

Summit Public Schools
Summit, New Jersey
Grade Level: 10-12/ Content Area: Race and the American Experience

Overview: This one-semester course examines the role of race in American Society. African American History, systemic racism, and the experience of select minority groups are explored in both historical and contemporary contexts. Students survey the pursuit of justice and equality through the lens of race and identity, as the United States becomes a more diverse society.

Written by Elizabeth Berberich and Wendy Donat 2021

Length of Course:
16 Weeks of active teaching of new material

Course of Study		
Unit #1:	Class norms and civil discourse	.5 week
Unit #2:	Race and ethnicity	1 week
Unit #3:	Education	3 weeks
Unit #4:	Housing	3 weeks
Unit #5:	Segregation in other forms	2.5 weeks
Unit #6:	Media and memorials	3 weeks
Unit #7:	Liberty and justice for all	3 weeks

Unit 1:	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> Students will establish classroom norms to encourage civil discourse and self-reflection.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
- How should we talk about difficult and controversial issues? - What impact do outside influences like the mass media, social media, family, and peer pressure have on our perspectives? - How can we remain open minded to new interpretations/criticisms of historical events and figures?	- Importance of listening, respecting each person's experience, and other techniques that will develop civil discourse in and out of the classroom. - Our opinions and beliefs are influenced by many things. - We need to understand that people's beliefs are complex and often contradictory. Jefferson is the most obvious example.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will master following 2020 NJ Student Learning Standards: 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation. Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation.	* Creating classroom norms - Recognize your own bias - Respect others "Try on" new ways of thinking - Speak from your own experience - Assume good will - Own your intentions and impact - Ask questions - Find comfort in discomfort - Conflicts may arise - Confidentiality *Reflective journals - Why did you choose to take this class - What are your expectations? https://www.ted.com/talks/clint_smith_the_danger_of_silence?referrer=playlist-10_great_talks_to_celebrate_bl

CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	https://www.seattlechildrens.org/globalassets/documents/clinics/diversity/the-traumatic-impact-of-racism-and-discrimination-on-young-people-and-how-to-talk-about-it.pdf
Differentiation	Assessments
Interdisciplinary Connections - Students will discuss how classroom norms are created for discussion in other classes, especially in English. Technology Integration - Students will research relevant topics using their ChromeBooks. - Students will use their ChromeBooks to reflect and submit their work on Google Classroom - Students will take the summative unit assessment using Google Forms on their ChromeBook. - Outside of the class, the teacher will post all unit materials on Google Classroom as well as on their website to further use technology to support students. Media Literacy Integration - Throughout the unit students will be utilizing multiple forms of communication. Students are expected to use written communication in order to demonstrate their learning and thinking as well as present their findings. - Research, reflection, and presentation are also essential skills that will be utilized throughout every lesson and assessment. - The use of reliable sources as well as ways in which to use technology to supplement, not replace learning is also highlighted in this unit of study. Global Perspectives	Formative Assessments: - Reflective journals and class discussions. Summative Assessments: - Creation of classroom norms.

- Through norm setting, students will acknowledge different global and cultural perspectives.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need

Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	
-------------	---	-----------------------------	--

Recommended Texts to Support Unit 1:

- Grant, Adam *Think Again* 2021
- <https://www.gse.harvard.edu/news/21/03/harvard-edcast-disrupting-whiteness-classroom>

Unit 2:	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> ● Students will learn key terms and concepts to better analyze the role of race and ethnicity in the United States.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
● Why is race a social construct rather than biological? ● How have definitions of race and ethnicity changed over time? ● How does intersectionality impact identity and experience? ● What is the difference between racism, prejudice, implicit bias, and institutional racism? ● Why do we need to understand the history behind our current racial dynamics?	● There are no biological differences between “races” - humans have created perceived differences. ● Definitions of race and ethnicity have expanded/contracted. For example, Italians were not always considered “white.” ● We need to understand the events and policies that created the current situation.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will master following 2020 NJ Student Learning Standards: 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.	*Defining key terms and concepts ● https://cft.vanderbilt.edu/guides-sub-pages/teaching-race/ ● Implicit bias ● Systematic racism

