

# **AFRICAN AMERICAN HISTORY GRADES 9-12**

EWING PUBLIC SCHOOLS  
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Ewing, NJ 08618

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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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## **Preface**

The African American History elective covers material related to West African Civilizations, tracing the origins of African American culture, and ends with an exploration of modern life for African Americans in the United States. Throughout each unit, students are exposed to a combination of primary sources and literary materials that will enhance their understanding of the African American experience. Students are encouraged to collaborate and explore their own personal interests as related to the course materials. This course aims to provide a more complete picture of African American lives and contributions to the history of the United States. By the end of the class, students will have a deeper comprehension and appreciation of African American History.

## **21st Century Life and Careers**

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

#### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

## **Technology Integration**

### **8.1 Educational Technology**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**ELA Integration** - The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

**Companion Standards:** - History, Social Studies, Science and Technical Subjects (9-10)

## **Unit 1: West African Civilizations and Culture (5 Days)**

### **Why Is This Unit Important?**

This unit will explore ancient West African civilizations and their cultures. By studying these civilizations, students will gain an understanding of the influence of African culture on African American culture.

### **Enduring Understandings:**

- Students will be able to recognize the influence of African culture in American culture. (Overarching).
- Students will be able to recognize the importance of West Africa to ancient trade relationships.
- Students will identify events leading to the start of the Atlantic slave trade (topical).

### **Essential Questions:**

- Why is the history and culture of Africa of great importance to the history of humankind?
- What role did Europeans play in establishing a system of chattel slavery in West Africa?

### **Acquired Knowledge:**

- Identify defining characteristics of the Empire of Mali, Ancient Ghana and the Empire of Songhai.
- Identify defining cultural aspects of West African civilizations. · Compare and contrast the slave society that existed before and after contact with European traders.

### **Acquired Skills:**

- Explain the influence of West African culture on slave culture in the colonies. · Compare the epic *Sundiata* to other western epics such as *Beowulf*, *The Iliad* and *The Odyssey*.
- Explain the origins of the Atlantic slave trade.

## **Assessments:**

### Formative Assessments:

- Discussion of early slave narratives, including *The Interesting Narrative of the Life of Olaudah Equiano*. This will lay the basis of understanding of how the Atlantic Slave Trade functioned.
- Discussion: Comparison of *Sundiata* to more well-known western epics. What similarities can be identified? Should this tale be included for study in a high school English class?
- Illustration of scene from *Sundiata*: Choose one scene from the epic to illustrate. Include quote from text.

### Summative Assessments:

- Unit Test: Multiple choice; short answer; and long answer responses

### Benchmark Assessments:

- Create PowerPoint presentation on assigned civilization or cultural aspect. Students will present to class and lead classmates in discussion on assigned topic.

### Alternative Assessment:

- Essay: How did contact with European traders change the nature of the slave trade that had previously existed in Africa?

## **Interdisciplinary Connections:**

- Language Arts, Technology, Anthropology

## **Suggested Learning Activities:**

- Gifted Learners can read the entire epic of Sundiata (D.T. Niane translation).
- English Language Learners would benefit from reading the storybook version of the epic Sundiata: The Lion King of Mali (Wisniewski).

## **2020 NJCS:**

- 6.2.12.HistoryCC.1.b
- 6.2.12.GeoSV.1.a
- 6.2.12.GeoGE.1.d
- 6.2.12.HistoryCC.1.d
- 6.2.12.HistoryCC.1.g
- 6.2.12.CivicsPR.2.a
- 6.2.12.HistoryCC.4.d
- 6.2.12.HistoryCC.5.a
- 6.2.12.HistoryCC.5.c

## **Instructional Resources**

Core:

- Hine, Darlene Clark., William C. Hine, and Stanley Harrold. *African American History*. Upper Saddle River, NJ: Prentice Hall, 2006.

Supplemental:

- Equiano, Olaudah. The Interesting Narrative of Olaudah Equiano. New York: Penguin Books, 2003.
- Niane, D.T. *Sundiata: An Epic of Old Mali*. Upper Saddle River, NJ: Pearson, 2006.

## **Technology Integration:**

- Students will use PowerPoint and internet/database research to create presentations of West African cultures.
- When available, students can use digital copies of supplemental sources.

## **Unit 2: The Slave Trade and Slavery (15 Days)**

### **Why Is This Unit Important?**

This unit will continue to examine the origins of the Atlantic slave trade and the establishment of institution of slavery in America. Slavery influenced various political, social and economic changes in American culture that reverberate through history.

### **Enduring Understandings:**

- Students will be able to recognize the influence of African culture in American culture (overarching-continued from Unit 1).
- Students will debate the impact of slavery throughout American history (overarching-continued through all units).
- Students will identify the social organization of slave society (topical). · Students will identify the events leading to the start of the Atlantic slave trade and the nations involved (topical).
- Students will recognize the methods used to 'season' newly-enslaved people (topical).
- Students will argue the effectiveness of slave revolts (topical). ·
- Students will identify and explore justifications of the slave trade and system (topical).
- Students will examine the role the American Revolution played in the fight to end slavery (overarching-continued in Unit 3).

