



Park Hill School District

Building Successful Futures • Each Student • Every Day

African American History Curriculum

Course Description: An elective course that examines the history and culture of Africa and the African American experience in an interdisciplinary format, including an analysis of the unique historical, cultural, and social developments from the Middle Passage to the present day. The course will address the literary and artistic contributions of African Americans to American culture. Critical thinking, reading, writing, and oral presentation skills are emphasized.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2-3 Weeks	African Kingdoms & The Atlantic Slave Trade	Topic 1: Kingdoms Topic 2: Age of Exploration Topic 3: Triangle Trade
3-4 Weeks	Early America (1500s-1860)	Topic 1: Economics of Early British Colonies Topic 2: Revolution and Constitution Topic 3: Assimilation v. Acculturation Topic 4: Abolition
3-4 Weeks	Civil War Era (1860-1877)	Topic 1: Division Topic 2: Civil War Topic 3: Reconstruction
2-3 Weeks	Early Emancipation (1870-1920)	Topic 1: Black Codes & Segregation Topic 2: Culture & Expression

2-3 Weeks	Civil Rights Era (1920-1979)	Topic 1: 1920s Topic 2: 1930s Topic 3: 1940s Topic 4: 1950s Topic 5: 1960s Topic 6: 1970s
2-3 Weeks	Modern America (1980-Present)	Topic 1: Modern Politics Topic 2: Justice System Topic 3: Culture and Expression

Curriculum Revision Tracking

Fall, 2022

All Units:

- Updated Missouri Priority Standards
- Updated Topics within Units
- Updated Engaging Scenarios and Experiences to align with Topics

Spring, 2018

All Units:

- Updated ISTE Standards
- Updated Missouri Learning Standards
- Updated Teaching Tolerance Standards

Unit 1: African Kingdoms & The Atlantic Slave Trade

Subject: African American History

Grade: 10-12

Name of Unit: African Kingdoms & The Atlantic Slave Trade

Length of Unit: 2-3 Weeks

Overview of Unit: Students will cover the history of African Kingdoms, including a discussion of cultural interactions within Africa and with the rest of the world. Emphasis will be placed on the development of Africa as a preeminent power in the world. Finally, students will examine what happens when two or more cultures meet and the consequences of those interactions.

Priority Standards for unit:

- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States' history.
- 9-12.AH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in United States' history.
- 9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.
- 9-12.WH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in world history.
- 9-12.WH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to post c. 1450.
- 9-12.GV.1.EC.A Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.1.EC.A Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450.
- 9-12.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Supporting Standards for unit:

- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 9-12.GV.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.
- 9-12.GV.1.G.B Analyze the relationship between the geography of the original 13 colonies and the formation of the United States government.

Standard	Standards Unwrapped into Learning Target	Bloom's	DOK
9-12.AH.1.CC.A	Students will use various types of timelines, diagrams, and primary sources to analyze events in United States history. Students will create various tools, such as diagrams, charts, maps, and timelines. This could include placing events in their chronological order or using primary source material to identify cause and effect relationships between related events.	Analyze	3
9-12.AH.1.CC.B	Students will explain how political, social, and economic circumstances of the time and place shaped the views and actions of individuals and institutions of a particular period.	Analyze	3
9-12.WH.1.CC.A	Students will use various types of timelines, diagrams, and primary sources to analyze events in world history. Students will create various tools, such as diagrams, charts, maps, and timelines. This could include placing events in their chronological order or using primary source material to identify cause-and-effect relationships between related events.	Analyze	3
9-12.WH.1.CC.B	Students will explain how political, social, and economic circumstances of the time and place shaped the views and actions of individuals and institutions of a particular period.	Analyze	3
9-12.WH.1.GS.A	Students will show that laws, policies, and processes have intended and unintended consequences for individuals and groups in society. Students will look at the past and present, identify cause and effect, make predictions about the outcomes of a political decision, and be able to identify the subsequent consequences and benefits.	Analyze	3
9-12.GV.1.EC.A	The students will define opportunity cost. The students will create a cost/benefit analysis for decisions that are made by both individuals (microeconomics) and institutions (macroeconomics).	Analyze	3
9-12.WH.1.EC.A	Students will define opportunity cost. Students will create a cost-benefit analysis of the effect of macroeconomic decisions, made by governments, on individuals and society. Students will create a cost-benefit analysis of the effect of microeconomic decisions, made by individuals, on society and government. Students should be able to use different economic terms emerging in this era, such as mercantilism, capitalism, communism, market economies, etc. in context as appropriate.	Analyze	3

9-12.WH.1.PC.A	Students, when analyzing primary resources, will be able to take into consideration point of view; bias; audience; purpose; and political, social, and economic circumstances of the time to develop historical empathy. Students will employ principles of historical contextualization in their analysis.	Analyze	3
9-12.WH.1.PC.B	Using a world history lens, students will examine the origins and impacts of social structures and stratification on societies and individuals through each theme. Students will explore customs, traditions, norms, and roles in their examination.	Analyze	3

Essential Questions:

1. How did culture develop in Africa prior to the 1500s?
2. How did cultures interact within the African continent prior to the 1500s?
3. What are the consequences when two cultures meet?

Enduring Understanding/Big Ideas:

1. African Kingdoms had a variety of social structures and a variety of religious traditions.
2. The shift in enslavement from systems within Africa to systems in early European colonies.
3. The motivations used in the creation of the Triangle Trade.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Patrilineal • Matrilineal • Indigenous • Assimilation • Acculturation • Nativism	• Sudan • Sub-Saharan • Berbers • Griots • Atlantic Slave Trade • Chattel • Asiento • Triangular Trade • Middle Passage

Resources for Vocabulary Development: The African-American Odyssey by Hine, Hine, Harrold. (Pearson, 2020)

Topic 1: Kingdoms

Engaging Experience 1

Title: “ROOTS” Dialectical Journal

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.WH.1.CC.B Explain connections among historical context and peoples’ perspectives at the time in world history.
- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Supporting:

- 9-12.GV.1.PC.A Using a government lens, describe how peoples’ perspectives shaped the sources/artifacts they created.
- 9-12.GV.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.

Detailed Description/Instructions: Using the first episode of ROOTS (2016 version) covering Kunte Kinte’s journey from warrior to enslaved person, have students keep bulleted notes as they watch the episode. The students are responsible for identifying at least 20 key “moments” of the episode. These aspects could be a particular quote, an impactful scene or series of events, a cultural revelation, etc. After they describe each “moment” briefly in their notes (one or two statements), they are then required to answer a series of questions based upon the essential questions and big ideas for the Unit.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Topic 2: Age of Exploration

Engaging Experience 1

Title: Understanding the Evolution of Slavery

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 9-12.GV.1.EC.A Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 9-12.WH.1.EC.A Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450.

Supporting:

- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created
- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Detailed Description/Instructions: Students will be provided with a multi-text set of resources (see [linked document](#) for example) about slavery in Africa, the experiences of Africans on slave ships, enslavement of Native Americans, and mutinies on slave ships, and the creation of chattel slavery in the Americas. Students are given time to explore the resources, either guided by the teacher or independently. They should review the resources through the lens of the essential questions, how did cultures interact within the African continent prior to the 1500s? and What are the consequences when two cultures meet? After the students have reviewed the sources, the teacher will lead them in a discussion of how slavery evolved from the systems in Africa before colonization, through the enslavement of Native Americans, to the creation of chattel slavery. Students will use evidence from the sources to answer the essential questions.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Slaver Document Analysis

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 9-12.WH.1.EC.A Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450.
- 9-12.WH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in world history.
- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Supporting:

- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created
- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Detailed Description/Instructions: Using various documents describing slavers (e.g., the Brookes) and the second episode of ROOTS (2016 version), students will learn about the experience of captured Africans aboard slave ships. Their task will be to identify the most prominent conditions and dangers faced by both the ship's crew and the captured Africans (both male and female). After each student finishes creating their lists of conditions and dangers, the students will work in small groups to compile a venn diagram or other chart to compare the identified conditions and dangers. Students will then be tasked to present their diagram/chart and explain their understanding of the conditions/dangers of the Atlantic Slave Trade. This activity will hopefully illustrate the possible bias in documents written from enslaver's perspective versus the experience and perspective of an enslaved African.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: Triangle Trade

Engaging Experience 1

Title: Evolution of trade from goods to people

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- 9-12.WH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in world history.
- 9-12.GV.1.EC.A Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.