6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation. Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	● Intersectionality *Race vs Ethnicity ● Terms changed on the U.S. census https://www.census.gov/history/www/through_the_decades/ ● Who defines race/ethnicity? Example Jewishness ○ https://www.washingtonpost.com/religion/2019/12/19/is-judaism-an-ethnicity-race-nationality-trump-signs-an-order-provokes-an-identity-crisis/ ○ https://www.theguardian.com/lifeandstyle/2019/jun/12/what-does-it-mean-to-be-genetically-jewish ○ https://www.theatlantic.com/politics/archive/2016/12/are-jews-white/509453/ ● Perceptions of race/ethnicity have changed. Example - Italians became “white” https://www.nytimes.com/interactive/2019/10/12/opinion/columbus-day-italian-american-racism.html https://www.scientificamerican.com/article/race-is-a-social-construct-scientists-argue/ https://www.pbs.org/race/001_WhatIsRace/001_00-home.htm https://www.learningforjustice.org/topics/race-ethnicity http://citizenshipandsocialjustice.com/2015/07/10/curriculum-for-white-americans-to-educate-themselves-on-race-and-racism/
Differentiation	Assessments
Interdisciplinary Connections ● Use of scientific research in discussion on “race” Technology Integration ● Students will research relevant topics using their ChromeBooks.	Formative Assessments: ● Reflective journals, article summaries, class discussions, document analysis. ● Quiz on key terminology

- Students will use their ChromeBooks to reflect and submit their work on Google Classroom
- Students will take the summative unit assessment using Google Forms on their ChromeBook.
- Outside of the class, the teacher will post all unit materials on Google Classroom as well as on their website to further use technology to support students.

Media Literacy Integration

- Throughout the unit students will be utilizing multiple forms of communication. Students are expected to use written communication in order to demonstrate their learning and thinking as well as present their findings.
- Research, reflection, and presentation are also essential skills that will be utilized throughout every lesson and assessment.
- The usage of reliable sources as well as ways in which to use technology to supplement, not replace learning is also highlighted in this unit of study.

Global Perspectives

- Students can research other nations' histories with and understandings of race today. For example, by using the PBS series "Black in Latin America" or by examining other countries' census forms.

Summative Assessments:

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group

Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit 2:

- <https://tntp.org/blog/post/as-students-we-need-curriculum-that-reflects-our-culture>

Unit 3:	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> Students will examine how past policies have impacted our current educational system and evaluate policies for improvement.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
- How has education been used to both unify and divide Americans? - How do education policies play a role in both advancing and impeding progress in the area of social justice? - What steps have local, state, and federal governments taken to provide equal access to education? - How can we as individuals make a difference in promoting a more equal and inclusive society?	- Ideal that public education will create a unified American culture while a variety of factors have limited equal access to education. - Policies going back to Jim Crow have impacted equal access to education. - Federal, state, and local policies have improved access to education.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will master following 2020 NJ Student Learning Standards: 6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education). 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society. 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to	*How textbooks and other educational sources can vary. - How is the same topic presented by two different textbooks? https://www.nytimes.com/2020/01/14/learning/lesson-of-the-day-two-states-eight-textbooks-two-american-stories.html - How could we rewrite history texts? - Example: Native Americans Evaluating American Indian Materials and Resources Scroll to “IDENTIFYING BIASES AND STEREOTYPES IN INSTRUCTIONAL MATERIALS “ - Example: Reconstruction and the Dunning School https://www.learningforjustice.org/podcasts/teaching-hard-history#season3

United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health, and/or illiteracy Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	*Segregation of Asian Americans in public schools - What role does American foreign policy play in perceptions and treatment of Asian Americans? - Burlingame Treaty 1868 - Page Act 1875 - Chinese Exclusion Act 1882 - Geary Act 1892 1917 Immigration Act “Asiatic Barred Zone” - What are the origins of the stereotype of the “model minority” and what does it mean for Asian Americans? For all Americans? - Chinese and Filipinos idealized during WWII - Impact of Cold War on perceptions - Creation of conflict between Asians and Blacks. - What role does globalization and economics play in perceptions and treatment of Asian Americans? - Competition with Japan and murder of Vincent Chin 1982 - Competition with China *Use of boarding schools to force assimilation of Native Americans. - Activist Zitkala-sa https://unladylike2020.com/watch/ - Stanford lesson on “Carlisle Indian School” NYT 2021 https://www.nytimes.com/2021/07/19/us/us-canada-indigenous-boarding-residential-schools.html?action=click&module=Top%20Stories&pgtype=Homepage *Discuss the value of HBCUs. *Evaluate education opportunities at SHS Roundtable discussion - what have you learned about race/racism in your education How could we rewrite history texts?
Differentiation	Assessments

Interdisciplinary Connections

- Students can research how NJ State curriculum has changed over time based on public policy concerns including in Social Studies, English/Language Arts, Science, and Health classrooms.