### **Essential Questions:**

- Was the use of violence to combat slavery justified?
- How has slavery influenced racial issues that exist today?
- How were slaves successful in infusing African culture throughout American society?
- How were slaves effective in preserving African culture in their own lives?
- In what ways did Europeans and Americans justify slavery?
- How did the ideals of the Revolution (natural rights/liberty) apply to African Americans?



**Acquired Knowledge:**

- Identify the conditions slaves faced on their journey to the New World.
  - Identify major slave revolts.
- Recognize the various treatments of slaves throughout the regions of North America.
- Compare and contrast the roles of men and women in slave society.
- Explain the origins of the Atlantic Slave trade (continued from Unit 1).
  - Describe the methods used to strip newly-captured slaves of their identity and culture.
- Explain why some African Americans may have decided to fight for the British.

**Acquired Skills:**

- Compare and contrast the experiences of slaves in the northern and southern (deep/upper) colonies.
- Analyze primary and secondary sources to describe experiences of slaves.
- Explain the capture and sale of Africans from a slave's perspective.
- Propose legislation to end the slave trade.
- Compare American slavery with modern day slavery throughout the world.
- Explain the various roles African Americans played in the Revolution.

**Assessments:**

## Formative Assessments:

- **Discussion:** Is the Constitution a pro-slavery or anti-slavery document? Students will examine the language of the Constitution.
- **Debate:** What is the role of violence in civil protest? Connect to modern issues in news, etc.
- **Discussion:** The Middle Passage is described as a horrifying experience for newly captured slaves. Describe the conditions a slave faced on the passage and discuss how these conditions impacted or prepared them for life as a slave.

## Summative Assessments:

- **Unit Test:** Multiple choice; short answer; and long answer responses.
- **Written analysis:** Propose an Amendment to the Constitution that will end the slave trade. Include information from research as well as previous analysis of Constitution to support your bill.

#### Benchmark Assessment:

- **DBQ:** How did the slave trade and slavery strip African Americans of their most basic rights? Include information from narratives and notes.

#### Alternative Assessment:

- Working with a partner, students will create their own slave narrative interview. Using primary sources as an example, groups will cover information ranging from capture in Africa to life on a plantation. Students will make audio-recordings of their narrative to play in class.

#### Interdisciplinary Connections:

- Language Arts, Technology, Art

#### Suggested Learning Activities:

- **Extensions:** Students who complete their narrative interview can choose to make a documentary style interview. If groups would like, they can work together to “produce” multiple interviews together.
- Gifted learners will benefit from reading David Walker’s *Appeal to the Coloured Citizens of the World* as the course transitions between this unit’s analysis of slavery and the following unit’s focus on the abolitionist movement.

#### 2020 NJCS:

- 6.2.12.HistoryCC.1.b
- 6.2.12.GeoSV.1.a
- 6.2.12.GeoGE.1.d
- 6.2.12.HistoryCC.1.d
- 6.2.12.HistoryCC.1.g
- 6.2.12.CivicsPR.2.a
- 6.2.12.HistoryCC.4.d
- 6.2.12.HistoryCC.5.a
- 6.2.12.HistoryCC.5.c
- 6.1.12.GeoPP.2.b

#### Instructional Resources:

##### Core:

- Hine, Darlene Clark., William C. Hine and Stanley Harrold. *African American History*. Upper Saddle River, NJ: Prentice Hall, 2006.

Supplemental:

- Iliffe, John. "The Atlantic Slave Trade." Africans: the History of a Continent. Cambridge: Cambridge UP, 1995.
- Organization of American Historians (2010, July 12). Organization of American Historians [OAH] Magazine of History: A Quarterly Magazine for Teachers of History. September 2010, "Remembering Dinah Nevil: Strategic Deceptions in Eighteenth-Century Antislavery."

**Technology Integration:**

- To complete many of their assignments, students will need to use research, employ databases, and word processing skills.
- When creating their slave narrative interviews, students will need to use recording and/or video editing programs.

## **Unit 3: Free African Americans, Abolition, the Civil War and Reconstruction (10 Days)**

### **Why Is This Unit Important?**

This unit will examine the role African Americans played in both the antebellum and post-Civil War time period. In addition to examining the abolition movement, students will also investigate contributions free African Americans made in various fields ranging from science to music. This unit will also examine the Reconstruction era which presented America with the challenges of rebuilding the south and providing opportunities for African Americans to be self-sufficient and assimilate into American society.

### **Enduring Understandings:**

- Students will examine the lives and contributions of free African Americans in the antebellum period (topical).
- Students will examine and evaluate the different approaches taken to end slavery and the slave trade (topical).
- Students will evaluate the contributions of African Americans during the Civil War despite facing discrimination (topical).
- Students will examine the positive and negative aspects of the Reconstruction era (topical).
- Students will recognize the effects of Reconstruction on race relations throughout American history (overarching).

### **Essential Questions:**

- Does the wellbeing of the total nation outweigh the wellbeing of individuals or minorities?
- How would the course of American history, regarding race relations, have been different if Reconstruction lasted longer?
- What is impact of legislation on the accepted norms of a society?

