

# Unit 1: Race as a Social Construct

Content Area: **Social Studies**  
Course(s): **African American Studies**  
Time Period: **Semester 1**  
Length: **2 weeks**  
Status: **Published**

## Standards

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SOC.6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
SOC.6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.  Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
SOC.6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.CivicsDP.5.a	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.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
SOC.6.1.12.EconNM.7.a	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.HistoryUP.11.a	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.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

## Enduring Understandings

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Enduring Understandings:

- Students will understand the impact of slavery on American society, both past and present.
- Students will understand the conditions that led to the Atlantic slave trade and the nations that were involved.
- Students will understand the conditions of slavery in Africa as well as in America.
- Students will understand the impact of African culture on American culture.
- Students will understand the connection made between slavery, race, and civil rights.
- Students will understand social stratification.
- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text;

3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

## **Essential Questions**

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Essential Questions:

- How did the concept of enslavement/servitude evolve over time?
- How were economic motives influential in nations and individuals becoming involved in the Atlantic slave trade?
- How can slavery be compared globally and throughout time?
- How were people able to “justify” slavery?
- How did issues of identity and assimilation develop among the African community in America?
- How did the context of the foundational era and foundational documents allow a role for slavery?
- How does the practice of civic virtue affect social and political decisions?

## **Knowledge and Skills**

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- Students will be able to identify and explain the immediate impact of slavery and the enduring issues caused by slavery.
  - Colonial History starting with Jamestown and the White Lion
  - Deep South vs. Midlands vs. New England in regards to slavery development
  - Quakers fight against slavery
  - Reasons used to justify Blacks being enslaved - phrenology, wage slavery in the north, etc.
  - Identity of African Americans as enslaved people
  - Economic Disparities in Southern Society
- Students will be able to use multiple perspectives of primary sources to trace the development of race as a social construct.
  - Thomas Jefferson and all men are created equal
  - Greek/Roman vs. German ideas of liberty vs. freedom
  - Robert Hayne and Daniel Webster - debate South Carolina
  - John C. Calhoun
  - Abraham Lincoln
- Students will be able to characterize life for free African Americans in the antebellum Era.
  - Restrictions
  - Conflict with ethnic groups (Irish - draft riots)
- Students will be able to identify and characterize instances of racism and segregation that existed in America during the post Reconstruction Era.

- Jim Crow
- Students will be able to express why there was a rise in hate groups and racist beliefs in the 1920's.
  - Ku Klux Klan and other hate groups
  - Birth of a Nation
  - Gone with the Wind
  - Immigration increases
- Students will consider whether flags, names of buildings, statues, monuments, etc. symbols of racism?
  - South Carolina state house
  - Confederate generals and leaders statues
  - Woodrow Wilson building at Princeton University
- Students will examine how the courts treat cases involving African Americans.
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

## **Transfer Goals**

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Students will be able to identify the ways in which race was constructed and reconstructed by those in power based on the context of the time period.

Students will be able to independently analyze the process of cultural diffusion.

## **Resources**

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- Four Hundred Souls - Ibram X Kendi
- Primary source and historians writings compiled in the The 1619 Project - Nicole Hannah Jones - use of primary sources compiled as well as articles by historians/professors
- Primary source and historian writings of John Rolfe, The Constitution, Thomas Jefferson, William Lloyd Garrison, Harriet Beecher Stowe, Lyman Beecher, Benjamin Banneker, Founding Fathers, Abigail Adams, Henry Laurens
- Library of Congress - multiple perspective primary sources looking at views related to race relations throughout history
- Let Nobody Turn Us Around: An African American Anthology - Manning Marable
- A History of African Americans From 1880 - Robin DG Kelley
- Freedom on My Mind: A History of African Americans - Deborah Gray White
- Black Historians on the Record: Essays from the Gilder Lehrman Institute
- Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

## **Assessments**

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<https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBek7lih12Q0ckKSTC4TMUXs/edit?tab=t.0>

## **Modifications**

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<https://docs.google.com/document/d/1ODqaPP69YkcFiyG72ftT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0>