African American and Black Studies

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☑ 10 ☑ 11 ☑ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** African American and Black Studies		
Course Title:	African American and Black Studies		
Prerequisite(s):	N/A		
Course Description: *Program of Studies*	African American and Black Studies is a 21st-century course that provides students with the skills and knowledge that they need to thrive in the modern world. It provides students with the opportunity to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black people in the United States. Students will examine how historical movements, legislation, and wars affected the citizenship rights of this group. Students will analyze how they worked to build the United States' cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.		
Course Essential Questions:	• How do the social constructions of race shape our view of history and the present? • How were some Africans from the global diaspora able to assert their agency to resist slavery? • When is resistance and/or revolutionary action justified, glorified, and/or condemned? • What is freedom, and how should it be achieved? • How successful have Black Americans' movements for equality been in transforming the dreams, statuses, and rights of Black Americans in the United States?		

	• What does radically reimagining new possibilities and more just futures look and sound like in the modern era?	
Course Enduring Understandings:	• The American political system has evolved through formal and informal structures and civic participation, with power and authority exercised differently across various eras of U.S. history. • Changing American values have shaped the experiences of ethnic, religious, social, and political groups throughout U.S. history. • African American and Black identities have developed and intersected with Indigenous and other identities, reflecting a complex and evolving sense of self and community. • Race, power, and privilege have historically influenced—and continue to influence—access to citizenship, civil rights, and economic opportunities for different groups. • Resistance has been a vital force in African American and Black histories, shaping both individual and collective experiences and outcomes. • African American and Black communities have played a central role in shaping American society, economy, and culture. • The legacy of African American/Black experiences, intellectual thought, and culture inspires new possibilities and more just futures for the country and the world. • Active engagement, learning, and civic responsibility are essential for meaningful participation in society. • Critical analysis and evaluation of historical sources and interpretations are necessary for understanding credibility, perspective, bias, and the distinction between fact and interpretation.	
Duration: **Credit:**	☑ Semester ☐ Full-Year	☑ 0.5 Credit (s) ☐ 1.0 Credit(s) ☐ 1.5 Credit(s)
Course Materials/Resources:	SERC Reference List: African-American, Black, Puerto Rican, and Latino Studies	
FPS Course Academic Expectation(s):	☐ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE)	

	☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)
Year at a Glance (Units):	**Unit 1:** Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora (500 B.C.E. to 1600) (~1 week) **Unit 2:** How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1619-1819) (~2 weeks) **Unit 3:** Black Literacy, Organizations, and Liberation (1820-1865) (~3 weeks) **Unit 4:** Long, Long History for Equality (1865-1915) (~3-4 weeks) **Unit 5:** Black Movement for Equality (1915-1965) (~3-4 weeks) **Unit 6:** Protest, Politics, and Power (1965-Present) (~5-6 weeks)

Unit Number and Title:	**Unit 1:** Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora (500 B.C.E. to 1600) Adapted from SERC Curriculum, Foster & Jarman-Smith (2021)
Duration:	~1 week
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	The content of this unit will focus on the African Origins of humanity and the contributions made by the peoples of our greatest civilizations on the continent, such as Kemet, Ghana, and Songhai. The legacy of African Empires, Kings and Queens will provide students with information that will accurately paint a picture of the vast contributions to world civilizations. It is through the history of African Origins and the exploration of African Civilizations and religions that we engage students in knowledge construction about the majestic breadth of great people in government, academic and technological innovation, and the arts, from whom African Americans and peoples from the Diaspora descended. This exploration will allow students to evaluate and analyze false narratives of the inferiority and inhumanity of Africans and Black people, which are deeply ingrained in modern society worldwide. As students begin the semester on African American history, they will have opportunities to embark on an exploration of a people who were made captives and brought to distant shores—and their long history of affirmation, resistance, reform, and radicalism.
Learning Goals	
Standard(s):	From *Connecticut Secondary Social Studies Standards* MW.Eco.5.a. Describe how the Atlantic system affected global trade through cultural diffusion and competition (e.g., de-emphasis of Silk Road, extraction of natural resources, growth of transatlantic slave trade, colonization of the Americas). From *NCSS Inquiry Standards* Dimension 1 - Developing Questions and Planning Inquiries US.Inq.1.a. Explain how compelling and supporting questions reflect an enduring issue in United States

