

Unit 3: The Practice of Freedom (Weeks 20-29)

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Unit 3 focuses on the period of Reconstruction and the ongoing fight for civil rights and social justice. By analyzing the political, social, and economic challenges faced by African Americans during this era, students will understand the complexities of freedom in a post-slavery society. The unit examines key legislative amendments, the establishment of Black institutions, and the cultural movements that arose during this time. Students will engage with primary sources to evaluate the successes and failures of Reconstruction efforts and the emergence of Jim Crow laws. This unit is vital for understanding the historical context behind modern civil rights movements and the persistent quest for equality and justice.

ESSENTIAL QUESTIONS

1. How did the Reconstruction Amendments redefine citizenship standards for African Americans and impact their social status?
2. In what ways did the Fifteenth Amendment affect African Americans' participation in American politics?
3. What was the purpose of the Freedmen's Bureau, and how did it aim to assist newly freed African Americans?
4. How did African Americans reinforce family bonds after the abolition of slavery and the Civil War?
5. In what ways did Black Codes hinder the progress of African Americans following the abolition of slavery?
6. How did new labor practices limit economic advancement for African Americans after the Civil War?
7. What factors contributed to the dismantling of Reconstruction-era reforms during the late nineteenth century?
8. How did the introduction of Jim Crow laws affect the lives of African Americans after Reconstruction?
9. What were the responses of African American writers and activists to racism and anti-Black violence during the nadir?
10. What were the causes of increased racial violence in the early twentieth century, and how did African Americans respond?
11. How did groundbreaking texts like Dunbar's "We Wear the Mask" and Du Bois's *The Souls of Black Folk* reflect Black humanity and the impact of racism on African Americans at the turn of the twentieth century?
12. What strategies for racial uplift were proposed by African American writers, educators, and leaders during

the early twentieth century?

13. In what ways did Black women contribute to the advancement of African Americans?

14. How did African Americans utilize visual media in the twentieth century to promote social change?

15. What efforts did African Americans make to strengthen the economic stability and well-being of their communities in the early twentieth century?

16. What was the significance of historically Black colleges and universities (HBCUs) founded in the late nineteenth and early twentieth centuries?

17. How did HBCUs impact the educational and professional opportunities for African Americans on both national and international levels?

18. In what ways did the New Negro movement emphasize self-definition, racial pride, and cultural innovation?

19. How do Harlem Renaissance poets express their connections to Africa through their poetry?

20. What contributions did African Americans make to American music during the 1930s and 1940s?

21. How did African Americans influence American theater and film in the 1930s and 1940s?

22. Why did New Negro movement writers, artists, and educators focus on researching and sharing Black history with Black students?

23. How did the Black intellectual tradition develop prior to the formal integration of African American Studies into American colleges and universities in the mid-twentieth century?

24. What were the causes and effects of the Great Migration on Black communities and American society?

25. What factors contributed to the increase in Black Caribbean migration to the United States during the first half of the twentieth century?

26. How did Afro-Caribbean migration influence African American communities in the early twentieth century?

27. What were the mission and methods of the Universal Negro Improvement Association (UNIA)?

28. How did Marcus Garvey and the UNIA shape political thought throughout the African diaspora?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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.

6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

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.

6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

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.

6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

6.1.12.EconNE.8.a: Analyze the push-pull factors that led to the Great Migration.

6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence. •

6.1.12.HistoryCC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.

6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and

racial minorities.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

PFL.9.1.2.CR	Civic Responsibility
TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.TL	Technology Literacy
TECH.9.4.2.GCA	Global and Cultural Awareness

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

PRE-ASSESSMENTS

Game review of topics included in unit and those specifically on unit assessment to gauge level of previous knowledge of students.

INSTRUCTIONAL PLAN

Student Learning Intentions (SLI) WALT:
(We are learning to...)

WALT

- analyze the key provisions and impacts of the 13th, 14th, and 15th Amendments.
- evaluate the successes and limitations of these amendments in advancing the rights of formerly enslaved African Americans.
- describe the efforts of the Freedmen's Bureau to support the reunification of Black families and provide social services to formerly enslaved people.
- assess the impact and limitations of the Freedmen's Bureau in addressing the social and economic needs of the formerly enslaved.
- examine the Black Codes enacted in the post-Civil War South and how they restricted the rights and economic opportunities of African Americans.
- analyze the struggles of formerly enslaved people to gain access to land and secure fair labor contracts.
- evaluate the political, social, and economic factors that led to the collapse of Reconstruction and the return of white supremacist rule in the South.
- describe the various Jim Crow laws and tactics used to systematically disenfranchise African American voters in the late 19th and early 20th centuries.
- assess the impacts of these oppressive policies on the political and social status of African Americans.
- examine the wave of racist violence and lynchings that targeted African Americans during the "Red Summer" of 1919.
- analyze how this white supremacist violence was used to terrorize and oppress Black communities.
 - describe the various mutual aid societies, fraternal