Technology Integration

- Students will research relevant topics using their ChromeBooks.
- Students will use their ChromeBooks to reflect and submit their work on Google Classroom
- Students will take the summative unit assessment using Google Forms on their ChromeBook.
- Outside of the class, the teacher will post all unit materials on Google Classroom as well as on their website to further use technology to support students.

Media Literacy Integration

- Throughout the unit students will be utilizing multiple forms of communication. Students are expected to use written communication in order to demonstrate their learning and thinking as well as present their findings.
- Research, reflection, and presentation are also essential skills that will be utilized throughout every lesson and assessment.
- The usage of reliable sources as well as ways in which to use technology to supplement, not replace learning is also highlighted in this unit of study.

Global Perspectives

- Students can read articles about debates playing out in other countries regarding diversity & inclusion & history in the classroom. (Example how the Haitian Revolution is taught in France <https://www.newyorker.com/culture/culture-desk/the-haitian-revolution-and-the-hole-in-french-high-school-history> and how the Holocaust is taught in Germany <https://www.theatlantic.com/international/archive/2019/04/germany-far-right-holocaust-education-survivors/586357/>)

Formative Assessments:

- Evaluation of textbook entries, reflective journals, article summaries, class discussions, document analysis.
- Evaluation of past education practices and policies.

Summative Assessments:

- Letter to the editor, elected official, or government agency suggesting new education policies.
- Research project on current events regarding education.

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions,	Differentiated materials

	checks for understanding, feedback		
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit 3:

- Picower, Bree *Reading, Writing, and Racism*. 2021
- Lee, Erika. *The Making of Asian America*. 2016
- Treuer, David *The Heartbeat of Wounded Knee: Native America from 1890 to the Present* 2019

Unit 4:

Big Ideas: *Course Objectives/ Content Statement(s)*

- Students will examine how past policies have impacted housing in the United States and evaluate policies for improvement.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How has the federal government sought to enforce equality of opportunity?
- What public policy changes could have a positive impact on marginalized groups in the United States?
- How do housing policies play a role in both advancing and impeding progress in the area of social justice?
- How can we as individuals make a difference in promoting a more equal and inclusive society?

Enduring Understandings

What will students understand about the big ideas?

- Federal policies and agencies have expanded equality of opportunity.
- Policy changes have helped marginalized groups gain better access to housing.
- Since home ownership is connected to family wealth, policies that limit access to housing lead to economic and social inequality.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will master following 2020 NJ Student Learning Standards:

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

Lessons

***Identify examples of laws and policies that have promoted racial segregation and inequality.**

- Explain the difference between a law and a policy.
- How did the U.S. government “racialize” or create inequality in housing?
- How did the New Deal, World War II, and the GI Bill lead to new economic opportunities?
- How were the opportunities different for white people and people of color?
 - <https://maplewood.kanopy.com/video/race-power-illusion-0>
Episode on housing with handout from Amistad project
- How did suburbs like Levittown represent the American Dream for some people and a bad dream for others?
- Discuss racism and segregation in U.S. housing policy and its impact on Black Americans.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- Public housing

<https://sheg.stanford.edu/history-lessons/public-housing> - Newark 1940s

- Where does the term “redlining” come from? How did this practice worsen patterns of segregation?
- Analyze primary source material on “redlining” in the U.S. in the 1930s and 1940s.
 - <https://www.montclairhistory.org/classroomlessons>

*Examine the policies and attitudes that led to housing segregation.

- Native American reservations
- Highway building:
 - <https://www.nytimes.com/interactive/2021/05/27/climate/us-cities-highway-removal.html?action=click&module=Editors%20Picks&pgtype=Homepage>
- Creation of “Chinatowns”
 - Texas “Chinatown”
<https://www.npr.org/2021/07/24/1020224698/in-texas-a-struggle-to-preserve-historic-duranguito-neighborhood>
 - <https://kfoxtv.com/news/special-assignments/chinatown>
 - <https://www.unm.edu/~toh/china/el-paso.html>

*Connect contemporary housing patterns and their historical antecedents.