Supporting:

- 9-12.GV.1.G.B Analyze the relationship between the geography of the original 13 colonies and the formation of the United States government.

Detailed Description/Instructions: Students will create a timeline of the evolution of the Triangle Trade from the exchange of goods to the trade in African people. Using PowerPoint notes and previous activities, students will use their timeline to create a layered map of the transition. The first layer will be what was traded before the 1500s. The second layer will be what was traded from approximately the 1500s-1700s. The final layer will be what was traded after the 1700s. The teacher will lead a discussion about what goods were traded and why they were traded at each point, what the motivations for that trade were, and why/how the trade evolved into enslaving Africans.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product, or performance.)

Students will create a “storyboard” which breaks down the evolution of Kunta Kinte’s journey throughout the four episodes of *Roots* in relationship to the key concepts explored during the Unit. These posters/projects will be displayed for their classmates to see and serve as a possible review activity for the Unit Exam.

Each “stage” on the poster should include the following components:

1. Written summary with highlighted key terms.
2. Illustrations relative to that particular stage.
3. Cited quotations from the mini-series or primary sources illustrating the significance of that “stage”.
4. Critical thinking analysis of one essential question pertinent to each particular “stage”.
5. A comparison/contrast with at least one other key character in the series (e.g., Fiddler, Chicken George, Belle, Kizzie, etc.).

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Kingdoms	“ROOTS” Dialectical Journal	Using the first episode of <u>ROOTS</u> (2016 version) covering Kunte Kinte’s journey from warrior to enslaved person, have students keep bulleted notes as they watch the episode. The students are responsible for identifying at least 20 key “moments” of the episode. These aspects could be a particular quote, an impactful scene or series of events, a cultural revelation, etc. After they describe each “moment” briefly in their notes (one or two statements), they are then required to answer a series of questions based upon the essential questions and big ideas for the Unit.	1 Day
Age of Exploration	Understanding the Evolution of Slavery	Students will be provided with a multi-text set of resources (see <u>linked document</u> for example) about slavery in Africa, the experiences of Africans on slave ships, enslavement of Native Americans, and mutinies on slave ships, and the creation of chattel slavery in the Americas. Students are given time to explore the resources, either guided by the teacher or independently. They should review the resources through the lens of the essential questions, how did cultures interact within the African continent prior to the 1500s? and What are the consequences when two cultures meet? After the students have reviewed the sources, the teacher will lead them in a discussion of how slavery evolved from the systems in Africa before colonization, through the enslavement of Native Americans, to the creation of chattel slavery. Students will use evidence from the sources to answer the essential questions.	2 Days

Age of Exploration	Slaver Document Analysis	Using various documents describing slavers (e.g., the Brookes) and the second episode of <u>ROOTS</u> (2016 version), students will learn about the experience of captured Africans aboard slave ships. Their task will be to identify the most prominent conditions <u>and</u> dangers faced by both the ship's crew and the captured Africans (both male and female). After each student finishes creating their lists of conditions and dangers, the students will work in small groups to compile a venn diagram or other chart to compare the identified conditions and dangers. Students will then be tasked to present their diagram/chart and explain their understanding of the conditions/dangers of the Atlantic Slave Trade. This activity will hopefully illustrate the possible bias in documents written from enslaver's perspective versus the experience and perspective of an enslaved African.	2 Days
Triangle Trade	Evolution of trade from goods to people	Students will create a timeline of the evolution of the Triangle Trade from the exchange of goods to the trade in African people. Using PowerPoint notes and previous activities, students will use their timeline to create a layered map of the transition. The first layer will be what was traded before the 1500s. The second layer will be what was traded from approximately the 1500s-1700s. The final layer will be what was traded after the 1700s. The teacher will lead a discussion about what goods were traded and why they were traded at each point, what the motivations for that trade were, and why/how the trade evolved into enslaving Africans.	1-2 Days

Unit 2: Early America (1500s-1860)

Subject: African American History

Grade: 10-12

Name of Unit: Early America (1500s-1860)

Length of Unit: 3-4 Weeks

Overview of Unit: Students will examine the variety of conditions that Africans were in during the time from the early colonies through the American Revolution and the Civil War. The economics of slavery and reasons why it flourished in the South will be contrasted with the growing abolitionist movement. Emphasis will be placed on different responses of enslaved people as they assimilated, acculturated, or accommodated.

Priority Standards for unit:

- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States' history.
- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c. 1870-2010.
- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 connect to changing identity and culture.
- 9-12.AH.1.PC.A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.AH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in United States' history.
- 9-12.GV.1.GS.B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.
- 9-12.GV.1.G.B Analyze the relationship between the geography of the original 13 colonies and the formation of the United States government.
- 9-12.GV.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.

Supporting Standards for unit:

- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Standard	Standards Unwrapped into Learning Target	Bloom's	DOK
9-12.AH.1.CC.A	Students will use various types of timelines, diagrams, and primary sources to analyze events in United States history. Students will create various tools, such as diagrams, charts, maps, and timelines. This could include placing events in their chronological order or using primary source material to identify cause and effect relationships between related events.	Analyze	3
9-12.AH.1.GS.C	Students will identify how decisions made by governments, institutions, and organizations impact the United States and the world.	Analyze	3
9-12.AH.1.G.A	Students will create and use multiple relevant sources of various types (maps, visuals, charts, graphs, data, and diagrams) to make generalizations based on data supported by facts.	Create	4
9-12.AH.1.G.B	Students will differentiate between physical and human characteristics. Students will identify cultural characteristics that make a region. Characteristics could include religion, language, and customs. Students will be able to draw conclusions about how these characteristics are defined and how they change within various regions.	Analyze	3
9-12.AH.1.PC.A	When analyzing primary resources, students will be able to take into consideration point of view, bias, audience, purpose, and political, social, and economic circumstances to develop historical empathy.	Analyze	3
9-12.AH.1.PC.B	Using a United States' historical lens, students will examine the origins and impacts of social structures and stratification on societies and individuals through each theme.	Understand	2
9-12.AH.1.CC.B	Students will explain how political, social, and economic circumstances of the time and place shaped the views and actions of individuals and institutions of a particular period.	Analyze	3
9-12.GV.1.GS.B	The students will be able to develop a plan that seeks to solve a problem in their community, their state, or their country.	Apply	3
9-12.GV.1.G.B	The students will make observations about how physical and cultural geography have affected the creation of the U.S. Constitution, America's Declaration of Independence, and historical changes to the processes of government.	Analyze	3
9-12.GV.1.EC.A	The students will define opportunity cost. The students will create a cost/benefit analysis for decisions that are made by both individuals (microeconomics) and institutions (macroeconomics).	Analyze	3

Essential Questions:

1. What were the different methods of resistance to enslavement?
2. How did enslaved people assimilate, acculturate, and/or accommodate within the early colonies?
3. How were enslaved people able to create a distinct culture separate from their white oppressors?
4. What were the economic motivations for continuing the institution of slavery?

Enduring Understanding/Big Ideas:

1. Geography and economic systems drove the different development of systems of enslavement.
2. Black people in the colonies supported the Revolution but were not included in the advancement of the United States of America.
3. African people endured enslavement differently.
4. There were a variety of abolitionist efforts to end slavery.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Sovereignty • Immigrants • Three-fifths Clause • Manumission • Patriarchy • Antebellum • Paternalism • Manifest Destiny • Accommodation • Compromise of 1850	• Crispus Attucks • Emancipation • Abolition • Fugitive Slave Act • Cotton Gin • American Colonization Society • Liberia • Missouri Compromise • Moral Suasion • <i>Amistad</i> • Slave Catchers • Chattel • Slave Codes • Bill of Rights

Resources for Vocabulary Development: The African-American Odyssey by Hine, Hine, Harrold. (Pearson, 2020)

Topic 1: Economics of Early British Colonies

Engaging Experience 1

Title: Population Density Maps Comparison

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c. 1870-2010.
- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 connect to changing identity and culture.
- 9-12.GV.1.G.B Analyze the relationship between the geography of the original 13 colonies and the formation of the United States government.

