

# African American Studies I

## Unit 1: African Beginnings

### Stage 1: Desired Results

#### Standards & Indicators:

#### SOCIAL STUDIES

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.EconGE.1.c: 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.

#### ENGLISH/LANGUAGE ARTS

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.11-12.4 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.

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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.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

## Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
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 (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSENT.4).	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

### **Central Idea/Enduring Understanding:**

The history and culture of Africa are of immense importance to the history of humankind in general and the history and culture of African Americans in particular. This unit will examine the whole African continent but concentrate mostly in western African societies and the influences we see in African American culture today.

### **Essential/Guiding Question:**

How did the African landscape contribute to the success of ancient civilization?  
 Where was the start of human development and where did humans migrate?  
 What impact did the Silk Road have on the spread of religion, ideas, and cultures?

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	<p>What were principal features that contributed to village life in West Africa?</p> <p>How was slavery in Africa different from slavery in the USA?</p>
<p><b><u>Content:</u></b></p> <p>Describe the uniqueness of the African landscape and its natural resources.</p> <p>Explain human development and migration.</p> <p>Define civilization.</p> <p>Define Africanism.</p> <p>Compare/contrast the early civilizations of Africa.</p> <p>Analyze the success and failures of Ghana, Mali, Songhai and Benin.</p> <p>Who were/are significant leaders of Africa?</p> <p>How did Islam spread throughout Africa and the impact on the continent?</p> <p>What were the effects of the Silk Road on the Continent?</p> <p>What does the economy and culture of Timbuktu tell us about the nature of the empire of Mali?</p> <p>Explain the impact of the arrival of the Portuguese on West African kingdoms.</p> <p>Describe slavery in Africa.</p> <p>Identify principal features of village life in West Africa.</p> <p>African Participation in European/American slave Trade.</p> <p>Identify three areas of African American cultural life where African survivals exist.</p> <p>Why were current political boundaries not coinciding with tribal boundaries?</p>	<p><b><u>Skills(Objectives):</u></b></p> <p>Assess the significance of the civilization of ancient Egypt, an African civilization, for the history of humankind.</p> <p>Provide a meaning of the term civilization.</p> <p>Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>Determine the role of slavery in the economic and social structures of early river valley civilizations and compare it to the economics of slavery in the USA.</p> <p>Analyze the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</p> <p>Compare and contrast African civilizations map vs current African political map.</p> <p>Identify the effects of political boundaries not aligning with tribal boundaries.</p> <p>Use a Map to locate the highly developed states or empires of Kush (Nubia), Monomopata, Ethiopia, Ghana, Mali, and Songhai.</p> <p>Recognize that Africa historically has produced societies featuring elaborate centralized political structures and advanced stages of technology and stateless societies.</p> <p>Describe the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.</p>

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	<p>Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.</p> <p>Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, and the Americas.</p> <p>Define the term “African Survival” (“Africanism”).</p> <p>Identify three areas of African American cultural life where African survivals exist.</p> <p>Divide the class into groups, each representing a particular realm of African American life in which African survivals are found (such as music, dance, language, religion, foodways). Have each group discuss two examples of Africanisms in its particular cultural realm.</p> <p>In pairs research a specific tribe, identify unique features (food, customs, clothing, family, etc) and explain to the class influences we see in African American culture.</p> <p>Research and present information on a specific African leader.</p>
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## Interdisciplinary Connections:

In this unit, students will explore content in the areas of technology, economics, politics, religion, geography, and writing.

## Stage 2: Assessment Evidence

### Performance Task(s):

Students will engage in a learning activity or assessment that asks them to perform to demonstrate their knowledge, understanding and proficiency. The task will yield a tangible product and/or performance that serves as evidence of learning.

### Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes  
Presentations  
Research Projects  
Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios  
Debates  
Group and Individual Projects  
Small Groups  
Interviews  
Classroom Interaction

