



# Black History Curriculum

Board Approved: March 21, 2024

## Course Information

### Course Description:

Black History is a Social Studies elective course that is designed to introduce students to the study of Black experiences and their influence on the world, the United States, and Black communities. Spanning from African Kingdoms through the present day, students will learn about the historical, geographical, social, political, economic, and cultural impact of Black communities.

### Transfer Goals:

Students will be able to independently use their learning to:

- analyze and evaluate the reliability of historical documents, artifacts, and sources in order to develop and/or defend a claim using evidence from those sources.
- incorporate and develop an understanding of multiple perspectives that involve a variety of ideas, attitudes, and beliefs as they apply to Black history.
- interpret historical knowledge to create informed judgments.

### Curriculum Standards:

[Missouri Learning Standards for Social Studies](#)

[Missouri Learning Standards for English Language Arts](#)

### Curriculum Resource(s): Black History Textbook

From Slavery To Freedom: A History of African Americans, 10th Edition, McGraw Hill, ISBN: 9781264417124

*\*priority standards indicated in **bold***

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# Unit 1: Foundations of Black History

Timeframe: 2 Weeks

## Unit Description:

In this unit, students will learn strategies to prepare for and engage in collaborative discussions on difficult topics. Students will learn the rationale for studying Black History along with shared definitions on many technical terms that will be utilized throughout the course. This unit will help students gain a shared sense of community and an understanding of the rationale for studying Black History.

## Enduring Understandings:

- It is important to plan, prepare, engage, and reflect on important topics through collaborative discussions.
- Through engaging in discussions of topics with others, one's understanding and thinking changes and shifts.
- The study of Black History is essential to fully understand the history of the United States.
- History is told from multiple perspectives and views based on one's own experiences.

## Essential Questions:

- How do I engage in collegial discussions with peers?
- How do conversations with others help me better understand myself and others?
- What technical terminology is essential to help me engage in the study of Black history?
- How has Black history shaped America?

## Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">SL1A</a>	<ul style="list-style-type: none"> <li>● <b>I can work with peers to promote civil, democratic discussions. I can work collaboratively with peers to make decisions, set clear goals and deadlines, and establish individual roles as needed.</b></li> </ul>
<a href="#">SL1B</a>	<ul style="list-style-type: none"> <li>● I can delineate a speaker's argument and claims by evaluating the speaker's point of view, reasoning, and evidence.</li> <li>● I can propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas.</li> <li>● I can actively incorporate others into the discussion, and clarify, verify, or challenge ideas and conclusions.</li> </ul>
<a href="#">SL1C</a>	<ul style="list-style-type: none"> <li>● <b>I can respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.</b></li> </ul>

*\*priority standards indicated in bold*

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<a href="#">AH.2.CC.C</a>	<ul style="list-style-type: none"> <li>● I can trace the contributions of individuals and institutions on social, political, artistic, and economic development.</li> </ul>
<a href="#">AH.1.CC.D</a>	<ul style="list-style-type: none"> <li>● <b>I can think and reason through the use of sources to analyze history.</b></li> </ul>
<a href="#">AH.1.CC.E</a>	<ul style="list-style-type: none"> <li>● I can explain how cause and effect/consequences affect situations.</li> <li>● I can understand that history has short term and long term effects.</li> <li>● I can understand that history is multi-causal.</li> </ul>
<a href="#">AH.1.PC.A</a>	<ul style="list-style-type: none"> <li>● I can identify how context affects sources/artifacts.</li> <li>● I can identify bias in sources/artifacts.</li> <li>● I can analyze the impact that sources/artifacts have on intended audiences.</li> <li>● I can understand historical empathy through analysis of sources/artifacts.</li> </ul>

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# Unit 2: The African Continent and its Kingdoms

Timeframe: 2 Weeks

## Unit Description:

In this unit, students will research and analyze the origins and culture of the first African groups as well as their impact on future civilizations. Students will learn how these African cultures impacted Black identity globally.

## Enduring Understandings:

- The geographic features of Africa contributed to the economic and cultural development of the African kingdoms.
- Societal structures of different groups in Africa allowed for high levels of ingenuity, productivity, intellect, innovation, and creativity.
- Significant contributions to humanity and civilization originated in ancient Africa.
- African kingdoms had various cultural and structural religious traditions.