- How did housing policy contribute to the gap in net worth or wealth between Black and white people?
 - https://www.bbc.com/reel/video/p09pjbxxg/the-ruth-behind-segregated-us-neighbourhoods?utm_source=taboola&utm_medium=exchange&tblci=GjDeCNmT1DqyJmetFG9sPfB8n8eZBqbhGON661KEagMGMyCMjEQogPW7hq-k77ieAQ#tblciGjDeCNmT1DqyJmetFG9sPfB8n8eZBqbhGON661KEagMGMyCMjEQogPW7hq-k77ieAQ - goes back to 1970

	○ https://www.economist.com/united-states/2019/04/06/the-black-white-wealth-gap-is-unchanged-after-half-a-century?frsc=dg%7Ce What are the benefits of home ownership? What are the consequences of being left out of this opportunity? ○ Impact on racial wealth gap (Economist article) https://www.economist.com/briefing/2020/07/09/segregation-still-blights-the-lives-of-african-americans?frsc=dg%7Ce *Is your community segregated racially? What do you think contributes to residential segregation in today's world?
Differentiation	Assessments
Interdisciplinary Connections ● Students will discuss the impact of urban planning and architecture. Technology Integration ● Students will research relevant topics using their ChromeBooks. ● Students will use their ChromeBooks to reflect and submit their work on Google Classroom ● Students will take the summative unit assessment using Google Forms on their ChromeBook. ● Outside of the class, the teacher will post all unit materials on Google Classroom as well as on their website to further use technology to support students. Media Literacy Integration ● Throughout the unit students will be utilizing multiple forms of communication. Students are expected to use written communication in order to demonstrate their learning and thinking as well as present on their findings. ● Research, reflection, and presentation are also essential skills that will be utilized throughout every lesson and assessment. ● The usage of reliable sources as well as ways in which to use technology to supplement, not replace learning is also highlighted in this unit of study.	Formative Assessments: ● Reflective journals, article summaries, class discussions, document analysis. ● Evaluation of past housing policies and practices. Summative Assessments: ● Letter to the editor, elected official, or government agency suggesting new housing policies. ● Research project on current issues regarding housing.

Global Perspectives

- Students can compare segregation & policies to alleviate segregation in other countries with the USA. (For example: Paris's suburbs, Brazil's favelas, post-apartheid South Africa, Sweden's SällBo program)

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm	Increase task	Differentiated

directions	structure (e.g. directions, checks for understanding, feedback	materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit 4:

- Rothstein, Richard. *The Color of Law: A Forgotten history of how our government segregated America*. 2017
- Lee, Erika. *The Making of Asian America*. 2016

Unit 5:

Big Ideas: *Course Objectives/ Content Statement(s)*

- Students will examine how past policies led to other forms of segregation and evaluate policies for improvement.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What is the difference between *de jure* and *de facto* segregation?
- Where and why does racial segregation persist in the United States?
- How have people of various races and ethnicities been oppressed and discriminated against in our country's history?
- How have marginalized peoples resisted oppression and exercised their personal agency?
- What public policy changes could have a positive impact on marginalized groups in the United States?
- How can we as individuals make a difference in promoting a more equal and inclusive society?

Enduring Understandings

What will students understand about the big ideas?

- Some segregation is created by law (*de jure*) and some is created by social practices (*de facto*)
- Data shows inequity between people of color and White people in a variety of categories, with some variation based on race and ethnicity in particular categories.
- Native American, Black, Hispanic/ Latino, Asian, Middle Eastern, and other Americans faced discrimination in various ways in U.S. history.
- Resistance to oppression comes in many forms ranging from nonviolent organizing and suasion to use of physical force. (Civil Rights, AIM, La Raza, Black Power)
- The federal government, state governments, and local governments have taken actions that have advanced social justice in a variety of areas.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

Lessons

- *What does it mean to be free? What does it mean to be equal? To what extent did Black Americans secure freedom or equality during Reconstruction?
- Do you think the promises of Reconstruction were fulfilled? Why/why not?
 - Do Black communities today face problems that can be traced back to the time of the Civil War?

6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

- Despite the achievements of Reconstruction, how has racism and inequality been ongoing in the lives of Black people?