	History. Dimension 3 -Evaluate Sources and Use Evidence US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). Dimension 4- Communicate Conclusions and Take Informed Action US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
Essential Question(s):	● How do the social constructions of race shape our view of history and the present?
Enduring Understanding(s):	● The diverse aspects of African culture have significantly influenced world civilizations throughout history and continue to shape societies today. ● The social construction of race and identity has concrete and long-term consequences that shape social, political, and economic experiences and development.
Learning Goal(s): *Students will be able to use their learning to:* (Content/ Skills)	Content: (Students will know…) ● the characteristics and achievements in the development of various African civilizations, as well as their achievements. ○ Ghana ○ Songhai ○ Mali ● how Africa's history contradicts false narratives of African inferiority and racial stereotypes. ● how the construct of race has impacted world civilization. ○ the Trans-Atlantic Slave Trade ○ colonialism ○ racism Skills: (Students will be able to…) ● contribute to and maintain a safe classroom space. ● develop a historical frame of reference of Ancient Africa's contributions to world culture.

	● develop a positive and accurate identity, including an awareness of and comfort with one's membership in multiple groups in society.

Unit Number and Title:	**Unit 2:** How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1619-1819)
Duration:	~2 weeks
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	Soon after the settlement of New England, slavery, first Indigenous and then African, became a way to support the export-driven economy of the region. This unit will focus on slavery in Connecticut, the U.S., sources of that history, and how we can use analytical lenses to interpret the evidence and tell the story of local slavery and the individuals held in captivity. Themes of resistance and agency will be explored.
Learning Goals	
Standard(s):	*From Connecticut Secondary Social Studies Standards* 8.Civ.5.a. Explain laws that institutionalized slavery in the Colonial Era and in the Constitution (e.g., Black Laws of Virginia, Fugitive Slave Act, Three-Fifths Clause). 8.Civ.3.a. Examine the origin, purpose, and impact of the founding documents (e.g., popular sovereignty, republicanism, separation of powers, enfranchisement, liberty). 8.His.10.a. Describe how individual and group perspectives of the American Revolution are documented in historical records while identifying representation of marginalized voices (e.g., journals, letters, pamphlets, newspaper articles from sources such as the Hartford Daily Courant). 8.Civ.10.a. Explain the perspectives, civic virtues, and democratic principles debated during the Constitutional Convention (e.g., Connecticut Compromise, federalism, Three-Fifths Compromise). 8.Civ.8.a. Analyze how the ideas and principles within the Bill of Rights influence the social and political system in the United States. 8.Civ.8.b. Analyze how ideas and principles about citizenship and access to political power expressed in founding documents influenced social and political systems in the early republic (e.g., Bill of Rights, Declaration of Independence, Three-Fifths Clause, Electoral College). 8.His.16.a. Evaluate the US Constitution and Bill of Rights to determine if the goals of the American Revolution, as stated in the Declaration of Independence, were realized.

	8.His.1.c. Analyze the events and developments related to the institution of slavery in the early republic (e.g., Haitian Revolution, Act Prohibiting the Importation of Slaves, cotton gin, textile industry). *From NCSS Inquiry Standards* Dimension 1 - Developing Questions and Planning Inquiries US.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. Dimension 3 -Evaluate Sources and Use Evidence US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. Dimension 4- Communicate Conclusions and Take Informed Action US.Inq.4.e. Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens.
Essential Question(s):	● How were some Africans from the global diaspora able to assert their agency to resist slavery, and why were other Africans unable to do this?
Enduring Understanding(s):	● Africans, African Americans, and their descendants have continually strived for freedom, equality, and social justice, shaping both their communities and broader society. ● Slavery was systematically embedded in legislation, affecting generations and shaping societal structures. ● Interpretations of slavery are influenced by multiple racial and cultural perspectives, contributing to a complex and evolving understanding of history.
Learning Goal(s): *Students will be able to use their learning to:* (Content/ Skills)	Content: (Students will know…) ● the scope of African American slavery in Connecticut and in the U.S. ○ Prime and Prince of Fairfield's Petition to end slavery, 1779. ● the laws and statutes that established, upheld, and abolished slavery. ○ gradual emancipation act, 1784

	● the institution of slavery was fundamental to the beliefs of American society about race.
	● the principles articulated in the Declaration of Independence and the justification for the American Revolution.
	  ○ “all men are created equal”
	  ○ “life, liberty, and the pursuit of happiness”
	● the ways that Black people demonstrated agency, resistance, and innovation over time.
	  ○ maroons
	  ○ marronage
	  ○ Fort Mose
	  ○ Stono Rebellion
	● the issues involved in the creation and ratification of the United States Constitution and the new government it established.
	  ○ Three-Fifths Compromise
	● the guarantees of the Bill of Rights and its continuing significance.
	