## Essential Questions:

- How did geography and culture influence the development of the ancient African kingdoms?
- How did African civilizations develop new technologies to adapt to their environment?
- Describe the cultural structures of the different African kingdoms.
- How did trade lead to West African wealth and success?
- How was culture thriving in Africa before the slave trade?

## Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#"><u>WH.1.CC.D</u></a>	<ul style="list-style-type: none"> <li>• <b>I can think and reason through the use of sources to analyze history.</b></li> </ul>
<a href="#"><u>WH.1.CC.E</u></a>	<ul style="list-style-type: none"> <li>• I can explain how cause and effect/consequences affect situations.</li> <li>• I can understand that history has short term and long term effects.</li> <li>• I can understand that history is multi-causal.</li> </ul>
<a href="#"><u>GV.1.CC.B</u></a>	<ul style="list-style-type: none"> <li>• I can explain connections between historical context and peoples' perspectives at the time.</li> </ul>
<a href="#"><u>WH.2.CC.A</u></a>	<ul style="list-style-type: none"> <li>• I can explain the causes and effects of the expansion of societies in Western Africa.</li> </ul>
<a href="#"><u>WH.2.G.B</u></a>	<ul style="list-style-type: none"> <li>• I can compare and contrast geographic regions by examining the cultural characteristics of African societies.</li> </ul>
<a href="#"><u>WH.1.G.B</u></a>	<ul style="list-style-type: none"> <li>• I can create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c. 1450-2010.</li> </ul>
<a href="#"><u>WH.3.G.B</u></a>	<ul style="list-style-type: none"> <li>• I can describe major changes in patterns of migration and human</li> </ul>

*\*priority standards indicated in bold*

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	settlement in Africa.
<a href="#"><u>WH.2.EC.A</u></a>	<ul style="list-style-type: none"> <li>● I can analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of African societies.</li> </ul>
<a href="#"><u>WH.5.G.A</u></a>	<ul style="list-style-type: none"> <li>● I can analyze physical geography to explain the availability and movement of resources.</li> </ul>
<a href="#"><u>WH.1.PC.A</u></a>	<ul style="list-style-type: none"> <li>● I can explain how scientific and technological advancements impacted the interconnectedness in Africa.</li> </ul>
<a href="#"><u>WH.4.PC.D</u></a>	<ul style="list-style-type: none"> <li>● I can analyze political, social, cultural, artistic, and economic revolutions to determine how they impacted the concepts of class, race, tribe, slavery, and caste affiliation.</li> </ul>
<a href="#"><u>AH.6.PC.A</u></a>	<ul style="list-style-type: none"> <li>● I can analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.</li> </ul>

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# Unit 3: Colonization through New Nation

Timeframe: 3 Weeks

## Unit Description:

Students will understand the development of the transatlantic slave trade, how slavery evolved in different geographical regions of the U.S., and the impact of Black Americans on the foundation of the new nation.

## Enduring Understandings:

- The African diaspora had many causes and effects.
- The development of the slave trade within Africa and the beginnings of the transatlantic slave trade had many impacts on both Africa and early American history.
- Slavery developed differently in the various geographic areas of the United States.
- Black Americans' contribution to the Revolutionary War effort had impacts that affected them in several ways.
- Slavery changed in the United States after the Revolutionary War.
- The lives of Black Americans changed after the formation of the new nation.

## Essential Questions:

- What was the African diaspora and how did it affect African kingdoms?
- How did the transatlantic slave trade develop and evolve?
- How were the lives of Black Americans different in various colonial regions?
- What role did Black Americans play in the Revolutionary War?
- What effect did the Revolutionary War have on Black Americans in the United States?
- How did the Constitution impact the lives of Black Americans?

## Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#"><u>AH.1.CC.D</u></a>	<ul style="list-style-type: none"> <li>• I can think and reason through the use of sources to analyze history.</li> </ul>
<a href="#"><u>AH.1.CC.E</u></a>	<ul style="list-style-type: none"> <li>• I can explain how cause and effect/consequences affect situations.</li> <li>• I can understand that history has short term and long term effects.</li> <li>• I can understand that history is multi-causal.</li> </ul>
<a href="#"><u>AH.5.CC.D</u></a>	<ul style="list-style-type: none"> <li>• I can analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.</li> </ul>
<a href="#"><u>AH.1.GS.C</u></a>	<ul style="list-style-type: none"> <li>• I can predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.</li> </ul>
<a href="#"><u>AH.1.PC.A</u></a>	<ul style="list-style-type: none"> <li>• I can identify how context affects sources/artifacts.</li> </ul>

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	<ul style="list-style-type: none"> <li>● I can Identify bias in sources/artifacts.</li> <li>● I can analyze the impact that sources/artifacts have on intended audiences.</li> <li>● I can understand historical empathy through analysis of sources/artifacts.</li> </ul>
<a href="#">AH.5.PC.E</a>	<ul style="list-style-type: none"> <li>● I can distinguish the powers and responsibilities of citizens and institutions to address and solve problems in the United States c. post-1750.</li> </ul>
<a href="#">AH.3.GS.A</a>	<ul style="list-style-type: none"> <li>● I can analyze how political developments and Constitutional amendments of the period altered the relationship between government and people.</li> </ul>
<a href="#">GV.1.PC.A</a>	<ul style="list-style-type: none"> <li>● I can describe how peoples' perspectives shaped the sources/artifacts they created.</li> </ul>
<a href="#">GV.2.PC.A</a>	<ul style="list-style-type: none"> <li>● I can analyze the varying perspectives of individuals groups to explain emerging divisions and political philosophies as the United States was founded.</li> </ul>
<a href="#">GV.3.PC.B</a>	<ul style="list-style-type: none"> <li>● I can evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.</li> </ul>
<a href="#">WH.3.CC.B</a>	<ul style="list-style-type: none"> <li>● I can analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Africa.</li> </ul>
<a href="#">WH.1.GS.A</a>	<ul style="list-style-type: none"> <li>● I can analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to post c. 1450.</li> </ul>
<a href="#">WH.1.GS.C</a>	<ul style="list-style-type: none"> <li>● I can predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.</li> </ul>
<a href="#">WH.1.G.A</a>	<ul style="list-style-type: none"> <li>● I can create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c. 1450-2010.</li> </ul>
<a href="#">WH.1.G.B</a>	<ul style="list-style-type: none"> <li>● I can analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.</li> </ul>
<a href="#">WH.3.G.B</a>	<ul style="list-style-type: none"> <li>● I can describe major changes in patterns of migration and human settlement in Africa and the Americas resulting from European expansion.</li> </ul>
<a href="#">WH.5.G.C</a>	<ul style="list-style-type: none"> <li>● I can evaluate the relationship between technological and scientific advancements and increasing global interaction.</li> </ul>
<a href="#">WH.1.EC.A</a>	<ul style="list-style-type: none"> <li>● I can analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c.1450.</li> </ul>
<a href="#">WH.2.EC.A</a>	<ul style="list-style-type: none"> <li>● I can analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures</li> </ul>

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	of societies in Africa and the Americas.
<a href="#">WH.3.EC.A</a>	<ul style="list-style-type: none"> <li>I can compare the extent, interaction and impact of African, European, and American trade networks.</li> </ul>
<a href="#">WH.3.EC.B</a>	<ul style="list-style-type: none"> <li>Compare the origins, development and effects of coerced labor systems in Africa and the Americas.</li> </ul>
<a href="#">WH.3.EC.C</a>	<ul style="list-style-type: none"> <li>I can describe how new sources of wealth resulting from increasing global interaction impacted cultures and civilizations.</li> </ul>
<a href="#">WH.1.PC.B</a>	<ul style="list-style-type: none"> <li>I can examine the Origins and impact of social structures and stratification on societies and relationships between peoples.</li> </ul>
<a href="#">WH.3.PC.A</a>	<ul style="list-style-type: none"> <li>I can analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict.</li> </ul>
<a href="#">WH.3.PC.B</a>	<ul style="list-style-type: none"> <li>I can determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres.</li> </ul>
<a href="#">WH.3.PC.C</a>	<ul style="list-style-type: none"> <li>I can assess the ideas of class, ethnic/racial groups, gender, and age to determine a person's roles in society and social institutions.</li> </ul>
<a href="#">WH.4.PC.A</a>	<ul style="list-style-type: none"> <li>I can analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo.</li> </ul>
<a href="#">WH.4.PC.D</a>	<ul style="list-style-type: none"> <li>I can analyze political, social, cultural, artistic, and economic revolutions to determine how they impacted the concepts of class, race, tribe, slavery, and caste affiliation.</li> </ul>
<a href="#">WH.5.PC.D</a>	<ul style="list-style-type: none"> <li>I can analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.</li> </ul>

