African American History Unit 2

Unit: Social Sciences and History , Grade(s) Grade 11 - Grade 12

Unit 2 of this course begins with the African American experience during the post-Reconstruction period during the origins of the Progressive Era. It then goes through the 20th Century, culminating in the debates, conflicts, and developments facing America in the 21st Century.

Duration: 11 Weeks

Unit

Essential Questions/Enduring Understandings

EQ1: What were the push and pull factors that led to the African Americans migrating to various regions within the country?

EQ2: What have African American soldiers gained or lost by serving in the military?

EQ3: What subjects and issues, past and present, are at the center of African American art & literature?

EQ4: What is the most effective method of protest?

EQ5: Is violence sometimes necessary to promote social change?

EQ6: Has Martin Luther King's "Dream" become a reality?

EU1:There were many social, political, and economic advantages of African Americans migrating to the North in the 19th and 20th Centuries.

EU2: The integration of African Americans in the US military helped to bring about integration in the general population.

EU3: African American writers and artists created and composed material that reflected the African American experience.

EU4: Individual and group efforts helped shaped the Civil Rights movements

Students will be able to...

- Understand the impact of segregation, racial tensions, and lack of opportunities that led to the Great Migration
- Recognize the accomplishments of & discrimination of African American men & women in the military
- Identify key artist, writers and musicians of the Harlem Renaissance
- Trace the evolution of African Americans in the sports and entertainment world
- Identify the positive and negative portrayals of African Americans in the media
- Identify ways in which blacks responded to the harsh conditions of racial segregation
- Note the difference between the approaches used by different black leaders in fighting racial injustice
- Describe the purpose and importance of organizations such as the NAACP, SCLC, CORE,SNCC; etc.
- Understand the court cases and legislation that resulted from the civil rights movement
- Identify key people and events related to the civil rights movement

Evidence of Learning/ Assessment

Summative Performance Assessment #1 - DBQ: Martin Luther King and Malcolm X

Summative Performance Assessment #2 - DBQ: Race Relations

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:

- Students will begin to read in chapters within the Autobiography of Malcolm X
- Compare and Contrast the educational viewpoints of Booker T Washington, W.E.B. Dubois & Carter G. Woodson
- Write an editorial depicting the push and pull factors for the Great Migration and the increase of racial tensions during the time period
- Civil Rights Skit: Students work to recreate a pivotal event that occurred during the Civil Rights Era
- Analyze and role play the pivotal 1944 NJ Public Schools Desegregation Case - Hedgepeth Williams
- Interactive Timeline -Students will work collectively to create an interactive timeline using Google Slides.
- African American Civil Right Heroes Project – create a digital story or paper depicting why a chosen individual is a hero for that era

Unit Materials

- Amistad Interactive Curriculum Units 9-13
- 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.6.1.12.5: The Development of the Industrial United States (1870-1900)

- **SOC.6.1.12.A.5: Civics, Government, and Human Rights**
  - **SOC.6.1.12.A.5.b: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.**

- **SOC.6.1.12.B.5: Geography, People, and the Environment**
  - **SOC.6.1.12.B.5.b: Assess the impact of rapid urbanization on the environment and on the quality of life in cities.**

- **SOC.6.1.12.C.5: Economics, Innovation, and Technology**

- SOC.6.1.12.C.5.b: **Compare and contrast economic development of the North, South, and West in the post-Civil War period.**

  - SOC.6.1.12.D.5: **History, Culture, and Perspectives**

    - SOC.6.1.12.D.5.b: **Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.**

    - SOC.6.1.12.D.5.c: **Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.**

    - SOC.6.1.12.D.5.d: **Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.**

SOC.6.1.12.6: The Emergence of Modern America (1890-1930)

  - SOC.6.1.12.A.6: **Civics, Government, and Human Rights**

    - SOC.6.1.12.A.6.b: **Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.**

    - SOC.6.1.12.A.6.c: **Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.**

  - SOC.6.1.12.C.7: **Economics, Innovation, and Technology**

    - SOC.6.1.12.C.7.b: **Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.**

  - SOC.6.1.12.C.8: **Economics, Innovation, and Technology**

    - SOC.6.1.12.C.8.a: **Analyze the push-pull factors that led to the Great Migration.**

  - SOC.6.1.12.D.8: **History, Culture, and Perspectives**

    - SOC.6.1.12.D.8.a: **Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.**

    - SOC.6.1.12.D.8.b: **Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.**

SOC.6.1.12.7: The Great Depression and World War II (1929-1945)

  - SOC.6.1.12.D.9: **History, Culture, and Perspectives**

    - SOC.6.1.12.D.9.b: **Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.**

  - SOC.6.1.12.D.10: **History, Culture, and Perspectives**

    - SOC.6.1.12.D.10.c: **Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.**

  - SOC.6.1.12.D.11: **History, Culture, and Perspectives**

    - SOC.6.1.12.D.11.c: **Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.**

SOC.6.1.12.8: Postwar United States (1945 to early 1970s)

  - SOC.6.1.12.A.13: **Civics, Government, and Human Rights**

    - SOC.6.1.12.A.13.a: **Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.**

    - SOC.6.1.12.A.13.b: **Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.**

  - SOC.6.1.12.B.13: **Geography, People, and the Environment**

    - SOC.6.1.12.B.13.a: **Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.**

  - SOC.6.1.12.C.13: **Economics, Innovation, and Technology**

    - SOC.6.1.12.C.13.a: **Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.**

- SOC.6.1.12.C.13.c: **Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).**

- SOC.6.1.12.D.13: **History, Culture, and Perspectives**
  - SOC.6.1.12.D.13.a: **Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.**
  - SOC.6.1.12.D.13.b: **Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.**

SOC.6.1.12.9: Contemporary United States (1970-Today)

- SOC.6.1.12.A.14: **Civics, Government, and Human Rights**
  - SOC.6.1.12.A.14.b: **Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.**

- SOC.6.1.12.D.14: **History, Culture, and Perspectives**
  - SOC.6.1.12.D.14.b: **Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.**
  - SOC.6.1.12.D.14.d: **Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.**

- SOC.6.1.12.D.15: **History, Culture, and Perspectives**
  - SOC.6.1.12.D.15.a: **Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.**

- SOC.6.1.12.D.16: **History, Culture, and Perspectives**
  - SOC.6.1.12.D.16.c: **Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.**

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).**

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