Unit #9: Contemporary Black Issues 1970 - Present

Content Area: **Social Studies**
Course(s): **African-American Studies**
Time Period: **First Marking Period**
Length: **5 Week**
Status: **Published**

Unit Overview

This unit will be the final unit in the curriculum. Students will use the information they have gained over the past units to create a cohesive and thorough research project exploring an issue facing the black community through the past 50 years. Students will be expected to create a research presentation that effectively examines the context for and the effects of a chose issue facing African-Americans today. Students will be able to focus on issues like: the war on drugs, stop and frisk police policy, police brutality, affirmative action, the emergence of the Black Lives Matter movement, gang violence, opportunity/achievement gaps, and other ideas. Their presentations will act as their final exam grade for the class.

STAGE 1- DESIRED RESULTS

Educational Standards

2016 NJ Students Learning Standards- Language Arts (Reading in Social Studies)

Key Ideas and Details

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

LA.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).
LA.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.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.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.

Range of Reading and Level of Text Complexity

| LA.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. |

2016 NJ Students Learning Standards- Language Arts (Writing in Social Studies)

Text Types and Purposes

LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.A	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.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning 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.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) 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.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.2.A	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.
LA.WHST.11-12.2.B	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.
LA.WHST.11-12.2.C	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.
LA.WHST.11-12.2.D	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.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.3	(See note; not applicable as a separate requirement)

Production and Distribution of Writing

LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.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.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

LA.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.
LA.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 overreliance on any one source and following a standard format for citation.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

LA.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.

Dimension 1: Developing Questions and Planning Inquiries

SOC.9-12.D1.1.9-12	Explain how a question reflects an enduring issue in the field.
SOC.9-12.D1.2.9-12	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
SOC.9-12.D1.3.9-12	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
SOC.9-12.D1.4.9-12	Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
SOC.9-12.D1.5.9-12	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Dimension 2: Applying Disciplinary Concepts and Tools

Civics

Civic and Political Institutions

SOC.9-12.D2.Civ.1.9-12	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
SOC.9-12.D2.Civ.2.9-12	Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
SOC.9-12.D2.Civ.3.9-12	Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
SOC.9-12.D2.Civ.4.9-12	Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
SOC.9-12.D2.Civ.5.9-12	Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
SOC.9-12.D2.Civ.6.9-12	Critique relationships among governments, civil societies, and economic markets.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

SOC.9-12.D2.Civ.7.9-12	Apply civic virtues and democratic principles when working with others.
SOC.9-12.D2.Civ.8.9-12	Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
SOC.9-12.D2.Civ.9.9-12	Use appropriate deliberative processes in multiple settings.
SOC.9-12.D2.Civ.10.9-12	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Processes, Rules, and Laws

SOC.9-12.D2.Civ.11.9-12	Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
SOC.9-12.D2.Civ.12.9-12	Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
SOC.9-12.D2.Civ.13.9-12	Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
SOC.9-12.D2.Civ.14.9-12	Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Economics

Economic Decision Making

| SOC.9-12.D2.Eco.1.9-12 | Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. |
| SOC.9-12.D2.Eco.2.9-12 | Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue. |

Exchange and Markets

SOC.9-12.D2.Eco.3.9-12	Analyze the ways in which incentives influence what is produced and distributed in a market system.
SOC.9-12.D2.Eco.4.9-12	Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
SOC.9-12.D2.Eco.5.9-12	Describe the consequences of competition in specific markets.
SOC.9-12.D2.Eco.6.9-12	Generate possible explanations for a government role in markets when market inefficiencies exist.
SOC.9-12.D2.Eco.7.9-12	Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
SOC.9-12.D2.Eco.8.9-12	Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

SOC.9-12.D2.Eco.9.9-12	Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

The National Economy

SOC.9-12.D2.Eco.10.9-12	Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
SOC.9-12.D2.Eco.11.9-12	Use economic indicators to analyze the current and future state of the economy.
SOC.9-12.D2.Eco.12.9-12	Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
SOC.9-12.D2.Eco.13.9-12	Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