Supporting:

- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Detailed Description/Instructions: Students will compare slave population density maps from 1600s (roughly) and pre-Civil War (roughly) to better understand the expansion of slavery relative to the invention of the cotton gin and the growth of the "Cotton Kingdom" in the Deep South. Students will also watch excerpts from the film *12 Years a Slave* to analyze how the geographical location and cultural traditions affected the different treatment of Solomon Northrup the farther South he gets. Students will be asked to explain the economic motivations for the expansion of slavery in particular areas of the South and decline in areas in the North. Finally, students will predict what social, economic, and political consequences this might present for the nation during this time.

Bloom's Levels: Create & Analyze

Webb's DOK: 4 & 3

Engaging Experience 2

Title: 12 Years a Slave - Film Analysis

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States' history.

Supporting:

- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Detailed Description/Instructions: Students will complete a five-paragraph essay as a response to the film *12 Years a Slave*. Their response should include the following: an introduction paragraph, 2-3 paragraphs summarizing the events of the film, and 1-2 paragraphs as a response or critique of the film.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Revolution and Constitution

Engaging Experience 1

Title: Primary Source Analysis - Declaration of Independence & the U.S. Constitution

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.AH.1.PC.A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Supporting:

- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Detailed Description/Instructions: Students will read and analyze the Declaration of Independence.

They will discuss the Enlightenment ideals in the document (natural rights, inalienable rights, social contract) and discuss how slavery was excluded from the document (the deleted paragraph). Afterwards the students will read excerpts of the U.S. Constitution, the Bill of Rights, and early legislation (e.g., $\frac{3}{5}$ Clause, Importation Clause, Slave Insurrection Clause, the Fugitive Slave Clauses) and discuss if and/or how the Constitution fulfilled or failed to fulfill the ideals of the Declaration of Independence.

Bloom's Levels: Understand & Analyze

Webb's DOK: 2 & 3

Topic 3: Assimilation v. Acculturation (and Accommodation)

Engaging Experience 1

Title: Assimilation v. Acculturation (and Accommodation) in Primary Sources

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- 9-12.AH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in United States' history.
- 9-12.GV.1.EC.A Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.

Supporting:

- 9-12.GV.1.G.B Analyze the relationship between the geography of the original 13 colonies and the formation of the United States government.

Detailed Description/Instructions: The students will take notes over the definitions of cultural assimilation versus acculturation (and accommodation). Then students will read excerpts of slave narratives covering different geographical locations in America (ex. Phyllis Wheatley, Frederick Douglas, Olaudah Equiano, etc.). In one color students will highlight examples of assimilation, in a second color they will highlight examples of acculturation, and in a third color they will highlight any examples of accommodation they find. The students will have small group or whole class discussions about why enslaved people might assimilate versus acculturate.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 4: Abolition

Engaging Experience 1

Title: T-Chart of Abolitionist Ideals

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- 9-12.GV.1.GS.B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.
- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.

Supporting:

- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Detailed Description/Instructions: Have students view episode four of *Roots* (2016 version) and create a T-Chart of factors that lend support to the abolitionist movement (e.g., religion, class, industrialism) versus factors that undermined the abolitionist movement (e.g., economics, politics, agriculture dependent communities). Students will then compare and contrast the factors on each side of their T-charts and rank those factors in order of the most significant to each side of the movement.

Bloom's Levels: Analyze & Understand

Webb's DOK: 3 & 2

Engaging Experience 2

Title: Frederick Douglass 4th of July Speech

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in United States' history.
- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 connect to changing identity and culture.

Supporting:

- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Detailed Description/Instructions: Using the text of Frederick Douglass's Speech on the Fourth of July, students will read and annotate the speech. Their primary task will be to identify the language used by Douglass and how he uses powerful words to communicate his frustration with the holiday and how it is not reflective of his (and the general Black) experience in the United States at this time.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product, or performance.)

Students will engage in a Socratic Seminar (as a class) for an entire period after reading a selection of excerpts from slave narratives. These narratives should incorporate a variety of conditions of slavery, ranging from field hands to domestic slaves. After reading and annotating the narratives, in addition to preparing at least three (3) questions for discussion, students should be guided through a discussion that highlights the variation of the conditions and treatment which enslaved Africans endured, and also how they were able to resist, acculturate, assimilate, and/or accommodate in many ways. Emphasis should be placed on referring back to the sources from the Unit whenever possible to support their views and assertions. Some great examples to use are Frederick Douglass, Solomon Northup, and Harriet Tubman. There are many other great excerpts that can be found online. You could also include an excerpt from *Uncle Tom's Cabin* as well.

Rubric for Engaging Scenario: To be created, based on class and individual participation in seminar discussion.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Economics of Early British Colonies	Population Density Maps Comparison	Students will compare slave population density maps from 1600s (roughly) and pre-Civil War (roughly) to better understand the expansion of slavery relative to the invention of the cotton gin and the growth of the “Cotton Kingdom” in the Deep South. Students will also watch excerpts from the film <i>12 Years a Slave</i> to analyze how the geographical location and cultural traditions affected the different treatment of Solomon Northrup the farther South he gets. Students will be asked to explain the economic motivations for the expansion of slavery in particular areas of the South and decline in areas in the North. Finally, students will predict what social, economic, and political consequences this might present for the nation during this time.	1 Day
Economics of Slavery	12 Years a Slave - Film Analysis	Students will complete a five-paragraph essay as a response to the film <i>12 Years a Slave</i> . Their response should include the following: an introduction paragraph, 2-3 paragraphs summarizing the events of the film, and 1-2 paragraphs as a response or critique of the film.	2 Days
Revolution and Constitution	Primary Source Analysis - Declaration of Independence & the U.S. Constitution	Students will read and analyze the Declaration of Independence. They will discuss the Enlightenment ideals in the document (natural rights, inalienable rights, social contract) and discuss how slavery was excluded from the document (the deleted paragraph). Afterwards the students will read excerpts of the U.S. Constitution, the Bill of Rights, and early legislation (e.g., $\frac{3}{5}$ Clause, Importation	1 Day

		Clause, Slave Insurrection Clause, the Fugitive Slave Clauses) and discuss if and/or how the Constitution fulfilled or failed to fulfill the ideals of the Declaration of Independence.	
Assimilation v. Acculturation (and Accommodation)	Assimilation v. Acculturation (and Accommodation) in Primary Sources	The students will take notes over the definitions of cultural assimilation versus acculturation (and accommodation). Then students will read excerpts of slave narratives covering different geographical locations in America (ex. Phyllis Wheatley, Frederick Douglass, Olaudah Equiano, etc.). In one color students will highlight examples of assimilation, in a second color they will highlight examples of acculturation, and in a third color they will highlight any examples of accommodation they find. The students will have small group or whole class discussions about why enslaved people might assimilate versus acculturate.	1-2 Days
Abolition	T-Chart of Abolitionist Ideals	Have students view episode four of <i>Roots</i> (2016 version) and create a T-Chart of factors that lend support to the abolitionist movement (e.g., religion, class, industrialism) versus factors that undermined the abolitionist movement (e.g., economics, politics, agriculture dependent communities). Students will then compare and contrast the factors on each side of their T-charts and rank those factors in order of the most significant to each side of the movement.	1-2 Days
Abolition	Frederick Douglass 4th of July Speech	Using the text of Frederick Douglass's Speech on the Fourth of July, students will read and annotate the speech. Their primary task will be to identify the language used by Douglass and how he uses powerful words to communicate his frustration with the holiday and how it is not reflective of his (and the general Black) experience in the United States at this time.	45 Minutes

Unit 3: Civil War Era (1860-1877)

Subject: African American History

Grade: 10-12

Name of Unit: Civil War Era (1860-1877)

Length of Unit: 2 Weeks

Overview of Unit: This unit covers the series of events that created the tensions which led to the Civil War and how many of those events centered around slavery. The role of African Americans in the war effort is also a major focus. Emphasis will be placed on the ideal of Reconstruction—its successes and failures—with regard to its attempt to provide rights and economic equality for African Americans.