### **Acquired Knowledge:**

- Identify free individuals and their contributions to society/culture.
- Identify major abolitionists and the methods they used.
- Recognize the roles of African Americans in the Civil War.
- Explain the causes of the Civil War.
- Identify the benefits (Freedmen's Bureau, Radical Reconstruction, black congressmen, etc.) and drawbacks (KKK, Jim Crow Laws, Black Codes, voting etc.) of Reconstruction for African Americans.
- Understand the current day arguments concerning the reparations issue.
- Recognize lasting impact of Reconstruction policies.

**Acquired Skills:**

- Compare and contrast the methods used by leading abolitionists. ·  
Compare and contrast the opinions of black and white abolitionists. ·  
Explore WPA slave narratives and compare experiences with what is traditionally understood about slavery.
- Compare Lincoln's plan for Compensated Emancipation to the Emancipation Proclamation to determine Lincoln's role/intent in ending slavery.
- Analyze the Reconstruction amendments and their effectiveness in abolishing slavery and promoting equality.
- Demonstrate the connection between sharecropping and the cycle of poverty.
- Debate the issue of reparations.

**Assessments:****Formative Assessment:**

- **Debate:** Was John Brown a hero or tyrant? Hold a trial for John Brown to debate and discuss his fate.
- **Discussion:** Discuss WPA slave narratives and whether or not the memories in these accounts are consistent with what is traditionally understood about the slave experience. How do these narratives help give a more complete picture of the slave experience?
- **Discussion:** What does Lincoln's plan for Compensated Emancipation reveal about his views on African Americans?
- **Performance Task:** Working as a class, students will attempt to create a Reconstruction plan that balances issues of rebuilding the country while also providing protection and civil rights for African Americans. Students will be assigned a state and will advocate for their state's individual needs and wants in a Congressional hearing.

**Summative Assessment:**

- **Unit Test:** Multiple choice; short answer; and long answer responses. ·  
**Essay:** Compare and contrast two abolitionists and their approaches to ending slavery. Which do you think was more effective?

**Benchmark Assessment:**

- Read an abolitionist fiction or non-fiction (e.g., Uncle Tom's Cabin, Life of a Slave Girl) and write an era-appropriate review of the book for a Southern newspaper.

#### Alternative Assessment:

- PowerPoint project: Choose one free individual from the antebellum period and create a presentation that argues why they should be inducted into the 'Free African American Hall of Fame'.
- Write a diary entry from the perspective of a runaway slave or an abolitionist. Include information from previous primary sources used in class.

#### Interdisciplinary Connections:

- Language Arts, Technology

#### Suggested Learning Activities:

- To extend this unit, students can use Google Docs to create campaign websites for the Congress person s/he represented in the performance assessment. The nature of the Doc is to be a collaborative space, which will be useful in accommodating the needs of English Language Learners who will be able to use the models their classmates practice in writing and captioning.

#### 2020 NJCS:

- 6.2.12.HistoryCC.1.b
- 6.2.12.GeoSV.1.a
- 6.2.12.GeoGE.1.d
- 6.2.12.HistoryCC.1.d
- 6.2.12.HistoryCC.1.g
- 6.2.12.CivicsPR.2.a
- 6.2.12.HistoryCC.4.d
- 6.2.12.HistoryCC.5.a
- 6.2.12.HistoryCC.5.c
- 6.1.12.GeoPP.2.b
- 6.1.12.CivicsDP.3.c
- 6.1.12.HistoryUP.3.b
- 6.1.12.HistoryUP.4.b
- 6.1.12.CivicsPR.4.a
- 6.3.12.CivicsHR.1

#### Instructional Resources:

##### Core:

- Hine, Darlene Clark., William C. Hine, and Stanley Harrold. *African American History*. Upper Saddle River, NJ: Prentice Hall, 2006.

#### Supplemental:

- "Abraham Lincoln Research Site." Information About Abraham Lincoln's Life, Assassination, and Family. N.p., n.d. Web. 1 Sept. 2010.
- <http://www.rogerjnorton.com/Lincoln2.html>.
- Bogue, Allan G. *The Congressman's Civil War*. Cambridge: Cambridge UP, 1989.
- Jacobs, Harriet A. (Harriet Ann), 1813-1897. *Incidents in the Life of a Slave Girl: Written by Herself*. Edited by L. Maria Child. London: Hodson and Son, 22, Portugal Street, Lincoln's Inn, 1862. Print.
- Organization of American Historians (2010, July 12). OAH Magazine of History: A Quarterly Magazine for Teachers of History. Retrieved September 2010, from Organization of American Historians:
- <http://www.oah.org/pubs/magazine/>.
- Stowe, Harriet Beecher. *Uncle Tom's Cabin*. New York: Random House Inc., 2003: 249-250, 358, 507.

#### Technology Integration:

- For Alternative Assessment #1, students will use PowerPoint to produce audio- visual presentations.
- For the unit extension, students will be able to work collaboratively online using Google Docs as a means to publish their learning beyond the four walls of the classroom.

## **Unit 4: 1900-1920 Competing Views (10 Days)**

### **Why Is This Unit Important?**

This unit will examine the roles of African Americans in the post Reconstruction era through 1920. Many new opportunities were available for African Americans yet racism and segregation were still strongly institutionalized in America. This unit will also introduce the foundations of the Civil Rights Movement by exploring early leaders who championed for equality.

