

African American History Unit 1

Unit: *Social Sciences and History*, Grade(s) *Grade 9 - Grade 12*

Unit 1 of this course begins with the continent of Africa and traces that rich heritage through the emerging Atlantic world and onto the establishment and evolution of the United States, culminating in the American Civil War and Reconstruction era.

Duration: 7 Weeks

Unit

Essential Questions/Enduring Understandings

EQ1: What was African civilization like prior to the European exploration and colonization of the Americas?

EQ2: What were the main reasons for the introduction of African slavery to the colonial system?

EQ3: What was the economic impact of the institution of slavery?

EQ4: What were the inhumane aspects of being a slave?

EQ5: How did the period of Enlightenment influence the ideologies of blacks in regards to freedom?

EQ6: What principles or ideologies were blacks fighting for as participants within the American Revolution?

EQ7: What role did historically black institutions play in forming free black communities in the North?

EQ8: What were the motives and achievements of Blacks for fighting during the Civil War?

EQ9: How effective were the 13th, 14th, and 15th Amendments?

EQ10: How effective are governmental institutions in addressing various forms of inequality?

EU1: The enslavement of Africans in the Americas was a continuation of a European practice.

EU2: The enslavement of Africans was based on religious and cultural factors.

EU3: Economic demand increased the growth of the institution of slavery.

EU4: Slavery eventually became the economic engine of the majority of colonies.

EU5: The ideals from the Declaration of Independence acted as a foundation for many African American reform movements.

EU6: Historically black institutions such as the church, education systems, and social organizations, played a key role in addressing the needs of early free black communities.

EU7: The Reconstruction Era consisted of a series of successes and failures for the African American community.

Students will be able to...

- Understand the impact of geography on the culture of West African early civilizations
- Describe the plight of enslaved blacks during the Transatlantic Slave Trade and Middle Passage
- Recognize the influence of the ideas of American Revolution in regards to the abolishment of slavery
- Note the African American role in US military conflicts
- Identify the key people & events in the Abolitionist Movement
- Understand the importance of education & religion to emancipated Blacks
- Explain the passage of the 13th, 14th and 15th Amendments and its impact on Blacks
- Identify the population shifts and migration patterns during Reconstruction
- Describe the treatment of Blacks during & after Reconstruction and the Federal Government's response

Evidence of Learning/ Assessment

[Summative Performance Assessment #1 - Middle Passage](#)

[Summative Performance Assessment #2 - Reconstruction](#)

Formative Assessments:

- Differentiated Interactive Notebook Entries
- Student Role-Playing Activities
- Exit Slips & 3-2-1 Reflections
- Teacher-Created Quizzes
- [Digital Formative Assessment Options](#)

Instructional Design/Learning Plan

Suggested Sequence of Learning

Suggested Learning Activities:

- Map the continent of Africa, identifying East African and Western African civilizations
- Create a digital Story that compares and contrasts American slavery to modern day slavery throughout other regions of the world
- Analyze the Declaration of Independence & Constitution and discuss the parts that implied freedom for enslaved Africans.
- Conduct a classroom debate: Should President Lincoln be considered to be a liberator or hypocrite because of his actions and beliefs during the Civil War Era?
- Conduct research to identify and elaborate on a specific African American that participated within the Civil War.
- Compare and contrast modern American push and pull factors with that of Black migration during the Reconstruction era

Unit Materials

- Amistad Interactive Curriculum Units 2-8
Achieve 3000
The DBQ Project

Standards Covered

***Social Studies NJSLs**

SOC.6.1.12: U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.1.12.1: Colonization and Settlement (1585-1763)

- SOC.6.1.12.A.1: Civics, Government, and Human Rights
 - SOC.6.1.12.A.1.b: Analyze how gender, property ownership, religion, and legal status affected political rights.
- SOC.6.1.12.C.1: Economics, Innovation, and Technology
 - SOC.6.1.12.C.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
 - SOC.6.1.12.C.1.b: Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

SOC.6.1.12.2: Revolution and the New Nation (1754-1820s)

- SOC.6.1.12.A.2: Civics, Government, and Human Rights
 - SOC.6.1.12.A.2.a: Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
- SOC.6.1.12.D.2: History, Culture, and Perspectives
 - SOC.6.1.12.D.2.a: Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
 - SOC.6.1.12.D.2.b: 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.
 - SOC.6.1.12.D.2.e: Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

SOC.6.1.12.3: Expansion and Reform (1801-1861)

- SOC.6.1.12.A.3: Civics, Government, and Human Rights
 - SOC.6.1.12.A.3.f: Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
 - SOC.6.1.12.A.3.h: Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
 - SOC.6.1.12.A.3.i: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- SOC.6.1.12.D.3: History, Culture, and Perspectives
 - SOC.6.1.12.D.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
 - SOC.6.1.12.D.3.c: Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
 - SOC.6.1.12.D.3.d: Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
 - SOC.6.1.12.D.3.e: Determine the impact of religious and social movements on the development of American culture, literature, and art.

