

# Unit 2: Non-Violent Resistance

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.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
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.
SOC.6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
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.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
SOC.6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
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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Students will understand effective strategies for combating social inequalities.

Students will understand the philosophy of nonviolent protest.

Students will understand how people become empowered to use peaceful means to overcome discrimination and prejudice to ensure civil rights/liberties for all peoples.

Students will understand the political, economic, social, and geographic divisions that led people to develop strategies to unite the country and to try to gain rights for people of all backgrounds.

Students will understand how passive resistance becomes a powerful weapon for change.

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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How were there disparities between perceptions, portrayals, and realities of slavery?

How did literacy play a role in society's views on slavery?

What is the rationale for modern day activists labeling racial divisions a caste system?

How did civil disobedience and peaceful protests unite supporters for civil rights?

How do we measure success of peaceful resistance?

## Knowledge and Skills

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- Students will be able to identify and explain how African culture/identity was infused into American culture.
  - Students will look at the numerous cultural, tribal, societal groups that were brought to America from Africa with different customs, traditions, beliefs, and languages
  - Look at how religion played a role in assimilating Africans, while also developing new strands of Christianity combined with African beliefs and practices.
- Students will be able to characterize life for free African Americans in the antebellum Era.
  - Restrictions - carrying passes, where work was available
  - Escaped and freed slaves - Frederick Douglass etc.
  - Communities in the north - New Jersey, Seneca Village
- Students will be able to explain the role of African American leaders and organizations during the early 1900's and evaluate their impact.
  - Booker T. Washington, WEB DuBois, Marcus Garvey.
- Students will be able to evaluate the strategies used to combat social inequalities.
  - Civil disobedience
  - Protests
  - Montgomery Bus Boycott, Selma, Martin Luther King Jr. and others
- Students will be able to identify the contributions of African Americans in business, music, sports and culture in the early 1900's.
  - Harlem Renaissance etc.

- Students will be able to identify the goals of civil rights leaders and groups.
- Students will be able to evaluate the effectiveness of various tactics used by various civil rights leaders and groups.
- Students will be able to trace African legacies in African Diasporic food traditions
- Students will be able to identify unique African American music theory from enslavement to present day
- Students will be able to articulate Carter G Woodson's theories about the meaning of education for 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 independently analyze the effectiveness of civil rights groups in winning equality in civil liberties and civil rights for African Americans.

Students will be able to independently evaluate the success and/or failures of efforts to integrate African Americans and to end racial discrimination.

Students will be able to independently synthesize the development of race relations over time.

## **Resources**

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Four Hundred Souls - Ibram X Kendi

The 1619 Project - Nicole Hannah Jones -use of primary sources compiled as well as articles by historians/profe

Look at writings of Gandhi, Martin Luther King Jr. , William Lloyd Garrison, Harriet Beecher Stowe, Thurgood Meredith, Governor Ross Barnett, Little Rock Nine, Rosa Parks, Supreme Court cases

Library of Congress - multiple perspective primary sources looking at views related to race relations throughout

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, his secondary sources.

### **Assessments**

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<https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBek7lih12Q0ckKSTC4TMUXs/edit>

### **Modifications**

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<https://docs.google.com/document/d/1XtUWvYfqhUpgTH9A995xZIQ64jsDH2LtXo1yBo7zxDw/edit>