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# Unit 4: The Civil War through Reconstruction

Timeframe: 3 Weeks

## Unit Description:

In this unit, students will analyze the impact of Black individuals from the Civil War era through Reconstruction, concentrating on their struggles, triumphs, and contributions.

## Enduring Understandings:

- Abolitionists played a significant role in the Civil War era.
- Black Americans had successes and major challenges before and during the Civil War.
- Freed Black Americans dealt with economic and social change as well as challenges including employment, education, discrimination, segregation, violence, and the black codes.
- The Thirteenth, Fourteenth, and Fifteenth Amendments affected the Black community.
- The Freedmen’s Bureau played a significant role in the Reconstruction period.

## Essential Questions:

- Who were the advocates for the abolition of slavery, and how did they encourage change?
- How did Black Americans contribute to the Civil War effort?
- What has been the role of historically black colleges and universities (HBCUs), including their challenges and successes?
- What impact did the Thirteenth, Fourteenth, and Fifteenth Amendments have on the lives of Black Americans?
- How did the Freedmen’s Bureau impact the lives of Black Americans?
- How effectively did Reconstruction provide the necessary support system for the newly freed peoples?
- What were the major challenges and threats that faced Black Americans during Reconstruction?

## Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#"><u>AH.1.CC.D</u></a>	<ul style="list-style-type: none"> <li>● I can think and reason through the use of sources to analyze history.</li> </ul>
<a href="#"><u>AH.1.CC.E</u></a>	<ul style="list-style-type: none"> <li>● I can explain how cause and effect/consequences affect situations.</li> <li>● I can understand that history has short term and long term effects.</li> <li>● I can understand that history is multi-causal.</li> </ul>
<a href="#"><u>AH.5.CC.D</u></a>	<ul style="list-style-type: none"> <li>● I can analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.</li> </ul>
<a href="#"><u>AH.3.GS.A</u></a>	<ul style="list-style-type: none"> <li>● I can analyze how political developments and Constitutional amendments of the period altered the relationship between government and people.</li> </ul>
<a href="#"><u>AH.1.PC.A</u></a>	<ul style="list-style-type: none"> <li>● I can identify how context affects sources/artifacts.</li> </ul>

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	<ul style="list-style-type: none"> <li>● <b>I can Identify bias in sources/artifacts.</b></li> <li>● <b>I can analyze the impact that sources/artifacts have on intended audiences.</b></li> <li>● I can understand historical empathy through analysis of sources/artifacts.</li> </ul>
<a href="#">AH.5.PC.E</a>	<ul style="list-style-type: none"> <li>● I can distinguish the powers and responsibilities of citizens and institutions to address and solve the United States' problems c. post-1750.</li> </ul>
<a href="#">AH.2.CC.C</a>	<ul style="list-style-type: none"> <li>● I can trace the contributions of individuals and institutions on social, political, artistic and economic development.</li> </ul>
<a href="#">AH.2.GS.B</a>	<ul style="list-style-type: none"> <li>● I can Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves.</li> </ul>
<a href="#">AH.2.EC.A</a>	<ul style="list-style-type: none"> <li>● I can evaluate how the goals of Reconstruction impacted the economic recovery and growth of regions.</li> </ul>
<a href="#">AH.3.PC.A</a>	<ul style="list-style-type: none"> <li>● I can explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.</li> </ul>
<a href="#">GV.1.PC.A</a>	<ul style="list-style-type: none"> <li>● I can describe how peoples' perspectives shaped the sources/artifacts they created.</li> </ul>
<a href="#">GV.2.PC.A</a>	<ul style="list-style-type: none"> <li>● I can analyze the varying perspectives of individuals groups to explain emerging divisions and political philosophies as the United States was founded.</li> </ul>
<a href="#">GV.3.PC.B</a>	<ul style="list-style-type: none"> <li>● I can evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.</li> </ul>
<a href="#">GV.3.CC.D</a>	<ul style="list-style-type: none"> <li>● I can analyze the changing relationship between state and federal governmental power.</li> </ul>
<a href="#">GV.4.CC.B</a>	<ul style="list-style-type: none"> <li>● I can analyze changing ideals regarding an "active judiciary," an "active legislature," and an "active executive branch" in the United States government over time.</li> </ul>
<a href="#">GV.4.GS.B</a>	<ul style="list-style-type: none"> <li>● I can explain a citizen's legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.</li> </ul>
<a href="#">GV.3.PC.B</a>	<ul style="list-style-type: none"> <li>● I can evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.</li> </ul>
<a href="#">WH.3.PC.A</a>	<ul style="list-style-type: none"> <li>● I can analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict.</li> </ul>
<a href="#">WH.4.PC.C</a>	<ul style="list-style-type: none"> <li>● I can analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions.</li> </ul>

