

CURRICULUM

FOR

AFRICAN AMERICAN

STUDIES

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Christine H. Salcito, Director of Curriculum and Instruction
Tiffany Lynch, Program Supervisor of Literacy (2011)
Stephanie Holobinko, Program Supervisor of Assessment and Social Studies

The Board acknowledges the following who contributed to the preparation of this curriculum.

David Brighthouse

Tiffany Lynch, Director of Curriculum and Instruction

Subject/Course Title:
African American Studies
Grade 10-12

Date of Board Adoptions:
August 30, 2011
Revised September 17, 2019
Revised September 20, 2022

RAHWAY PUBLIC SCHOOLS CURRICULUM

African American Studies

PACING GUIDE

Unit	Title	Pacing
1	Early African Civilizations	5 weeks
2	Atlantic Slave Trade and New World Slavery	7 weeks
3	A Nation Divided: The Peculiar Institution Under Attack	7 weeks
4	A Nation Readjusting: From Reconstruction to the Consolidation of Jim Crow Segregation	7 weeks
5	The Early Civil Rights Movement in America	7 weeks
6	The Modern Civil Rights Movement and Beyond	7 weeks

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.

	<ul style="list-style-type: none">• Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.• Allow student to resubmit assignments.• Use small group instruction.• Simplify language.• Provide scaffolded vocabulary and vocabulary lists.• Demonstrate concepts possibly through the use of visuals.• Use manipulatives.• Emphasize critical information by highlighting it for the student.• Use graphic organizers.• Pre-teach or pre-view vocabulary.• Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.• Provide audio versions of the textbooks.• Highlight textbooks/study guides.• Use supplementary materials.• Give assistance in note taking• Use adapted/modified textbooks.• Allow use of computer/word processor.• Allow student to answer orally, give extended time (time-and-a-half).• Allow tests to be given in a separate location (with the ESL teacher).• Allow additional time to complete assignments and/or assessments.• Read question to student to clarify.• Provide a definition or synonym for words on a test that do not impact the validity of the exam.• Modify the format of assessments.• Shorten test length or require only selected test items.• Create alternative assessments.• On an exam other than a spelling test, don't take points off for spelling errors.
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RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Early African Civilizations (AAH)

Target Course/Grade Level: African American Studies – Grades 10-12

Unit Summary: This unit introduces students to the rich legacy of ancient African civilizations, including those of the Nile Valley and the Niger River. Students will gain an appreciation for humanity's common ancestry in Africa as well as the role and significance of specific accomplishments of African people both on the continent and in the African Diaspora. Students will also begin exploring African contact with various European and Asian civilizations.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 6.2.12.GeoSV.1.a:** Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
- 6.2.12.GeoGE.1.d:** Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- 6.2.12.HistoryCC.1.b:** Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- 6.2.12.HistoryCC.1.c:** Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
- 6.2.12.HistoryCC.1.d:** Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
- 6.2.12.HistoryCC.1.f:** Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
- 6.2.12.HistoryCC.1.g:** Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

- 8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
- 8.2.12.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

- 1.2.12.prof.Cn11a:** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- 1.2.12.acc.Cn11a:** Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
- 1.5.12.prof.Cn11a:** Describe how knowledge of culture, traditions and history may influence personal responses to art.

- 1.5.12acc.Cn11a:** Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
- 1.5.12adv.Cn11a:** Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science and Technical Subjects:

Grades 9-10:

- RH.9-10.1.** Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2.** Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3.** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- WHST.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- WHST.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.6.** Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- WHST.9-10.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12:

- RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RH.11-12.5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6.** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- RH.11-12.10.** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
- WHST.11-12.1.** Write arguments focused on discipline-specific content.
- WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- humans share a common ancestry and that Africa is the birthplace of humankind.
- the histories of the Nile Valley civilizations of Nubia, Egypt, and Kush are interrelated.
- the Nile River played a fundamental role in the development of civilizations along its banks.
- there were four major periods of Egypt's history.
- a number of significant ancient civilizations developed along the Niger River.
- African people and their descendants share an important history and background that is, at once, ancient and modern.

