

Unit 3 Practice of Freedom

Content Area: **Social Studies**
Course(s): **African American History**
Time Period: **January**
Length: **7 weeks**
Status: **Published**

Unit Overview:

Unit 3 presents the journey of newly freed African Americans as they assert social, cultural, and political aspirations while combating racial opposition. Students will review Reconstruction, Jim Crow and the Great Migration with an examination of key figures and forays into self determination including educational (HBCUs) and economic opportunities, Black women's club movement, and Harlem Renaissance.

Essential Questions:

1. How does the study of Reconstruction, Jim Crow, the Great Migration and Harlem Renaissance provide evidence of the theme of resistance and resilience?
2. In what ways do the changing attitudes of these eras influence self definition and identity?

Enduring Understandings:

1. Students must understand how African Americans developed their viewpoints and thoughts on freedom and their resilience in the face of violence and oppression.
2. Students will gain understanding of how African Americans enriched familial, spiritual, economic and social lives.

Standards/Indicators/Student Learning Objectives (SLOs):

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.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.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.8.a	Analyze the push-pull factors that led to the Great Migration.
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.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
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.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.CS4	Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

Lesson Titles:

Reconstruction and Black Politics

Uplift Ideology

The New Negro Renaissance

Art, Literature, and Music

Migrations, Pan-Africanism

Black Internationalism

AP Extended Essay

Materials:

Core Instructional Materials

From Slavery to Freedom, 10th Ed by Franklin & Higginbotham

The African American Odyssey, Hine, Hine & Harrold

Supplemental Materials

Before the Mayflower, Bennett Jr

Bound for the Promised Land: The Great Migration

The 13th , 14th , and 15th Amendments to the United States Constitution, 1865, 1868, and 1870 (from the Thirteenth, sections 1–2; Fourteenth, sections 1, 3, and 4; Fifteenth, sections 1–2)

Engraved Portrait of Five African American Legislators from Reconstruction Congresses, Early 1880s

Land Order for Richard Brown, 1865

Circular No. 8 from the Bureau of Refugees, Freedmen, and Abandoned Lands, 1866

Juvenile Convicts at Work in the Fields, 1903

Picture Postcard of a North Carolina Convict Camp, Circa 1910

Plessy v. Ferguson Supreme Court ruling, 1896

“If We Must Die” by Claude McKay, 1919

Photograph of the Greenwood District Burning During the Tulsa Race Massacre, 1921 Photograph of Black Men with Hands Raised During the Tulsa Race Massacre, 1921 Photograph of Destruction in Greenwood After the Tulsa Race Massacre, 1921

Jubilee Singers of Fisk University, 1875

Botanist George Washington Carver with Students in his Laboratory at Tuskegee Institute, 1902

Omega Psi Phi Members with Baskets of Canned Food for Charity, 1964

Excerpt from The New Negro: An Interpretation by Alain Locke, 1925 “The Negro Artist and the Racial Mountain” by Langston Hughes, 1926

“Heritage” by Gwendolyn Bennett, 1922 “Heritage” by Countee Cullen, 1925

Duke Ellington – ‘It Don’t Mean a Thing’ (1943) (video, 2:45)

Ethel Waters in Cabin in the Sky, 1943

Katherine Dunham, Cabin in the Sky, 1940

The Mis-Education of the Negro by Carter Godwin Woodson, 1933

The Migration Series by Jacob Lawrence, 1940–1941 (various panels, in particular Panel No. 1) Map of The Great Migration

“Address to the Second UNIA Convention” by Marcus Garvey, 1921

Texts at Various Levels

WEB DuBois- speeches

Booker T Washington speeches

Marcus Garvey

Ida B Wells speeches and publications

Claude McKay poems

Henry McNeal Turner

Anna Julia Cooper and Frances Ellen Watkins Harper. (women's rights)

Carter G Woodson - black education

Alain Locke

Jean Toomer - Harlem Ren author

Zora Neale Hurston

Langston Hughes

Nella Larsen and Wallach Thurman (black identity)

artists such as Palmer Hayden, Loïs Mailou Jones, Romare Bearden, James Van Der Zee, and Aaron Douglass.

Ralph Ellison, Manuel Zapata Olivella, and James Weldon Johnson.

Paul Laurence Dunbar and James Baldwin.

Black national anthem, “Lift Every Voice and Sing” through sources by James Weldon Johnson and Imani Perry

Arturo Schomburg or an excerpt from the writings of Wilfred A. Domingo.

Advertisement for Madam C.J. Walker Products, 1906–1950 Photograph of a Convention of Madam C.J. Walker Agents at Villa Lewaro, 1924 Clock Used by the Citizens Savings and Trust Company, 1920–2013

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Recommended strategies and activities include:

- Lecture
- Collaborative group work
- Jigsaw
- Graphic organizers
- Effective questioning
- Cooperative learning
- Conferencing
- Close reading

- Inquiry-based learning
- Individual practice
- Guided practice
- Group work
- Class discussion
- Chunking
- Socratic seminars
- Compare/contrast
- Modeling
- Workshop

Blooms/DOK:

Remember

Understand

Analyze

Apply

Evaluate

Assessments

Summative Assessment:

AP Multiple Choice Questions

DBQ

Short Answer Responses

End of Unit Assessment

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Benchmark Assessments

Writing Prompt

Skills Based Assessment

Reading Response

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessment:

Warm-up:

- Check for Knowledge- Mini Survey
- Turn To Your Partner: Bring peers up to speed by sharing prior knowledge
- Questions of Day - Thought-provoking questions connecting current events to content
- Terminology Implementation Games - speaking using terms and concepts in small talk
- Famous Quotes - connecting statements from notable people to content
- JamBoard-

Anticipatory Set:

- De-briefing - Students "Spill" all their prior knowledge on a topic to assess the starting point for instruction
- Point of Views
- What Would You Do? - Problem solving / Moral compass
- Song connections

Closure:

- Ticket Out the Door:

- Self-Assessments
- Post Surveys

- Anticipatory Set
- Closure
- Warm-Up

Career Education Connection

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Computer Science and Design Thinking Standards

Career Readiness, Life Literacies, & Key Skills:

With a growth mindset, failure is an important part of success.

Diversity, Equity, and Inclusion

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Contributions of African Americans to our Society
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

Henry Moscovitz _ helped start NAACP

Kivie Kaplan- President of NAACP

Rosenwold Schools

Addresses the Following Component of the Mandate:

Nazi influenced by Jim Crow laws

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Yori Kochiyama

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Inter-Disciplinary Connections:

LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Modifications

MLL Modifications:

- Continue practicing vocabulary
- Provide study guides prior to tests
- Read test passages aloud (for comprehension assessment)
- Vary test formats

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Tiered assignments

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Support auditory presentations with visuals
- Teach time management skills
- Use of mnemonics
- Varied reinforcement procedures

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide visual aids and anchor charts
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)

Technology Materials and Standards

Pear Deck

Canva

Worditout.com

Youtube videos

Jamboard

Kami annotating

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.