*\*priority standards indicated in **bold***

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<a href="#">WH.4.PC.D</a>	<ul style="list-style-type: none"><li>● I can analyze political, social, cultural, artistic, and economic revolutions to determine how they impacted the concepts of class, race, tribe, slavery, and caste affiliation.</li></ul>
<a href="#">WH.5.PC.D</a>	<ul style="list-style-type: none"><li>● I can analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.</li></ul>

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# Unit 5: Post-Reconstruction through the Mid-Twentieth Century.

Timeframe: 4 Weeks

## Unit Description:

In this unit, students will analyze Black history from the post-Reconstruction era to the mid-twentieth century. Students will concentrate on the resilience, achievements, and struggles of the Black community during a transformative period marked by social progress, cultural contributions, and the ongoing pursuit of civil rights.

## Enduring Understandings:

- Black Americans were impacted by the Great Depression.
- Jim Crow laws and the *Plessy v. Ferguson* decision contributed to segregation.
- The ongoing threat of violence played a significant role in the lives of Black Americans, including race riots and lynchings.
- For many reasons, Black Americans began to migrate to Africa, the western United States, and northern cities.
- Black American migration impacts modern American culture and society.
- The Harlem Renaissance and the Jazz Age were driven by Black Americans, and several major artists became cultural icons.
- Several philosophies of Black progress emerged, including those presented by Booker T. Washington, W.E.B. DuBois, Marcus Garvey, and Ida B. Wells.
- Black soldiers played significant roles in the U.S. Armed Forces during World War I and World War II, and this had lasting impacts on American and Black history
- Black communities experienced a disparate level of economic and social opportunity in the post-war era.

## Essential Questions:

- What impact did Plessy v. Ferguson and Jim Crow laws have on Black Americans?
- What have been the lasting effects of the various acts of violence towards Black Americans in the early 1900s?
- How did settlement patterns change for Black Americans in the early 1900s and what was the impact?
- What were the similarities and differences in the philosophies of black thinkers in the early 20th century?
- How did Black Americans contribute to the war effort at home and abroad during World War I and World War II?
- How did the war efforts of Black Americans help spark the push for greater rights at home during and after the wars?
- What were the causes and effects of the Harlem Renaissance?
- How were Black Americans impacted by the Great Depression?