*Examine historical and current examples of segregation and integration in:

- Military
- Recreation
- Social networks
- Workplace

Data on segregation

[Brown University study](#)

[Overview.Economist 2020](#)

***Identify and evaluate activist movements among Native Americans, Asian Americans, LatinX, and other groups.**

- What factors should be most considered in evaluating Native American progress and citizenship in the late 20th and 21st centuries in the light of recent events?
- Native Americans: AIM
<https://americanindian.si.edu/nk360/resources/Native-Words-Native-Warriors>
- What led to the rise of equal rights activism for Hispanic Americans? Cesar Chavez, La Raza
 - <https://latinoamerican.abc-clio.com/Topics/TimePeriodOverview/12>
Chicano movement, Young Lords, etc.
- Asian Americans: Asian American Political Alliance, Grace Lee Boggs

***Explain how others reacted to the tactics of white supremacist groups in the 20th and 21st centuries.**

- Identify the motivations of the Ku Klux Klan and other white supremacist groups and the tactics they employed to dehumanize Black people.
- Interpret primary source documents demonstrating

	ways in which some Black people resisted intimidation by white supremacist groups. ● Lumbee defeat KKK https://nativeamericatoday.com Battle of Hayes Pond ● Evaluate changes in policies and social attitudes. ○ https://kinder.rice.edu/urbanedge/2020/08/03/racism-economics-hurting-american-gdp-and-prosperity-white-people
Differentiation	Assessments
Interdisciplinary Connections ● Students examine data and statistics critically. Technology Integration ● Students will research relevant topics using their ChromeBooks. ● Students will use their ChromeBooks to reflect and submit their work on Google Classroom ● Students will take the summative unit assessment using Google Forms on their ChromeBook. ● Outside of the class, the teacher will post all unit materials on Google Classroom as well as on their website to further use technology to support students. Media Literacy Integration ● Throughout the unit students will be utilizing multiple forms of communication. Students are expected to use written communication in order to demonstrate their learning and thinking as well as present on their findings. ● Research, reflection, and presentation are also essential skills that will be utilized throughout every lesson and assessment. ● The usage of reliable sources as well as ways in which to use technology to supplement, not replace learning is also highlighted in this unit of study. Global Perspectives	Formative Assessments: ● Reflective journals, article summaries, class discussions, document analysis. ● Evaluation of past practices and policies. Summative Assessments: ● Letter to the editor, elected official, or government agency suggesting steps to lessen segregation. ● Current events project on segregation.

- Students can compare experiences of Native Americans in the USA with indigenous people in Central and South America through research.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials

Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit 5:

- Treuer, David. *The Heartbeat of Wounded Knee: Native America from 1890 to the Present*. 2019
- Glaude, Eddie S. Jr. *Begin Again: James Baldwin's America and its urgent lessons for our own*. 2020
- Lee, Erika. *The Making of Asian America*. 2016

Unit 6:	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> - Students will examine how history is memorialized and how that influences society today. - Students will examine how different groups were presented in media in the past and if those representations have changed.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
What is the purpose of memorials, monuments, and public symbols? How do memorials, monuments, and public symbols shape our understanding of history and society? How are our opinions of various groups influenced by how they are represented in the media? What public policy changes could have a positive impact on marginalized groups in the United States? How can we as individuals make a difference in promoting a more equal and inclusive society?	- Memorial, monuments, and other public symbols reflect beliefs of specific groups at a specific point in time. - We tend to focus on the people and events that have memorials. - Various forms of media tend to reinforce dominant social mores, but also provide the opportunity for competing ideas and the organization of resistance to the mainstream. - Policies at the federal, state, and local level have and can influence how groups are represented in memorials. - Our choices to consume certain media can influence producers to continue or change their representations of certain groups.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will master following 2020 NJ Student Learning Standards: 6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states. 6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.	*How do we ensure that memorials reflect our society? https://www.forbes.com/sites/alisondurkee/2020/08/26/first-ever-statue-of-real-women-in-central-park-unveiled-on-19th-amendment-anniversary/?sh=20fa37a01ae3 History of Confederate monuments and symbols & national debate over Confederate monuments and symbols SPLC's "Whose Heritage?"

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic, and political contributions of marginalized and underrepresented groups and/or individuals. Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	Celebration of Juneteenth as a federal holiday Excerpts from Clint Smith's <i>How the Word is Passed</i> *Examine the use of Native American mascots and team names *An examination of local memorials, monuments, and public symbols *Propose local memorials - Suggestion - "Hidden figures" of Summit NJ https://www.hiddenfiguresmadison.org *Examine how different groups are portrayed in the media. https://newsroom.ucla.edu/releases/hollywood-diversity-report-2020-television https://www.pbs.org/newshour/arts/why-on-screen-representation-matters-according-to-these-teenagers Goal: a mirror in which we can see ourselves and a window into others.
Differentiation	Assessments
Interdisciplinary Connections - Use of movies, media, and literature to examine how people are represented. - Use of art (statues, paintings, etc.) to examine how people are represented Technology Integration - Students will research relevant topics using their ChromeBooks.	Formative Assessments: Reflective journals, article summaries, class discussions, document analysis. Evaluation of historical monuments and media presentation. Summative Assessments:

- Students will use their ChromeBooks to reflect and submit their work on Google Classroom
- Students will take the summative unit assessment using Google Forms on their ChromeBook.
- Outside of the class, the teacher will post all unit materials on Google Classroom as well as on their website to further use technology to support students.

