

Unit 2: African Americans in American History

Content Area: **Social Studies**
Course(s): **English I, English II, English III, RaceGenderEthnicityinAmerCulture**
Time Period: **September**
Length: **20 days**
Status: **Published**

Unit Overview:

Unit two focuses on the examination of African Americans in American history. Students will explore the arrival of Africans as slaves in Jamestown. The examination of African Americans will continue into the contributions of African Americans to various American conflicts (the American Revolution, the Civil War, and WWII) and industry/technology. The struggles to end slavery, fight against racism, and end discrimination will be thoroughly evaluated as well. Discussion will also include major pieces of legislation (the 13, 14, and 15 amendments) as well as significant Supreme Court cases (Plessy v. Ferguson, Brown v. Board of ed., and Dred Scott) ending with the Civil Rights movement connected to the Black Lives Matter Movement.

Enduring Understandings:

African Americans have faced specific hardships, have made significant contributions to American society over time, and still lack privilege and power in America.

- Discrimination in American history has taken a variety of forms against a variety of peoples.
- For most groups in American society, struggle is an essential part of the American experience.
- Minority groups have been essential in time of war.
- Minority groups have helped to advance American technology and industry.
- Minority groups have played a vital role in shaping American society
- Political change can have positive effects when limiting discrimination.

Essential Questions:

How does the experience of African Americans shape American society?

How does America benefit from contributions from African Americans?

How does the experience of African Americans compare to that of other minority groups?

How do African Americans face challenges in modern society compared to previous periods in our history?

- How does America reconcile its claims of liberty, equality, and freedom with its past treatment of minority groups?
- How has struggle led to change for American minority groups?
- How have minority groups shaped American culture?
- What has the impact of discrimination been on the political, social, and economic pieces of American society?

Standards/Indicators/Student Learning Objectives (SLOs):

6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.

6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

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.

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.

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

6.1.12.D.13.c Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

6.1.12.D.13.a Explain why national governmental actions were needed to ensure civil rights for African Americans.

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.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.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.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.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.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.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.CS11	The Great Depression and World War II: World War II: The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.
SOC.6.2.12.D.1.e	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

Lesson Titles:

African Americans in American society (Contributions to culture, roles in society, job options, and image in culture over time)

African Americans in War (Contributions to the many American wars)

African Americans and Industry (The jobs available in factories, inventing items, and the role of consumers of new items.)

African Americans and the government (Legislation that helped and hurt African Americans' chances for equality and important leaders throughout time.)

Slavery and Discrimination (Students will examine what slavery was like, the racism throughout time, the fight for equality, and an examination of the writings of Frederick Douglass.)

The Civil Rights movement (Students will examine important leaders of the Civil Rights era, the murder of Emmitt Till, tactics used, and the effectiveness of different strategies)

Fact vs. Fiction (Students will view the movie *the Help*. They will then complete a research assignment to assess the validity and historical accurateness of the film)

Fact vs. Fiction (Students will view the movie *Glory*. They will then complete a research assignment to assess the validity and historical accurateness of the film)

Black Lives Matter Movement (Students will research current event articles regarding police brutality and the NFL and analyze the effects of the movement)

21st Century Skills and Career Ready Practices:

- Global perspectives
- Business, financial, entrepreneurship
- Civic literacy
- Critical thinking and creativity
- Information and media literacy
- Communication and collaboration
- Life and career skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
PFL.9.1.12.F.3	Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections:

- ELA: Reading and writing
- Sociology

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
SOC.9-12.2.1.1	Nonmaterial culture, including norms and values
SOC.9-12.2.1.2	Material culture
SOC.9-12.2.1.3	Subcultures
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.2	Cultural relativity
SOC.9-12.2.2.4	American values
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.2	Countercultures
SOC.9-12.2.4.3	Social movements
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality

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

Students will analyze contributions to culture, roles in society, job options, and image in culture over time. (Analysis)

Students will analyze and evaluate the African American contributions to wars. (Analysis)

Students will explain how roles of African Americans changed during wartime. (Knowledge)

Students will role play and evaluate the Supreme Court Case Dred Scott vs. Sanford. (Evaluate)

Students will analyze legislation that helped and hurt African Americans' chances for equality and important leaders throughout time. (Analysis - Synthesis)

Students will examine what slavery was like, the racism throughout time, the fight for equality, and an examination of the writings of Frederick Douglass. (Knowledge - Evaluation)

Students will examine important leaders of the Civil Rights era, the murder of Emmitt Till, tactics used, and the effectiveness of different strategies. (Knowledge - Evaluation)

Students will analyze the movie *Glory* will complete a research assignment to assess the validity and historical accurateness of the film. (Analysis)

Students will analyze the movie *The Help* will complete a research assignment to assess the validity and historical accurateness of the film. (Analysis)

Students will research current event articles regarding police brutality and the NFL and analyze the effects of the movement. (Analysis)

Delsea One

SWAG

- Discussion
- Debate
- Group Work
- Movie Analysis
- Reading and Writing Activity
- Research Project

Modifications

ELL Modifications:

- Sheltered English Instruction
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)