The Global Economy

SOC.9-12.D2.Eco.14.9-12	Analyze the role of comparative advantage in international trade of goods and services.
SOC.9-12.D2.Eco.15.9-12	Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

Geography

Geographic Representations: Spatial Views of the World

SOC.9-12.D2.Geo.1.9-12	Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
SOC.9-12.D2.Geo.2.9-12	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
SOC.9-12.D2.Geo.3.9-12	Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

Human-Environment Interaction: Place, Regions, and Culture

SOC.9-12.D2.Geo.4.9-12	Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
SOC.9-12.D2.Geo.5.9-12	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
SOC.9-12.D2.Geo.6.9-12	Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

Human Population: Spatial Patterns and Movements

SOC.9-12.D2.Geo.7.9-12	Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
SOC.9-12.D2.Geo.8.9-12	Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
SOC.9-12.D2.Geo.9.9-12	Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.

Global Interconnections: Changing Spatial Patterns

SOC.9-12.D2.Geo.10.9-12	Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
SOC.9-12.D2.Geo.11.9-12	Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
SOC.9-12.D2.Geo.12.9-12	Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

History

Change, Continuity, and Context

SOC.9-12.D2.His.1.9-12	Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
SOC.9-12.D2.His.2.9-12	Analyze change and continuity in historical eras.
SOC.9-12.D2.His.3.9-12	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Perspectives

SOC.9-12.D2.His.4.9-12	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
SOC.9-12.D2.His.5.9-12	Analyze how historical contexts shaped and continue to shape people's perspectives.
SOC.9-12.D2.His.6.9-12	Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
SOC.9-12.D2.His.7.9-12	Explain how the perspectives of people in the present shape interpretations of the past.
SOC.9-12.D2.His.8.9-12	Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Historical Sources and Evidence

SOC.9-12.D2.His.9.9-12	Analyze the relationship between historical sources and the secondary interpretations made from them.
SOC.9-12.D2.His.10.9-12	Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
SOC.9-12.D2.His.11.9-12	Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
SOC.9-12.D2.His.12.9-12	Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
SOC.9-12.D2.His.13.9-12	Critique the appropriateness of the historical sources used in a secondary interpretation.

Causation and Argumentation

SOC.9-12.D2.His.14.9-12	Analyze multiple and complex causes and effects of events in the past.
SOC.9-12.D2.His.15.9-12	Distinguish between long-term causes and triggering events in developing a historical argument.
SOC.9-12.D2.His.16.9-12	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
SOC.9-12.D2.His.17.9-12	Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

Dimension 3: Evaluating Sources and Using Evidence

SOC.9-12.D3.1.9-12	Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
SOC.9-12.D3.2.9-12	Evaluate the credibility of a source by examining how experts value the source.
SOC.9-12.D3.3.9-12	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
SOC.9-12.D3.4.9-12	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4: Communicating Conclusions and Taking Informed Action

SOC.9-12.D4.1.9-12	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
SOC.9-12.D4.2.9-12	Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
SOC.9-12.D4.3.9-12	Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

SOC.9-12.D4.4.9-12	Critique the use of claims and evidence in arguments for credibility.
SOC.9-12.D4.5.9-12	Critique the use of the reasoning, sequencing, and supporting details of explanations.
SOC.9-12.D4.6.9-12	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
SOC.9-12.D4.7.9-12	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
SOC.9-12.D4.8.9-12	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Essential Questions

- How does the experiences of African-Americans in the past 200 years influence the lives of African-Americans today?

- What are some of the new issues in the African-American community?

Enduring Understanding

- The experiences of those in the present are directly shaped by those from the past.

- The Black community continually faces new, and old, issues in becoming full citizens of the United States.

Students will know...

I. **Key Ideas and Concepts.**

- Issues facing the African-American community today can be an outgrowth of issues from the past.

- Contemporary African-American communities can look to the experiences of past communities to help combat today's social issues.

