-type: none"> <li>● Amendments and Voting Laws</li> <li>● Desegregation</li> <li>●</li> </ul>		. Analyze the changing relationship between individuals and their place in society including women, minorities, and children	AH.1.PC.B
<ul style="list-style-type: none"> <li>● Historical Definition of Race</li> <li>● Enslavement</li> <li>● Caste</li> <li>● Types of Revolutions</li> </ul>	<ul style="list-style-type: none"> <li>● How revolutions impacted African culture in the Old and New World.</li> <li>● How revolutions created a new identity for people of African descent.</li> </ul>	Analyze political, social, cultural, artistic, and economic revolutions to determine how they impacted the concepts of class, race, tribe, slavery, and caste affiliation.	WH4.PC.D
		Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make	ISTE: 3 (a-d)

		meaningful learning experiences for themselves and others.	
		Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.	ISTE: 4 (a-d)
		Students communicate clearly and express themselves creatively for a variety of purposes using the platform, tools, styles, formats, and digital media appropriate to their goals.	ISTE 6 (a-d)
		Students use digital tools to broaden their perspective and enrich their learning by collaborating with others and working effectively in teams locally and globally.	ISTE: 7 (a-d)
			Justice 13

## Unit 7: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u> <b>Description of Assessment Performance Task(s):</b>	<u>R/R Quadrant</u> <b><u>21 Century</u></b>
1,2	1.CC.D 1.CC.E 1.PC.A	How will students demonstrate their understanding through complex performance?  In each of the units in the Black History Course students will craft a response that	C  4C-

	AH5.CC.D AH1.GS.C  ISTE: 3a,3b,3c,3d, 4a,4b,4c,4d,6a,6b,6c,6d, 7a,7b,7c,7d	is well thought out and provides a student’s own conclusions and takeaways around the Compelling Question after much research, exploration, and discussion. Students will select the appropriate medium for their desired audience and purpose and will vary their choice within each unit taught within the course.  Teacher Directions and Scoring Guide	critical thinking collaboration communication creativity
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### Unit 7: Sample Activities

## SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1,2,	1.CC.D, 1.CC.E, AH.5.CC.D	1. Activity: <a href="#">Youth Activism Yesterday and Today</a> Students will spend time in groups researching different historical youth activists and movements as well as looking at youth activism in our world today. Students will share their findings with their groups and share out with the class on the examples they researched.  <ul style="list-style-type: none"> <li>Objective: Students will be able to explain and discuss examples of youth activism both in the past as well as today. Students will understand how youth can be activists and change agents in many ways in working toward more equitable practices in our world today.</li> </ul>	Cooperative Learning  Cues, Questions, and Advance Organizers  Summarizing and Notetaking	C  21C critical thinking, communication, collaboration

			Identifying Similarities and Differences	
1,2	1.CC.D 1.CC.E, AH.5.CC.D, AH.1.GS.C	2. Activity: <a href="#">Freedom Writers Activity</a> <ul style="list-style-type: none"> <li>Objective: Students will know how influential students can be in working toward change within their schools. Students will understand how important it is for youth to take positive action as informed citizens on important topics.</li> </ul>	Cooperative Learning  Summarizing and Notetaking	B  Collaboration Communication Critical Thinking
1,2	1.CC.D, 1.CC.E, AH.5.CC.D  ISTE: 3b, 3d, 7b	3. Activity: <a href="#">Reaction, Revolution, and Romanticism Canvas Commons Lesson</a>  This assignment addresses the issue of social media posts and backlash oftentimes what is referred to as “cancel culture.” For this week’s collaborative assignment, please incorporate what you learned in the group discussion and from the lecture to draft a 500-word response to either of the real-life responses to Kanye’s TMZ interview below. <ul style="list-style-type: none"> <li>Objective: Students will know and understand what Cancel Culture means and how it impacts society. Students will be able to discuss this</li> </ul>	Cooperative Learning  Summarizing and Notetaking	B  Collaboration Communication Critical Thinking
1,2	1.CC.D, 1.CC.E, AH.5.CC.D, AH.5.EC.C  ISTE: 3c, 7b	4. <a href="#">Black Actors/Actresses and Breaking Stereotypical Roles Activity</a>  For this assignment we will take a look at how Black Actors and Actresses have broken with stereotypical roles of Blacks in Film Making. This will lead students into discussion of why Black Actors/Actresses oftentimes are forced to play roles that can cast a negative view of the Black Community. What are these stereotypical roles and what effect does it have on perceptions of Black people in society?	Cooperative Learning  Summarizing and Notetaking	B  Collaboration Communication Critical Thinking

		<ul style="list-style-type: none"> <li>Objective: Students will know and understand how stereotypes impact Black people negatively. Students will understand how Black individuals have resisted stereotypes in different situations.</li> </ul>		
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Unit 7: Resources

**UNIT RESOURCES**

**Teacher Resources:**

This may include:

- Black History Textbook

**Student Resources:**

This may include:

- Black History Textbook



Unit 8: Why is Black History unique in our local history?