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	<p>Philosophical Chairs Socratic Seminar Simulations Quick Write Paper Cornell Note Summary Pro-Con Grid Student generated Test Questions using Costa's Level of Ques Goal Ranking Process Analysis Chain Notes Group Work Evaluations</p>
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## Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p>Anchor Activities Centers/Stations Choice Boards Four Sides Heads Together Jigsaw KWL Charts Reflection and Response Socratic Seminar Think-Pair-Share Think-Tac-Toe Academic vocabulary and language Accountable talk Cooperative learning Cues, questions, activating prior knowledge Debate Direct instruction Current Events Discovery/Inquiry Based Learning Document based questions Effective Questioning Field Experience Flexible/strategic grouping Formative/Strategic grouping Graphic organizers</p>	<p><b><u>Resources:</u></b></p> <p>The African American History Textbook-Chapter 1</p> <p>PBS: Wonders of the African World <a href="http://www.pbs.org/wonders/index.html">www.pbs.org/wonders/index.html</a></p> <p>NJ Amistad Curriculum: <a href="http://www.njamistadcurriculum.com">www.njamistadcurriculum.com</a></p> <p><a href="http://BlackPast.org">BlackPast.org</a></p> <p>Various Primary Sources</p> <p>Map of Africa</p> <p><a href="http://Nmaahc.si.edu">Nmaahc.si.edu</a> (African American History Museum)</p> <p><a href="http://Aampmuseum.org">Aampmuseum.org</a> (African American Museum-Philly)</p> <p><a href="https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/">https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/</a></p> <p><a href="https://www.pbs.org/show/africas-great-civilizations/">https://www.pbs.org/show/africas-great-civilizations/</a></p> <p><a href="https://vimeo.com/80521992">https://vimeo.com/80521992</a> - Many Rivers to Cross</p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">6.3 Suggested Framework K-12</a></li> <li>● <a href="#">NJ Commission on Holocaust Education</a></li> <li>● <a href="#">Facing History and Ourselves</a></li> <li>● <a href="#">New Jersey Historical Commission</a></li> <li>● <a href="#">Library of Congress</a> (Primary Sources)</li> </ul>
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	<ul style="list-style-type: none"> <li>● <a href="#">National Archives</a> (Primary Sources)</li> <li>● <a href="#">Newsela</a></li> <li>● <a href="#">PBS Learning Media</a></li> <li>● <a href="#">Stanford History Education Group</a></li> <li>● <a href="#">Zinn Education Project</a></li> </ul> <p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> <li>● <a href="#">The New Jersey Amistad Commission Interactive Curriculum</a></li> <li>● <a href="#">New Jersey State Board Foundation</a></li> <li>● <a href="#">Civil Rights Teaching</a></li> <li>● <a href="#">Black Past</a></li> </ul> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>● <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>● <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>● <a href="#">Diversity Calendar</a></li> </ul>
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**Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<i>Orbitals (Independent Study Projects)</i> <i>Learning Contracts</i> Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas	Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options	Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing

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<p>Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests</p>	<p>Performance Assessments Question Choices Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests</p>	<p>Options Performance Assessments Question Choices Reading Buddies Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests</p>	<p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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**Unit 2:** Colonial Period (1619-1783)

**Stage 1: Desired Results**

**Standards & Indicators:**

**SOCIAL STUDIES**

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.

6.1.12.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).

**ENGLISH/LANGUAGE ARTS STANDARDS**

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.11-12.4 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.

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RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
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 (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

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<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <p>In 1619 twenty Africans arrived in Jamestown, Virginia, as part of the trans-Atlantic slave trade. This trade was the largest incidence of forced migration in human history and involved the arrival of slaves in the New World (and the United States) from West, Central, and East Africa. It had a profound impact on the African continent. As the scope and nature of slavery rose in the south, African Americans the northern colonies, however, suffered from a rising tide of racial prejudice and discrimination.</p>	<p><b><u>Essential/Guiding Question:</u></b></p> <p>Did slavery lead to racism or vice versa?          Why were Africans used as slaves?          In what ways were African Americans not equal in the “free” North?          What were the roles of African Americans in the Revolutionary?          Is the exploitation of one group necessary for the advancement of another group?          What was the economic impact of the institution of slavery?          What were the inhumane aspects of being an American slave?</p>
<p><b><u>Content:</u></b></p> <p>Define racism and the progression throughout the 17th century.</p> <p>Define slavery.</p> <p>Define Indentured Servant</p> <p>Describe the effects of Bacon’s rebellion and the contribution to the enslavement of African Americans.</p> <p>Middle Passage - From the interior of Africa to the Americas.</p> <p>Define mercantilism and how slavery plays a part.</p> <p>House slave vs. a field slave and the prejudices within the plantations.</p> <p>Why did the Southern colonies rely on slavery more than the North?</p> <p>The Declaration of Independence as it relates to African Americans.</p> <p>Influence of the ideas of American Revolution in regards to the abolishment of slavery.</p> <p>African American role in military conflicts during the American Revolution.</p>	<p><b><u>Skills(Objectives):</u></b></p> <p>Identify the areas of Africa from which slaves were taken and those New World areas where they were landed.</p> <p>Imagine that you are an African king/chief who has been asked by European slavers to enslave a neighboring African group. Debate the pros and cons of accepting this offer.</p> <p>Imagine you were a slave owner, how do you justify enslaving a human?</p> <p>Compare and contrast the theories that have been offered to explain why Africans rather than some other group of people were used in the trans-Atlantic slave trade.</p> <p>Imagine you were on a slave ship, write a journal entry on what you hear, see, smell, taste, and think.</p> <p>Explain why the Middle Passage is considered to have been an extremely inhumane and horrific experience for the African slaves transported to the New World.</p> <p>Why it was important that slaves were able to develop a sense of community among themselves?</p> <p>Identify some of the distinctive features of the slave community as they pertain to family life, religion, foodways, folklore, and music.</p> <p>Compare and contrast a house slave or field slave using primary sources.</p>