Unit Essential Questions:

- Where and why did the first human migrations begin?
- Why is it generally understood that humans share a common ancestry?
- How did the concept of race develop?
- What is an ethnic group?
- What were major accomplishments of each of the ancient African civilizations under discussion?
- What are the four major periods of Egypt's history and what characterizes each?
- In what ways are the histories of Nubia, Egypt, and Kush interrelated?

Knowledge and Skills:

Students will know.....

- key terms: monogenesis, common ancestry, ethnic group, cataracts, dynasty, race, papyrus.
- key people: Menes, Ahmose, Hatshepsut, Tutankhamen, Thutmose III, Imhotep.
- key places: Nubia, Kush, Egypt, Ghana, Mali, Songhay.
- key events: development of various Egyptian dynasties, rise and fall of major African civilizations, African Diaspora, initial migration of humans from Africa, initial African contact with Europeans, major accomplishments of each of Egypt's four periods.

Students will be able to...

- analyze primary source material.
- synthesize material in order to form conclusions.
- compare and contrast different groups, regions, and time periods.
- paraphrase major historical issues and controversies.
- identify important people, places, events, and terms.
- draw conclusions based on historical evidence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit test
- Class discussion
- Tests/Quizzes
- Short-answer written responses
- Primary source analysis
- Essays: What do the kinds of societies that developed in different places suggest about early African civilizations?

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis of various materials related to African civilizations
- Map activities related to geography of ancient Africa and early migration of humans
- Chart/Poster related to the four periods of ancient Egyptian history identifying major accomplishments of each
- Play or dialogue related to the history of Queen Hatshepsut and her step-son Thutmose III
- Essay on issues related to race and ethnicity and their significance both for ancient Africa and contemporary concerns
- Regular short-answer responses to daily themes and concepts

RESOURCES

Teacher Resources:

Textbook: *Journey of Liberation: African American History*
Primary source materials (historical documents)
Maps

Equipment Needed:

Overhead projector
Computer (PowerPoint)
Internet Access
Library Access
Poster materials

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Atlantic Slave Trade and New World Slavery (AAH)

Target Course/Grade Level: African American Studies – Grades 10-12

Unit Summary: This unit introduces students to the role of the Atlantic slave trade in transporting millions of West Africans to European colonies between the 16th and 19th centuries. Students will understand the various political, social, cultural and economic features of the slave trade and the multifarious reasons for its commencement and perpetuation. Students will also understand the dynamic and diverse character of the institution of slavery itself as it developed in various New World colonies. Students will examine in detail the role of Africans themselves in opposing the slave system and in asserting their own agency in the face of oppressive, often dehumanizing conditions.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

6.1 U.S. History: America in the World

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- 6.1.12.GeoGI.1.a:** Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
- 6.1.12.GeoPP.2.b:** Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
- 6.1.12.HistoryUP.2.a:** Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
- 6.2.12.GeoSV.1.a:** Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
- 6.2.12.HistoryCC.1.b:** Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
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- WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- various European groups perpetuated the Atlantic Slave Trade, begun by the Portuguese.
- economic motivations and a strong need for labor contributed to European interest in the slave trade.
- the Atlantic Slave trade damaged West African economies and societies while making European nations wealthy.
- chattel slavery was a particular form of slavery distinct from earlier forms found in Africa and Europe.
- African Americans resisted slavery and began forming new cultures upon their arrival in New World colonies.
- the status of indentured Africans differed from their later enslaved African descendants.
- the legal establishment in America served to reduce African Americans to the status of property without rights or legal recourse.
- African Americans rebelled and fought back against the slave system in numerous ways.
- many individual acts of resistance on the part of African Americans served to demonstrate agency and the humanity of enslaved people.

Unit Essential Questions:

- Why did the Portuguese initially decide to enslave Africans?
- What European countries were involved in the slave trade and what were their particular reasons?
- What was the particular character of chattel slavery in America and how did it differ from earlier forms of slavery?
- What was African American culture and identity in the New World and how was it formed?
- What is resistance and rebellion and what are some examples on the part of African Americans?
- What was indentured servitude? What groups were indentured?
- How did the legal establishment of slavery proceed differently in various American colonies?
- What are some examples of individual acts of resistance to the American slave system and in what ways were these acts of resistance successful and not?

