

## **B.A.S.E.-L.E.V.E.L.-U.P.**

### **Black American Studies and Existence: Lift Every Voice, Evolve in Liberty & Unite the People Course Curriculum**

#### **Course Essential Questions:**

- How does conflict cause change?
- What are the purposes and/or consequences of creating and/or maintaining a dystopian society?
- What are the benefits and consequences of questioning/challenging social order?
- How has African American visibility impacted African American privilege & identity over time?
- How have essential liberties driven societal change or conflict overtime?
- Why do people continue to pursue the concept of a utopian society?

#### **Course Enduring Understandings/Learning Goals:**

- Students will analyze how conflict has motivated and stimulated change throughout American history (i.e. - the fight for economic, social, and political equality).
- Students will explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.
- Students will evaluate the extent to which major legislation, Constitutional amendments, and court decisions expanded equal rights as well as the sacrifices and choices made in an attempt to realize those gains.
- Students will examine the origins and impact of social structures and stratification on societies.
- Students will assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time.
- Students will analyze literature that reflects upon the triumphs of Black American excellence through the modern era.
- Students will explore the factors that create an imbalance of power and equality, thus creating a continued pursuit of the concept of a utopian society.
- Students will assess the value of and need for civil rights.

#### **Course Power Standards:**

1. **SS.US.02.05A:** *Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.*
2. **SS.US.01.05B:** *Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.*
3. **SS.US.01.01B:** *Explain connections among historical context and peoples' perspectives at the time in United States' history.*
4. **SS.US.05.03A:** *Evaluate the causes and consequences of demographic shifts and internal migrations.*
5. **SS.US.02.04:** *Analyze the developing interconnectedness among people, big businesses, labor unions, and governments to determine their effect on individuals, society, and public policy.*

6. **SS.US.05.02C:** Describe and evaluate the extent to which Supreme Court cases and legislation served to expand equal rights.
7. **SS.US.02.02B:** Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves.  
(NOTE: Americans whose former condition was slavery)
8. **SS.US.06.05C:** Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time.
9. **SS.US.05.01D:** Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women, African Americans, and other minorities.
10. **SS.US.03.05A:** Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.

Unit 1 Title	Migration and the Beginnings of the African-American Identity (Identity & Geography)
<b>Big Ideas</b>	EVIDENCE
	ARGUMENT: <ul style="list-style-type: none"> <li>● Cause/Effect</li> <li>● Continuity &amp; Change Over Time</li> </ul>
	ACTION:
<b>Unit 1 Essential Questions</b>	<ul style="list-style-type: none"> <li>● What motivates people to migrate?</li> <li>● How does conflict lead to change?</li> <li>● How does disruption impact the lives of people/society?</li> <li>● What are the purposes and/or consequences of creating and/or maintaining a dystopian society?</li> <li>● How does the environment (physical and cultural) shape individual and group identity?</li> <li>● How does the presence of diversity within the population influence political developments?</li> </ul>
<b>Unit 1 Themes</b>	<ul style="list-style-type: none"> <li>● <b>Identity &amp; Privilege Over Time</b> <ul style="list-style-type: none"> <li>○ GI Bill's disparities and generational impact</li> <li>○ Migration and the Redline Effect and Affect on the Black community</li> </ul> </li> <li>● <b>Agency Over Time(Agent of Change)</b> <ul style="list-style-type: none"> <li>○ Harlem Renaissance give Black America a voice</li> </ul> </li> <li>● <b>The Impact of Implicit &amp; Explicit Bias Over Time</b> <ul style="list-style-type: none"> <li>○ American Race Riots and other tragedies</li> <li>○ Perpetuating Jim Crow/Black Codes</li> </ul> </li> <li>● <b>Progress/Regression/Evolution of Civil Liberties Over Time</b></li> </ul>