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<p>Key people &amp; events in the Abolitionist Movement Underground railroad routes within NJ</p>	<p>Describe Phillis Wheatley’s attitude Christianity and slavery by dissecting her poems.</p> <p>Analyze contributions and perspectives of African Americans in the American Revolution by interpreting primary sources.</p> <p>Debate how Thomas Jefferson could argue the relevance of the Declaration of Independence while being a slaveholder by using Benjamin Banneker’s correspondence with Thomas Jefferson.</p> <p>Compare different colonies and analyze why slavery was not so prevalent in the North.</p> <p>Debate the what came first, slavery or racism?</p> <p>Determine the impact of African American leaders and institutions in shaping free Black communities in the North.</p> <p>Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.</p> <p>Analyze how ideas found in key documents the Declaration of Independence contributed to demanding equality for all.</p>
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**Interdisciplinary Connections:**  
In this unit, students will explore content in the areas of technology, economics, politics, religion, geography, and writing.

## Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b></p> <p>Students will engage in a learning activity or assessment that asks them to perform to demonstrate their knowledge, understanding and proficiency. The task will yield a tangible product and/or performance that serves as evidence of learning.</p>	<p><b><u>Other Evidence:</u></b></p> <p>End-of-unit or chapter tests that assess key learning outcomes</p> <p>Presentations</p> <p>Research Projects</p> <p>Writing</p> <ul style="list-style-type: none"> <li>● Argumentative</li> <li>● Informative/Explanatory</li> <li>● Narrative</li> </ul> <p>Digital Portfolios</p> <p>Debates</p> <p>Group and Individual Projects</p> <p>Small Groups</p> <p>Interviews</p> <p>Classroom Interaction</p> <ul style="list-style-type: none"> <li>Philosophical Chairs</li> <li>Socratic Seminar</li> </ul> <p>Simulations</p>
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	<p>Quick Write Paper          Cornell Note Summary          Pro-Con Grid          Student generated Test Questions using Costa's Level of Ques          Goal Ranking          Process Analysis          Chain Notes          Group Work Evaluations</p>
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## Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p>Anchor Activities          Centers/Stations          Choice Boards          Four Sides          Heads Together          Jigsaw          KWL Charts          Reflection and Response          Socratic Seminar          Think-Pair-Share          Think-Tac-Toe          Academic vocabulary and language          Accountable talk          Cooperative learning          Cues, questions, activating prior knowledge          Debate          Direct instruction          Current Events          Discovery/Inquiry Based Learning          Document based questions          Effective Questioning          Field Experience          Flexible/strategic grouping          Formative/Strategic grouping          Graphic organizers</p>	<p><b><u>Resources:</u></b></p> <p>The African American History Textbook</p> <p>PBS: Wonders of the African World  <a href="http://www.pbs.org/wonders/index.html">www.pbs.org/wonders/index.html</a></p> <p>NJ Amistad Curriculum: <a href="http://www.njamistadcurriculum.com">www.njamistadcurriculum.com</a></p> <p><a href="http://BlackPast.org">BlackPast.org</a></p> <p>Various Primary Sources</p> <p>Map of Africa</p> <p><a href="http://Nmaahc.si.edu">Nmaahc.si.edu</a> (African American History Museum)</p> <p><a href="http://Aampmuseum.org">Aampmuseum.org</a> (African American Museum-Philly)</p> <p><a href="https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/">https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/</a></p> <p><a href="https://vimeo.com/80521992">https://vimeo.com/80521992</a> - Many Rivers to Cross</p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">6.3 Suggested Framework K-12</a></li> <li>● <a href="#">NJ Commission on Holocaust Education</a></li> <li>● <a href="#">Facing History and Ourselves</a></li> <li>● <a href="#">New Jersey Historical Commission</a></li> <li>● <a href="#">Library of Congress</a> (Primary Sources)</li> <li>● <a href="#">National Archives</a> (Primary Sources)</li> <li>● <a href="#">Newsela</a></li> <li>● <a href="#">PBS Learning Media</a></li> <li>● <a href="#">Stanford History Education Group</a></li> <li>● <a href="#">Zinn Education Project</a></li> </ul>
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	<p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> <li>● <a href="#">The New Jersey Amistad Commission Interactive Curriculum</a></li> <li>● <a href="#">New Jersey State Board Foundation</a></li> <li>● <a href="#">Civil Rights Teaching</a></li> <li>● <a href="#">Black Past</a></li> </ul> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>● <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>● <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>● <a href="#">Diversity Calendar</a></li> </ul>
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**Differentiation**

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<i>Orbitals (Independent Study Projects)</i> <i>Learning Contracts</i> Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies	Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Scaffolding	Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following: Extended time

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Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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**Unit 3: New Nation - Civil War (1783-1865)**

## Stage 1: Desired Results

**Standards & Indicators:**

- 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.
  