Knowledge and Skills:

Students will know.....

- key terms: Atlantic Slave Trade, Triangle Trade, chattel, indentured servitude, asiento, durante vita, manumission, resistance, rebellion, revolt.
- key people: Prince Henry the Navigator, Bartolome de las Casas, Phillis Wheatley, Anthony Johnson, Olaudah Equiano, Venture Smith, John Punch.
- key places: the slave ship, various stops on the Triangle Trade, New World colonies, Jamestown colony, West African slave ports.
- key events: Middle Passage, legal consolidation of slavery in colonies, British domination of the slave trade, enslavement of indentured Africans.

Students will be able to ...

- analyze primary source materials.
- synthesize material in order to form conclusions.
- compare and contrast different groups, regions, and time periods.
- paraphrase major historical issues and controversies.
- identify important people, places, events, and terms.
- draw conclusions based on historical evidence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit test
- Class discussion
- Tests/Quizzes
- Short-answer written responses
- Primary source analysis
- In-class and take-home essays: Explain the ultimate and proximate causes that explain the origins and early years of the Atlantic Slave Trade.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis of early indentured servitude and slave laws
- Primary source analysis from the perspective of the enslaved themselves
- Map activities outlining the Atlantic Slave Trade and diaspora of African people
- Charts outlining distinctions between various colonial slave systems in the Americas
- Timelines demonstrating the legal evolution of the slave system over time
- Essays on topic of students’ choosing related to colonial American slavery
- Regular short-answer responses to daily themes and concepts

<i>RESOURCES</i>

Teacher Resources:

Textbook: *Journey of Liberation: African American History*
Primary source materials (Historical documents)
Maps

Equipment Needed:

Overhead projector
Computer (PowerPoint)
Internet Access
Library Access

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: A Nation Divided: The Peculiar Institution under Attack (AAH)

Target Course/Grade Level: African American Studies – Grades 10-12

Unit Summary: This unit introduces students to some of the growing opposition to the slave trade and slavery, particularly in the 19th century, culminating in the American Civil War. Students will focus particularly on the burgeoning abolitionist movement and some of its chief proponents, both black and white. Students will understand many of the legislative and political changes occurring in the 19th century related to the slavery question, as well as some of the reasons for the Southern states' increasing interest in the possibility of secession. Students will conclude the unit with an extensive focus on the Civil War, its causes, major battles, and ultimate consequences for the nation.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 6.1.12.CivicsPI.3.a:**Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
- 6.1.12.HistoryUP.2.b:** Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
- 6.1.12.HistoryUP.2.c:** Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12. CivicsDP.3.c:** Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- 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.CivicsDP.4.b:** Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.CivicsPR.4.a:** Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
- 6.1.12.GeoPP.4.a:** Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12.EconET.4.a:** Assess the role that economics played in enabling the North and South to wage war.
- 6.1.12.EconNE.4.a:** Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- 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.HistoryUP.4.b:** Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

- 8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
- 8.2.12.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

- 1.2.12.prof.Cn11a:** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- 1.2.12.acc.Cn11a:** Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
- 1.5.12.prof.Cn11a:** Describe how knowledge of culture, traditions and history may influence personal responses to art.
- 1.5.12.acc.Cn11a:** Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
- 1.5.12.adv.Cn11a:** Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science and Technical Subjects:

Grades 9-10:

- RH.9-10.1.** Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2.** Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9.10.3.** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- WHST.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- WHST.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.6.** Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- WHST.9-10.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12:

- RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RH.11-12.5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6.** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- RH.11-12.10.** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
- WHST.11-12.1.** Write arguments focused on discipline-specific content.
- WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- there was considerable opposition to the slave system from the enslaved, free blacks, and white activists.
- resistance to the slave system existed in both active and passive forms.
- various slave rebellions—Stono Rebellion, Gabriel Prosser, Denmark Vesey, Nat Turner—took on unique characteristics and had particular histories.
- a minority of African Americans enjoyed status as free people of color.
- an the revolutionary and early national period, African Americans continued to struggle against the slave system while the United States government put measures into place to codify and legitimize the slave system.
- increasing tensions between the North and South over the issue of slavery resulted in a number of political compromises ultimately unsatisfactory to either side.
- the coming of the Civil War had many ultimate and proximate causes, the most important of which was the nation’s inability to resolve its disagreements over the slavery question.
- the conclusion of the Civil War brought with it fundamental problems and questions related to the drastically changed status of newly freed people and the federal government’s role in assisting them and ensuring their basic civil rights.