Priority Standards for unit:

- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States' history.
- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c. 1870-2010.
- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 connect to changing identity and culture.
- 9-12.AH.1.PC.A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.
- 9-12.GV.1.GS.B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.

Supporting Standards for unit:

- 9-12.GV.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.
- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Standard	Standards Unwrapped into Learning Target	Bloom's	DOK
9-12.AH.1.CC.A	Students will use various types of timelines, diagrams, and primary sources to analyze events in United States history. Students will create various tools, such as diagrams, charts, maps, and timelines. This could include placing events in their chronological order or using primary source material to identify cause and effect relationships between related events.	Analyze	3
9-12.AH.1.GS.C	Students will identify how decisions made by governments, institutions, and organizations impact the United States and the world.	Analyze	3
9-12.AH.1.G.A	Students will create and use multiple relevant sources of various types (maps, visuals, charts, graphs, data, and diagrams) to make generalizations based on data supported by facts.	Create	4
9-12.AH.1.G.B	Students will differentiate between physical and human characteristics. Students will identify cultural characteristics that make a region. Characteristics could include religion, language, and customs. Students will be able to draw conclusions about how these characteristics are defined and how they change within various regions.	Analyze	3
9-12.AH.1.PC.A	When analyzing primary resources, students will be able to take into consideration point of view, bias, audience, purpose, and political, social, and economic circumstances to develop historical empathy.	Analyze	3
9-12.AH.1.PC.B	Using a United States' historical lens, students will examine the origins and impacts of social structures and stratification on societies and individuals through each theme.	Understand	2
9-12.AH.1.G.C	Students will, relative to key content, locate major cities and states, and identify geographic features.	Understand	2
9-12.GV.1.GS.B	The students will be able to develop a plan that seeks to solve a problem in their community, their state, or their country.	Apply	3

Essential Questions:

1. What were the motivations for secession?
2. What roles did Black people have in the Civil War?
3. What were the successes and failures of Reconstruction?

Enduring Understanding/Big Ideas:

1. After the failure of a series of compromises, the southern states seceded as a response to the election of Abraham Lincoln.
2. Black people's roles in the Civil War were different depending on if they lived in the North or the South.
3. Reconstruction is a paradox because while African Americans were able to obtain rights through Constitutional Amendments, they were excluded from exercising them due to the creation of Jim Crow laws in the South and inaction by the federal government.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Popular Sovereignty • Homestead Act • Carpetbaggers • Scalawags • Reconstruction • Suffrage	• <i>Uncle Tom's Cabin</i> • Confiscation Act • Emancipation Proclamation • Declaration of Secession • Freedmen's Bureau • Sharecropping • 13th Amendment • 14th Amendment • 15th Amendment • Black Codes • Ku Klux Klan • Enforcement Acts • Civil Rights Act of 1875 • Juneteenth • Jim Crow laws

Resources for Vocabulary Development: The African-American Odyssey by Hine, Hine, Harrold. (Pearson, 2020)

Topic 1: Division

Engaging Experience 1

Title: Evolution of Lincoln

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States' history.
- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.GV.1.GS.B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.

Supporting:

- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Detailed Description/Instructions: Students will read excerpts from multiple speeches and primary source documents from or about Abraham Lincoln (letters, transcripts from the Lincoln-Douglas debates, his 1st and 2nd Inaugural Address, etc.). Using evidence from at least three of the primary sources students will construct an argument with a line of reasoning about Lincoln's beliefs about slavery and Blacks prior to his first election through his political career. As a class, discuss how Lincoln's beliefs evolved before, during, and after the Civil War.

Bloom's Levels: Analyze & Apply

Webb's DOK: 3

Topic 2: Civil War

Engaging Experience 1

Title: *Glory* - “One Pager”

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.GV.1.GS.B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.

Supporting:

- 9-12.GV.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.
- 9-12.GV.1.PC.A Using a government lens, describe how peoples’ perspectives shaped the sources/artifacts they created.

Detailed Description/Instructions: As students watch the film *Glory* covering the topic of African American troops and their role during the Civil War, they will complete a variety of tasks on a single piece of paper. These tasks include:

4. Write the title, year produced and director at the top of the page or around a border.
5. Identify 5 key characters - names and what they did/represent in the film.
6. Write 5 quotes from the film they found particularly illuminating or moving.
7. Create at least five illustrations from the film (they do not need to be amazing artists).
8. On the back, write a reflection (1 to 3 paragraphs) on the film focusing on the following:
It could be said that “History is what the present chooses to remember about the past.” Given that the audience will take away from the movie an impression of the historical events or figures portrayed in the story, does the film improve the viewer’s understanding of historical events? Justify your conclusion with specific examples from the film and connections to lessons covered during this Unit.

Bloom’s Levels: Analyze & Apply

Webb’s DOK: 3

Topic 3: Reconstruction

Engaging Experience 1

Title: Reconstruction Amendments

Suggested Length of Time: 60 Minutes

Standards Addressed

Priority:

- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.

Supporting:

- 9-12.GV.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.

Detailed Description/Instructions: Students will be placed in groups of three and given the text of the 13th, 14th, and 15th Amendments. Each student will be assigned one amendment and required to answer three questions about their amendment:

1. What was the intended result of this amendment?
2. Why do you think it was necessary to put it in writing in the Constitution?
3. How might it be problematic to enforce?
4. What were the consequences of the failure to meet the needs of all individuals and groups in the current society?

Group members will then share their information with each other and report back to the class as a whole about each amendment and hopefully make connections between the three and how they work together and independently to advance the cause of African American civil rights.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product, or performance.)

Students will be put into groups and be given a list of 10-14 pre-Civil War events. Students will use their notes, class experience, and resources from the Unit to research the dates, significance, and impact on society of each event. They will then as a group rank the events in the order they think was most important to the beginning of the Civil War. They will create a presentation (poster, Canva, Google Slide, etc.). After ranking the events and creating their presentation, each group will share out their list and defend their choices using evidence to support their argument focusing on why the event mattered and how it affected the political, economic, or racial climate of the times.

Example events (in no particular order) might include:

1. Missouri Compromise
2. Fugitive Slave Law of 1850
3. John Brown's raid on Harper's Ferry
4. Kansas Nebraska Act
5. Election of 1860
6. Northwest Ordinance
7. Compromise of 1850
8. Dred Scott decision
9. War of 1812
10. Wilmot Proviso/Mexican war
11. "Bleeding Kansas"
12. Secession of South Carolina
13. Emancipation Proclamation
14. Anti-slavery movement (Anti-Slavery Society)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Division	Evolution of Lincoln	Students will read excerpts from multiple speeches and primary source documents from or about Abraham Lincoln (letters, transcripts from the Lincoln-Douglas debates, his 1st and 2nd Inaugural Address, etc.). Using evidence from at least three of the primary sources students will construct an argument with a line of reasoning about Lincoln's beliefs about slavery and Blacks prior to his first election through his political career. As a class, discuss how Lincoln's beliefs evolved before, during, and after the Civil War.	1 Day
Civil War	<i>Glory</i> - "One Pager"	As students watch the film <i>Glory</i> covering the topic of African American troops and their role during the Civil War, they will complete a variety of tasks on a single piece of paper. These tasks include: 1. Write the title, year produced and director at the top of the page or around a border. 2. Identify 5 key characters - names and what they did/represent in the film. 3. Write 5 quotes from the film they found particularly illuminating or moving. 4. Create at least five illustrations from the film (they do not need to be amazing artists). 5. On the back, write a reflection (1 to 3 paragraphs) on the film focusing on the following: <i>It could be said that "History is what the present chooses to remember about the past." Given that the audience will take away</i>	2-3 Days