- 6.1.12.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.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance)
  
- 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.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.

**ENGLISH/LANGUAGE ARTS STANDARDS**

- 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.11-12.4 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.

## African American Studies I

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
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 (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

# African American Studies I

<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <p>We continue to see the contradictions between the rights of Americans while excluding a large body of people. Many free African Americans and ex slaves were instrumental in questioning and implementing freedoms for African Americans.</p>	<p><b><u>Essential/Guiding Question:</u></b></p> <p>How did the Constitution address the institution of slavery?          How did abolitionist challenge the Constitution?          How did racial attitudes change in the 19th century?          Explain what black institutions were developed in this time period.          Identify the common characteristics of free black leaders in the early 19th century.          What does Vesey’s uprising tell us about the difficulties in carrying out a successful slave revolt?          How did the spread of slavery divide the nation?          In what ways were African Americans not equal in the “free” North?          What were the roles of African Americans in Civil Wars?</p>
<p><b><u>Content:</u></b></p> <p>The Constitutional Convention and slavery.</p> <p>Which Presidents owned slaves?</p> <p>Influence of the ideas of American Revolution in regards to the abolishment of slavery.</p> <p>African American role in military conflicts during the A Civil War.</p> <p>Key people &amp; events in the Abolitionist Movement          Underground railroad routes within NJ</p>	<p><b><u>Skills(Objectives):</u></b></p> <p>Why was it important that slaves were able to develop a sense of community among themselves?</p> <p>Identify some of the distinctive features of the slave community as they pertain to family life, religion, foodways, folklore, and music.</p> <p>Analyze contributions and perspectives of African Americans by interpreting primary sources.</p> <p>How did the Constitutional Convention address the topic of slavery?</p> <p>Debate how Thomas Jefferson could argue the relevance of the Declaration of Independence while being a slaveholder.</p> <p>Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p> <p>Compare different colonies and analyze why slavery was not so prevalent in the North.</p> <p>Determine the impact of African American leaders and institutions in shaping free Black communities in the North.</p> <p>Describe the problems free antebellum blacks faced in the North and the kinds of institutions and organizations they established in building a community life.</p>

# African American Studies I

Read John S. Rock's 1850 plea for black suffrage in New Jersey . Write a short story in which John S. Rock attempts to persuade a New Jersey assemblyman who has voted to withhold suffrage from the state's blacks to change his vote.

Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

Analyze 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.

Analyze how ideas found in key documents (i.e., the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.

Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.

Describe the roles of African Americans in the Revolutionary War as compared to the Civil War.

Analyze the Emancipation Proclamation and respond to the assertion that it actually freed no slaves. Ask them to explain why it didn't apply to areas over which Lincoln exercised authority.

Imagine you were asked by President Lincoln to prepare a draft of the Emancipation Proclamation. Justify your draft.

Describe the kinds of military roles blacks performed while serving in the Union forces. Have students identify the various roles that blacks played in fighting for the North during the Civil War (such as soldiers, sailors, scouts, spies, nurses, cooks, teamsters, cooks). Discuss the importance of these roles.

Watch the film *Glory*. Decipher fact from fiction in the film.

## Interdisciplinary Connections:

In this unit, students will explore content in the areas of technology, economics, politics, religion, geography, film studies, and writing.

# African American Studies I

## Stage 2: Assessment Evidence

### Performance Task(s):

Students will engage in a learning activity or assessment that asks them to perform to demonstrate their knowledge, understanding and proficiency. The task will yield a tangible product and/or performance that serves as evidence of learning.

### Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes  
Presentations  
Research Projects  
Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios  
Debates  
Group and Individual Projects  
Small Groups  
Interviews  
Classroom Interaction

- Philosophical Chairs
- Socratic Seminar

Simulations  
Quick Write Paper  
Cornell Note Summary  
Pro-Con Grid  
Student generated Test Questions using Costa's Level of Ques  
Goal Ranking  
Process Analysis  
Chain Notes  
Group Work Evaluations

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Anchor Activities  
Centers/Stations  
Choice Boards  
Four Sides  
Heads Together  
Jigsaw  
KWL Charts  
Reflection and Response  
Socratic Seminar  
Think-Pair-Share  
Think-Tac-Toe  
Academic vocabulary and language  
Accountable talk  
Cooperative learning  
Cues, questions, activating prior knowledge

### Resources:

The African American History Textbook  
PBS: Wonders of the African World  
[www.pbs.org/wonders/index.html](http://www.pbs.org/wonders/index.html)  
NJ Amistad Curriculum: [www.njamistadcurriculum.com](http://www.njamistadcurriculum.com)  
[BlackPast.org](http://BlackPast.org)  
Various Primary Sources  
Map of Africa  
[Nmaahc.si.edu](http://Nmaahc.si.edu) (African American History Museum)