- Provide academic (Tier III) vocabulary
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Provide learning objective and skill objective
- Delsea One
- SWAG

IEP & 504 Modifications:

Testing modifications:

- higher level reasoning questions such as, DBQs or RAFTs, would have less weight than other questions or possibly be provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content
- DBQs and RAFTs will include highlighted segments
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.
- word banks, multiple choice, matching questions help when possible
- less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Political cartoons and other images/graphics should include a synopsis
- Maps with keys/ word banks
- Current events can be watched or read
- Read test aloud
- Test in small groups
- Projects can be submitted digitally or paper
- Options for type of project relating to content
- Delsea One
- SWAG

Instructional modifications/accommodations:

- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-

teaching) Varied instruction: Quizlet

- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used.
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
- modeling and showing lots of examples
- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- direct teaching and/or assistance for organization, social skills/peer interactions
- providing paraphrased or modified reading materials at the student's reading level for science and social studies and elective classes
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review
- allow student to edit with teacher comments the first attempt at a graded written assignment
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- monitoring student moods/behavior fluctuation patterns to report to casemanager
- Students who prefer to work individually will be permitted to
- Oral presentations to small groups or teacher only
- Preferential Seating
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Tap prior knowledge
- Be flexible with time frames and deadlines
- Repeat reword and clarify
- Provide academic (Tier III) vocabulary
- Repetition of key concepts through varied methods
- Options for type of project relating to content
- Delsea One
- SWAG

G&T Modifications:

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a Invite students to explore different points of view on a topic of study and compare the two.
- specific career they are interested in? How would this apply to their interest?)
- Refrain from having them complete more work in the same manner.

- Employ differentiated curriculum to keep interest high.
- Repetition of key concepts through varied methods
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Encourage students to make transformations- use a common task or item in a different way.
- Different test items. (DBQ, RAFT, thesis statement, projects, inquiry based)
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- ELA - Socratic Seminars with accountability for participation (maybe a certain number of times or with a certain level of inference)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this
- ELA - Creation of technology-based assessments to address the higher levels of Bloom's
- ELA - Cross-curricular connections, especially to historical events and people
- ELA - More rhetorical analysis/inquiry (evaluate how author's writing style is persuasive)
- ELA/History: provide rationale for thinking
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Free Response Question (FRQs)
- Document Based Questions (DBQs)
- Examine historical illustrations in textbooks and convert them into the written language.
- Student led/directed discussions
- Inquiry based learning
- Modeling
- Jigsaw
- Generating and testing hypotheses
- Argumentation and debate
- Annotating
- Evaluation and creation of thesis statements
- Journal article analysis
- Graph/political cartoon/map analysis / interpretation/creation
- Analysis of current events to understand origins from historical periods.
- Media literacy to evaluate credible sources
- Options for type of project relating to content
- Thematic learning
- Delsea One
- SWAG

At Risk Modifications

- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information

(less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used.

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Formative Assessment:

Warm-Up:

- Question of the Day

Anticipatory Set:

- Headlines of major events
- Pictures
- Video clips

- Student Groupings

Closure:

- "The Thing That Got Me Today" which is an activity in which the students briefly say the thing that stuck out to them about the readings/discussions. Form of feedback will vary.
- Exit ticket
- Q&A relating to the lesson objective
- Think-Pair-Share
- Self Assessment

Summative Assessment:

Benchmark:

- Quizzes
- Writing Prompt responses

Marking Period Assessment:

- Extended response questions

Alternate Assessment:

- Post test
- Projects

Resources & Materials:

- DVD - *Glory*
- DVD - *The Help*
- PBS
- New York Times
- CNN/Fox News
- YouTube
- National Archives
- *Narrative of the Life of Frederick Douglass*

Technology:

- SmartBoard
- Chromebooks
- Google Classroom
- G-suite
- *Glory*
- *Emmitt Till*
- *The Help*
- Cell phones
- <https://www.theguardian.com/us-news/video/2014/nov/26/cleveland-video-tamir-rice-shooting-police>
- <https://www.nytimes.com/interactive/2014/08/13/us/ferguson-missouri-town-under-siege-after-police-shooting.html>
- <https://www.cnn.com/2015/12/28/us/tamir-rice-shooting/index.html>
- <http://insider.foxnews.com/tag/black-lives-matter>
- <https://www.nytimes.com/2015/06/14/nyregion/eric-garner-police-chokehold-staten-island.html>
- <https://www.cnn.com/2012/05/18/justice/florida-teen-shooting-details/index.html>
- <http://www.pbs.org/wgbh/americanexperience/features/emmett-lynching-america/>
- <http://exhibitions.nypl.org/africanaage/essay-world-war-i.html>
- <http://www.historynet.com/african-americans-in-the-civil-war>
- http://www.pbs.org/thewar/at_war_democracy_african_american.htm
- <https://www.archives.gov/research/alic/reference/military/blacks-in-military.html>
- https://www.youtube.com/watch?v=MrHrMHtR1Ds&disable_polymer=true
- <https://www.nps.gov/nr/twhp/wwwlps/lessons/9stlouis/9facts2.htm>

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.

TECH.8.1.12.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.