

Unit 7: Modern Day Issues

Content Area: **Social Studies**
Course(s): **African American Studies**
Time Period: **Semester 1**
Length: **6 weeks**
Status: **Published**

Standards

SOC.6.1.12.CivicsPI.14.a	Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
SOC.6.1.12.CivicsPI.14.c	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. Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives. Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.
SOC.6.1.12.HistoryCA.14.b	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
SOC.6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Enduring Understandings

- Students will understand the important contributions of African Americans in modern society.
- Students will understand the practice and impact of segregation.
- Students will understand the cycle of incarceration.
- Students will understand issues of inequalities in schooling and housing.
- Students will understand that names and symbols that were historically considered acceptable and compare to new perspectives on these.
- 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 have government responses to discrimination impacted society?
- How have specific government programs, such as Affirmative Action, impacted decision making in

society?

- Why have government programs been instituted to benefit certain classifications of people?
- How has issues dealing with law enforcement and legal proceedings demonstrated disparities?
- How do we account for the causes of statistical data of a racial wealth gap?
- What role should government play in ensuring that all groups receive the same level of education as other groups?
- How has segregation evolved over time?

Knowledge and Skills

- Students will look at multiple perspectives to analyze whether or not Affirmative action accomplishing the goal it was perceived to.
- What is the definition of affirmative action?
 - When did affirmative action become policy and why
 - How do African Americans in the 21st century view this policy
 - How has it impacted schooling and workplace hiring?
- Students will look at data to determine how Affirmative Action impacts African Americans.
 - Statistical analysis of use of college data regarding Affirmative Action.
 - Look at Supreme Court cases (Regents of California, Gratz, Grutter, etc.)
- Students will examine legislation to consider how the legal system has made accommodations and specific laws for African Americans.
 - Civil Rights Acts
 - Voting Rights Act
- Students will read newspaper - Wall Street Journal and New York Times - accounts of police brutality. Sources will be analyzed for legitimacy and public perception will be gauged and discussed.
- Students will be exposed to what is being referred to as modern slavery: the cycle of incarceration be broken and will examine sources on different views of the issue.
- Students will review the racial wealth gap and explain why does it exists in America.
 - Examine redlining.
- Students will look at high school and college admissions and curriculum to find evidence regarding disparities in educational opportunities. Comparison of majority and marginalized groups (i.e African Americans, Asian Americans, Latinx) will be researched.
- Students will examine programs that exist on the local, state, and national level to help the African

American community.

- Students will engage in discussion using evidence based research in regard to issues of segregation in America.
- Students will engage in evidence based discussions to opine on whether or not flags, names of buildings, statues, moments, etc. are symbols of racism. 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 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

- Unit Google Slides/Notes
- “Ferguson” to Kaepernick Round Table Discussion
- Scenes from “[Race: The Power of an Illusion](#)”
- “Status and Trends in the Education of Blacks” by: Hoffman, Llagas & Snyder
- Clips from the movie “13th”
- Unit Project
- 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>

Modifications

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