### **Enduring Understandings:**

- Students will examine the roles of black leaders of the early 1900s (topical).
- Students will identify the contributions of African Americans in industry, sports, music and culture in the early 1900s and their effects on America today (overarching).
- Students will examine the instances of racism and segregation that existed in the American south in the post Reconstruction era (topical).
- Students will identify black organizations that developed in this time period and their impact on American society (overarching).
- Students will explain the role of the rising African American middle class (topical).
- Students will examine the roles and treatment of African Americans in the Spanish American War and World War I (topical).
- Students will examine the causes and effects of the Great Migration (overarching).

### **Essential Questions:**

- What are effective strategies for combating social inequalities?
- What new opportunities did African Americans find in the early 1900s?
- How did race based organizations use the concept of racial solidarity to meet their goals?
- How did early African American leaders differ in their approaches in gaining civil rights and equality?



### **Acquired Knowledge:**

- Identify important leaders and organizations of the black community.
- Understand the role racism and segregation played in the Exoduster movement and the Great Migration.
- Explain the contributions of African Americans in the Spanish American War and WW I.
- Compare the experiences in these wars to previous wars covered in class.
- Identify the contributions of African American musicians (jazz, ragtime etc.)
- Recognize the struggles and triumphs of black athletes of the early 1900s.

### **Acquired Skills:**

- Compare and contrast the views of Washington, Dubois and Garvey concerning issues of civil rights and equality for African Americans. · Compare the experiences of the poor class and middle class in American society.
- Research the contributions of black inventors of this time period.
- Analyze primary sources to identify push and pull factors for the Great Migration emigrants.
- Analyze the changes in treatment African Americans received in the United States armed forces (Revolution to WWI).
- Propose a plan for a war memorial honoring African Americans and their service during WWI.

### **Assessments:**

#### Formative Assessment:

- Analyze poetry, art, and letters to the editor of *The Crisis* to determine push and pull factors for the Great Migration
- Discussion: How did treatment in the armed forces change over time? Do you think change happened fast enough?

#### Summative Assessment:

Essay: Compare and contrast the ideas and methods of Booker T. Washington, W.E.B. Du Bois and Marcus Garvey. (Pamphlet)

- Unit Test: Multiple choice; short answer; and long answer responses

#### Benchmark Assessment:

- RST: African Americans serving in WWI (Democracy for Germans vs. homefront treatment)

### Alternative Assessment:

- **Performance Task:** Students will create a chapter to be included in a standard United States History textbook that highlights the diversity of African American experience from 1900-1920.
  - Students will take on the role of a historian working for a textbook company (e.g., Prentice Hall). **Task:** Create a textbook layout of four pages with images, vocabulary terms, section questions, main ideas, and primary source quotations that highlight one or multiple aspects of African American life from 1900-1920. Possible topics include African Americans in the Spanish American War, music, sports, the impact of African American inventors, the Great Migration, and African American participation in World War I.
- Propose a plan for a war memorial honoring African Americans and their service during WWI.

### Interdisciplinary Connections:

- Language Arts, Art, Technology

### Suggested Learning Activities:

- **Extensions:** Students can make a “pitch” to their editors in the form of a presentation of their completed chapters. When all chapters have been presented, the class can discuss the merits of presenting history from a more diverse perspective.
- Visual/spatial learners will benefit from the nature of the performance task assessment. Their learning style can also be accommodated by the use of capture motion pictures of the Spanish American War through the Library of Congress: <http://memory.loc.gov/ammem/sawhtml/sawsp1.html>.
- Speech-impaired students will be able to collaborate with classmates as they work on their major assessment by sharing their documents on Google Docs and adding comments. The rubric for the assessment should always include peer assessment for communication and collaborative effort. .

## 2020 NJCS:

- 6.2.12.HistoryCC.1.b
- 6.2.12.GeoSV.1.a
- 6.2.12.GeoGE.1.d
- 6.2.12.HistoryCC.1.d
- 6.2.12.HistoryCC.1.g
- 6.2.12.CivicsPR.2.a
- 6.2.12.HistoryCC.4.d
- 6.2.12.HistoryCC.5.a
- 6.2.12.HistoryCC.5.c
- 6.1.12.GeoPP.2.b
- 6.1.12.CivicsDP.3.c
- 6.1.12.CivicsDP.5.a
- 6.1.12.HistoryUP.3.b
- 6.1.12.CivicsPR.4.a
- 6.1.12.EconNM.7.a
- 6.3.12.CivicsHR.1

## Instructional Resources:

### Core:

- Hine, Darlene Clark., William C. Hine, and Stanley Harrold. *African American History*. Upper Saddle River, NJ: Prentice Hall, 2006.