# African American Studies I

<p>Debate Direct instruction Current Events Discovery/Inquiry Based Learning Document based questions Effective Questioning Field Experience Flexible/strategic grouping Formative/Strategic grouping Graphic organizers</p>	<p><a href="http://Aampmuseum.org">Aampmuseum.org</a> (African American Museum-Philly)</p> <p><a href="https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/">https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/</a></p> <p><a href="https://www.pbs.org/show/africas-great-civilizations/">https://www.pbs.org/show/africas-great-civilizations/</a></p> <p><a href="https://vimeo.com/80521992">https://vimeo.com/80521992</a> - Many Rivers to Cross</p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"><li>● <a href="#">6.3 Suggested Framework K-12</a></li><li>● <a href="#">NJ Commission on Holocaust Education</a></li><li>● <a href="#">Facing History and Ourselves</a></li><li>● <a href="#">New Jersey Historical Commission</a></li><li>● <a href="#">Library of Congress</a> (Primary Sources)</li><li>● <a href="#">National Archives</a> (Primary Sources)</li><li>● <a href="#">Newsela</a></li><li>● <a href="#">PBS Learning Media</a></li><li>● <a href="#">Stanford History Education Group</a></li><li>● <a href="#">Zinn Education Project</a></li></ul> <p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"><li>● <a href="#">The New Jersey Amistad Commission Interactive Curriculum</a></li><li>● <a href="#">New Jersey State Board Foundation</a></li><li>● <a href="#">Civil Rights Teaching</a></li><li>● <a href="#">Black Past</a></li></ul> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"><li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li><li>● <a href="#">LGBTQ+ Books</a></li></ul> <p>DEI Resources:</p> <ul style="list-style-type: none"><li>● <a href="#">Learning for Justice</a></li><li>● <a href="#">GLSEN Educator Resources</a></li><li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li><li>● <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li><li>● <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li><li>● <a href="#">Diversity Calendar</a></li></ul>
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# African American Studies I

<b>Differentiation</b>			
*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<i>Orbitals (Independent Study Projects)</i> <i>Learning Contracts</i> Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

<b>Unit 4:</b> Reconstruction - WW I (1865-1919)
<b>Stage 1: Desired Results</b>
<b>Standards &amp; Indicators:</b> 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).

# African American Studies I

- 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.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions 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.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.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
- 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.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
- 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.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 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.

# African American Studies I

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.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.

## **ENGLISH/LANGUAGE ARTS STANDARDS**

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.11-12.4 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.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

# African American Studies I

<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <p>African Americans made gains during Reconstruction but anti black violence took control of southern society and was committed to restoring and maintaining white domination. Nationally, free blacks and former slaves come together to expand black institutional life as part of an effort to cope with the rising tide of racism.</p>		<p><b><u>Essential/Guiding Question:</u></b></p> <p>How did the wording of the 13th Amendment continue the use of slave labor in the south?            What laws (Jim Crow) were enacted to ensure white domination throughout the USA?            How were African American Constitutional rights ignored in the Jim Crow South at the turn of the century?            What were the push and pull factors that led to the African Americans migrating to various regions within the country?            How did the Great Migration define African American city life throughout the 20th century?            What have African American soldiers gained or lost by serving in the military?            What did African American Nationalism look like in the early 20th century?</p>
<p><b><u>Content:</u></b></p> <p>What was the purpose of Jim Crow laws?            Plessy v Ferguson            What were the Great Migration main areas?</p>		<p><b><u>Skills(Objectives):</u></b></p> <p>Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.            Define Convict Leasing.</p>

# African American Studies I

<p>Impact of segregation, racial tensions, and lack of opportunities led to the Great Migration</p> <p>What were the accomplishments of &amp; discrimination of African American men in the military?</p> <p>Booker T Washington vs. W.E.B. Dubois</p> <p>Accomplishments of Madam C.J. Walker</p> <p>Individual stories of African Americans that were lynched.</p> <p>What was the mission of NAACP?</p> <p>Opposing arguments black leaders voiced over black American participation in World War I .</p> <p>Point out to students that physical/sexual abuse by black and white men often motivated black women to leave the South.</p> <p>African American Nationalism</p>	<p>Describe the key features of Jim Crow after it evolved as a system in the South.</p> <p>Make a list of the areas of public and social life in the South that were segregated. Write a newspaper article indicating which form(s) of segregation you believe to have been the most harmful and most humiliating and why.</p> <p>Explain the ways in which blacks responded to the harsh conditions of racial segregation in the South from 1878 to 1915.</p> <p>Read primary sources by DuBois and Washington. Indicate which of these approaches best served the needs of the black race. Divide the class into two groups, one representing the industrial education championed by Washington and the other the academic education desired by DuBois.</p> <p>Describe the mission of the NAACP and how does it compare to the mission of the NAACP today?</p> <p>Research and write an informative essay that identifies three all-black communities that were established between 1878 and 1915.</p> <p>Compare and contrast the opposing arguments black leaders voiced over black American participation in World War I.</p> <p>Identify the Great Migration's main corridors.</p> <p>Analyze a historical document as a primary source of information about the Great Migration.</p> <p>Students will read letters to the Chicago Defender as a basis for identifying those factors, some "push" and some "pull," that motivated multitudes of African Americans to leave the South during World War I.</p> <p>Pretend you are a black woman. Have students write a letter home in which she mentions her reason (s) for leaving Georgia and what her living and work conditions are like in Newark.</p> <p>Explain the rise of the black ghettos as a consequence of the Great Migration, including the ghetto- formation process, and its social, economic, and political consequences.</p>
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# African American Studies I