SOC.6.1.12.4: Civil War and Reconstruction (1850-1877)

- SOC.6.1.12.A.4: Civics, Government, and Human Rights
 - SOC.6.1.12.A.4.a: 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.
 - SOC.6.1.12.A.4.b: Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
 - SOC.6.1.12.A.4.c: Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
- SOC.6.1.12.B.4: Geography, People, and the Environment
 - SOC.6.1.12.B.4.b: Analyze the impact of population shifts and migration patterns during the Reconstruction period.
- SOC.6.1.12.C.4: Economics, Innovation, and Technology

- SOC.6.1.12.C.4.b: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- SOC.6.1.12.C.4.c: Explain why the Civil War was more costly to America than previous conflicts were.
- SOC.6.1.12.D.4: History, Culture, and Perspectives
 - SOC.6.1.12.D.4.a: Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
 - SOC.6.1.12.D.4.c: Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
 - SOC.6.1.12.D.4.d: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
 - SOC.6.1.12.D.4.e: Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

Common Core English Language Arts/Literacy

CCSS.ELA-Literacy.RH: Grades 11-12 Literacy in History/Social Studies

CCSS.ELA-Literacy.RH.11-12: Reading

- **Craft and Structure**
 - CCSS.ELA-Literacy.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).
 - CCSS.ELA-Literacy.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.
 - CCSS.ELA-Literacy.RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- **Integration of Knowledge and Ideas**
 - CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
 - CCSS.ELA-Literacy.RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
 - CCSS.ELA-Literacy.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.
- **Key Ideas and Details**
 - CCSS.ELA-Literacy.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
 - CCSS.ELA-Literacy.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
 - CCSS.ELA-Literacy.RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- **Range of Reading and Level of Text Complexity**
 - CCSS.ELA-Literacy.RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST: Grades 11-12 Writing in History/Social Studies, Science and Technical Subjects

CCSS.ELA-Literacy.WHST.11-12: Writing

- **Production and Distribution of Writing**
 - CCSS.ELA-Literacy.WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - CCSS.ELA-Literacy.WHST.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - CCSS.ELA-Literacy.WHST.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- **Range of Writing**
 - CCSS.ELA-Literacy.WHST.11-12.10: **Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**
- **Research to Build and Present Knowledge**
 - CCSS.ELA-Literacy.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.**
 - CCSS.ELA-Literacy.WHST.11-12.8: **Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.**
 - CCSS.ELA-Literacy.WHST.11-12.9: **Draw evidence from informational texts to support analysis, reflection, and research.**
- **Text Types and Purposes** These broad types of writing include many subgenres.
 - CCSS.ELA-Literacy.WHST.11-12.1: **Write arguments focused on discipline-specific content.**
 - CCSS.ELA-Literacy.WHST.11-12.1a: **Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.**
 - CCSS.ELA-Literacy.WHST.11-12.1b: **Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.**
 - CCSS.ELA-Literacy.WHST.11-12.1c: **Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.**
 - CCSS.ELA-Literacy.WHST.11-12.1d: **Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**
 - CCSS.ELA-Literacy.WHST.11-12.1e: **Provide a concluding statement or section that follows from or supports the argument presented.**
 - CCSS.ELA-Literacy.WHST.11-12.2: **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
 - CCSS.ELA-Literacy.WHST.11-12.2a: **Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**
 - CCSS.ELA-Literacy.WHST.11-12.2b: **Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**
 - CCSS.ELA-Literacy.WHST.11-12.2c: **Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**
 - CCSS.ELA-Literacy.WHST.11-12.2d: **Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.**
 - CCSS.ELA-Literacy.WHST.11-12.2e: **Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).**

Additional Properties

Author: Gauntt, Kelly

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Keywords:

Created by: willingboro, willingboro (7/3/2018 8:27 AM)

Last modified by: Gauntt, Kelly (1/9/2019 9:07 AM)