### Supplemental:

- "African American Odyssey: World War I and Postwar Society (Part 1)." American Memory from the Library of Congress - Home Page. N.p., n.d. Web. 1 Sept. 2010.
  - <http://memory.loc.gov/ammem/aahtml/exhibit/aopart7.html>.
- "First World War.com - Propaganda Posters: United States of America (2)." First World War.com – A Multimedia History of World War One. N.p., n.d. Web. 1 Sept. 2010. <http://www.firstworldwar.com/posters/usa2.htm>.
- "Gas Attack, 1916." EyeWitness to History - history through the eyes of those who lived it. N.p., n.d. Web. 1 Sept. 2010.
  - <http://www.eyewitnesstohistory.com/gas.htm>.
- McDonald, Cher. "WWI Newspaper Assignment." Ms. McD U.S. History. N.p., 1 Sept. 2009. Web. 25 Aug. 2010.
  - [http://msmcdushistory2.pbworks.com/w/page/21881776/World%20War %20Newspaper%20Assignment](http://msmcdushistory2.pbworks.com/w/page/21881776/World%20War%20Newspaper%20Assignment).

**Technology Integration:**

- In order to complete their performance assessment, students will need to:
  - o Research using the internet to find photographs to include in their student-created spreads.
  - o Utilize scanners, cameras, and photography software to create and include images they were unable to find on the internet.
- Use Microsoft Publisher or Google Docs to create and edit their layouts as well as word process.

## **Unit 5: The 1920s Renaissance (10 Days)**

### **Why Is This Unit Important?**

In this unit, students will investigate the impact of the Harlem Renaissance on American culture and society. Despite growing fears of communism and 'scientific' evidence of 'inferior' races, which were prevalent in 1920s, African Americans were able to influence the cultural landscape of the United States. Through the arts, sciences and athletics, African Americans were able to embrace the idea of racial pride.

### **Enduring Understandings:**

- Students will be able to recognize the role science played in justifying racism (Eugenics)
- Students will be able to identify examples of racism and discrimination that existed in the 1920s (topical)
- Students will recognize the achievements and contributions of blacks during the Harlem Renaissance period and their influence today (overarching) · Students will be able to identify the change in tone and theme of African American art, poetry and literature (overarching).
- Students will recognize the roles and contributions of black leaders of the 1920s (overarching)

### **Essential Questions:**

- Was the Harlem Renaissance truly a 'renaissance' or a continuation of progress?
- Were the 1920s a progressive decade for African Americans or did the climate of fear overshadow black achievements?

### **Acquired Knowledge:**

- Identify the individuals related to the Harlem Renaissance and their major contributions.
- Recognize black political leaders of the 1920s.
- Explain the link between eugenics and acceptance of racism in American society.
- Explain the reasons for the rise of the KKK and the popularity of racist social beliefs during the 1920s.

**Acquired Skills:**

- Compare and contrast the methods and beliefs of Marcus Garvey and Henry McNeal Turner.
- Research and present information about a Harlem Renaissance figure as if you were that person.
- Analyze poetry and art from the Harlem Renaissance and compare tone/imagery to poetry from earlier poets.

**Assessments:****Formative Assessments:**

- **Debate:** Working in groups, hold a hearing for the Dyer anti-lynching bill arguing either for or against the bill.
- **Discussion:** How does Marcus Garvey compare to modern day civil rights leaders?

**Summative Assessments:**

- **Unit Test:** Multiple choice; short answer; and long answer responses
- Students will write poetry modeled after the styles and forms of Harlem Renaissance poets like Langston Hughes, expressing the experiences of African Americans who moved from the South and found further discrimination in the North.
- After performing independent research, create an illustrated timeline displaying key events during World War I that affected African Americans at home and abroad.

**Benchmark Assessment:**

- **Poetry analysis:** Choose 3 poets from the Harlem Renaissance and analyze the tone and themes of their poetry. How do these identified ideas relate to the Harlem Renaissance?

**Alternative Assessments:**

- Working in small groups, students will write letters to members of the House and Senate urging their support of the 1921 anti-lynching bill.
- Research a figure from the Harlem Renaissance and participate in a salon as that person.
- **Performance Task:** Students will work in groups to create a magazine that reports on and highlights the contributions of and challenges African Americans faced during the 1920s.

**Interdisciplinary Connections:**

- Art, Technology, Language Arts

**Suggested Learning Activities:**

- The performance assessment has several accommodations built into it:
  - For students who have difficulty writing but who are otherwise artistically inclined learners, the political cartooning component of the assessment will serve as both a learning activity and a test of knowledge acquired from the unit.
  - Visual/spatial learners who have literacy troubles will be accommodated through the use of photographs and images and will be able to use their skills to assist their classmates in the total project.
  - Linguistic learners will be given the opportunity to communicate through writing in multiple genres, including the scholarly narrative, the personal narrative, and the editorial.

**2020 NJCS:**

- 6.1.12.HistoryCC.8.c
- 6.1.12.CivicsDP.5.a
- 6.1.12.CivicsDP.6.b
- 6.1.12.EconNM.7.a

**Instructional Resources:**

Core:

- Hine, Darlene Clark., William C. Hine, and Stanley Harrold. *African-American History*. Upper Saddle River, NJ: Prentice Hall, 2006.

Supplemental:

- Du Bois, William Edghart B. "On Being Crazy." *American Negro Short Stories*. Ed. John Henrik Clarke. New York: Hill and Wang, 1966.
- In Locke, A. (1968). *The new Negro: An interpretation*. New York: Johnson Reprint Corp.