	Skills: (Students will be able to…)
	
	● evaluate the scope of African American slavery in Connecticut and in the U.S.
	● analyze how Africans, African Americans, and their descendants have struggled to gain freedom, equality, and social justice.
	● explore the ways in which slavery was embedded in legislation and fought against via the court system.
	● investigate how multiple racial and cultural perspectives influence the interpretation of slavery.

Unit Number and Title:	**Unit 3:** Black Literacy, Organizations, and Liberation (1820-1865) Adapted from SERC Curriculum, D. Broyld & P. Jarman-Smith (2021)
Duration:	~3 weeks
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	The journey to abolish slavery in the United States was a battle that progressed gradually over time. The unit explores the individuals, groups, and schools of thought that contributed to the movement. The subsections of the unit will move through the topics of Black survival and resistance to enslavement and emancipation using the Gradualist, Militant, Early, and Late Political Periods, and the Civil War. Students will also examine "Free" Black communities, Slave Narratives, Negro Spirituals, folklore, newspapers, pamphlets, and speeches that Blacks and abolitionists employed to precipitate change. Themes of resistance and agency will be examined.
Learning Goals	
Standard(s):	*From Connecticut Secondary Social Studies Standards* 8.His.3.a. Develop questions to analyze the significance of the methods of resistance employed by enslaved and free Black people in the United States (e.g., work resistance, violence, sabotage, petition, forming maroon communities, independent churches, and educational associations). 8.His.12.a. Develop questions using multiple historical sources about how individuals and groups in northern states sustained or challenged racial inequality during the Antebellum Period (e.g., Connecticut's gradual emancipation act, Amistad Trials, Sarah Harris and Prudence Crandall, The Liberator, American Colonization Society, American Anti-Slavery Society, Underground Railroad). 8.His.1.d. Analyze how secession sought to preserve the social, economic, and racial hierarchies throughout the United States (e.g., domestic labor, manufacturing, slavocracy, textiles). 8.His.12.b. Using multiple historical sources, identify individuals and groups during the Antebellum Period who sustained, promoted, or challenged the institution of slavery (e.g., Frederick Douglass, Harriett Beecher Stowe, John C. Calhoun). 8.Civ.14.c. Compare historical means used by individuals and groups to promote, sustain, and

	dismantle discrimination in the Antebellum Period (e.g., Underground Railroad, Bleeding Kansas, American Anti-Slavery Society, American Colonization Society, Compromise of 1850). *From NCSS Inquiry Standards* Dimension 1 - Developing Questions and Planning Inquiries US.Inq.1.a. Explain how compelling and supporting questions reflect an enduring issue in United States History. Dimension 3 -Evaluate Sources and Use Evidence US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. Dimension 4- Communicate Conclusions and Take Informed Action US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses, given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).
Essential Question(s):	● When is resistance and/or revolutionary action either justified, glorified, and/or condemned? ● How effective were the actions of abolitionists and the slave rebellions of this period? ● Are individual contributions or collective efforts more effective in actualizing social change?
Enduring Understanding(s):	● Africans and their descendants have driven revolutionary change through both individual and collective actions that transformed their lives and communities. ● Experiences and perspectives of enslavement varied widely among free and enslaved Africans, shaping diverse narratives and understandings of this period. ● The growth of the cotton economy profoundly influenced the development and expansion of the domestic slave trade in the United States.
Learning Goal(s): *Students will be able to use their learning to:*	Content: (Students will know…)

(Content/ Skills)	● the role that political, economic, and social movements of the 18th and 19th centuries played in the development of abolitionist thinking. ● the various tactics employed by enslaved persons and abolitionists during the 19th century to resist and fight against slavery. ○ silent sabotage ○ revolts ○ running away ○ using the written and spoken word. ● how competing politics, economics, and ideologies led to the Civil War. ● the ways that Black people fought to preserve their humanity and developed a culture and institutions reflecting their own values and beliefs. Skills: (Students will understand…) ● evaluate the role that political, economic, and social movements of the 18th and 19th centuries had on the development of abolitionist thinking. ● examine how Africans and the descendants of African Americans worked individually and collectively to spark revolutionary change to their existence. ● explore various perspectives of enslavement from free and enslaved Africans using primary sources representative of the social, political, economic, and cultural changes occurring during this time. ● analyze the impact of rhetoric, tactics, and timing on the abolitionist movement. ● explore how competing politics, economics, and ideologies led to the Civil War.