Unit Essential Questions:

- What were some examples of resistance to the slave system on the part of the enslaved themselves, free blacks, and white abolitionists?
- What do the various slave rebellions tell us about the slaves themselves but also about the possible precarious nature of the slave system?
- How would you characterize the abolitionist movement? Who were some prominent abolitionists and what were their goals?
- How “free” were free people of color in the 18th and 19th centuries?
- In what ways was the Constitution a document that protected and defended the slave system?
- What were some of the major political compromises and pieces of legislation passed in the 19th century that attempted to resolve the debate over slavery between the North and the South?
- What were the causes, major events, and effects of the Civil War? What role did African Americans themselves play in this conflict?

Knowledge and Skills:

Students will know.....

- key terms: Three-Fifths Compromise, abolitionism, colonization, popular sovereignty, disenfranchisement, emigration, emancipation, Underground Railroad, Fugitive Slave Law, Gag Rule, States’ Rights.
- key people: Gabriel Prosser, Denmark Vesey, Nat Turner, Crispus Attucks, Richard Allen, Benjamin Banneker, James Forten, Prince Hall, Frederick Douglass, William Lloyd Garrison, John Brown, Sojourner Truth, Harriet Tubman, Dred Scott.
- key events: Amistad trial, Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, “Bleeding Kansas,” Raid on Harpers Ferry, election of Abraham Lincoln, Southern secession, firing on Ft. Sumter.
- key places: Mason-Dixon Line, territories created or made into states in the 19th century (Kansas-Nebraska, California, Maine, Texas, Missouri), Harpers Ferry, Virginia, major battle sites of the Civil War (Fort Sumter, Antietam, Gettysburg, Appomattox, Manassas, Fredericksburg).

Students will be able to ...

- analyze primary source materials.
- synthesize material in order to form conclusions.
- compare and contrast different groups, regions, and time periods.
- paraphrase major historical issues and controversies.
- identify important people, places, events, and terms.
- draw conclusions based on historical evidence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit test
- Class discussion
- Tests/Quizzes
- Short-answer written responses
- Primary source analysis
- In-class and take-home essays: Explain the differences between the terms resistance, rebellion, and revolution; what accounts for the large number of slave revolts in the 18th century and the decrease in such revolts following Nat Turner’s Rebellion; explain the ultimate and proximate causes of the Civil War.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis of material related to abolitionism, slave resistance, and the Civil War
- Maps related to territorial expansion, slavery, and the issue of popular sovereignty in the 19th century
- Maps related to major battles of the Civil War
- Charts/Graphic organizers outlining the major issues and events leading to the coming of the Civil War
- Major essay (due before Winter Break) in which students answer the question: “Was John Brown a freedom fighter or terrorist or both?”
- Regular short-answer responses to daily themes and concepts.

RESOURCES

Teacher Resources:

Textbook: *Journey of Liberation: African American History*
Primary source materials (Historical documents)
Maps

Equipment Needed:

Overhead projector
Computer (PowerPoint)
Internet Access
Library Access

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: A Nation Readjusting: From Reconstruction to the Consolidation of Jim Crow Segregation (AAH)

Target Course/Grade Level: African American Studies – Grades 10-12

Unit Summary: This unit introduces students to the Civil War's aftermath, as the federal government sought to institute policies and programs intended to readmit the Southern states into the Union as well as ensure the basic rights and freedoms of newly freed slaves. Students will learn about various Reconstruction efforts, including legislative initiatives and congressional amendments, and analyze various reasons for Reconstruction's successes and failures. Further, students will examine the period following Reconstruction, during which southern whites regained control of state and local governments and put into place laws detrimental to the civil rights of African Americans. Students will conclude the unit with an examination of the rise of legalized segregation in the South.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 6.1.12.GeoPP.4.a:** Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12.EconET.4.a:** Assess the role that economics played in enabling the North and South to wage war.
- 6.1.12.EconNE.4.a:** Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- 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.HistoryUP.4.b:** Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War
- 6.1.12.GeoPP.4.a:** Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- 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.
- 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.HistoryNM.5.a:** Compare and contrast economic developments and long-term effects of the Civil War on the economies of the North and the South.
- 6.1.12.CivicsDP.6.a:** Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- 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.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CL.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