**Technology Integration:**

- In order to complete their performance assessment, students will need to:
  - Research using the internet to find photographs to include in their student-created spreads.
  - Utilize scanners, cameras, and photography software to create and include images they were unable to find on the internet.
  - Use Microsoft Publisher or an alternative software to create and edit their layouts as well.



## **Unit 6: The Great Depression and the New Deal, the Black Chicago Renaissance and WW II (5 Days)**

### **Why Is This Unit Important?**

This unit focuses on the opportunities and injustices African Americans faced during the Great Depression, New Deal and World War II eras. African Americans dealt with many hardships during the Great Depression, and although strides were made in desegregating the military during and after WW II, blacks were still not always given equal rights. The New Deal gave many new opportunities to African Americans but racial equality was still not a common practice in the United States. This unit also includes study of the Black Chicago Renaissance, an evolution and continuation of the ideas brought about during the Harlem Renaissance.

### **Enduring Understandings:**

- Students will be able to recognize the effects of the Great Depression on African American society (topical).
- Students will recognize the opportunities the New Deal provided for African Americans and their influence today (topical and overarching).
- Students will be able to recognize the impact of the Black Chicago Renaissance on American arts and social sciences (topical and overarching).  
Students will identify the roles of African Americans in the armed forces during World War II and how they provided more opportunities for blacks in later years (topical and overarching).
- Students will identify the contributions of African American women in the war effort (topical).

### **Essential Questions:**

- How was the experience of African Americans different from other groups during the Great Depression?
- What role do the arts play in bringing attention to social issues?
- How does war affect the domestic social politics of a nation?

**Acquired Knowledge:**

- Identify the African American experience during the Great Depression.
  - Identify New Deal programs and their effects on the African American population.
- Identify important figures of the Black Chicago Renaissance and their contributions to American society.
- Explain the roles African Americans played (and were not allowed to play) in the armed forces during WW II.
- Recognize African American women's groups and their contributions during WW II.

**Acquired Skills:**

- Compare and contrast the experiences of blacks and whites during the Great Depression.
- Research and analyze Great Depression era primary sources.
  - Argue a side in an opinion essay.
- Analyze WW II era artwork and poetry.
- Analyze primary and secondary sources to describe experiences of soldiers.

**Assessments:**

## Formative Assessments:

- Students will write an essay in which they argue that the policy game in Chicago either helped or hindered African Americans during the Great Depression.

## Summative Assessment:

- Unit Test: Multiple choice; short answer; and long answer responses

## Benchmark Assessments:

- WWII DBQ: Impact of African American service on fight for civil rights · Using primary sources, evaluate the experience of African Americans' involvement in New Deal work programs.

## Alternative Assessments:

- Students will create a game, storybook or journal to demonstrate how the policy game functioned and how it impacted African American neighborhoods in Chicago in both a positive and negative manner.

**Interdisciplinary Connections:**

- Art, Language Arts, Mathematics and Economics

**2020 NJCS:**

- 6.1.12.HistoryCC.8.c
- 6.1.12.CivicsDP.5.a
- 6.1.12.CivicsDP.6.b
- 6.1.12.EconNM.7.a
- 6.1.12.HistoryCC.11.c

**Instructional Resources:**

## Core

- Hine, Darlene Clark., William C. Hine, and Stanley Harrold. *African American History*. Upper Saddle River, NJ: Prentice Hall, 2006.

## Supplemental:

- "To Move or Not to Move? Decision-Making and Sacrifice Lesson Plan." Schomburg Center for Research in Black Culture. N.p., n.d. Web. 24 June 2010.  
[www.inmotionaame.org/education/lesson.cfm?migration=8&id=8\\_002LP](http://www.inmotionaame.org/education/lesson.cfm?migration=8&id=8_002LP).

## **Unit 7: The Civil Rights Movement (15 Days)**

### **Why Is This Unit Important?**

This unit will examine the concentrated efforts of African Americans to shed a political and social spotlight on the issues of discrimination and segregation. The Civil Rights movement produced some of America's most revered national leaders, and their efforts to work for racial equality and nondiscriminatory legislation have helped to shape the current race relations in America.

### **Enduring Understandings:**

- Students will identify the factors that allowed the Civil Rights movement to 'take off' (topical).
- Students will evaluate the merit of violent versus non-violent protest (topical).
- Students will recognize the differences between de jure segregation and de facto segregation (topical).
- Students will be able to assess the overall success of the civil rights movement (topical and overarching).

### **Essential Questions:**

- What role does the Supreme Court have in mandating social justice?
- What were the successes and failures of nonviolent protest during the Civil Rights movement?
- Why was militancy deemed necessary?
- How is the Civil Rights Act of 1964 reflective of political ambivalence to social equality?

### **Acquired Knowledge:**

- Classify the various Civil Rights groups.
- Identify significant Civil Rights leaders.
- Explain major Civil Rights legislation and court rulings.
- Identify the major goals of the various Civil Rights movement groups.
- Investigate the methods used by different Civil Rights groups.