	<ul style="list-style-type: none"> <li>○ African-American Roots &amp; Experience: New Worlds, Pre-Columbus to Space Exploration</li> <li>○ Freedom from Racial Myths and Stereotypes Through African-American History</li> <li>○ From Slavery to Freedom: Africans in the Americas</li> </ul>
<b>Student Research &amp; Informed Action</b>	<ul style="list-style-type: none"> <li>● <a href="#">Running from Terror</a></li> <li>● The Beginnings of Slavery: <a href="#">The Arrival of Africans in North America</a></li> <li>● The Founding of Liberia: <a href="#">Founding of Liberia [Link]</a></li> <li>● Frederick Douglass: <a href="#">Resurrection [Reading from "The Narrative of the Life and Freedom Chapter 10"]</a></li> <li>● <a href="#">The Souls of Black Folk, by WEB Dubois: Chapter 1: Paragraphs 3 &amp; 4: What does it mean to be considered a problem?</a></li> <li>● Richard Wright "Black Boy" <ul style="list-style-type: none"> <li>○ The Streets of Memphis [Chapter 1 – Growing up Poor and Impoverished p.14]</li> <li>○ One Southern Night [Chapter 1 - Harassment of Jews p.59]</li> <li>○ The Power of Books</li> </ul> </li> <li>● Ralph Ellison "<a href="#">The Invisible Man: Battle Royal</a>"</li> <li>● <a href="#">The Migration Series   Jacob Lawrence: The Migration Series</a></li> <li>● <a href="#">After nearly 100 years, Great Migration begins reversal</a> <ul style="list-style-type: none"> <li>○ Students will use the documents to examine the causes of the Great Migration North as well as the reversal, Great Migration back to the South</li> </ul> </li> </ul>
<b>Unit 1 Learning Goal(s)</b>	<p>I can explain the various causes for the Black American Diaspora across these United States of America. (Africa to Americas, Push/Pull Trends)</p> <hr/> <p>I have an understanding of the experiences of Black Americans in both the north and the south of the United States. (Cultural Diffusion)</p> <hr/> <p>I can describe the viewpoint of the powers that be in the old Jim Crow South. (Racial/Ethnic Nationalism)</p> <hr/> <p>Students compare experiences of Black Americans in both the northern and the southern U.S. in accordance with the viewpoint of the powers of the old Jim Crow South.</p> <hr/> <p>Students explain connections among historical context and peoples' perspectives at the time in United States' history.</p> <hr/> <p>Students explain the various causes for the Black American Diaspora across the United States. Students will evaluate the causes and consequences of demographic shifts &amp; internal migrations.</p> <hr/> <p>Students will explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship between those regions.</p>

<b>Unit 1 MO Learning Standards</b>	Geographical Study   SS.US.03.05B - Analyze the changing relationship between individuals and their place in society including women, minorities, and children.
	Re-Emerging America   SS.US.02.04B - Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship between those regions.
	Re-Emerging America   SS.US.02.05A - Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.
	Emerging Globally   SS.US.03.04A - Apply the economic concepts of natural resources, markets, supply and demand, labor, and capital to explain the costs and benefits of imperialism.
	Emerging Globally   SS.US.03.05C - Analyze the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20th century to determine their effect on individuals and groups.
	People, Groups, and Cultures   SS.US.01.05B Using a United States' historical lens examine the origins and impact of social structures and stratification on societies and relationships between peoples.
	Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship between those regions
	People, Groups, and Cultures   SS.US.01.05B Using a United States' historical lens examine the origins and impact of social structures and stratification on societies and relationships between peoples.
	Continuity and Change   SS.US.01.01B Explain connections among historical context and peoples' perspectives at the time in United States' history.
	Continuity and Change   SS.US.02.01 Describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement.
	Emerging Globally   SS.US.03.03 A Describe how the expansion of transportation and technological developments influenced the acquisition of new territories.
	The American Stage   SS.US.05.03A Evaluate the causes and consequences of demographic shifts and internal migrations.
<b>Unit 1 C3 Standards</b>	D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