Media Literacy Integration

- Throughout the unit students will be utilizing multiple forms of communication. Students are expected to use written communication in order to demonstrate their learning and thinking as well as present their findings.
- Research, reflection, and presentation are also essential skills that will be utilized throughout every lesson and assessment.
- The usage of reliable sources as well as ways in which to use technology to supplement, not replace learning is also highlighted in this unit of study.

Global Perspectives

- Students can research current debates over monuments and memorials globally (including colonial-era leaders in Africa and Europe & Soviet-era leaders in Europe.)
<https://www.npr.org/sections/thetwo-way/2017/08/22/545308125/in-reckoning-with-confederate-monuments-other-countries-could-provide-examples>

- Letter to the editor, elected official, or government agency suggesting new memorials.
- Project on representation of minority groups in current media.

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group

Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended resources to Support Unit 6:

- Smith, Clint. *How the Word is Passed*. 2021
- <https://www.researchgate.net/publication/273474001> Intervening in the Media's Influence on Stereotypes of Race and Ethnicity The Role of Media Literacy Education
- <https://www.vice.com/en/article/zmwq3x/why-diversity-on-screen-is-important-black-pant-her>
- <https://www.npr.org/2021/08/07/1025801071/reservation-dogs-creator-talks-new-fx-series>

Unit 7:	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> Throughout its history the United States has become more inclusive. How can we bring the United States closer to our ideal of “liberty and justice for all”?	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
- What is the history and historical legacy of racial injustice in the United States? - How and why do racial disparities persist in our criminal justice system and what is the impact? - How have federal, state, and local governments, as well as non-governmental organizations, worked to remedy systemic racism in the criminal justice system?	- Racial injustice in the Americas began with European mistreatment of Native Americans and Blacks. - Racial disparities in the justice system exist and have a detrimental impact on minorities. - Multiple groups are working to reform laws and policies at the federal, state, and local levels.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will master following 2020 NJ Student Learning Standards: 6.1.12.CivicsDP.4.a: Compare and contrast historians’ interpretations of the impact of the 13th, 14th, and 15th Amendments on African American’s ability to participate in influencing governmental policies. 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities. 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health, and/or illiteracy. Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee.	*Review history of Black legal rights during slavery, Reconstruction, and Jim Crow *Examine current trends in law enforcement, sentencing, and incarceration *Evaluate implemented and proposed policies to create social justice. *Evaluate implemented and proposed criminal justice reforms and policies

CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	
Differentiation	Assessments
Interdisciplinary Connections ● Use data and statistics to understand and evaluate trends in criminal justice and criminal justice reform. ● Analyze literature and art to understand multiple perspectives on criminal justice and criminal justice reforms. Technology Integration ● Students will research relevant topics using their ChromeBooks. ● Students will use their ChromeBooks to reflect and submit their work on Google Classroom ● Students will take the summative unit assessment using Google Forms on their ChromeBook. ● Outside of the class, the teacher will post all unit materials on Google Classroom as well as on their website to further use technology to support students. Media Literacy Integration ● Throughout the unit students will be utilizing multiple forms of communication. Students are expected to use written communication in order to demonstrate their learning and thinking as well as present on their findings. ● Research, reflection, and presentation are also	Formative Assessments: ● Reflective journals, article summaries, class discussions, document analysis. ● Evaluation of past practices Summative Assessments: ● Letter to the editor, elected official, or government agency suggesting new policies. ● Project on current events

essential skills that will be utilized throughout every lesson and assessment.

- The usage of reliable sources as well as ways in which to use technology to supplement, not replace learning is also highlighted in this unit of study.

Global Perspectives

- Research other countries' sentencing and prison practices, including United Nations Office on Drugs and Crime reports, to determine best reform practices

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit 7:

- Hartman, Saidiya. *Wayward Lives, Beautiful Experiments*. 2019