		<i>from the movie an impression of the historical events or figures portrayed in the story, does the film improve the viewer's understanding of historical events? Justify your conclusion with specific examples from the film and connections to lessons covered during this Unit.</i>	
Reconstruction	Reconstruction Amendments	Students will be placed in groups of three and given the text of the 13th, 14th, and 15th Amendments. Each student will be assigned one amendment and required to answer three questions about their amendment: 1. What was the intended result of this amendment? 2. Why do you think it was necessary to put it in writing in the Constitution? 3. How might it be problematic to enforce? 4. What were the consequences of the failure to meet the needs of all individuals and groups in the current society? Group members will then share their information with each other and report back to the class as a whole about each amendment and hopefully make connections between the three and how they work together and independently to advance the cause of African American civil rights.	60 Minutes

Unit 4: Early Emancipation (1870-1920)

Subject: African American History

Grade: 10-12

Name of Unit: Successes and Struggles in a Post-Slavery Society

Length of Unit: 2-3 Weeks

Overview of Unit: This unit covers an extended period of time from the end of Reconstruction to 1920. Key points of emphasis will be African Americans' efforts to attain economic equality and the key figures associated with different strategies and the development of a celebrated, distinct Black culture, including the start of the Great Migration.

Priority Standards for unit:

- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States' history.
- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c. 1870-2010.
- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 connect to changing identity and culture.
- 9-12.AH.1.PC.A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.
- 9-12.GV.1.GS.B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.

Supporting Standards for unit:

- 9-12.GV.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.
- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Standard	Standards Unwrapped into Learning Target	Bloom's	DOK
9-12.AH.1.CC.A	Students will use various types of timelines, diagrams, and primary sources to analyze events in United States history. Students will create various tools, such as diagrams, charts, maps, and timelines. This could include placing events in their chronological order or using primary source material to identify cause and effect relationships between related events.	Analyze	3
9-12.AH.1.GS.C	Students will identify how decisions made by governments, institutions, and organizations impact the United States and the world.	Analyze	3
9-12.AH.1.G.A	Students will create and use multiple relevant sources of various types (maps, visuals, charts, graphs, data, and diagrams) to make generalizations based on data supported by facts.	Create	4
9-12.AH.1.G.B	Students will differentiate between physical and human characteristics. Students will identify cultural characteristics that make a region. Characteristics could include religion, language, and customs. Students will be able to draw conclusions about how these characteristics are defined and how they change within various regions.	Analyze	3
9-12.AH.1.PC.A	When analyzing primary resources, students will be able to take into consideration point of view, bias, audience, purpose, and political, social, and economic circumstances to develop historical empathy.	Analyze	3
9-12.AH.1.PC.B	Using a United States' historical lens, students will examine the origins and impacts of social structures and stratification on societies and individuals through each theme.	Understand	2
9-12.AH.1.G.C	Students will, relative to key content, locate major cities and states, and identify geographic features.	Understand	2
9-12.GV.1.GS.B	The students will be able to develop a plan that seeks to solve a problem in their community, their state, or their country.	Apply	3

Essential Questions:

1. How did the segregation system perpetuate racism and discrimination in the United States?
2. How did African Americans differ in their strategies for attaining equality?
3. How were African Americans able to create a celebrated, distinct culture during this time period?

Enduring Understanding/Big Ideas:

1. Segregation excluded African Americans from electing officials of good will and forced them into debt and low paying jobs with little chance of economic or political mobility for fear of violent reprisal from whites in the South.
2. Booker T. Washington and W. E. B. Du Bois both hoped to advance African Americans, but with different strategies. Washington advocated skills training through schools like the Tuskegee Institute, while Du Bois favored Liberal Arts Education as part of the Niagara Movement.
3. African Americans sought to assimilate, acculturate, and/or accommodate in different ways.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Segregation ● Grandfather clause ● Social Darwinism ● Progressive Movement ● Great Depression ● New Deal ● Stereotype ● Miscegenation	● sharecropping ● <i>Plessy v Ferguson</i> ● Jim Crow ● lynching ● Exodusters ● Convict Lease System ● Talented Tenth ● Buffalo Soldiers ● Blues ● Jazz ● Negro Leagues ● Tuskegee Movement ● Niagara Movement ● NAACP ● Great Migration ● Harlem Renaissance ● Black Cabinet ● Scottsboro Boys case ● Race Films

Resources for Vocabulary Development: *The African-American Odyssey* by Hine, Hine, Harrold. (Pearson, 2020)

Topic 1: Black Codes & Segregation

Engaging Experience 1

Title: “Slavery by Another Name” WebQuest

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- 9-12.GV.1.GS.B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.
- 9-12.AH.1.PC.B Using a United States’ historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Supporting:

- 9-12.GV.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.

Detailed Description/Instructions: Using the PBS documentary film “Slavery By Another Name” and its online resources, students will complete a WebQuest identifying different struggles faced by African Americans in the deep south due to vagrancy laws, debt peonage and other forms of economic and politically sanctioned discrimination.

Bloom’s Levels: Apply

Webb’s DOK: 3

Topic 2: Culture & Expression

Engaging Experience 1

Title: Marcus Garvey's Back to Africa Movement

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 connect to changing identity and culture.

Supporting:

- 9-12.GV.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.

Detailed Description/Instructions: Students will read speeches given by Marcus Garvey, Booker T. Washington, and W.E.B. Dubois. They will identify the main arguments of each speaker using evidence from the text. Afterwards, students will be assigned a group or perspective based in geography, socioeconomic status, gender, and occupation (EX: An affluent African American professional man living in New York, or a poor African American woman who is a sharecropper in the South) and will analyze which speaker their perspective would be most likely to agree with or follow. Students will be able to explain why they agree or disagree with Garvey, Washington, and DuBois.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: *Plessy v Ferguson* prediction activity

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- 9-12.AH.1.PC.A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.

Supporting:

- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Detailed Description/Instructions: Students will read a short summary of the history and decision regarding the landmark *Plessy v Ferguson* Supreme Court case. They will then write a short reflection (1-3 paragraphs) on how this case might have a lasting impact on race relations in the United States.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 3

Title: Washington and Du Bois Seminar

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 connect to changing identity and culture.

Supporting:

- 9-12.GV.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.

Detailed Description/Instructions: Students will read short biographies and various excerpts from the works of Booker T. Washington and W. E. B. Du Bois and have a guided discussion over their views in the African American struggle for civil rights and equality. The discussion should focus on compare and contrast, seeking to identify where the two men agreed and disagreed with the end conclusion being that both men had separate strategies for attempting to achieve the same general goal.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product, or performance.)

Identify the ideals America fought for during WWI and analyze whether America lived up to the ideals it fought for in relationship to African Americans' daily lives.

Students will work independently or in groups to choose an issue (examples listed below) and research the lived experiences of that group before, during, and after WWI. Each student or group will create posters (by hand or electronically) to share their research and make an argument for whether or not America lived up to the ideals it fought for. Students will share their work in a gallery walk. During the gallery walk all students will use information from the posters to create a T-chart of arguments for and against America fulfilling these ideals. After the gallery walk, the instructor will lead the students through a debrief and review of the arguments for and against.