	D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
<b>Unit 1 Assessments</b>	<p>Project:</p> <ul style="list-style-type: none"> <li>• After examining Jacob Lawrence’s Migration Series students will create their own artistic masterpieces by developing their own series of reverse Migration illustrations accompanied by google slide presentations with relative facts.</li> <li>• Vocabulary Assessment</li> <li>• Push-Pull Written Performance Assessment- Why did Black Americans leave the South? Why were they drawn to the North? Give two factors for each question using complete sentences.</li> </ul>
<b>Curricular Resources Utilized in Unit 1</b>	<ul style="list-style-type: none"> <li>• Day 1 Intro: Discuss Black History Milestones Timeline:</li> <li>• <a href="#">Black History Milestones: Timeline - HISTORY</a> (Black American 1619 Arrival)</li> <li>• Day 2: Read and discuss:<a href="#">The Great Migration</a></li> <li>• <a href="#">Jacob Lawrence great migration</a></li> <li>• Great Migration PowerPoint</li> <li>• <a href="#">The Migration Series   Jacob Lawrence: The Migration Series</a></li> <li>• Great source of reference</li> </ul> <p><a href="#">The Great Migration</a></p> <p><a href="#">After nearly 100 years, Great Migration begins reversal</a></p> <p><a href="#">The Great Migration - HISTORY</a></p> <ul style="list-style-type: none"> <li>• Guest Speaker Amy Hunter</li> <li>• ABC-CLIO American Mosaic: African American Experience Research Database</li> </ul>

<b>Unit 2 Title</b>	<b>Socio-Economic Contributions to the Development of the African-American Identity (Identity/Culture-Economics)</b>
<b>Big Ideas</b>	RESEARCHED EVIDENCE
	ACTION
	EVIDENCE
<b>Unit 2 Essential Questions</b>	<ul style="list-style-type: none"> <li>● What are the factors that create an imbalance of power within a culture?</li> <li>● What are the benefits and consequences of questioning/challenging social order?</li> <li>● How have political and economic decisions over time influenced cultural, economic, and environmental characteristics of various places and regions?</li> <li>● What does it mean to be invisible?</li> <li>● Why do some individuals stand against prejudice and oppression while others participate in it?</li> </ul>
<b>Unit 2 Themes</b>	<ul style="list-style-type: none"> <li>● <b>Identity &amp; Privilege Over Time</b> <ul style="list-style-type: none"> <li>○ Young gifted and Black- Athletes and Music, a route up the social ladder</li> <li>○ Life of Privilege Explained in a \$100 Race <a href="#">Privilege/Class/Social Inequalities Explained in a \$100 Race</a></li> </ul> </li> <li>● <b>Agency Over Time</b> <ul style="list-style-type: none"> <li>○ NAACP involvement in equal opportunity</li> <li>○ MLK &amp; the Sanitation Workers' Strike</li> </ul> </li> <li>● <b>The Impact of Implicit &amp; Explicit Bias Over Time</b> <ul style="list-style-type: none"> <li>○ Consumption power of the Black American culture and its importance to American economics.</li> <li>○ Convictions and perpetuated incarceration of a race</li> </ul> </li> <li>● <b>Progress/Regression/Evolution of Civil Liberties Over Time</b> <ul style="list-style-type: none"> <li>○ African Americans in Times of War: Exploring African American involvement through the lens of wars fought by the United States and what this has meant for the African Americans and the nation.</li> <li>○ Creating and Defining the African American Community: Family, Church, Politics, and Culture</li> <li>○ The History of Black Economic Empowerment</li> </ul> </li> </ul>