Unit Number and Title:	**Unit 4:** Long, Long History for Equality (1865-1915) Adapted from SERC Curriculum, S. Close & P. Jarman-Smith (2021)
Duration:	~3-4 weeks
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	This unit focuses on the period of Reconstruction (1865-77), Black Settlement, Towns, and Settlers in the West (1865-1915), and the struggle against the Jim Crow System. This unit will also go into detail on the political contributions of African American politicians to the passage of the Reconstruction era: acts and laws that brought the right to citizenship, the right to vote, and public education. In addition, this course will focus on the African past as it relates to the development of African American culture in the Western Hemisphere.
Learning Goals	
Standard(s):	*From Connecticut Secondary Social Studies Standards* US.His.16.a. Analyze the political, economic, and social agency demonstrated by Black Americans throughout the period of Reconstruction using evidence from multiple relevant historical sources (e.g., Black Republicans, Historically Black Colleges and Universities, Edisto Island). US.Civ.13.a. Evaluate intended and unintended outcomes of Reconstruction plans and policies in terms of rebuilding a shared national identity (e.g., Radical Republicans, Compromise of 1877, Freedmen's Bureau, Reconstruction Treaties). US.Civ.5.a. Evaluate the effectiveness of state and federal government in upholding the Reconstruction Amendments (e.g., Black Codes, Enforcement Acts, Jim Crow laws). US.Civ.14.a. Analyze the historical context of racism, racial violence, and challenges to reconciliation between the United States and the former Confederacy. US.His.7.a. Explain how contemporary perspectives of Reconstruction are shaped by political and social attitudes. US.His.4.a. Analyze complex and interacting factors that influenced the strategies for Black social and economic progress in the late 19th and early 20th centuries (e.g., Booker T. Washington, W.E.B. Du

	Bois, Ida B. Wells, Mary Townsend Seymour). *From NCSS Inquiry Standards* Dimension 1 - Developing Questions and Planning Inquiries US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives. Dimension 3 -Evaluate Sources and Use Evidence US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). Dimension 4- Communicate Conclusions and Take Informed Action US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
Essential Question(s):	● What is freedom, and how best should it be achieved?
Enduring Understanding(s):	● Africans and their descendants have sparked revolutionary change through both individual actions and collective efforts, reshaping their lives and society. ● Reconstruction politics profoundly affected both Black and White Americans, with literature and primary accounts revealing diverse experiences and perspectives from this era. ● The settlement of the American West and Manifest Destiny greatly impacted the development of African American societies and cultures. ● The post Civil-War era in the United States brought significant political, social, and economic changes, leading to both progress and conflict as new movements, cultural shifts, and ideologies emerged.
Learning Goal(s): *Students will be able to use their learning to:*	Content: (Students will know…) ● how African Americans fought and struggled for justice during Reconstruction and Jim Crow.

(Content/ Skills)	○ the 13th, 14th, and 15th Amendments to the Constitution. ○ Plessy v. Ferguson ○ terror lynching ● the impact of Jim Crow laws on Black communities. ○ segregation ○ disenfranchisement ● the various forms of resistance to Jim Crow. ○ activism ○ community organization ● Students will know the impact of the Black public intellectual on the early fight for civil rights and equality in the U.S. ○ Ida B. Wells-Barnett ○ Booker T. Washington ○ W.E.B. DuBois Skills: (Students will be able to…) ● analyze how African Americans fought and struggled for justice during Reconstruction and Jim Crow. ● explore the Reconstruction politics through literature and other accounts from primary documents. ● using primary sources, examine how Africans and the descendants of African Americans worked individually and collectively to spark revolutionary change in their existence.