**Acquired Skills:**

- Compare and contrast Martin Luther King and Malcolm X using primary and secondary sources.
- Map Skills – identify locations of major protests.
- Analyze Earl Warren’s argument on desegregation of schools.
- Make an argument discussing the overall success or failure of the Civil Rights movement.
- Sequence the events of the Civil Rights movement on a timeline. · Research Civil Rights legislation and modern Civil Rights issues. · Analyze primary and secondary sources to understand the experiences of African Americans during the Civil Rights era.
- Evaluate the views of the modern day Black Panther Party and compare them to the groups founding goals.

**Assessments:****Formative Assessment:**

- **Simulation:** Take on the role of a real Civil Rights Movement leader. Create a speech that highlights the leader’s personal feelings towards the movement.
- Respond to questions from the forum of other Civil Rights Leaders and engage in an open debate on what direction the movement should move.

**Summative Assessment:**

- **Performance Task:** Edit a textbook entry about a Civil Rights leader, event, or group to reflect a more nuanced understanding of the Civil Rights movement.
- **Unit Test:** Multiple choice; short answer; and long answer responses

**Benchmark Assessment:**

- **DBQ:** Identify and discuss three different strategies employed in the Civil Rights movement and evaluate their success and/or failure.

### Alternative Assessment:

- **Essay:** Which Civil Rights movement would you join (SNCC or SCLC; violent or nonviolent protest)? Explain the benefits of the faction you would join and the negative aspects of the group you would oppose.
- **PowerPoint:** Create a proposal for a Black Panther Party exhibit at the Smithsonian. What artifacts would you include to give a complete picture of the Party and their goals?

### Interdisciplinary Connections:

- Literature, Technology, Sociology

### Suggested Learning Activities:

- Students who have difficulty composing essays will benefit from modified expectations and tasks for both the essay and the performance task. · Learners will be able to complete this unit while simultaneously reading excerpts from the following advanced books:
  - Haley, Alex. *The Autobiography of Malcolm X*. New York: Grove Press, Inc., 1965.
  - Fanon, Frantz. *Black Skin, White Masks*. Revised edition, New York: Grove Press Inc., 2007.
  - Marable, Manning. *Let Nobody Turn Us Around: An African American Anthology*. 2nd ed. Lanham: Rowman & Littlefield Publishers, 2009.

### 2020 NJCS:

- 6.1.12.HistoryCC.13.a
- 6.1.12.HistoryCC.13.c
- 6.1.12.CivicsDP.13.a
- 6.2.12.CivicsHR.5.a
- 6.3.12.CivicsHR.1

### Instructional Resources:

#### Core:

- Hine, Darlene Clark., William C. Hine, and Stanley Harrold. *African American History*. Upper Saddle River, NJ: Prentice Hall, 2006.

Supplemental:

- Bond, Julian, Stephen Middleton, and Rose A. Mulford. *Historical Case Studies: The Civil Rights Movement*. Upper Saddle River, New Jersey: Globe Fearon Educational Publisher, 1997.
- Haley, Alex. *The Autobiography of Malcolm X*. New York: Grove Press, Inc., 1965.
- Litwack, Leon. "White Folks: Act". *Larry Madaras ed. Taking Sides: Clashing Views on Controversial Issues in American History, Volume II*. Dubuque, IA: McGraw-Hill (2005).
- Rabinowitz, Howard. "Exclusion to Segregation: Southern Race Relations, 1865-1890". *Larry Madaras ed. Taking Sides: Clashing Views on Controversial Issues in American History, Volume II*. Dubuque, IA: McGraw-Hill (2005).

**Technology Integration:**

- Use of PowerPoint to present museum exhibit proposals. Students can also include audio and video files in their presentations to further engage their audience.

## **Unit 8: African Americans in Modern Politics and Society (10 Days)**

### **Why Is This Unit Important?**

This unit highlights the political improvements for African Americans since the Civil Rights movement. While this time period showcases several positive results of the Civil Rights Act of 1964 and Voting Rights Act of 1965, controversial issues such as Affirmative Action and trickle-down economics had significant effect on African Americans, both positive and negative.

### **Enduring Understandings:**

- Students will be able to assess the overall success of the civil rights movement (topical and overarching).
- Students will recognize the impact of the policies of our modern presidents on African Americans (topical).
- Students will recognize the important contributions of African Americans in today's society (overarching).

### **Essential Questions:**

- How did the notion of blackness transform African American identity?
- Is Affirmative Action fair?
- Is Affirmative Action beneficial for African Americans?
- Have the goals of the Civil Rights movement been achieved?
- What alternatives are there to mass incarceration?

### **Acquired Knowledge:**

- Identify political progress for African Americans from the 1970s to present. · Identify the significance of the Gary Convention.
- Explain various presidents' policies relating to African Americans. · Identify viable alternatives to incarceration as a punishment for non-capital crimes.

### **Acquired Skills:**

- Make an effective argument supporting or opposing Affirmative Action.
- Analyze the Supreme Court's argument in the Regents v. Bakke decision.
- Research current events relating to African Americans.
- Summarize articles relating to African Americans in politics and society.
- Make an effective argument either support or opposing the assertion that mass incarceration is "the new Jim Crow".



## Assessments

### Formative Assessment:

- Debate: Is Affirmative Action fair?
- Discussion: Students will lead a class discussion of their assigned chapter of Michelle Alexander's *The New Jim Crow*. Groups will be required to connect an issue from their chapter to a current event.