- 8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
- 8.2.12.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

- 1.2.12.prof.Cn11a:** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- 1.2.12.acc.Cn11a:** Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
- 1.5.12.prof.Cn11a:** Describe how knowledge of culture, traditions and history may influence personal responses to art.
- 1.5.12.acc.Cn11a:** Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
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- WHST.9-10.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12:

- RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RH.11-12.5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6.** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- RH.11-12.10.** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

- WHST.11-12.1.** Write arguments focused on discipline-specific content.
- WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- American Reconstruction was a period of time following the Civil War in which the federal government sought to implement policies to readmit the Southern states into the Union and to guarantee citizenship rights for the newly freed slaves.
- there were various strategies proposed to successfully implement Reconstruction's goals.
- Reconstruction had a number of successes but ultimately failed to deliver the full range of rights and protections owed to newly freed slaves.
- the Reconstruction Amendments—the 13th, 14th, and 15th Amendments—were put into place in this time period in order to protect the rights of newly freed people.
- white southern opposition to Reconstruction, along with waning Northern support, played a major role in Reconstruction's collapse as a federal initiative.
- African Americans themselves were able to carve out significant arenas of agency and freedom in this period, as most actively sought out educational and employment opportunities, as well as positions in state and federal governments.
- the return of white rule in the South was disastrous for African Americans as whites sought to reinstitute conditions similar to slavery through oppressive laws and deleterious working conditions.

Unit Essential Questions:

- What was American Reconstruction and what did it intend to accomplish?
- What were some of the strategies proposed for readmitting the Southern states and for securing rights for former slaves?
- What was Lincoln's initial Reconstruction plan and why was it deemed moderate?
- What are the 13th, 14th, and 15th Amendments and how did each contribute to greater freedom for African Americans?
- What were Reconstruction's successes and failures?
- What were the most important gains made by African Americans in the Reconstruction period?
- What role did white opposition to Reconstruction play in its ultimate failure?
- What were the consequences of the return to white rule in the South?
- What laws were put in place that anticipated the consolidation of legalized segregation (Jim Crow) in the South?
- What were African Americans themselves doing to oppose the reestablishment of white control in the South?

Knowledge and Skills:

Students will know.....

- key terms: amendment, ratification, Reconstruction, Radical Reconstruction, Freedmen's Bureau, sharecropping, grandfather clause, Black Codes, Jim Crow, Exodusters, segregation.
- key people: Abraham Lincoln, Charles Sumner, Thaddeus Stevens, Andrew Johnson, Blanche K. Bruce, Hiram Revels, John Mercer Langston.
- key events: passage of Reconstruction Amendments, presidential election of 1876, removal of federal troops from the South, collapse of Reconstruction, establishment of the Freedmen's Bureau, assassination of Abraham Lincoln, presidential election of Ulysses S. Grant, rise of sharecropping, the "Redemption" of the South, rise of the KKK.
- key places: Ford's Theatre, Howard University in Washington, Kansas territory, Indian Territory (modern-day Oklahoma), various Southern states that elected black politicians (SC, NC, AL, VA, GA, LA, FL.)

Students will be able to ...