	<p>Divide the class into two groups of migrants. One group represents blacks who moved from the South to the North along the Atlantic coastline axis. The other group is composed of those blacks who migrated to mid-western cities. Have each group discuss life in its particular area of the North.</p> <p>Debate the Pros and Cons of Marcus Garvey’s black nationalist movement.</p> <p>Show students the film <i>Two Dollars and A Dream</i> and analyze the success of Madame C.J. Walker.</p> <p>Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against African Americans.</p> <p>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.</p> <p>Assess the immediate and long-term impact of African Americans entering the workforce in large numbers during World War I.</p>
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**Interdisciplinary Connections:**

In this unit, students will explore content in the areas of technology, law, economics, politics, religion, geography, film studies, and informative writing.

## Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b></p> <p>Students will engage in a learning activity or assessment that asks them to perform to demonstrate their knowledge, understanding and proficiency. The task will yield a tangible product and/or performance that serves as evidence of learning.</p>	<p><b><u>Other Evidence:</u></b></p> <p>End-of-unit or chapter tests that assess key learning outcomes</p> <p>Presentations</p> <p>Research Projects</p> <p>Writing</p> <ul style="list-style-type: none"> <li>● Argumentative</li> <li>● Informative/Explanatory</li> <li>● Narrative</li> </ul> <p>Digital Portfolios</p> <p>Debates</p> <p>Group and Individual Projects</p> <p>Small Groups</p> <p>Interviews</p> <p>Classroom Interaction</p> <ul style="list-style-type: none"> <li>Philosophical Chairs</li> <li>Socratic Seminar</li> </ul>
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# African American Studies I

	<p>Simulations          Quick Write Paper          Cornell Note Summary          Pro-Con Grid          Student generated Test Questions using Costa's Level of Ques          Goal Ranking          Process Analysis          Chain Notes          Group Work Evaluations</p>
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## Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Anchor Activities          Centers/Stations          Choice Boards          Four Sides          Heads Together          Jigsaw          KWL Charts          Reflection and Response          Socratic Seminar          Think-Pair-Share          Think-Tac-Toe          Academic vocabulary and language          Accountable talk          Cooperative learning          Cues, questions, activating prior knowledge          Debate          Direct instruction          Current Events          Discovery/Inquiry Based Learning          Document based questions          Effective Questioning          Field Experience          Flexible/strategic grouping          Formative/Strategic grouping          Graphic organizers</p>	<p><u>Resources:</u></p> <p>The African American History Textbook</p> <p>PBS: Wonders of the African World  <a href="http://www.pbs.org/wonders/index.html">www.pbs.org/wonders/index.html</a></p> <p>NJ Amistad Curriculum: <a href="http://www.njamistadcurriculum.com">www.njamistadcurriculum.com</a></p> <p><a href="http://BlackPast.org">BlackPast.org</a></p> <p>Various Primary Sources</p> <p>Map of Africa</p> <p><a href="http://Nmaahc.si.edu">Nmaahc.si.edu</a> (African American History Museum)</p> <p><a href="http://Aampmuseum.org">Aampmuseum.org</a> (African American Museum-Philly)</p> <p><a href="https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/">https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/</a></p> <p><a href="https://vimeo.com/80521992">https://vimeo.com/80521992</a> - Many Rivers to Cross</p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">6.3 Suggested Framework K-12</a></li> <li>● <a href="#">NJ Commission on Holocaust Education</a></li> <li>● <a href="#">Facing History and Ourselves</a></li> <li>● <a href="#">New Jersey Historical Commission</a></li> <li>● <a href="#">Library of Congress</a> (Primary Sources)</li> <li>● <a href="#">National Archives</a> (Primary Sources)</li> <li>● <a href="#">Newsela</a></li> <li>● <a href="#">PBS Learning Media</a></li> <li>● <a href="#">Stanford History Education Group</a></li> <li>● <a href="#">Zinn Education Project</a></li> </ul>
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# African American Studies I

	<p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> <li>● <a href="#">The New Jersey Amistad Commission Interactive Curriculum</a></li> <li>● <a href="#">New Jersey State Board Foundation</a></li> <li>● <a href="#">Civil Rights Teaching</a></li> <li>● <a href="#">Black Past</a></li> </ul> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>● <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>● <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>● <a href="#">Diversity Calendar</a></li> </ul>
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**Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<i>Orbitals (Independent Study Projects)</i> <i>Learning Contracts</i> Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding	Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Scaffolding Simulations	Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions

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Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Simulations Tiered Activities Tiered Rubrics Varied Organizers Varied Pacing Varied Products Varied Questions Varied Texts Videos Webquests	Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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# African American Studies I

## Pacing Guide

Course Name	Content/Resources	Standards
UNIT 1: African Beginnings		
20 days	<p>Describe the uniqueness of the African landscape and its natural resources.</p> <p>Explain human development and migration.</p> <p>Define civilization.</p> <p>Define Africanism.</p> <p>Compare/contrast the early civilizations of Africa.</p> <p>Analyze the success and failures of Ghana, Mali, Songhai and Benin.</p> <p>Who were/are significant leaders of Africa?</p> <p>How did Islam spread throughout Africa and the impact on the continent?</p> <p>What were the effects of the Silk Road on the Continent?</p> <p>What does the economy and culture of Timbuktu tell us about the nature of the empire of Mali?</p> <p>Explain the impact of the arrival of the Portuguese on West African kingdoms.</p> <p>Describe slavery in Africa.</p> <p>Identify principal features of village life in West Africa.</p> <p>African Participation in European/American slave Trade.</p>	<p>6.2.12.GeoSV.1.a</p> <p>6.2.12.EconGE.1.c</p> <p>6.2.12.HistoryCC.1.b</p> <p>6.2.12.HistoryCC.1.c</p> <p>6.2.12.HistoryCC.1.d</p> <p>6.2.12.HistoryCC.1.f</p> <p>6.2.12.HistoryCC.1.g</p> <p>RH.11-12.1</p> <p>RH.11-12.4</p> <p>RH.11-12.5</p> <p>RH.11-12.6</p> <p>RH.11-12.9</p> <p>WHST.11-12.1</p> <p>WHST.11-12.2</p> <p>WHST.11-12.6</p> <p>WHST.11-12.7</p> <p>WHST.11-12.9</p>

# African American Studies I

Identify three areas of African American cultural life where African survivals exist.

Why were current political boundaries not coinciding with tribal boundaries?

Unit Online Assessment

## Resources

The African American History Textbook

PBS: Wonders of the African World  
[www.pbs.org/wonders/index.html](http://www.pbs.org/wonders/index.html)

NJ Amistad Curriculum:  
[www.njamistadcurriculum.com](http://www.njamistadcurriculum.com)

[BlackPast.org](http://BlackPast.org)

Various Primary Sources

Map of Africa

[Nmaahc.si.edu](http://Nmaahc.si.edu) (African American History Museum)

[Aampmuseum.org](http://Aampmuseum.org) (African American Museum-Philly)

[https://www.njstatelib.org/research\\_library/new\\_jersey\\_resources/highlights/african\\_american\\_history\\_curriculum/](https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/)

<https://vimeo.com/80521992> - Many Rivers to Cross

Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [NJ Commission on Holocaust Education](#)
- [Facing History and Ourselves](#)

# African American Studies I

- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [Newsela](#)
- [PBS Learning Media](#)
- [Stanford History Education Group](#)
- [Zinn Education Project](#)

## Amistad Resources for Social Studies:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [New Jersey State Board Foundation](#)
- [Civil Rights Teaching](#)
- [Black Past](#)

## LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

## DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

# African American Studies I

UNIT 2: Colonial Period (1619-1783)		
20 days	<p>Unit Online Assessment</p> <p>The African American History Textbook</p> <p>PBS: Wonders of the African World <a href="http://www.pbs.org/wonders/index.html">www.pbs.org/wonders/index.html</a></p> <p>NJ Amistad Curriculum: <a href="http://www.njamistadcurriculum.com">www.njamistadcurriculum.com</a></p> <p><a href="http://BlackPast.org">BlackPast.org</a></p> <p>Various Primary Sources</p> <p>Map of Africa</p> <p><a href="http://Nmaahc.si.edu">Nmaahc.si.edu</a> (African American History Museum)</p> <p><a href="http://Aampmuseum.org">Aampmuseum.org</a> (African American Museum-Philly)</p> <p><a href="https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/">https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/</a></p> <p><a href="https://vimeo.com/80521992">https://vimeo.com/80521992</a> - Many Rivers to Cross</p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">6.3 Suggested Framework K-12</a></li> <li>● <a href="#">NJ Commission on Holocaust Education</a></li> <li>● <a href="#">Facing History and Ourselves</a></li> <li>● <a href="#">New Jersey Historical Commission</a></li> <li>● <a href="#">Library of Congress</a> (Primary Sources)</li> <li>● <a href="#">National Archives</a> (Primary Sources)</li> <li>● <a href="#">Newsela</a></li> </ul>	<p>6.1.12.HistoryUP.2.a</p> <p>6.1.12.HistoryUP.2.b</p> <p>6.1.12.HistoryUP.2.c</p> <p>RH.11-12.1</p> <p>RH.11-12.4</p> <p>RH.11-12.5</p> <p>RH.11-12.6</p> <p>RH.11-12.9</p> <p>WHST.11-12.1</p> <p>WHST.11-12.2</p> <p>WHST.11-12.6</p> <p>WHST.11-12.7</p> <p>WHST.11-12.9</p>