<b>Content Area: Social Studies</b>	<b>Course: Black History</b>	<b>UNIT: 4 Weeks</b>
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<b>Unit Description:</b> In this unit, students will understand the Black community's impact on both local and larger national events. Students will research and analyze some of the local history including St. Louis and Missouri History with regards to Black History.	<b>Unit Timeline:</b> 4 Weeks
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**DESIRED Results**

**Transfer Goal - Students will be able to independently use their learning to.....**

understand diverse perspectives and expand their understanding of history from a Black historical lens as well as from other identity lenses.

**Understandings – Students will understand that... (Big Ideas)**

1. local history, people, and events impact global issues.
2. systemic racism has impacted the development of local neighborhoods.
3. systemic racism has impacted local school systems.
4. the events in Ferguson gave birth to the movement of Black Lives Matter.

**Essential Questions: Students will keep considering...**

- How does a history of systemic racism impact our local communities?
- How does our local Black History connect to national and global issues?
- How has St. Louis/Missouri Black history influenced the world?
- How have St. Louis Black individuals impacted change?
- How is St. Louis the gateway to iconic Black Leadership?
- How has systemic racism led to implicit bias in our community?

Students will know	Students Will Understand	Students will be able to...	Standard
<ul style="list-style-type: none"> <li>● Define Compelling Questions</li> <li>● Credible Sources</li> <li>● How to corroborate sources</li> </ul>	<ul style="list-style-type: none"> <li>● How a historian thinks and reasons through utilization of sources to analyze history.</li> </ul>	<p><b>Using an inquiry lens, develop compelling questions about history, determine helpful resources and consider multiple points of views represented in the resources.</b></p> <ul style="list-style-type: none"> <li>● describe, select and</li> </ul>	1.CC.D

		<b>evaluate relevant evidence about the past from diverse sources and draw conclusions.</b>	
<ul style="list-style-type: none"> <li>● Cause and Effect/Consequence</li> <li>● Resistance and Agency</li> </ul>	<ul style="list-style-type: none"> <li>● That history has short term and long term effects</li> <li>● That history is multi-causal</li> <li>● Individual vs. group response</li> </ul>	<b>Analyze the causes and consequences of a specific problem in history as well as the challenges and opportunities faced by those trying to address the problem.</b>	<b>1.CC.E</b>
<ul style="list-style-type: none"> <li>● Ferguson MO and Black Lives Matter</li> <li>● Women’s March</li> <li>● Dred Scott Court Case</li> <li>● Shelley vs. Kraemer</li> <li>● Sit-ins and Protests</li> </ul>	<ul style="list-style-type: none"> <li>● That Black Americans never stopped resisting the oppression pressed upon them.</li> <li>● The Black Americans were agents toward increasing the movement for equal rights.</li> </ul>	<b>Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.</b>	AH.5.CC.D
<ul style="list-style-type: none"> <li>● Redlining</li> <li>● Black Codes</li> <li>● Slavery</li> <li>● Segregation and Desegregation</li> <li>● Busing and Affirmative Action</li> </ul>	<ul style="list-style-type: none"> <li>● How laws, policies, and processes limited or expanded Black peoples’ lives in Missouri.</li> </ul>	Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.	GV.1.GS.A
<ul style="list-style-type: none"> <li>● Context</li> <li>● Bias</li> <li>● Intended audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Historical empathy</li> </ul>	<b>Using a historical lens, describe how peoples’ perspectives shaped the sources/artifacts they created.</b>	<b>1.PC.A</b>
<ul style="list-style-type: none"> <li>● The Great Migration</li> <li>● The freedom of enslaved people</li> </ul>	<ul style="list-style-type: none"> <li>● How different individuals and groups revolutionized our culture at the local, regional,</li> </ul>	Analyze political, social, cultural, artistic, and economic revolutions	WH4.PC.D