<b>Student Research &amp; Informed Action</b>	<ul style="list-style-type: none"> <li>● Bacon's Rebellion Impact on Labor in North America: <a href="#">Inventing Black and White</a></li> <li>● The Middle Passage: <a href="#">Boston African American National Historic Site on the Middle Passage</a></li> <li>● <a href="#">Women and the Middle Passage:</a></li> <li>● <a href="#">Abraham Lincoln: The Gettysburg Address [Reading]</a></li> <li>● <a href="#">The Black Codes: The Black Codes and Why they Still Matter Today</a></li> <li>● <a href="#">The Sharecropping System: The Debt of Slavery</a></li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">The Convict Lease System: The Convict Lease System</a></li> <li>● <a href="#">Jim Crow: Segregation and Jim Crow</a></li> <li>● <a href="#">The Great Migration: Causes of the Great Migration</a></li> <li>● Unpaid Labor Project (Slavery-the foundation of American Economics)</li> <li>● Black Wallstreet Greenwood Tulsa Oklahoma-<a href="#">The Illustrated Story Behind the Tulsa Massacre on HBO's Watchmen - Sponsor Content - Watchmen on HBO</a></li> <li>● <a href="#">Eleanor Roosevelt and Marian Anderson [Link]</a> &amp; <a href="#">Marian Anderson Sings [Link]</a></li> <li>● <a href="#">Martin Luther King: A Letter from Birmingham Jail [Link]</a></li> <li>● MLK Sanitation Workers Speech: A fight for Economic Gain</li> <li>● <a href="#">Surviving Memphis Sanitation Workers</a></li> <li>● <a href="#">Martin Luther King Speaks! "I've Been to the Mountaintop" (Full)</a></li> <li>● <a href="https://docs.google.com/document/d/1dcT3Oy-ZBTpuXgzDOckg6pecuAzWa47LajTwORIK5-w/edit">https://docs.google.com/document/d/1dcT3Oy-ZBTpuXgzDOckg6pecuAzWa47LajTwORIK5-w/edit</a></li> <li>● Lorraine Hansberry's Young Gifted and Black</li> <li>● <a href="#">Lorraine Hansberry's inspirational words on being young, gifted and black</a></li> <li>● Lorraine Hansberry Play turned into a Film: <b>A Raisin in the Sun</b> <ul style="list-style-type: none"> <li>○ Students complete a brief journal entry explaining what they would do with one million dollars. They read and discuss "Dream Deferred" by Langston Hughes. Students finish viewing Act I of A Raisin In The Sun and identify the characteristics, dreams, and obstacles of each character in the play.</li> </ul> </li> <li>● Micro-Aggression: A fight to end it.</li> <li>● <a href="https://edpuzzle.com/assignments/5e7e6d3bd725c93f167305ae/students">https://edpuzzle.com/assignments/5e7e6d3bd725c93f167305ae/students</a></li> <li>● Hip-Hop: Away out</li> <li>● <a href="https://edpuzzle.com/assignments/5e837bb58805303f95764a22/students">https://edpuzzle.com/assignments/5e837bb58805303f95764a22/students</a></li> </ul>
<b>Unit 2 Learning Goal(s)</b>	Unit 2 LG: I can explain how Black Americans were able to open up early doors of opportunity in social and economic spheres. (Consequences on society of economic decisions: 15th Century to today).
	Unit 2 LG: I can describe how the Civil Rights movement was and has presently been effective in gaining equality for Black Americans. (Class Systems)
	Unit 2 LG: I can explain why “civil rights” has been a legal and social struggle for Black American citizens.” (Exclusion and Inclusion of Individuals and Groups)
	Students explain how Black Americans were able to open up early doors of opportunity in social and economic spheres. (Social Consequences of Economic Decisions: 15th Cent. - Today).
	Students describe how the Civil Rights movement was and continues to be an effective agent in gaining civic and social equality for Black Americans.