	<p>organizations, and other institutions established by African Americans during this period.</p> <ul style="list-style-type: none"> • examine the "uplift" ideologies promoted by African American leaders and organizations to advance the social, economic, and political status of the race. <ul style="list-style-type: none"> • analyze the critical role of Black women in the uplift movement and their fight for civil rights and gender equality. We are learning to evaluate the importance of these autonomous Black institutions in building community and advancing racial progress. <ul style="list-style-type: none"> • describe W.E.B. Du Bois' concept of "double consciousness" and how it reflected the lived experiences of African Americans. • evaluate how the "color line" and racial segregation created psychological and social challenges for Black Americans. • explain the founding and significance of Historically Black Colleges and Universities (HBCUs) in providing access to higher education for African Americans. • examine the role of Black Greek letter organizations in cultivating Black leadership and promoting racial uplift
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Active lecture note taking • Close Reading • Think-Pair-Share • Case Notes • Making Connections • Debate/Socratic Seminar • Short written responses • Discussion Groups • AP Classroom
<p>Success Criteria</p>	<ul style="list-style-type: none"> • Explain how the Reconstruction Amendments impacted African Americans by defining standards of citizenship. • Explain how the Fifteenth Amendment

impacted African Americans' participation in American politics.

- Describe the purpose of the Freedmen's Bureau.
- Explain how after abolition and the Civil War, African Americans strengthened family bonds that had been disrupted by enslavement.
- Explain how Black Codes undermined the ability of African Americans to advance after the abolition of slavery.
- Explain how new labor practices impeded the ability of African Americans to advance economically after the abolition of slavery.
- Explain how Reconstructionera reforms were dismantled during the late nineteenth century.
- Explain how the introduction of Jim Crow law impacted African Americans after Reconstruction.
- Describe the responses of African American writers and activists to racism and antiBlack violence during the nadir.
- Describe the causes of heightened racial violence in the early twentieth century.
- Explain how African Americans responded to white supremacist attacks in the early twentieth century.
- Explain how groundbreaking texts like Dunbar's "We Wear the Mask" and Du Bois's The Souls of Black Folk—and the dialogue these texts generated—portray Black humanity and the effects of racism on African Americans at the turn of the twentieth century.
- Describe strategies for racial uplift (or social advancement) proposed by African American writers, educators, and leaders at the turn of the twentieth century.
- Describe ways that Black women promoted the advancement of African Americans.
- Explain how African Americans promoted the economic stability and well-being of their communities in the early twentieth century.
- Describe the founding of historically Black colleges and universities (HBCUs) in the late nineteenth and early twentieth centuries.
- Explain how the creation of historically Black

colleges and universities (HBCUs) in the United States impacted the educational and professional lives of African Americans nationally and internationally.

- Describe ways the New Negro movement emphasized selfdefinition, racial pride, and cultural innovation.
- Explain how African Americans used visual media in the twentieth century to enact social change.
- Explain how Harlem Renaissance poets express their relationships to Africa in their poetry.
- Describe African Americans' contributions to American music in the 1930s and 1940s.
- Describe African Americans' contributions to American theater and film in the 1930s and 1940s.
- Explain why New Negro movement writers, artists, and educators strove to research and disseminate Black history to Black students.
- Describe the development and aims of the Black intellectual tradition that predates the formal integration of African American Studies into American colleges and universities in the midtwentieth century
- Describe the causes of the Great Migration.
- Explain the impact of the Great Migration on Black communities and American culture.
- Explain the reasons for the increase in Black Caribbean migration to the United States during the first half of the twentieth century.
- Describe the effects of AfroCaribbean migration to the United States in the early twentieth century and the migration's effect on African American communities.
- Describe the mission and methods of the Universal Negro Improvement Association (UNIA).
- Describe the impact of Marcus Garvey and the Universal Negro Improvement Association (UNIA) on political thought throughout the African diaspora.

Formative Assessment (drives instructional decisions)

- Key terms and People assignments
- Question assignments
- Primary Source Packets for Section
- In class discussions
- Low-stakes group work

Activities and Resources

- Textbook readings
- Lecture/notes/active class discussion

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have

accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for

those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.


Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of



writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

REFLECTIONS

BENCHMARK ASSESSMENTS

Use the AP Classroom Personal Progress check to assess student development in this unit.

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.RL.11-12	Reading Literature
LA.RI.11-12	Reading Informational Text
	Text Types and Purposes
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	Research to Build and Present Knowledge
LA.SL.11-12	Speaking and Listening
	Presentation of Knowledge and Ideas