Unit Number and Title:	**Unit 5:** Black Movement for Equality (1915-1965) Adapted from SERC Curriculum, M. Geary, S. Close & P. Jarman-Smith (2021)
Duration:	~3-4 weeks
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	This unit will focus on Black Americans' movements for equality, both geographical and societal. It will begin with the Great Migration, which is when approximately half a million African Americans relocated from Southern to Northern states between 1916 and 1918, and will then explore the fight for equal rights and the enormous contributions of Black people in America during the early 20th century. The unit should help students understand how the events of the period helped shape present-day systems.
Learning Goals	
Standard(s):	*From Connecticut Secondary Social Studies Standards* US.His.14.c. Analyze the causes and effects of the Great Migration (e.g., Jim Crow laws, racial terrorism, emergence of urban Black cultural centers, resurgence of Islam). US.His.16.b. Evaluate the juxtaposition between celebration of wartime service in World War I and the discrimination faced by individuals and groups using evidence from multiple historical sources (e.g., European, Latino, Indigenous, and Black service members, Thind v. United States). US.His.4.c. Analyze how racism and nativism shaped perspectives about individuals and groups and influenced government policy (e.g., Red Summer, Sacco Vanzetti, eugenics movement, immigration acts in the 1920s, Angel Island, Ku Klux Klan). US.His.4.d. Analyze complex and interacting factors that influenced a debate over national identity in the United States in the 1920s (e.g., Scopes Trial, Jazz, flappers, Immigration Act of 1924, Marcus Garvey, mass media and advertising). US.His.6.a. Analyze how authors, artists, and musicians documented perspectives and experiences of individuals and groups throughout the interwar period (e.g., Jacob Lawrence, Dorthea Lange, Langston Hughes, Billie Holiday, Yasuo Kuniyoshi, Magdalena Carmen Frida Kahlo, y Calderón).

	US.His.16.c. Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources (e.g., Japanese-American Internment, Holocaust intervention, Braceros Program, Fair Employment Practices Act, segregated regiments, women in the military). US.His.16.d. Describe the achievements and contributions of diverse individuals and groups during World War II using evidence from historical sources (e.g., Women accepted for Volunteer Emergency Service, Tuskegee Airmen, Navajo Code Talkers, 442 Japanese-American Regiment, 158th Regimental Combat Team). US.Civ.5.c. Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties (e.g., Hernandez v. Texas, Executive Order 10450, Loving v. Virginia, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, Roe v. Wade). *From NCSS Inquiry Standards* Dimension 1 - Developing Questions and Planning Inquiries US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives. Dimension 3 -Evaluate Sources and Use Evidence US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). Dimension 4- Communicate Conclusions and Take Informed Action US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
Essential Question(s):	● How successful have Black Americans' movements for equality been in transforming the dreams, status, and rights of Black Americans in the United States? ● How have Americans agreed on or argued over the values that guide the political system, as well as who is a part of the political process?

Enduring Understanding(s):	● Major groups in the movement for equality used diverse tactics and missions, achieving significant accomplishments that shaped American society. ● Key events in history are shaped by complex causes and contexts, producing lasting consequences for individuals and communities. ● Individuals, groups, and institutions in the United States have played critical roles in both advancing and obstructing the pursuit of freedom, equality, and social justice. ● The federal government has both supported and inhibited various civil rights movements throughout the 20th century. ● Women of color have played vital and often under-recognized roles in the Civil Rights Movement, contributing unique perspectives and leadership.
Learning Goal(s): *Students will be able to use their learning to:* (Content/ Skills)	Content: (Students will know…) ● the significance of key cultural and historical events in shaping African American identity and experiences. ○ the Great Migration ○ the "Red Summer" of 1919 ○ the Harlem Renaissance ○ the New Negro Movement ● the contributions of African Americans in WWI and WWII and the ongoing struggle for rights and recognition during these periods. ○ military service ○ advocacy for civil rights ○ the Double V Campaign ● how federal policies such as FDR's New Deal and the Fair Housing Act exacerbated segregation and led to current gaps in wealth, wages, and opportunity for African Americans. ○ redlining ○ housing discrimination ● the roles of important organizations. ○ NAACP ○ UNIA

	○ National Urban League ○ SCLC ○ National Council of Negro Women ○ NOI ○ CORE ○ SNCC ● the impact of landmark Supreme Court decisions. ○ *Brown v. Board of Education* ● major Civil Rights legislation. ○ Civil Rights Acts of 1957 and 1964 ○ Voting Rights Act of 1965 ● the influential contributions of Black leaders and women. ○ W.E.B. Du Bois ○ August Wilson ○ Mary Townsend Seymour ○ John Lewis ○ Dr. Mary McLeod Bethune ○ Constance Baker Motley ○ Mamie Till Skills: (Students will be able to…) ● evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people's struggle for freedom, equality, and social justice. ● analyze the role of the federal government in supporting and inhibiting various 20th-century civil rights movements. ● analyze the role of students and women of color in the Civil Rights Movement. ● investigate a variety of primary resources (including both the Black and the White press) to analyze social and political changes for Black Americans in this period and reactions to these changes.