	<p>Students analyze the developing interconnectedness among people, big businesses, labor unions, and governments to determine their effect on individuals, society, and public policy.</p> <p>Students explain how &amp; why the Civil Rights movement has caused legal and social struggle for Black American citizens.</p>
<b>Unit 2 MO Learning Standards</b>	The American Stage   SS.US.05.03A Evaluate the causes and consequences of demographic shifts and internal migrations.
	Re-Emerging America   SS.US.02.04 Analyze the developing interconnectedness among people, big businesses, labor unions, and governments to determine their effect on individuals, society, and public policy.
	The American Stage   SS.US.05.02C Describe and evaluate the extent to which Supreme Court cases and legislation served to expand equal rights.
	Re-Emerging America   SS.US.02.02B Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves.
<b>Unit 2 C3 Standards</b>	D2.Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
	D2.Geo.5.9-12.Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions
	D2.Civ.14.9-12.Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
<b>Unit 2 Assessments</b>	<ul style="list-style-type: none"> <li>• <a href="#">Black American adversities &amp; Triumphs Action Project</a></li> </ul>
<b>Curricular Resources Utilized in Unit 2</b>	<ul style="list-style-type: none"> <li>• ABC-CLIO American Mosaic: African American Experience Research Database <ul style="list-style-type: none"> <li>◦ <i>Developed with the guidance of African American librarians and subject specialists, The African American Experience is the widest ranging and easiest-to-use online database collection on African American history and culture.</i> <ul style="list-style-type: none"> <li>■ The New Negro Movement</li> <li>■ Jim Crow</li> </ul> </li> </ul> </li> <li>• Guest Speaker Clifton Berry</li> <li>• Lorraine Hansberry Play turned into a Film: <b><u>A Raisin in the Sun</u></b></li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Race and Racism in the United States: An Encyclopedia of the American Mosaic.</i> Charles A. Gallagher and Cameron D. Lippard, eds. Santa Barbara, CA: Greenwood, 2014. 1771 pp. 4 vols. <ul style="list-style-type: none"> <li>○ How is race defined and perceived in America today, and how do these definitions and perceptions compare to attitudes 100 years ago... or 200 years ago? This four-volume set addresses many topics related to race in the United States.</li> </ul> </li> <li>● Potential Field Trip-Social Contributions to the nation's Military: <a href="https://mcwm.org/">https://mcwm.org/</a></li> <li>● Potential Field Trip-Brown v Board of Education and its impact on the reversal of separate but equal constitutionally implemented in the Plessy v Ferguson case: <a href="https://www.trumanlibrary.gov/">https://www.trumanlibrary.gov/</a></li> </ul>
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<b>Unit 3 Title</b>	<b>Political and Legal Contributions to African American Identity (Government)</b>
<b>Big Ideas</b>	RESEARCHED EVIDENCE
	ACTION
	EVIDENCE
<b>Unit 3 Essential Questions</b>	<ul style="list-style-type: none"> <li>● How do people form and shape their identities?</li> <li>● How have essential liberties driven societal change or conflict overtime?</li> <li>● How do individual freedoms interact with restrictive powers of government?</li> <li>● When does the government have the right to restrict the freedoms of people?</li> <li>● How have and how do utopian societies develop in America?</li> <li>● What were political &amp; cultural consequences resulting from the conflict between the Civil Rights movement and government?</li> <li>● What role or purpose does religion/spirituality serve in a culture?</li> <li>● How did Civil Rights and the involvement of government result in political and cultural responses?</li> <li>● How are liberty &amp; equality impacted when people are denied rights enjoyed by others?</li> </ul>
<b>Unit 3 Themes</b>	<ul style="list-style-type: none"> <li>● <b>Identity &amp; Privilege Over Time</b> <ul style="list-style-type: none"> <li>○ Significance of the two cases and impact on American society</li> </ul> </li> <li>● <b>Agency Over Time</b> <ul style="list-style-type: none"> <li>○ MLK</li> <li>○ Stokely Carmichael</li> <li>○ Malcolm X</li> <li>○ I am not your Negro</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ James Baldwin Speech at Berkley</li> <li>○ Diane Nash</li> <li>○ Shirley Chisholm</li> <li>○ Fannie Lou Hamer</li> <li>○ Rev. Jesse Jackson</li> <li>○ Barack Obama</li> <li>● <b>The Impact of Implicit &amp; Explicit Bias Over Time</b> <ul style="list-style-type: none"> <li>○ The early development of Jim Crow due to Freedmen gaining political positions</li> <li>○ The 15th Amendment and The Bayonet Rules presence.</li> </ul> </li> <li>● <b>Progress/Regression/Evolution of Civil Liberties Over Time</b> <ul style="list-style-type: none"> <li>○ The Quest for Black Citizenship in the Americas.</li> <li>○ Activism and government involvement as a force for advancing the rights of African-Americans.</li> </ul> </li> </ul>
<p><b>Student Research &amp; Informed Action</b></p>	<p>(BROWN V BOARD OF ED. ACTION IN REVERSAL OF SEPARATE BUT EQUAL-PLESSY V FERGUSON)</p> <ul style="list-style-type: none"> <li>● <a href="#">The 3/5ths Compromise: The History of the Three-Fifths Compromise</a></li> <li>● <a href="#">Dredd Scott Decision: The Dred Scott Decision: Its case and Impact</a></li> <li>● <a href="#">Anthony Burns and the Fugitive Slave Law: Anthony Burns and the Fugitive Slave Law</a></li> <li>● <a href="#">13<sup>th</sup> Amendment: 13<sup>th</sup> Amendment History and Impact</a></li> <li>● <a href="#">14<sup>th</sup> Amendment: 14<sup>th</sup> Amendment Summary</a></li> <li>● <a href="#">15<sup>th</sup> Amendment: The 15<sup>th</sup> Amendment Grants Voting Rights to Black Men</a></li> <li>● <a href="#">The Election of 1876 [The End of Reconstruction]: Election of 1876 [Link]</a></li> <li>● <a href="#">Compromise of 1877: The Compromise of 1877 – Set the Stage of Jim Crow [Link]</a></li> <li>● Plessy v Ferguson case Compare and Contrast to Brown V Board</li> <li>● <a href="#">Plessy versus Ferguson, 1896 [Separate but Equal]: Plessy versus Ferguson</a></li> <li>● <a href="#">Franklin Roosevelt’s Executive Order to Prohibit Discrimination in the Defense Industry:</a> <ul style="list-style-type: none"> <li>○ <a href="#">-Background Information to Executive Order 8802 [Link]</a></li> <li>○ <a href="#">-Executive Order 8802: Prohibition of Discrimination in the Defense industry [Link]</a></li> </ul> </li> <li>● <a href="#">Harry Truman’s Executive Order to Desegregate the Armed Forces:</a> <ul style="list-style-type: none"> <li>○ <a href="#">-Background Information [Link]</a></li> <li>○ <a href="#">-Executive Order 9981: Desegregation of the Armed Forces [Link]</a></li> </ul> </li> <li>● <a href="#">Brown versus the Board of Education, 1954: How Brown versus the Board of Education changed Public Education?</a></li> <li>● <a href="#">Loving versus Virginia: Is Marriage a Basic Civil Right?</a></li> <li>● James Baldwin:</li> </ul>