Issues to consider might include:

1. Black veterans who fought in the war and the lives they returned to in America.
2. Black women's access to factory jobs in comparison to white women.
3. Access to education and non-domestic professions.
4. Geographic disparities between access to employment and education.
5. Disparities to human rights, such as voting, health care, and segregated facilities.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Black Codes & Segregation	“Slavery by Another Name” WebQuest	Using the PBS documentary film “Slavery By Another Name” and its online resources, students will complete a WebQuest identifying different struggles faced by African Americans in the deep south due to vagrancy laws, debt peonage and other forms of economic and politically sanctioned discrimination.	2-3 Days
Culture & Expression	Marcus Garvey’s Back to Africa Movement	Students will read speeches given by Marcus Garvey, Booker T. Washington, and W.E.B. Dubois. They will identify the main arguments of each speaker using evidence from the text. Afterwards, students will be assigned a group or perspective based in geography, socioeconomic status, gender, and occupation (EX: An affluent African American professional man living in New York, or a poor African American woman who is a sharecropper in the South) and will analyze which speaker their perspective would be most likely to agree with or follow. Students will be able to explain why they agree or disagree with Garvey, Washington, and DuBois.	1 Day
Culture & Expression	<i>Plessy v Ferguson</i> prediction activity	Students will read a short summary of the history and decision regarding the landmark <i>Plessy v Ferguson</i> Supreme Court case. They will then write a short reflection (1-3 paragraphs) on how this case might have a lasting impact on race relations in the United States.	45 Minutes
Culture & Expression	Washington and Du Bois Seminar	Students will read short biographies and various excerpts from the works of Booker T. Washington and W. E. B. Du Bois and have a guided discussion over their views in the African-American struggle for civil rights and equality. The discussion should focus on compare and contrast, seeking to identify where the two men agreed and disagreed with the end conclusion being that both men had separate strategies for attempting to achieve the same general goal.	1 Day

Unit 5: Civil Rights Era (1920-1979)

Subject: African American History

Grade: 10-12

Name of Unit: Civil Rights Era (1920-1979)

Length of Unit: 2-3 Weeks

Overview of Unit: This unit covers the period from 1920 until 1979. Major topics addressed focus on the Civil Rights Movement. Emphasis will be placed on the different leaders and strategies, as well as the many successes and failures of the movement. Each decade will highlight the politics and justice, culture and media, and resistance of the time period.

Priority Standards for unit:

- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States' history.
- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c. 1870-2010.
- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 connect to changing identity and culture.
- 9-12.AH.1.PC.A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.
- 9-12.GV.1.GS.B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.

Supporting Standards for unit:

- 9-12.GV.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.
- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Standard	Standards Unwrapped into Learning Target	Bloom's	DOK
9-12.AH.1.CC.A	Students will use various types of timelines, diagrams, and primary sources to analyze events in United States history. Students will create various tools, such as diagrams, charts, maps, and timelines. This could include placing events in their chronological order or using primary source material to identify cause and effect relationships between related events.	Analyze	3
9-12.AH.1.GS.C	Students will identify how decisions made by governments, institutions, and organizations impact the United States and the world.	Analyze	3
9-12.AH.1.G.A	Students will create and use multiple relevant sources of various types (maps, visuals, charts, graphs, data, and diagrams) to make generalizations based on data supported by facts.	Create	4
9-12.AH.1.G.B	Students will differentiate between physical and human characteristics. Students will identify cultural characteristics that make a region. Characteristics could include religion, language, and customs. Students will be able to draw conclusions about how these characteristics are defined and how they change within various regions.	Analyze	3
9-12.AH.1.PC.A	When analyzing primary resources, students will be able to take into consideration point of view, bias, audience, purpose, and political, social, and economic circumstances to develop historical empathy.	Analyze	3
9-12.AH.1.PC.B	Using a United States' historical lens, students will examine the origins and impacts of social structures and stratification on societies and individuals through each theme.	Understand	2
9-12.AH.1.G.C	Students will, relative to key content, locate major cities and states, and identify geographic features.	Understand	2
9-12.GV.1.GS.B	The students will be able to develop a plan that seeks to solve a problem in their community, their state, or their country.	Apply	3

Essential Questions:

1. How were African Americans able to obtain Civil Rights, previously denied them, during the 20th century?
2. What are the responses to the fight for Civil Rights?
3. How did African American culture develop in the 20th century?

Enduring Understanding/Big Ideas:

1. Using a variety of strategies under a variety of leaders, African Americans experienced an increase in their ability to exercise their constitutional rights.
2. The response to the Civil Rights movement varied, including efforts to support and efforts to suppress the movement.
3. African Americans used music, art, literature, and other forms to express and celebrate their experiences.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Civil Rights Movement • Passive Resistance • John F. Kennedy • Lyndon Baines Johnson • Kerner Commission • Great Society • War on Drugs • Vietnam • Robert Kennedy	• March on Washington Movement • <i>The Negro Soldier</i> • Tuskegee Airmen • CORE • <i>Brown v. Board of Education</i> • Montgomery Bus Boycott • Rosa Parks • Martin Luther King Jr. • Medgar Evers • Little Rock Nine • SCLC • SNCC • Civil Rights Acts • Freedom Rides • Freedom Summer • Albany Movement • Bloody Sunday • Voting Rights Act • Black Power • Malcolm X • Black Panthers • Tulsa Massacre

Resources for Vocabulary Development: *The African-American Odyssey* by Hine, Hine, Harrold. (Pearson, 2020)

Topic 1: 1920's

Engaging Experience 1

Title: *The Tuskegee Airmen* - One Pager

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- 9-12.AH.1.PC.A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Supporting:

- 9-12.GV.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.

Detailed Description/Instructions: This is a repeated exercise from Unit 3, just switching out the film. As students watch the film *The Tuskegee Airmen* covering the topic of African American pilots and their role during WWI, they will complete a variety of tasks on a single piece of paper. These tasks include:

1. Write the title, year produced and director at the top of the page or around a border.
2. Identify 5 key characters - names and what they did/represent in the film.
3. Write 5 quotes from the film they found particularly illuminating or moving.
4. Create at least five illustrations from the film (they do not need to be amazing artists).
5. On the back, write a reflection (1 to 3 paragraphs) on the film focusing on the following:

It could be said that "History is what the present chooses to remember about the past."

Given that the audience will take away from the movie an impression of the historical events or figures portrayed in the story, does the film improve the viewer's understanding of historical events? Justify your conclusion with specific examples from the film and connections to lessons covered during this Unit.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Music and Literature of the Harlem Renaissance

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 connect to changing identity and culture.
- 9-12.AH.1.PC.A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Supporting:

- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Detailed Description/Instructions: Student will use online tools to research and find examples of Harlem Renaissance music and literature to share with the class via GoogleDocs. This can be open ended to students could be assigned specific musicians and authors to research. The GoogleDocs will then be used to create a “master presentation” where each person/group presents their information to the rest of the class.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 3

Title: Poetry from the Harlem Renaissance

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- 9-12.AH.1.G.B mADfliAnalyze how the physical and human characteristics of regions in the United States post C. 1870 are connected to changing identity and culture.

Detailed Description/Instructions: Students will read a few excerpts from Hughes, McKay, etc. and synthesize what these poets were saying about life in general and the black experience during the 1920s and 1930s.

Bloom's Levels: Apply

Webb's DOK: 3

Topic 2: 1930s

Engaging Experience 1

Title: Great Migration Activity

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- 9-12.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.
- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c. 1870-2010.

Supporting:

- 9-12.GV.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.

Detailed Description/Instructions: Students will complete a chart showing the net change (+/-) for the African American population in each state from 1900-1930. They will then create a list of factors which might have motivated this change for particular regions of the nation given the events of this time period.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Experience 2

Title: The Great Debates

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- 9-12.AH.1.PC.A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Supporting:

- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Detailed Description/Instructions: After watching the film *The Great Debaters*, students will be placed into teams of 4 or 5 and assigned the task of supporting a position for a variety of topics like those presented in the film. Each group will create a bullet point outline of their support (with citations of their resources) over the issues presented throughout the topic - ranging from sharecropping to the New Deal and the Harlem Renaissance. They will then "debate" each other as a performance piece. These debates will be judged mostly on quality of argumentative support and engaging advocacy for their positions (after establishing ground rules for respect and ethical conduct, etc.).

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: 1940s

Engaging Experience 1

Title: Implementation of the New Deal

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c. 1870-2010.

Supporting:

- 9-12.GV.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.

Detailed Description/Instructions: Students will be given data and statistics on employment, income, home ownership, population mobility, etc. during the Great Depression. Using the data, students will draw conclusions about how the Great Depression affected groups differently. Using that knowledge, students will then look at descriptions of multiple New Deal programs that aimed to fix the economic problems of the Great Depression (US Housing Authority, Agricultural Adjustment Agency, Farm Security Administration, etc.) and see how the implementation of the New Deal programs impacted different groups in the short and long term.