Unit Number and Title:	**Unit 6:** Protest, Politics, and Power (1965-Present) Adapted from SERC Curriculum, D. Canton & P. Jarman-Smith (2021)
Duration:	~5-6 weeks
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	This unit examines African American history from the political, economic, and cultural impact of Black Power to Black Lives Matter. During this era, African Americans used the vote to demand reform, created organizations such as the Black Panther Party to address police brutality, and created independent social programs. Since 1965, African Americans have made major progress, such as an increase in college graduates and a decrease in poverty rate; however, institutional racism continues to undermine the progress of African Americans and African and Black Caribbean immigrants, as well as an expanding Black middle class.
Learning Goals	
Standard(s):	*From Connecticut Secondary Social Studies Standards* US.His.15.a. Identify both long-term causes and triggering events to develop historical arguments about efforts to abolish legalized racial segregation, discrimination, and disenfranchisement (e.g., Southern Christian Leadership Conference, Black Panther Party, Student Nonviolent Coordinating Committee, American Jewish Congress, American Indian Movement, United Farm Workers, Congress of Racial Equality). US.Civ.5.b. Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access). US.Civ.5.c. Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties (e.g., Hernandez v. Texas, Executive Order 10450, Loving v. Virginia, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, Roe v. Wade). US.His.1.h. Evaluate how popular culture in the 1970s and 1980s promoted and reflected hyperconsumerism, racial tension, women's empowerment, and the Cold War.

	US.Civ.13.b. Evaluate United States policies to address public safety in terms of intended and unintended outcomes, and related consequences (e.g., War on Drugs, "America Responds to AIDS" public information campaign, Immigration Reform and Control Act). US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory. US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline). US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence). *From NCSS Inquiry Standards* Dimension 1 - Developing Questions and Planning Inquiries US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives. US.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. Dimension 3 -Evaluate Sources and Use Evidence US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). Dimension 4- Communicate Conclusions and Take Informed Action US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details). US.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about United States History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies. US.Inq.4.e. Analyze the characteristics and causation of national problems issues, both past and

	present, using a multidisciplinary lens.
Essential Question(s):	● What are the greatest issues facing Blacks and African Americans in the U.S. today? ● What does radically reimagining new possibilities and more just futures look and sound like now?
Enduring Understanding(s):	● The Black community is shaped by intersecting identities, including race, class, and gender, resulting in a rich diversity of experiences, communities, and perspectives. ● Societal change, the promotion of the common good, and the protection of rights have been advanced through historical, contemporary, and emerging strategies. ● The legacy of African American and Black experiences, intellectual thought, and culture inspires new possibilities and more just futures for the country and the world.
Learning Goal(s): *Students will be able to use their learning to:* (Content/ Skills)	Content: (Students will know…) ● the ways that African Americans have navigated and used power in the past and what these approaches teach us about radically reimagining new possibilities and more just futures. ○ civil disobedience ○ community control ○ solidarity movements ○ mutual aid ● the different definitions of power and how they have impacted the African American and Black communities ○ people power ○ political power ○ economic power ○ cultural power ● the scope and legacy of resistance that has been integral to African American people's resilience. ● the various movements that have shaped Black experiences in the U.S. ○ Black Power ○ intersectionality

	○ Womanism ○ Hip Hop ○ Black Lives Matter ● the present-day challenges faced by members of the African American community in achieving equality and social justice ○ economic inequality ○ mass incarceration Skills: (Students will be able to…) ● compare and contrast the contributions of various individuals and groups to the Civil Rights Movement, the Black Power Movement, and Black Lives Matter (e.g., Martin Luther King, Jr., Malcolm X, Fred Hampton, Angela Davis). ● use popular culture (television, music, films) to analyze the values and beliefs of Black Americans during this time period. ● examine the impact of race, class, and gender on how the Black community is shaped by a variety of identities, communities, and perspectives. ● analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. ● reimagine new possibilities and more just futures for our country and our world, drawn from the legacy of African American and Black experiences, intellectual thought, and culture.