	<ul style="list-style-type: none"> <li>○ <a href="#">I am not your Negro [Link to Film Trailer]</a></li> <li>○ <a href="#">James Baldwin Speech at Berkley – The Civil Rights Movement as a Slave Rebellion</a></li> </ul>
<b>Unit 3 Learning Goal(s)</b>	Unit 3 LG: I will understand how Black Americans gained political empowerment within the Black community on a micro level as well as at a macro level in these United States. (Balance of Power)
	Unit 3 LG: I will gain knowledge of Black American leaders and the strides that have been made to reach the opportunities afforded to Black Americans today. (Political Leadership & Influence)
	Unit 3 LG: I will gain an understanding of why “political power” is not considered by many Black Americans to be synonymous with “Black”. (Precedent)
	Unit 3 LG: I will gain knowledge of the perpetual fight of Black Americans for civil rights to gain equal opportunity. (Justice System: Police, Courts, and Landmark Cases)
	Students describe and evaluate the extent to which Supreme Court cases and legislation served to expand equal rights.
	Students recognize the perpetual fight of Black Americans for civil rights to gain equal opportunity. (Justice System: Police, Courts, and Landmark Cases)
	Students parse the cause/effect relationship between the influence of different Black American leaders and the civic, social, and political strides that have been gained for Black Americans.
<b>Unit 3 MO Learning Standards</b>	The American Stage   SS.US.05.02B Determine the lasting impact of this period on principles of government including separation of powers, checks and balances, rule of law, judicial review, and limited government.
	Contemporary America   SS.US.06.05C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time.
	The American Stage   SS.US.05.02C Describe and evaluate the extent to which Supreme Court cases and legislation served to expand equal rights.
	The American Stage   SS.US.05.02B Determine the lasting impact of this period on principles of government including separation of powers, checks and balances, rule of law, judicial review, and limited government.
	The American Stage   SS.US.05.02D Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America.

