

Unit 5: Slavery to Mass Incarceration

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

Standards

SOC.6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
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.6.b	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.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
SOC.6.2.12.HistoryCC.1.d	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
SOC.6.2.12.HistoryCC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
SOC.6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

Enduring Understandings

- Students will understand the role African Americans played during the Civil War in different capacities - military, workers, civil rights leaders.
- Students will understand how emancipation affected race relations after the Civil War - during Reconstruction through the 20th century.
- Students will understand how groups and individuals helped to end slavery through written, verbal, and action.
- Students will understand the goals of reconstruction and why it ultimately failed in regards to societal acceptance and government responsibility.
- Students will understand how incarceration is seen in modern times as a form of slavery.
- 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

How did the Civil War lead to the Civil War Amendments to the Constitution?

How did the rise of the antislavery movement in the early 19th century unite a variety of races and ethnic groups?

How did the Civil War promote the abolitionist movement?

How did the response and actions of free Blacks impact the anti-slavery movements?

Was Reconstruction a success or failure in regards to enslavement?

How should we evaluate and determine what should be the consequences of crime?

How are there connections between the Civil War Amendments and the prison system over time?

How does society come to decisions about balancing individual and national needs?

How can the rise of hate groups co-exist with the rise in cultural contributions during the Harlem Renaissance?

Knowledge and Skills

- Students will be able to identify and explain the immediate impact of slavery and the enduring issues caused by slavery.
- Students will be able to explain how the antislavery movement grew in the early 19th century.
- Students will be able to characterize life for free African Americans in the antebellum Era.
- Students will be able to identify and characterize instances of racism and segregation that existed in America during the post Reconstruction Era.
- Students will be able to identify and explain the causes and effects of the Great Migration.
- Students will be able to identify examples of racism and discrimination during the 1920's.
- Students will be able to explain why there was an increase in active hate groups and racist beliefs in the 1920's by examining context.
- Students will be able to identify the effects of Reconstruction on race relations throughout American History.

- Students will be able to identify how the court systems have interpreted the 14th Amendment and other constitutional components.
- Students will be able to determine disparities in law enforcement and incarcerations.
- Students will examine methods society has used to deter and reform when it comes to incarceration.
- Students will examine multiple perspectives of historical statues, monuments, and symbols that have led to modern current event debates.
- Students will be able to articulate the clause in the 13th Amendment around slavery/labor and how that has developed over time.
- Students will be able to critically evaluate the stated goals of the war on drugs with the effects it had on communities of color and politics.
- Students will be able to debate varying perspectives on the role of prisons today and in the future.
- 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

Students will be able to independently use persuasive argumentation to determine how multiple perspectives determined the future of the institution of slavery and the civil liberties of African Americans.

Students will be able to independently compare and contrast and use causation to explain issues of African Americans and civil rights during the Civil War period and beyond

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

- Four Hundred Souls - Ibram X Kendi

The 1619 Project - Nicole Hannah Jones -

- use of primary sources compiled as well as articles by historians/professors

- Primary source and historian writings of The Constitution, Thomas Jefferson, William Lloyd Garrison, Harriet Beecher Stowe, Lyman Beecher, Benjamin Banneker, Founding Fathers, Abigail Adams, Henry Laurens, Abraham Lincoln
- 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

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

Modifications

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