*\*priority standards indicated in bold*

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Unit 5 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">H.1.CC.D</a>	<ul style="list-style-type: none"> <li>● I can think and reason through the use of sources to analyze history.</li> </ul>
<a href="#">AH.1.CC.E</a>	<ul style="list-style-type: none"> <li>● I can explain how cause and effect/consequences affect situations.</li> <li>● I can understand that history has short term and long term effects.</li> <li>● I can understand that history is multi-causal.</li> </ul>
<a href="#">AH.5.CC.D</a>	<ul style="list-style-type: none"> <li>● I can analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.</li> </ul>
<a href="#">AH.1.PC.A</a>	<ul style="list-style-type: none"> <li>● I can identify how context affects sources/artifacts.</li> <li>● I can identify bias in sources/artifacts.</li> <li>● I can analyze the impact that sources/artifacts have on intended audiences.</li> <li>● I can understand historical empathy through analysis of sources/artifacts.</li> </ul>
<a href="#">AH.4.GS.B</a>	<ul style="list-style-type: none"> <li>● I can evaluate how the programs and policies of the New Deal through WWII changed the relationships among the government, groups, and individuals.</li> </ul>
<a href="#">AH.5.G.A</a>	<ul style="list-style-type: none"> <li>● I can evaluate the causes and consequences of demographic shifts and internal migrations.</li> </ul>
<a href="#">AH.5.PC.E</a>	<ul style="list-style-type: none"> <li>● I can distinguish the powers and responsibilities of citizens and institutions to address and solve the United States' problems c. post-1750.</li> </ul>
<a href="#">AH.4.PC.C</a>	<ul style="list-style-type: none"> <li>● I can evaluate the effect of the Great Depression through WWII at home on individuals.</li> </ul>
<a href="#">AH.3.CC.D</a>	<ul style="list-style-type: none"> <li>● I can evaluate the responses of American leaders to the challenges of this period.</li> </ul>
<a href="#">GV.3.CC.D</a>	<ul style="list-style-type: none"> <li>● I can analyze the changing relationship between state and federal governmental power.</li> </ul>
<a href="#">GV.4.CC.B</a>	<ul style="list-style-type: none"> <li>● I can analyze changing ideals regarding an "active judiciary," an "active legislature" and an "active executive branch" in the United States' government over time.</li> </ul>
<a href="#">GV.4.GS.B</a>	<ul style="list-style-type: none"> <li>● I can explain a citizen's legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.</li> </ul>

*\*priority standards indicated in bold*

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<a href="#"><u>GV.3.PC.B</u></a>	<ul style="list-style-type: none"> <li>● I can evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.</li> </ul>
<a href="#"><u>WH.3.PC.C</u></a>	<ul style="list-style-type: none"> <li>● I can assess the ideas of class, ethnic/racial groups, gender, and age to determine a person's roles in society and social institutions.</li> </ul>
<a href="#"><u>WH.4.PC.C</u></a>	<ul style="list-style-type: none"> <li>● I can analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions.</li> </ul>
<a href="#"><u>WH.4.PC.D</u></a>	<ul style="list-style-type: none"> <li>● I can analyze political, social, cultural, artistic, and economic revolutions to determine how they impacted the concepts of class and race.</li> </ul>
<a href="#"><u>WH.5.PC.C</u></a>	<ul style="list-style-type: none"> <li>● I can analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo.</li> </ul>
<a href="#"><u>WH.5.PC.D</u></a>	<ul style="list-style-type: none"> <li>● I can analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.</li> </ul>

*\*priority standards indicated in **bold***

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# Unit 6: The Civil Rights Era to the Present.

Timeframe: 4 Weeks

## Unit Description:

In this unit, students will explore influential figures and events in the Black struggle for civil rights from the mid-20th century to the present day. Students will analyze the causes and results of the Civil Rights Movement, the fight against segregation, and the contributions of the black community in shaping contemporary society.

## Enduring Understandings:

- Many circumstances led to the Civil Rights movement and its evolution in society during the 1950s and 1960s.
- Desegregation efforts presented opportunities and challenges that continued during and after the Civil Rights Movement.
- Many factors led to de jure and de facto segregation, both of which had immediate and lasting impacts on Black communities.
- Some forms of segregation have persisted into modern times.
- Black Americans used nonviolent passive resistance to achieve advances in Civil Rights.
- Black power and Black nationalism movements grew out of the civil rights movement.
- Inner city violence emerged during the late 1960s and had several causes.
- Black Americans gained an increased political voice at the local, state, and national level.
- The Civil Rights movement had short term and long term effects.
- After the Civil Rights movement, many challenges have persisted.
- Black Americans have faced opportunities and persistent challenges through the 1970's, 80's and beyond.
- Black Americans have had a significant impact on culture at both the local and national level.

