

# Unit 4 Movements & Debates

Content Area: **Social Studies**  
Course(s): **African American History**  
Time Period: **April**  
Length: **8 weeks**  
Status: **Published**

## Unit Overview:

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In this final unit, students will explore Black Freedom movements from the mid 20th century to modern day. Students will investigate how the African diaspora continues to impact and shape the experiences of African Americans and foster connections among Afro descended communities. This unit will study Black arts, politics, leadership, music and global phenomenon.

Students will research an individual project exploring 4 related sources on a topic of their choice and present and defend their analysis of those sources.

## Essential Questions:

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1. How have African Americans asserted their identities and equal rights?
2. In what way have Black expressions emerged in art, music, literature, and politics?

## Enduring Understandings:

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- \* Students will understand the contributions of African Americans in medicine, science, technology, civil rights and the arts.
- \* Students will understand the influence of the Black Freedom movements

## Standards/Indicators/Student Learning Objectives (SLOs):

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SOC.6.2.12.A.3.d	Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
SOC.6.2.12.D.4.g	Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".
SOC.6.2.12.D.4.h	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
SOC.6.2.12.D.4.k	Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.

SOC.6.2.12.D.5.d

Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

SOC.6.2.12.CS5

The 20th Century Since 1945: Challenges for the Modern World: Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

## **Lesson Titles:**

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Anti-Colonial Movements

Civil Rights Movements

Black Power, Black Pride & Black Arts

Birth of Black Studies

Black Feminist, Womanism Movements

Diversity within Black Community

African American Studies Movements

Black Lives Today (Matters) & New Directions

The Case for Reparations (Tulsa denied)

Final Research Project

Presentation & Defense

## **Materials:**

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## **Core Instructional Materials**

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

The African American Odyssey, Hine, Hine & Harrold

## Supplemental Materials

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Les Fétiches by Loïs Mailou Jones, 1938

The Jungle (La Jungla) by Wifredo Lam, 1943

Excerpt from Discourse on Colonialism by Aimé Césaire, 1955

Martin Luther King Jr. interview during visit to newly independent Ghana on invitation from Kwame Nkrumah, 1957

Joe Louis during visit of Black business and media leaders to Havana, Cuba, 1960

Maya Angelou, Julian Mayfield, and others petition outside the U.S. Embassy in Accra, Ghana, 1963

James G. Thompson, “Should I Sacrifice to Live ‘Half-American’?” Pittsburgh Courier, 1942

Clark Doll Test, Harlem, Gordon Parks, 1947

Kenneth Clark and child during the Clark Doll Test, Harlem, Gordon Parks, 1947

Brown v. Board of Education of Topeka, Opinion, May 17, 1954

Home Owners’ Loan Corporation “Residential Security” map of Philadelphia and Camden, 1937

Excerpt from A Raisin in the Sun by Lorraine Hansberry, 1959

## Texts at Various Levels

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“Nonviolence and Racial Justice” by Martin Luther King Jr., 1957

John Lewis and Colleagues, Prayer Demonstration at a Segregated Swimming Pool, Cairo, Illinois, 1962

“The Revolution Is at Hand” by John Lewis, 1963

“Little Rock” by Nicolás Guillén, 1959

Original Faubus Fables by Charles Mingus, 1960 (video, 9:21)

Why We Can’t Wait by Martin Luther King Jr., 1964 (p. 48)

Can’t Turn Me Around (video, 3:23)

“The Ballot or the Bullet” by Malcolm X, 1964 Malcolm X and Martin Luther King Jr. after press conference at U.S. Capitol, 1964 Muhammad Speaks Newspaper Salesmen, 1965 Elijah Muhammad Addressing Black Muslims at Convention, 1966

The Black Panther Party’s Ten-Point Program, 1966 Black Panther Women in Oakland, CA, 1968 Black Panther Free Food Program, 1972

Kathleen Cleaver on Natural Hair, 1968 (video, 0:57)

Naturally '68 Photo shoot in the Apollo Theater featuring Grandassa models and AJASS members in dashikis, 1968

“Still I Rise” by Maya Angelou, 1978

“The Growing Diversity of Black America” by Christine Tamir, Pew Research Center, 2021

Soul Train It's a Vibe: The Best Soul Train Line Dances (video, 4:31) Playbill for Fences, by August Wilson, 1987

Tommie Smith and John Carlos raise clenched fists during XIX Summer Olympics, 1968 Seattle Seahawks versus San Francisco 49ers, 2017

Mae Jemison works at zero gravity, 1992 Henrietta Lacks (HeLa): The Mother of Modern Medicine by Kadir Nelson, 2017

Let's Talk about “Black Panther” and Afrofuturism (video, 2:45)

“The Evolution of African American Music” by Portia Maultsby, in Africanisms in African American Music, 1980

“Breakdancers in New York,” 1984

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### **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**

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### **Summative Assessment:**

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AP Multiple Choice Questions

DBQ

Short Answer Responses

End of Unit Assessment

- Alternate Assessment
- Benchmark
- Marking Period Assessment

### **Benchmark Assessments**

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Writing Prompt

Skills Based Assessment

Reading Response

### **Alternative Assessment**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

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## **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

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## **Career Education Connection**

CAEP.9.2.12.C.5

Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

### **Career Readiness, Life Literacies, & Key Skills:**

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WRK.9.2.12.CAP.13

Analyze how the economic, social, and political conditions of a time period can affect the labor market.

### **Computer Science and Design Thinking Standards**

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### **Diversity, Equity, and Inclusion**

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#### **Amistad Mandate**

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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**

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Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses):

Bayard Rustin - Civil Rights Movement leader

Stonewall Riots

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## **Climate Change**

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Effects of climate change on urban & poor communities

## **Asian American Pacific Islander Mandate**

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Topic (Person and Contribution Addresses):

WW2 Japanese Internment Camp Victim Reparations

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social



## Inter-Disciplinary Connections:

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LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.W.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.
LA.W.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 task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## Modifications

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### MLL Modifications:

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- Continue practicing vocabulary
- Provide study guides prior to tests
- Vary test formats

### G&T Modifications:

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Tiered assignments

## At Risk Modifications

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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
- 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
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Support auditory presentations with visuals
- Teach time management skills
- Work in progress check

### **IEP & 504 Modifications:**

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\*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 visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer

### **Technology Materials and Standards**

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Pear Deck

Canva

Worditout.com

Youtube videos

Jamboard

Kami annotating

TECH.8.1.12.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.D

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.12.E

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.12.E.CS2

Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

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.