- analyze primary source materials.
- synthesize material in order to form conclusions.
- compare and contrast different groups, regions, and time periods.
- paraphrase major historical issues and controversies.
- identify important people, places, events, and terms.
- draw conclusions based on historical evidence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit test
- Class discussion
- Tests/Quizzes
- Short-answer written responses
- Primary source analysis
- In-class and take-home essays: Explain through the use of particular historical examples why you believe the rise of the Jim Crow system was inevitable or not.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis of constitutional amendments, key documents related to Reconstruction, letters from blacks and whites expressing various views on Reconstruction policies
- Maps designating various Southern sites of significant events in the history of Reconstruction
- Graphic organizers and timelines delineating important people and events in the history of Reconstruction
- Charts and graphs from several significant presidential elections, especially the presidential election of 1876
- Take-home essay answering the question of whether American Reconstruction was a failure or a success and why
- Regular short-answer responses to daily concepts and themes

RESOURCES

Teacher Resources:

Textbook: *Journey of Liberation: African American History*
Primary source materials (Historical documents)
Maps

Equipment Needed:

Overhead projector
Computer (PowerPoint)
Internet Access
Library Access

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: The Early Civil Rights Movement in America (AAH)

Target Course/Grade Level: African American Studies – Grades 10-12

Unit Summary: This unit introduces students to little-known late 19th century and early 20th century civil rights struggles. Students will learn about many early civil rights organizations and individuals. Particular emphasis will be placed on the debate between Booker T. Washington and W.E.B. Du Bois, the early years of the Niagara Movement, and the founding of the NAACP in 1909. Additionally, students will learn about the role of African Americans in various national movements, events, and organizations including boycotts against segregation in transportation, the Great Migration, the Communist Party, the Harlem Renaissance, Franklin Roosevelt's New Deal, and World War II. Students will consider the impact and influence of the early civil rights movement on the later movement of the 1950s and 1960s.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

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.EconNM.7.a:** Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
- 6.1.12.HistoryCA.7.b:** Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
- 6.1.12.CivicsHR.8.a:** Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
- 6.1.12.EconNM.8.a:** Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.HistoryCC.8.a:** Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- 6.1.12.HistoryCC.8.c:** Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
- 6.1.12.HistoryUP.9.a:** Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 6.1.12.CivicsPR.10.a:** Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.HistoryCC.11.c:** Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CL.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

- 8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
- 8.2.12.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

- 1.2.12.prof.Cn11a:** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- 1.2.12.acc.Cn11a:** Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
- 1.5.12.prof.Cn11a:** Describe how knowledge of culture, traditions and history may influence personal responses to art.
- 1.5.12.acc.Cn11a:** Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
- 1.5.12.adv.Cn11a:** Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science and Technical Subjects:

Grades 9-10:

- RH.9-10.1.** Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2.** Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3.** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- WHST.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- WHST.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.6.** Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- WHST.9-10.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12:

- RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RH.11-12.5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6.** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- RH.11-12.10.** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
- WHST.11-12.1.** Write arguments focused on discipline-specific content.

- WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- civil rights initiatives and struggles took place in the early 20th century prior to the modern civil rights movement of the 1950s and 1960s.
- Booker T. Washington and W.E.B. Du Bois represented two very different approaches to securing civil rights for African Americans in the early 20th century.
- race riots in the early 20th century occurred as a result of a confluence of events affecting the North, particularly cities, following World War I.
- there was a significant debate during World War I over whether African Americans should volunteer to serve in the armed forces or refuse such service as a protest against American racism and segregation.
- Jim Crow segregation was in place in the South greatly reducing opportunities and quality of life for African Americans.
- the Great Migration brought nearly 2 million African Americans to the North beginning prior to World War I.
- the Harlem Renaissance was a movement in which Harlem became a center for black creative expression in the 1920s, led by prominent African-American intellectuals, artists, and activists.
- Franklin Roosevelt's New Deal provided particular opportunities for African Americans, including employment and civil rights initiatives.
- World War II had a profound impact on African Americans as many chose to serve in the armed forces and were later recognized for bravery, self-sacrifice, and patriotism.

Unit Essential Questions:

- What was the early civil rights movement and why do we often not hear about it?
- What were the fundamental points of disagreement between Booker T. Washington and W.E.B. Du Bois?
- What were the causes of race riots in the North in the early 20th century?
- How would you describe the relationship between African Americans and the federal government during the World War I period?
- What arguments did African Americans make on both sides over the question of whether to serve their country during World War I?
- What were the pull-push factors that resulted in the Great Migration?
- Who was Marcus Garvey and why is he significant?
- What were the causes of the Harlem Renaissance? Did it succeed or fail as a movement?
- Did the New Deal and World War II help or hinder the civil rights goals of African Americans in the period? Why?