## Essential Questions:

- What were the causes and effects of the Civil Rights Movement?
- How has Black culture impacted society in the past as well as today?
- What is the difference between de jure and de facto segregation, and how have both impacted Black Americans?
- How have Black Americans excelled to overcome discrimination and limited resources?
- How did Black communities use music and art as forms of expression and resistance?
- What strategies have been used to change inequalities?
- What modern legal, social, political, and economic challenges persist for Black Americans and how have they been informed by history?
- In what ways have population and demographic movements impacted Black communities and opportunities?
- How does our local Black History connect to national and global issues?

*\*priority standards indicated in bold*

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Unit 6 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">AH.1.CC.D</a>	<ul style="list-style-type: none"> <li>● <b>I can think and reason through the use of sources to analyze history.</b></li> </ul>
<a href="#">AH.1.CC.E</a>	<ul style="list-style-type: none"> <li>● I can explain how cause and effect/consequences affect situations.</li> <li>● I can understand that history has short term and long term effects.</li> <li>● I can understand that history is multi-causal.</li> </ul>
<a href="#">AH.5.CC.D</a>	<ul style="list-style-type: none"> <li>● I can analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.</li> </ul>
<a href="#">GV.1.GS.A</a>	<ul style="list-style-type: none"> <li>● I can analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society</li> </ul>
<a href="#">GV.1.GS.B</a>	<ul style="list-style-type: none"> <li>● I can distinguish the powers and responsibilities of citizens and institutions to address and solve problems.</li> </ul>
<a href="#">AH.3.GS.A</a>	<ul style="list-style-type: none"> <li>● I can analyze how political developments and Constitutional amendments of the period altered the relationship between government and people.</li> </ul>
<a href="#">AH.5.PC.C</a>	<ul style="list-style-type: none"> <li>● I can evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.</li> </ul>
<a href="#">AH.5.PC.E</a>	<ul style="list-style-type: none"> <li>● Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post-1750.</li> </ul>
<a href="#">AH.5.EC.C</a>	<ul style="list-style-type: none"> <li>● I can describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.</li> </ul>
<a href="#">AH.1.PC.A</a>	<ul style="list-style-type: none"> <li>● <b>I can describe how peoples' perspectives shaped the sources/artifacts they created.</b></li> </ul>
<a href="#">AH.1.PC.B</a>	<ul style="list-style-type: none"> <li>● I can examine the origins and impact of social structures and stratification on societies and relationships between peoples.</li> </ul>
<a href="#">WH.5.EC.B</a>	<ul style="list-style-type: none"> <li>● I can evaluate the response of individuals, groups, and governments to economic, health, and medical challenges to understand how systems change and evolve over time.</li> </ul>
<a href="#">WH.3.PC.C</a>	<ul style="list-style-type: none"> <li>● I can assess the ideas of class, ethnic/racial groups, gender, and age to determine a person's roles in society and social institutions.</li> </ul>
<a href="#">WH.4.PC.C</a>	<ul style="list-style-type: none"> <li>● I can analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions.</li> </ul>

*\*priority standards indicated in bold*

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<a href="#">WH.4.PC.D</a>	<ul style="list-style-type: none"> <li>● I can analyze political, social, cultural, artistic, and economic revolutions to determine how they impacted the concepts of class, race.</li> </ul>
<a href="#">AH.3.PC.B</a>	<ul style="list-style-type: none"> <li>● I can analyze the changing relationship between individuals and their place in society.</li> </ul>
<a href="#">GV.3.CC.D</a>	<ul style="list-style-type: none"> <li>● I can analyze the changing relationship between state and federal governmental power.</li> </ul>
<a href="#">GV.4.CC.B</a>	<ul style="list-style-type: none"> <li>● I can analyze changing ideals regarding an “active judiciary,” an “active legislature” and an “active executive branch” in the United States’ government over time.</li> </ul>
<a href="#">GV.4.GS.B</a>	<ul style="list-style-type: none"> <li>● I can explain a citizen’s legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.</li> </ul>
<a href="#">GV.3.PC.B</a>	<ul style="list-style-type: none"> <li>● I can evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.</li> </ul>
<a href="#">WH.5.PC.C</a>	<ul style="list-style-type: none"> <li>● I can analyze the achievements of Black individuals and their impact on society.</li> </ul>

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