<b>Unit 3 C3 Standards</b>	D2.Civ.10.9-12.Analyze the impact and the appropriate role of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights and human rights.
	D2.His.16.9-12.Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
<b>Unit 3 Assessments</b>	<ul style="list-style-type: none"> <li>• <a href="#">Political Figures and Contributions Project</a></li> <li>• <a href="#">BAE Unit 3: WPA</a></li> </ul>
<b>Curricular Resources Utilized in Unit 3</b>	<ul style="list-style-type: none"> <li>• <a href="#">Gale: US History in Context</a> Database</li> <li>• ABC-CLIO American Mosaic: African American Experience Research Database <ul style="list-style-type: none"> <li>○ <i>Developed with the guidance of African American librarians and subject specialists, The African American Experience is the widest ranging and easiest-to-use online database collection on African American history and culture.</i></li> </ul> </li> <li>• <i>Ebony</i> and <i>Essence</i> Magazine Subscriptions</li> </ul>

<b>Unit 4 Title</b>	<b>Movements Leading to Continuity and Change in the African American Identity (History)</b>
<b>Big Ideas</b>	ARGUMENT
	ACTION
	RESEARCHED EVIDENCE
<b>Unit 4 Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does conflict lead to change?</li> <li>• What is community? What are an individual's responsibilities to the community as well as the community's responsibility to the individual?</li> <li>• Why do people continue to pursue the concept of a utopian society?</li> <li>• What are the ideas (Freedom, responsibility, justice, community, etc.) that should be honored in a utopian society?</li> </ul>

<p><b>Unit 4 Themes</b></p>	<ul style="list-style-type: none"> <li>● <b>Identity &amp; Privilege Over Time</b> <ul style="list-style-type: none"> <li>○ Talents and Opportunity to exploit</li> <li>○ Affirmative Action</li> <li>○ Rooney Rule</li> </ul> </li> <li>● <b>Agency Over Time</b> <ul style="list-style-type: none"> <li>○ Maya Angelou</li> <li>○ Oprah Winfery</li> <li>○ Hip-Hop</li> <li>○ Tyler Perry</li> <li>○ Childish Gambino</li> </ul> </li> <li>● <b>The Impact of Implicit &amp; Explicit Bias Over Time</b> <ul style="list-style-type: none"> <li>○ Ferguson</li> <li>○ Mike Brown</li> <li>○ Trayvon Martin</li> <li>○ Tamir Rice</li> <li>○ Freddie Gray</li> <li>○ Eric Garner</li> <li>○ Alton Sterling</li> <li>○ Sandra Bland</li> <li>○ Philando Castile</li> </ul> </li> <li>● <b>Progress/Regression/Evolution of Civil Liberties Over Time</b> <ul style="list-style-type: none"> <li>○ Body Cams</li> <li>○ More courageous conversations across the country</li> <li>○ Trouble at the polls</li> <li>○ Better voting practices</li> <li>○ New South Brings in an Era of Black American Opportunity and Prosperity</li> <li>○ More positivity and more Change Agents in the culture than ever before</li> <li>○ African American Intellectualism as a foundational experience on which African-American writers, artists, and musicians continually contribute.</li> </ul> </li> </ul>
<p><b>Student Research &amp; Informed Action</b></p>	<ul style="list-style-type: none"> <li>● <a href="#">Abolitionism: Abolitionist Pamphlet Campaign</a></li> <li>● <b>Slave Rebellions</b> <ul style="list-style-type: none"> <li>○ <a href="#">Stono Rebellion (1739): The Significance of the Stono Rebellion on the Lives of the Enslaved</a></li> <li>○ <a href="#">Gabriel Prosser (1800): Gabriel Prosser's Plot for Freedom</a></li> <li>○ <a href="#">Denmark Vessey (1822): Denmark Vesey: A New Verdict</a></li> <li>○ <a href="#">Nat Turner (1821): The Story of Nat Turner's Rebellion</a></li> <li>○ <a href="#">John Brown (1859): John Brown's Raid on Harper's Ferry</a></li> <li>○ <a href="#">The Haitian Revolution (1791): The Haitian Revolution: A successful Slave Revolt</a></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">The Underground Railroad: -The Underground Railroad: The William Still Story</a></li> <li>● <b>New Era of the New Negro Movement (Harlem Renaissance)</b> <ul style="list-style-type: none"> <li>○ <a href="#">The Jazz Age: The Jazz age</a></li> <li>○ <b>Langston Hughes Poetry</b> <ul style="list-style-type: none"> <li>■ <a href="#">My Theme for English B: Theme for English B [Link]</a></li> <li>■ <a href="#">I Too: I Too [Link]</a></li> <li>■ <a href="#">The Negro Speaks of Rivers: Langston Hughes Explaining &amp; Reciting the Poem</a></li> </ul> </li> </ul> </li> <li>● <b>Jacob Lawrence &amp; The Great Migration Series (Paintings)</b> <ul style="list-style-type: none"> <li>○ <a href="#">-The Migration Series [Link]</a></li> <li>○ <a href="#">-The American Struggle Series [Link]</a></li> </ul> </li> <li>● <b>Angles of Ascent: A Norton Anthology of Contemporary African American Poetry</b> by Charles Henry Rowell (Editor) – Modern Literary Movement <a href="#">Angles of Ascent [Book of Poetry about Private and personal worlds of Marginalized Peoples]</a></li> <li>● <b>Fighting for the Culture and Heritage</b> <ul style="list-style-type: none"> <li>○ <a href="#">Hair Braiders In New Jersey Are At Constant Risk Of Losing Their Jobs</a></li> <li>○ <a href="#">Referee's questionable call for wrestler to cut dreadlocks</a></li> <li>○ <a href="#">Ellen Pleads for Student's Return to School After Dress Code Controversy</a></li> </ul> </li> <li>● <a href="#">Stereotyping Lesson</a> <ul style="list-style-type: none"> <li>● Covid-19 And Healthcare Disparities- 340% of Black Americans have lost lives and counting</li> </ul> </li> </ul>
<b>Unit 4 Learning Goal(s)</b>	Unit 4 LG: Students summarize the causes and effects of the Third Great Migration of the New Era within the Black community. (Race/Identity)
	Unit 4 LG: I can explain how the past has affected the Black community in American society today. (Movements)
	Unit 4 LG: I can explain the significant elements of the Black American culture that have influenced American culture in the past and present. (Religion)
	Unit 4 LG: I will understand the causes of the Third Great Migration of the New Era within the Black community. (Class/Internal Struggles)
	Unit 4 LG: I can explain how the past has affected the Black community in American society today. (Civil Rights)
	Unit 4 LG: I can explain the significant elements of the Black American culture that have influenced American culture in the past and present. (Art/Culture)