Knowledge and Skills:

Students will know.....

- key terms: accommodation, philanthropy, riot, migration, restrictive covenant, colonialism, Pan-Africanism, Communism, black nationalism, Talented Tenth, protest.
- key people: Booker T. Washington, W.E.B. Du Bois, William Monroe Trotter, Ida B. Wells, Mary McLeod Bethune, Franklin Roosevelt, Eleanor Roosevelt, Marcus Garvey, Alain Locke, James Weldon Johnson, Langston Hughes, Zora Neale Hurston, E. Franklin Frazier, A. Philip Randolph, Adam Clayton Powell, Richard Wright, Tuskegee Airmen.
- key events: East St. Louis Race Riot, Red Summer, Tulsa riots, Rosewood, establishment of the NAACP in 1909, filming of *Birth of a Nation*, World War I, arrival of Marcus Garvey, Harlem Renaissance, Stock Market Crash of 1929, Great Depression, establishment of New Deal, bombing of Pearl Harbor, World War II, creation of FDR's Black Cabinet.
- key places: Tulsa, East St. Louis, Rosewood, Niagara, sites of Great Migration (major Northern cities), Harlem, Pearl Harbor, Tuskegee.

Students will be able to ...

- analyze primary source materials.
- synthesize material in order to form conclusions.
- compare and contrast different groups, regions, and time periods.
- paraphrase major historical issues and controversies.
- identify important people, places, events, and terms.
- draw conclusions based on historical evidence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit test
- Class discussion
- Tests/Quizzes
- Short-answer written responses
- Primary source analysis
- In-class and take-home essays: Explain the origin and evolution of the shift in black political allegiance from the Republican Party to the Democratic Party during the New Deal era.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis related to debate between Booker T. Washington and W.E.B. Du Bois
- Primary source analysis related to major legislation of the New Deal era
- Analysis of poems, plays, and other writing from the Harlem Renaissance
- Primary source analysis of a number of Marcus Garvey’s speeches and quotations
- Maps and charts related to American entry into World War II and African-American involvement
- Maps and other materials outlining departure points and arrival sites of black migrants to the North during the Great Migration
- Essay on a topic of a student’s choosing related to one of the following: Washington v. Du Bois, Harlem Renaissance, Great Migration, Garvey, New Deal, World War II
- Regular short-answer responses to daily themes and concepts

RESOURCES

Teacher Resources:

Textbook: *Journey of Liberation: African American History*
Primary source materials (Historical documents)
Maps

Equipment Needed:

Overhead projector
Computer (PowerPoint)
Internet Access
Library Access

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: The Modern Civil Rights Movement and Beyond (AAH)

Target Course/Grade Level: African American Studies – Grades 10-12

Unit Summary: This unit introduces students to the people, events, and politics of the modern civil rights movement, beginning in approximately the early 1950s and extending into the early 1970s. Major topics of discussion will include the Montgomery Bus Boycott, the *Brown v. Board of Education* decision, lunch counter protests, the rise of Martin Luther King Jr., the establishment of major civil rights organizations, various campaigns in the South to oppose *de jure* segregation, the rise of black separatist organizations, and the Black Power movement. Students will continue their analysis into more recent times by considering a number of contemporary issues related to the African-American experience, including urban crises, educational inequities, affirmative action, the slave reparations debate, and a host of other current concerns.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 6.1.12.HistoryCC.12.b:** Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
- 6.1.12.CivicsPI.13.a:** Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
- 6.1.12.CivicsDP.13.a:** Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
- 6.1.12.GeoPP.13.a:** Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
- 6.1.12.EconEM.13.a:** Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
- 6.1.12.HistoryCC.13.a:** Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- 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.CivicsPI.14.c:** Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.GeoPP.14.b:** Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- 6.1.12.HistorySE.14.a:** Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b:** Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

Interdisciplinary Connections and Standards:**Computer Science and Design Thinking**

- 8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Visual and Performing Arts