Bloom's Levels: Create

Webb's DOK: 4

Topic 4: 1950s

Engaging Experience 1

Title: Impact of Brown v. Board of Education

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.GV.1.GS.B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.

Supporting:

- 9-12.GV.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.

Detailed Description/Instructions: As a class take notes over a multimedia text set of the resources listed below. Using evidence to write a paper or participate in a class discussion to answer the question: Was Brown v. the Board of Education successful? The final product can be a paper or a class discussion.

- Maps of school funding and segregation in the 1940s-1950s
- Excerpts from Brown v. Board of Education and Brown II decision
- Letter from Zora Neale Hurston
- Malcolm Gladwell Revisionist History podcast - Miss Buchanan's Period of Adjustment episode
- Newspaper article about Kansas City desegregation court order
- Maps of school funding and segregation in current day

Bloom's Levels: Understand

Webb's DOK: 2

Topic 5: 1960s

Engaging Experience 1

Title: Compare and contrast Rev. Dr. Martin Luther King, Jr., and Malcolm X

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States' history.
- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Supporting:

- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Detailed Description/Instructions: Students will be provided with a basic timeline of events in the Civil Rights movement in the 1950s-1960s. Students will be given quotes from early and late speeches/writings from Martin Luther King Jr. and Malcolm X and be asked to place where they think each speech/writing would go on the timeline.

Afterwards each student will choose and read the full version of one of the speeches by Martin Luther King Jr. or Malcolm X (provide them with at least 10 speeches/writings from early and late ideals of both Martin Luther King Jr. and Malcolm X). They will rearrange their quotes on the timeline as appropriate. The students will then each create a poster that identifies the main idea or argument in their chosen speech and support that with 3 quotes from the applicable text.

Students will take notes over all the speeches through a gallery walk. Finally, the teacher will lead a discussion about why/how both Martin Luther King, Jr.'s and Malcolm X's perspectives changed over time.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 6: 1970s

Engaging Experience 1

Title: *Glory Road* film analysis

Suggested Length of Time:

Standards Addressed

Priority:

- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c. 1870-2010.

Supporting:

- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Detailed Description/Instructions: As students watch the film *Glory Road* covering the integration of NCAA sports. They will complete a variety of tasks on a single piece of paper. These tasks include:

- Write the title, year produced and director at the top of the page or around a border.
- Identify 5 key characters - names and what they did/represent in the film.
- Write 5 quotes from the film they found particularly illuminating or moving.
- Create at least five illustrations from the film (they do not need to be amazing artists).
- On the back, write a reflection (1 to 3 paragraphs) on the film focusing on the following:
 - *It could be said that "History is what the present chooses to remember about the past." Given that the audience will take away from the movie an impression of the historical events or figures portrayed in the story, does the film improve the viewer's understanding of historical events? Justify your conclusion with specific examples from the film and connections to lessons covered during this Unit.*

Bloom's Levels: Create

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product, or performance.)

I Have a Dream Project

Martin Luther King Jr.'s "I Have a Dream" speech is often seen as a culminating event in the modern Civil Rights movement. Students will watch video from the speech and be given a text version of the speech as well to read along.

As a class, help the students identify the issues that King raises in his speech. Then students should conduct their own research to determine whether they believe those issues are still relevant in the United States.

After their research and reflection, they will create their own "Dream" speech/poem modeled after Dr. King's which reflects their own hopes and aspirations for race relations in their own life. Their speech will be submitted as a project for assessment by the teacher and posted anonymously in the classroom for a gallery walk.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1920's	<i>The Tuskegee Airmen</i> - One Pager	This is a repeated exercise from Unit 3, just switching out the film. As students watch the film <i>The Tuskegee Airmen</i> covering the topic of African American pilots and their role during WWI, they will complete a variety of tasks on a single piece of paper. These tasks include: 1. Write the title, year produced and director at the top of the page or around a border. 2. Identify 5 key characters - names and what they did/represent in the film. 3. Write 5 quotes from the film they found particularly illuminating or moving. 4. Create at least five illustrations from the film (they do not need to be amazing artists). 5. On the back, write a reflection (1 to 3 paragraphs) on the film focusing on the following: <i>It could be said that "History is what the present chooses to remember about the past." Given that the audience will take away from the movie an impression of the historical events or figures portrayed in the story, does the film improve the viewer's understanding of historical events? Justify your conclusion with specific examples from the film and connections to lessons covered during this Unit.</i>	2-3 Days
1920's	Music and Literature of the Harlem Renaissance	Student will use online tools to research and find examples of Harlem Renaissance music and literature to share with the class via GoogleDocs. This can be open ended to students could be assigned specific musicians and authors to research. The GoogleDocs will then be used to create a "master presentation" where each person/group presents their information to the rest of the class.	2 Days

1920's	Poetry from the Harlem Renaissance	Students will read a few excerpts from Hughes, McKay, etc. and synthesize what these poets were saying about life in general and the black experience during the 1920s and 1930s.	45 Minutes
1930's	Great Migration Activity	Students will complete a chart showing the net change (+/-) for the African American population in each state from 1900-1930. They will then create a list of factors which might have motivated this change for particular regions of the nation given the events of this time period.	45 Minutes
1930's	The Great Debates	After watching the film, <i>The Great Debaters</i> , students will be placed into teams of 4 or 5 and assigned the task of supporting a position for a variety of topics like those presented in the film. Each group will create a bullet point outline of their support (with citations of their resources) over the issues presented throughout the topic - ranging from sharecropping to the New Deal and the Harlem Renaissance. They will then “debate” each other as a performance piece. These debates will be judged mostly on quality of argumentative support and engaging advocacy for their positions (after establishing ground rules for respect and ethical conduct, etc.).	3 Days
1940's	Implementation of the New Deal	Students will be given data and statistics on employment, income, home ownership, population mobility, etc. during the Great Depression. Using the data, students will draw conclusions about how the Great Depression affected groups differently. Using that knowledge, students will then look at descriptions of multiple New Deal programs that aimed to fix the economic problems of the Great Depression (US Housing Authority, Agricultural Adjustment Agency, Farm Security Administration, etc.) and see how the implementation of the New Deal programs impacted different groups in the short and long term.	1-2 Days

1950's	Impact of Brown v. Board of Education	as a class take notes over a multimedia text set of the resources listed below. Using evidence to write a paper or participate in a class discussion to answer the question: Was Brown v. the Board of Education successful? The final product can be a paper or a class discussion. • Maps of school funding and segregation in the 1940s-1950s • Excerpts from Brown v. Board of Education and Brown II decision • Letter from Zora Neale Hurston • Malcolm Gladwell Revisionist History podcast - Miss Buchanan's Period of Adjustment episode • Newspaper article about Kansas City desegregation court order • Maps of school funding and segregation in current day	1-2 Days
1960's	Compare and contrast Rev. Dr. Martin Luther King, Jr., and Malcolm X	Students will be provided with a basic timeline of events in the Civil Rights movement in the 1950s-1960s. Students will be given quotes from early and late speeches/writings from Martin Luther King Jr. and Malcolm X and be asked to place where they think each speech/writing would go on the timeline. Afterwards each student will choose and read the full version of one of the speeches by Martin Luther King Jr. or Malcolm X (provide them with at least 10 speeches/writings from early and late ideals of both Martin Luther King Jr. and Malcom X). They will rearrange their quotes on the timeline as appropriate. The students will then each create a poster that identifies the main idea or argument in their chosen speech and support that with 3 quotes from the applicable text. Students will take notes over all the speeches through a gallery walk. Finally, the teacher will lead a discussion about why/how both Martin Luther King, Jr.'s and Malcolm X's perspectives changed over time.	1 Day

1970's	<i>Glory Road</i> film analysis	As students watch the film <i>Glory Road</i> covering the integration of NCAA sports. They will complete a variety of tasks on a single piece of paper. These tasks include: • Write the title, year produced and director at the top of the page or around a border. • Identify 5 key characters - names and what they did/represent in the film. • Write 5 quotes from the film they found particularly illuminating or moving. • Create at least five illustrations from the film (they do not need to be amazing artists). • On the back, write a reflection (1 to 3 paragraphs) on the film focusing on the following: ○ <i>It could be said that "History is what the present chooses to remember about the past." Given that the audience will take away from the movie an impression of the historical events or figures portrayed in the story, does the film improve the viewer's understanding of historical events? Justify your conclusion with specific examples from the film and connections to lessons covered during this Unit.</i>	
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Unit 6: Modern America (1980-Present)

Subject: African American History

Grade: 10-12

Name of Unit: Modern America (1980-Present)

Length of Unit: 2-3 Weeks

Overview of Unit: This unit covers issues of modern America and the modern Black American experience. Modern Black political leaders, cultural, and artistic icons will be highlighted, as well as the consequences of when institutions fail to meet the needs of African Americans. Particular attention will be placed on how African Americans continued to use music, art, literature, and other forms to express and celebrate their experiences and how this expression sometimes is seen as a form of protest against discrimination and racism in American society.