	Students evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.
	Students analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women, African Americans, and other minorities.
	Students can explain how the past has affected the Black community today.
<b>Unit 4 MO Learning Standards</b>	The American Stage   SS.US.05.05C Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.
	The American Stage   SS.US.05.05E Describe and evaluate the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
	The American Stage   SS.US.05.01D Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women, African Americans and other minorities.
	Tools of Social Science Inquiry   SS.US.01.05A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
	Tools of Social Science Inquiry   SS.US.01.01D Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
	Re-Emerging America   SS.US.02.03A Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.
	Emerging Globally   SS.US.03.05A Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.
	The American Stage   SS.US.05.04C Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.
	The American Stage   SS.US.05.01D Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women, African Americans, and other minorities.
	The American Stage   SS.US.05.02C Describe and evaluate the extent to which Supreme Court cases and legislation served to expand equal rights

	The American Stage   SS.US.05.04C Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.
	Contemporary America   SS.US.06.05A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes during this era to determine their effects on individuals, groups, and society.
	Contemporary America   SS.US.06.05B Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States during this era.
	Contemporary America   SS.US.06.01D Evaluate how the ability to access and distribute information affects individuals, groups, industry, and governments in the latter 20th
<b>Unit 4 C3 Standards</b>	D2.His.2.9-12. Analyze change and continuity in historical eras.
	D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
	D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civics contexts.
	D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
<b>Unit 4 Assessments</b> (1 Summative, 1 Formative)	<ul style="list-style-type: none"> <li>• <a href="#">Change Agent Semester-Project</a></li> <li>• <a href="#">BAE WPA</a></li> </ul>
<b>Curricular Resources Utilized in Unit 4</b>	<ul style="list-style-type: none"> <li>• <a href="#">Gale: US History in Context</a> Database</li> <li>• ABC-CLIO American Mosaic: African American Experience Research Database <ul style="list-style-type: none"> <li>○ <i>Developed with the guidance of African American librarians and subject specialists, The African American Experience is the widest ranging and easiest-to-use online database collection on African American history and culture.</i></li> <li>○ 21st century Black American</li> </ul> </li> <li>• <i>Race and Racism in the United States: An Encyclopedia of the American Mosaic. Charles A. Gallagher and Cameron D. Lippard, eds. Santa Barbara, CA: Greenwood, 2014. 1771 pp. 4 vols.</i></li> </ul>

	<ul style="list-style-type: none"><li>○ How is race defined and perceived in America today, and how do these definitions and perceptions compare to attitudes 100 years ago... or 200 years ago? This four-volume set addresses many topics related to race in the United States.</li></ul>
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- Potential field trip-Continued progression of the arts in American Society: <https://theblackrep.org/>