- Learning and teaching about an issue is one way to begin to combat that issue.

II. Possible Misunderstandings

- Historical moments and movements happen in a vacuum.

- The problems of today are unique and have never been faced before.

III. Identify key terms: Affirmative action, War on Drugs, Mass Incarceration, Black Lives Matter, Stop and Frisk, Police Brutality, Gang Violence.

Students will be able to...

- identify major issues in the contemporary African-American community

- conduct research about one issue facing the African-American community

- create presentations discussing and examining their chosen issue

- critique and defend each other's presentations

STAGE 2- EVIDENCE OF LEARNING

Formative Assessment Suggestions

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Kahoot
- Misconception Check
- Nearpod
- Observation

- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Quizlet
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

Authentic Assessments Suggestions

- Completion and presentation of unit research project.

Benchmark Assessments

STAGE 3- LEARNING PLAN

Instructional Map

- Identify the issues facing the modern day black community.

- Conduct research into one of these issues.

- Create and present a presentation examining and discussing a group's chosen issue.

Modifications/Differentiation of Instruction

Modification Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

Differentiation Strategies

- Alternative Assessments
- Choice Boards
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Games and Tournaments
- Goal Setting With Student
- Group Investigations
- Guided Reading
- Homework Options
- Independent Research / Project
- Interest Groups
- Jigsaw
- Learning Contracts
- Leveled Rubrics
- Menu Assignments
- Mini Workshops to Extend Skills
- Mini Workshops to Re-teach
- Multiple Intelligence Options
- Multiple Texts
- Open-ended Activities

- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Pair-Share by Interest
- Think-Pair-Share by Learning Style
- Think-Pair-Share by Readiness
- Think-Tac-Toe
- Tiered Activities / Assignments
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Varying Graphic Organizers
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

Vertical Integration- Discipline Mapping

Vertical Integration with the Social Studies Program:

The mapping of the Social Studies program within Linden Public Schools consist of the following:

Grades 1-3: Developing a social, political, cultural, and economic awareness through the introduction and elaboration of essential themes including- self, family, government, needs and wants, financial literacy, traditions, and cultural symbols.

Grade 4: An introduction to United States Geography and History

Grade 5: An introduction to World Geography and History

Grade 6: United States History (colonization to ratification of the Constitution) with an emphasis on skill development

Grade 7: United States History (early republic to reconstruction) with an emphasis on skill enhancement

Grade 8: World History (pre-history to global encounters)

Grade 9: World History (global encounters to modern times)

Grade 10: United States History I (Colonization, Revolutionary Era, Early Republic, Antebellum, Civil War, Reconstruction, Gilded Age, Industrial Age, Progressive Era)

Grade 11: United States History II (Imperialism, Roaring Twenties, Great Depression, World War II, Social

Development after WWII, Cold War, Post-Cold War Era, The World Today)

Additional Materials

- Billingsley, Andrew, 1992. *Climbing Jacob's Ladder: The Enduring Legacy of African American Families*.

- Blair, Thomas L. 1977. *Retreat to the Ghetto*.

- Davis, George and Glegg Watson. 1982. *Black Life in Corporate America*.

- Dreyfuss Joel and Charles Lawrence. 1979. *The Bakke Case*.

- Gans, Herbert J. 1967. *The Levittowners: Ways of Life and Politics in a New Suburban Community*.

- Glasgow, Douglas G. 1980. *The Black Underclass*.

- Hacker, Andrew. 1992. *Two Nations, Black and White, Separate, Hostile, Unequal*.

- Pinkney, Alphonso. 1980. *The Myth of Black Progress*.

- Sowell, Thomas. 1983. *The Economics and Politics of Race*.

- ___. 1984. *Civil Rights: Rhetoric of Reality*.

- Wilson, William J. 1976. *The Declining Significance of Race*.

- ___. 1987. *The Truly Disadvantaged*.

- Wright, Bruce. 1987. *Black Robes, White Justice*.