# African American Studies I

	<ul style="list-style-type: none"> <li>● <a href="#">PBS Learning Media</a></li> <li>● <a href="#">Stanford History Education Group</a></li> <li>● <a href="#">Zinn Education Project</a></li> </ul> <p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> <li>● <a href="#">The New Jersey Amistad Commission Interactive Curriculum</a></li> <li>● <a href="#">New Jersey State Board Foundation</a></li> <li>● <a href="#">Civil Rights Teaching</a></li> <li>● <a href="#">Black Past</a></li> </ul> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>● <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>● <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>● <a href="#">Diversity Calendar</a></li> </ul>	
UNIT 3: New Nation - Civil War (1783-1865)		
25 days	<p>Unit Online Assessment</p> <p>The African American History Textbook</p> <p>PBS: Wonders of the African World <a href="http://www.pbs.org/wonders/index.html">www.pbs.org/wonders/index.html</a></p>	<p>6.1.12.HistoryUP.2.a 6.1.12.HistoryUP.2.b 6.1.12.HistoryUP.2.c 6.1.12.CivicsDP.3.a 6.1.12. CivicsDP.3.c 6.1.12.HistoryUP.3.b RH.11-12.1. RH.11-12.4 RH.11-12.5</p>

# African American Studies I

	<p>NJ Amistad Curriculum: <a href="http://www.njamistadcurriculum.com">www.njamistadcurriculum.com</a></p> <p><a href="http://BlackPast.org">BlackPast.org</a></p> <p>Various Primary Sources</p> <p>Map of Africa</p> <p><a href="http://Nmaahc.si.edu">Nmaahc.si.edu</a> (African American History Museum)</p> <p><a href="http://Aampmuseum.org">Aampmuseum.org</a> (African American Museum-Philly)</p> <p><a href="https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/">https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/</a></p> <p><a href="https://vimeo.com/80521992">https://vimeo.com/80521992</a> - Many Rivers to Cross</p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"><li>● <a href="#">6.3 Suggested Framework K-12</a></li><li>● <a href="#">NJ Commission on Holocaust Education</a></li><li>● <a href="#">Facing History and Ourselves</a></li><li>● <a href="#">New Jersey Historical Commission</a></li><li>● <a href="#">Library of Congress</a> (Primary Sources)</li><li>● <a href="#">National Archives</a> (Primary Sources)</li><li>● <a href="#">Newsela</a></li><li>● <a href="#">PBS Learning Media</a></li><li>● <a href="#">Stanford History Education Group</a></li><li>● <a href="#">Zinn Education Project</a></li></ul> <p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"><li>● <a href="#">The New Jersey Amistad Commission Interactive Curriculum</a></li></ul>	<p>RH.11-12.6 RH.11-12.9 WHST.11-12.1 WHST.11-12.2 WHST.11-12.6 WHST.11-12.7 WHST.11-12.9</p>
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## African American Studies I

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UNIT 4: Reconstruction - WW 1 (1865-1919)		
25 days	<p>Unit Online Assessment</p> <p>The African American History Textbook</p> <p>PBS: Wonders of the African World <a href="http://www.pbs.org/wonders/index.html">www.pbs.org/wonders/index.html</a></p> <p>NJ Amistad Curriculum: <a href="http://www.njamistadcurriculum.com">www.njamistadcurriculum.com</a></p> <p><a href="http://BlackPast.org">BlackPast.org</a></p> <p>Various Primary Sources</p> <p>Map of Africa</p> <p><a href="http://Nmaahc.si.edu">Nmaahc.si.edu</a> (African American History Museum)</p>	<p>6.1.12.CivicsDP.4.a</p> <p>6.1.12.CivicsDP.4.b</p> <p>6.1.12.CivicsPR.4.a</p> <p>6.1.12.GeoSV.4.a</p> <p>6.1.12.GeoPP.4.a</p> <p>6.1.12.EconET.4.a</p> <p>6.1.12.EconNE.4.a</p> <p>6.1.12.HistoryCC.4.a</p> <p>6.1.12.HistoryUP.4.a</p> <p>6.1.12.HistoryUP.4.b</p> <p>6.1.12.HistoryCC.4.b</p> <p>6.1.12.HistoryCA.4.c</p> <p>6.1.12.CivicsDP.5.a</p> <p>6.1.12.HistoryNM.5.a</p> <p>6.1.12.HistoryUP.5.a</p> <p>6.1.12.CivicsDP.6.b</p> <p>6.1.12.EconNM.7.a</p>

# African American Studies I

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