Priority Standards for unit:

- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States' history.
- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c. 1870-2010.
- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 connect to changing identity and culture.
- 9-12.AH.1.PC.A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.
- 9-12.GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Supporting Standards for unit:

- 9-12.GV.1.GS.B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.
- 9-12.GV.1.EC.A Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and government.

Standard	Standards Unwrapped into Learning Target	Bloom's	DOK
9-12.AH.1.CC.A	Students will use various types of timelines, diagrams, and primary sources to analyze events in United States history. Students will create various tools, such as diagrams, charts, maps, and timelines. This could include placing events in their chronological order or using primary source material to identify cause and effect relationships between related events.	Analyze	3
9-12.AH.1.GS.C	Students will identify how decisions made by governments, institutions, and organizations impact the United States and the world.	Analyze	3
9-12.AH.1.G.A	Students will create and use multiple relevant sources of various types (maps, visuals, charts, graphs, data, and diagrams) to make generalizations based on data supported by facts.	Create	4
9-12.AH.1.G.B	Students will differentiate between physical and human characteristics. Students will identify cultural characteristics that make a region. Characteristics could include religion, language, and customs. Students will be able to draw conclusions about how these characteristics are defined and how they change within various regions.	Analyze	3
9-12.AH.1.PC.A	When analyzing primary resources, students will be able to take into consideration point of view, bias, audience, purpose, and political, social, and economic circumstances to develop historical empathy.	Analyze	3
9-12.AH.1.PC.B	Using a United States' historical lens, students will examine the origins and impacts of social structures and stratification on societies and individuals through each theme.	Understand	2
9-12.AH.1.G.C	Students will, relative to key content, locate major cities and states, and identify geographic features.	Understand	2
9-12.GV.1.PC.A	The students, when analyzing primary resources, will be able to take into consideration point-of-view, bias, and audience and purpose, political, social, and economic circumstances of the time to develop historical empathy.	Analyze	3

Essential Questions:

1. How have African Americans been successful in the political process and outcomes of the United States?
2. What were the consequences when institutions failed to meet the needs of African Americans?
3. How has a modern African American culture developed as a form of popular expression in the United States?

Enduring Understanding/Big Ideas:

1. African Americans play a pivotal role in modern politics through leaders like Jesse Jackson and President Barack Obama.
2. African Americans continued to use music, art, literature, and other forms to express and celebrate their experiences; this expression sometimes is seen as a form of protest against discrimination and racism in American society.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Prejudice • Discrimination • Race • Ethnicity • Afrocentricity	• Jesse Jackson • Affirmative Action • Rainbow Coalition • Colin Powell • Condoleezza Rice • Barack Obama • Michelle Obama • Million Man March • Rodney King Incident • Black Lives Matter Movement • Affordable Healthcare Act

Resources for Vocabulary Development: The African-American Odyssey by Hine, Hine, Harrold. (Pearson, 2020)

Topic 1: Modern Politics

Engaging Experience 1

Title: Black Politicians in Modern America

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States' history.
- 9-12.AH.1.PC.A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Supporting:

- 9-12.GV.1.GS.B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.

Detailed Description/Instructions: Students will be given a list of African American politicians from both the Democratic and Republican parties from the 1980s, 1990s, 2000s, and 2010s. Students will find a speech or text from their assigned person and contribute to a shared document or classroom poster. As a class, Students will analyze what issues and ideas were most important to African American politicians over time. Finally, students will research the Democratic and Republican party platforms for the election years of their decade and compare and contrast the ideas that were important to African American politicians with the platforms of the two major parties.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Justice System

Engaging Experience 1

Title: Defendants' Rights Constitutional Amendments

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.

Supporting:

- 9-12.GV.1.GS.B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.

Detailed Description/Instructions: Students will choose one of the defendants' rights constitutional amendments (Amendments 4th through 8th and 14th) and analyze how the applicable amendment is applied to a current event in the United States.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 3: Culture and Expression

Engaging Experience 1

Title: History Through Film Project

Suggested Length of Time: 3-5 Days

Standards Addressed

Priority:

- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.AH.1.PC.A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Supporting:

- 9-12.GV.1.GS.B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.

Detailed Description/Instructions: Students will be provided with a list of potential films (all based upon historical events or produced with historical significance). Students will choose one film to view (with the caveat that they cannot pick any film already shown during the course). After viewing the chosen film, students will prepare an essay, multimedia presentation, or other project designed to analyze and convey answers to a series of questions.

For example:

1. Describe two events or portrayals in the film that, on the whole, accurately reflect what actually happened and two that do not. For any historical inaccuracies, describe what really happened.
2. Pick one of the following factors that play an important role in the film. Choose among political, economic, religious, social, and ideological. How does the film reflect the factor you identified? Be specific.
3. Describe a lesson from this film that viewers can apply to their own lives: (a) in deciding what position to take on an issue of public concern or (b) in their relations with family and friends. Detail the events that relate to this lesson.
4. How does the film improve the viewer's understanding of historical events?

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product, or performance.)

Where do we go from here?

Students will be put into one (1) or more groups with the intention of “solving” a present-day issue within the African American community. Groups will contain different roles including (researcher, creators, and presenter). Students will identify the issue based on this unit and the previous 5 units, then research the successes/advancements versus the failures related to their selected issue. After their research, students will brainstorm a proposed solution to their issue and create a presentation to be delivered to the class.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Modern Politics	Black Politicians in Modern America	Students will be given a list of African American politicians from both the Democratic and Republican parties from the 1980s, 1990s, 2000s, and 2010s. Students will find a speech or text from their assigned person and contribute to a shared document or classroom poster. As a class, Students will analyze what issues and ideas were most important to African American politicians over time. Finally, students will research the Democratic and Republican party platforms for the election years of their decade and compare and contrast the ideas that were important to African American politicians with the platforms of the two major parties.	1 Day
Justice System	Defendants' Rights Constitutional Amendments	Students will choose one of the defendants' rights constitutional amendments (Amendments 4th through 8th and 14th) and analyze how the applicable amendment is applied to a current event in the United States.	1 Day

Culture and Expression	History Through Film Project	Students will be provided with a list of potential films (all based upon historical events or produced with historical significance). Students will choose one film to view (with the caveat that they cannot pick any film already shown during the course). After viewing the chosen film, students will prepare an essay, multimedia presentation, or other project designed to analyze and convey answers to a series of questions. For example: 1. Describe two events or portrayals in the film that, on the whole, accurately reflect what actually happened and two that do not. For any historical inaccuracies, describe what really happened. 2. Pick one of the following factors that play an important role in the film. Choose among political, economic, religious, social, and ideological. How does the film reflect the factor you identified? Be specific. 3. Describe a lesson from this film that viewers can apply to their own lives: (a) in deciding what position to take on an issue of public concern or (b) in their relations with family and friends. Detail the events that relate to this lesson. 4. How does the film improve the viewer's understanding of historical events?	
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Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.