### Summative Assessment:

- Unit Test: Multiple choice; short answer; and long answer responses.  
Essay: Debate the effectiveness of the Civil Rights Movement.

### Benchmark Assessment:

- Reflection essay: How has life changed for African American since the Civil Rights Movement?

### Alternative Assessment:

- Essay: Do you agree with Alexander's assertion that mass incarceration is indeed "the new Jim Crow"?

## Interdisciplinary Connections:

- Literacy, Technology, Sociology

## Suggested Learning Activities:

- Extension: The classroom debate about Affirmative Action may be even more effective when students are given the opportunity to practice interpersonal and sociological research skills. By creating forms using Google Docs, students can generate questions and answers to be completed as a survey online and distribute the link to friends and family using social networking websites. Once the results are in, students can tally their results, disaggregate by ethnic self-identification, gender, age, religion and other identifiers in order to draw conclusions about how different groups may feel about the same issue and why their perspectives might be different.

## 2020 NJCS:

- 6.1.12.CivicsDP.4.a
- 6.1.12.CivicsDP.4.b
- 6.1.12.CivicsDP.13.a
- 6.1.12.CivicsPI.14.d

## **Instructional Resources:**

Core:

- Hine, Darlene Clark., William C. Hine, and Stanley Harrold. *African American History*. Upper Saddle River, NJ: Prentice Hall, 2006.

Supplemental:

- Alexander, Michelle. *The New Jim Crow*. United States: The New Press, 2010.

## **Technology Integration:**

- Students will use Google Slides or Prezi to create audio-visual presentations. In the Unit Extension students will use Google Docs to create online surveys and use Excel formulae to analyze the data collected.

## **Sample Standards: Integration**

### **21<sup>st</sup> Century Skills & Career Readiness Practices**

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

**CRP2. Apply appropriate academic and technical skills.**

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

**CRP4. Communicate clearly and effectively and with reason.**

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

**CRP6. Demonstrate creativity and innovation.**

**CRP7. Employ valid and reliable research strategies.**

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

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

**CRP11. Use technology to enhance productivity.**

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

For Example: Throughout the course students are required to demonstrate all of the above skills as they apply viable research strategies, evaluate data, close read content-specific text, communicate in multiple ways, and effectively employ technology to share ideas in performance tasks and written essays

For Example: Discussion about push and pull factors for the Great Migration in Unit 4 can be expanded to discuss students own decision making process about jobs and potential careers. The Policy Game project and following assessment in Unit 5 will encourage students to think about personal finance and perform a cost benefit analysis of participating in the policy game.

Many units include projects that focus on artistic skills, letting students explore their creative skills. Career opportunities and access are discussed in later Units (7 and 8), with a special emphasis placed on careers in law and justice.

**9.3.12.AG- NR.2****Analyze the interrelationships between natural resources and humans.**

For Example: In Unit 1, there is substantial focus on trade systems, in particular on the Trans-Atlantic Slave Trade. Unit 2 explores the resources available in the United States and how the slave system evolves to support the southern economy.

**Technology Integration**

**8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review**

**8.1.8.D.4 Assess the credibility and accuracy of digital content.**

**8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.**

For Example: All units require students to produce assignments on either Google Docs or Slides. The collaborative nature of these tools facilitates group learning. Students will also spend much time evaluating online sources of information in order to assess their accuracy and validity.

### **Interdisciplinary Connection**

The Research Simulation Task and Document-Based Questions require students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

**NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

**NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

**NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

**NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.**

**NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

For Example: Each unit contains a benchmark assessment that requires students to analyze primary sources that are related to the topics covered in the assignment unit.

Unit 1 requires students to read selections from *Sundiata* and compare it to other epics stories they have read in Language Arts.

In Unit 3, students will have the opportunity to read selections from *Uncle Tom's Cabin*. After reading the selections, they can debate the impact literature can have on social movements (abolition).

Finally, in Unit 6, students will explore various writings (poetry, fiction, and nonfiction) from the Harlem Renaissance.

#### **Holocaust Mandate/Resources**

**The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12**

For Example: Units 1 and 2 trace the start of the Atlantic Slave Trade and the eventual reliance on the slave system in the United States. All units cover bias and prejudice in the United States as concerns African Americans. Unit 6 covers the Civil Rights movement, where various examples of prejudice and bigotry are discussed.

#### **Amistad Mandate/Resources**

**Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society**

For Example: Units 1 and 2 cover the Atlantic Slave Trade in depth. While all units cover the legacy of the slave trade and the contributions of African Americans to our society, Units 5 and 7 allot the most time to studying these aspects of African American History.

## **LGBTQ/Disabilities Resources**

GLAAD, [Black History Month Resource Kit](#)

GLBTHistory.org, [Angela Davis: Outspoken](#)

GLBTHistory.org, [Legendary: African-American LGBTQ Past Meets Present](#)

GLBTHistory.org, [Lorraine Hurdle Papers](#)

GLBTHistory.org, [Primary Source Set: Black Voices and Activism](#)

University of Arizona, [African-American LGBTQ Resources](#)

African-American Intellectual History Society, [Disability: What Have Black People Got to Do with It?](#)