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- WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- the modern civil rights movement was the result of a number of antecedent struggles and events from early in the century.
- various strategies were employed and a number of philosophies were espoused during the modern civil rights movement, including, boycotts, sit-ins, freedom rides, direct protest, black nationalism, integration, black separatism, and legal action.
- the *Brown v. Board of Education* (1954-1955) decision overturned the “separate but equal” doctrine of *Plessy v. Ferguson* (1896).
- the Montgomery Bus Boycott brought Martin Luther King Jr. to national prominence.
- the Little Rock Nine were a group of nine African Americans who volunteered to desegregate Little Rock High School in 1957, in accordance with the *Brown* ruling.
- the Congress for Racial Equality (CORE) instituted a number of important civil rights strategies also used by others, including sit-ins, non-violence resistance, and freedom rides.
- Martin Luther King and Malcolm X espoused different philosophies and often employed different tactics in their attempts to secure equality for African Americans.
- the Black Power Movement of the mid-1960s and early 1970s represented a militant shift in strategy and approach on the part of some African Americans who were frustrated at the often gradual pace of the nonviolent movement.

Unit Essential Questions:

- Why do we distinguish between the early and modern civil rights movements? Is this distinction worthwhile or relevant?
- What were some strategies used during the modern civil rights movement that distinguishes it from the earlier movement?
- What was the *Brown v. Board of Education* decision and why is it significant? What were its shortcomings?
- What was the Montgomery Bus Boycott and what was Martin Luther King Jr.’s role in that event?
- Who were the Little Rock Nine? Were their efforts successful?
- What were the strategies used by CORE and were these strategies effective in confronting segregation in the South?
- What were the essential differences between Martin Luther King Jr. and Malcolm X? Where might they have found common ground?
- What accounts for the rise of the Black Power Movement in the mid-1960s? Does it represent a departure from the earlier movement or an evolution into a new phase of that movement?

Knowledge and Skills:

Students will know.....

- key terms: boycott, sit-in, freedom ride, integration, desegregation, “separate is inherently unequal”, black nationalism, separatism, nonviolence, active resistance, Black Power, spirituals, grass roots, militant, reparations, affirmative actions, urban crisis.
- key people: Martin Luther King Jr. Rosa Parks, James Farmer, Ella Jo Baker, Bull Connor, Malcolm X, Medgar Evers, Fannie Lou Hamer, John F. Kennedy, Lyndon Johnson, James Meredith, James Baldwin, Stokely Carmichael, Bobby Seale, Huey Newton, Julian Bond, Eldridge Cleaver.
- key events: lunch counter sit-ins, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Supreme Court ruling in *Brown v. Board of Education*, protests in Birmingham, Martin Luther King Jr. writing the “Letter from a Birmingham Jail”, death of Medgar Evers, “I Have a Dream” speech, assassination of Martin Luther King Jr., assassination of Malcolm X, Freedom Democratic Party, emergence of the Black Panthers.
- key places: Montgomery, Selma, Birmingham, Memphis, Jackson, Woolworth lunch counter, Audubon Ballroom, march on Washington, Viet Nam.

Students will be able to ...

- analyze primary source materials.
- synthesize material in order to form conclusions.
- compare and contrast different groups, regions, and time periods.
- paraphrase major historical issues and controversies.
- identify important people, places, events, and terms.

- draw conclusions based on historical evidence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit test
- Class discussion
- Tests/Quizzes
- Short-answer written responses
- Primary source analysis
- In-class and take-home essays
- Viewing of and response to two movies: *Little Rock Nine* and *Malcolm X*
- PowerPoint presentation on a topic of student’s choosing related to the modern civil rights movement

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis of various civil rights events, including *Brown v. Board of Education* ruling, material from Montgomery Bus Boycott, Martin Luther King Jr.’s speeches, Malcolm X’s speeches, “Letter from a Birmingham Jail”
- Maps of relevant civil rights events in the South
- PowerPoint presentation on a topic of student’s choosing related to the modern civil rights movement
- Graphic organizer outlining basic differences between various civil rights strategies and philosophies
- Essay on civil rights topic from a list of options provided by teacher

RESOURCES

Teacher Resources:

Textbook: *Journey of Liberation: African American History*
Primary source materials (Historical documents)
Maps

Equipment Needed:

Overhead projector
Computer (PowerPoint)
Internet Access
Library Access
Movies: *Malcolm X*; *Little Rock Nine*