<ul style="list-style-type: none"> <li>● Josephine Baker</li> <li>● Tina Turner</li> <li>● Chuck Berry</li> <li>● George Washington Carver</li> <li>● Meachum</li> </ul>	<p>and national level.</p>	<p>to determine how they impacted the concepts of class, race, tribe, slavery, and caste affiliation</p>	
<ul style="list-style-type: none"> <li>● Redlining</li> <li>● Educational Funding</li> <li>● Education</li> <li>● Normandy</li> <li>● Access to transportation for jobs</li> </ul>	<ul style="list-style-type: none"> <li>● Continuity and change of Black social equalities to achieving the promise of American ideals.</li> </ul>	<p>Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals</p>	<p>5.PC.C</p>
		<p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.</p>	<p>ISTE: 3 (a-d)</p>
		<p>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.</p>	<p>ISTE: 4 (a-d)</p>
		<p>Students communicate clearly and express themselves creatively for a variety of purposes using the platform, tools, styles, formats, and digital media appropriate to their goals.</p>	<p>ISTE 6 (a-d)</p>
		<p>Students use digital tools to broaden their perspective and enrich their learning by collaborating with others and</p>	<p>ISTE: 7 (a-d)</p>

		working effectively in teams locally and globally.	
		I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups	Justice 13
		I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way	Diversity 8
		I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.	Justice 15

## Unit 8: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u> <b>Description of Assessment Performance Task(s):</b>	<u>R/R Quadrant</u> <u>21 Century</u>
1,2,3,4	1.CC.D 1.CC.E AH.5.CC.D GV.1.G.S. A 5.EC.C AH.5.EC.C	<p>How will students demonstrate their understanding through complex performance?</p> <p>In each of the units in the Black History Course students will craft a response that is well thought out and provides a student's own conclusions and takeaways around the Compelling Question after much research, exploration, and discussion. Students will select the appropriate medium for their desired audience</p>	<p>C</p> <p>4C- critical thinking collaboration communication</p>

	ISTE: 3a,3b,3c,3d, 4a,4b,4c,4d, 6a,6b,6c,6d, 7a,7b,7c,7d	and purpose and will vary their choice within each unit taught within the course.  Teacher Directions and Scoring Guide	creativity
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## Unit 8: Sample Activities

### SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1	1.CC.D AH.5.CC.D  ISTE: 3c,3a,5b, 7(a-d)	<p>1. Activity: Local Black Historical Places and People Exploration</p> <p>Students will research important local places and people in black history (in-person or virtually), and create their own field trip. Students will explain the route of the trip, explain the expected learning outcomes at each location, and tie in to the class curriculum. The end product will be connections celebrating the diversity of the black community in St. Louis history.</p> <p>Use Google Maps with the incorporation of the links on the document found <a href="#">HERE</a>:</p> <ul style="list-style-type: none"> <li>Objective: Students will know about local historical sites and the accomplishments of Black individuals from our local area and state. Students will understand the rich Black history that exists and why it is important in our local history.</li> </ul>	Cooperative Learning  Summarizing and Notetaking	C  21C creativity, critical thinking, communication, collaboration
1,2	1.CC.D	2. Activity: Local History Timeline	Cooperative	B

	AH.5.CC .D  ISTE: 3a, 5b	<p>Students will research black history in their own community and school district. Create a timeline of the black history perspective in the St. Charles community, as well as more specific to the Francis Howell School District. Be able to explain the changing diversity, and the response both explicit and implicit. Determine how the community continues to change in a positive way to changing demographics and diversity within the community. Classroom discussion/socratic seminar. Create a take action plan to share findings with the community.</p> <p><a href="#">Link #1</a> <a href="#">Link #2</a> <a href="#">Link #3</a></p> <ul style="list-style-type: none"> <li>Objective: Students will know and understand how Black History has impacted their own school's history and the local St. Charles area.</li> </ul>	Learning  Cues, Questions and Advance Organizers	Critical Thinking  Communication  Collaboration
1,2	1.CC.D AH.5.CC .D  ISTE: 3a, 5b, 6	<p>3. Activity: Interviews with Community Members</p> <p>Students will interview community and family members about race issues in the St. Louis area. Students in class will formulate questions to ask in interviews to various community members. Students will ask the exact same questions to their interviewee through zoom or in person and will relay finding to class. Students will discuss and analyze the similarities and differences between responses based upon age, race, socio-economic experiences. Possibility of a list of people specific for this task to interview.</p> <ul style="list-style-type: none"> <li>Objective: Students will know and understand how different community member's experiences as Black individuals have impacted their lives.</li> </ul>	Cues, Questions, and Advance Organizers  Cooperative Learning  Identifying Similarities and Differences	C  Communication  Collaboration  Critical Thinking
3	1.PC.A 5.PC.C	<p>4. Exploration of Ferguson Riots and Consequences</p> <ul style="list-style-type: none"> <li>Objective: Students will know and understand the events</li> </ul>	Cooperative Learning	B  Collaboration

		leading up to the Ferguson riots and the consequences of the events on Black people and communities.	Summarizing and Notetaking	Communication Critical Thinking
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Unit 8: Resources

**UNIT RESOURCES**

**Teacher Resources:**

This may include:

- Black History Textbook

**Student Resources:**

This may include:

- Black History Textbook