

# Unit 1: New Unit

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

## GOALS/PURPOSE

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### Purpose

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

### Goals

1. To infuse the history of Africans and African-Americans into the social studies curriculum in order to provide an accurate, complete and inclusive history.
2. To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.
3. To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

<https://www.nj.gov/education/amistad/about/>

ELA.L.KL.9–10.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
ELA.RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RI.IT.9–10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ELA.RL.TS.9–10.4	Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

ELA.RI.TS.9–10.4	Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
ELA.RL.PP.9–10.5	Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
ELA.RI.AA.9–10.7	Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

## **READ ALOUD TEXTS/EXCERPTS**

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### **MARCH**

John Lewis and Andrew Aydin, writers; Nate Powell, artist

2013 - 2016, Top Shelf Productions

A three volume history of the Civil Rights Movement, as experienced by civil rights leader and U.S. congressman John Lewis.

*African Town* by Irene Latham and Charles Waters

2023 winner of The Scott O’Dell Award for Historical Fiction

With vivid prose, the authors narrate voices inspired by the last survivors of the transatlantic slave trade and follow their lives as they settle in Alabama. While suffering the atrocities of slavery, they dream of returning home to Africa for a better life. Despite the odds against them, they channel their hope to find ways to love and live again and form their own community in Africantown.

*The Davenports*, by Krystal Marquis

This is first in a planned series of historical novels set in Black high society in early 20th century Chicago. The first book introduces readers to the Davenport family, loosely based on the real-life Patterson family, the first African Americans to own an automobile company. The story is told in alternating third-person chapters about four characters: Olivia, the eldest daughter, is actively looking for a husband. Helen, her sister, would rather be a mechanic in the company than a wife. Ruby, Olivia's best friend is also hoping to be married as soon as possible. Amy-Rose, the Davenport family's maid, dreams of opening a hair salon for Black women.

### **Monster: A Graphic Novel**

Walter Dean Myers, writer; Guy A. Sims, adapter; Dawud Anyabwile, artist

2015, Harper Collins

Teen Steve Harmon records his experience of awaiting trial for robbery and murder. A graphic adaptation of the award-winning Walter Dean Myers novel.

## **ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)**

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Please note: many lessons have EXTENSIVE resources including articles, youtube videos, etc connected to each topic. They are embedded with links and include handouts so please look there first for all resources! Even if you are not going to use the entire lesson, you can use the resources that connect to the topic so please check there first. They are organized well under lesson topics so it does not make sense to list them all here.

[Race: The Power of an Illusion \(The Difference Between Us\)](#) The first episode in the three-part series [Race: The Power of an Illusion](#) explores if differences exist in biological variation on the basis of race. (goes with Unit 1)

[History Channel Article and Videos re Black Codes](#) (goes with Unit 3)

[Common Lit Article: In this interview, Michel Martin discusses Frances Robles's report on colorism in the Dominican Republic. Colorism is a form of prejudice based on the darkness of a person's skin color. Discrimination based on colorism often occurs within the same racial or ethnic group. Robles discusses how colorism impacts people in the Dominican Republic, as well as the root causes for these mindsets.](#)

[Common Lit Article: All human beings have unconscious biases and develop stereotypes. It's part of how our brains make sense of the world. However, it's also possible to reduce our implicit bias if we make a conscious decision and effort to do so.](#)

[Article about Raye Montague, connection with Hidden Figures](#)

60 minute Video from [Facing History and Ourselves](#)

## **WEBSITES (FOR STUDENTS TO INTERACT WITH)**

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All of the following could be used by teachers first (teachers choose a video/article/podcast etc for students to use on a specific topic) or for students' independent research (entire website is shared and students browse/research a topic):

[Collingswood School Library Resources- especially Current Events and Controversial Issues section and under](#)

[Social Studies African American History](#) - students will have to use their school sign on to enter and investigate

[Black History and Culture](#)

[History.com - focus on Black History](#)

There are many videos, which could be used for students to research independently or for a teacher to choose for students to watch

[Afro-Americans in New Jersey: a short history](#) - on the NJ Library Page, divided by year, this can be downloaded or used as a link

[African American Museum in Philadelphia](#) - exhibitions are changed regularly and the pass to the museum is available in the Collingswood Public library

[WHYY Podcasts and Articles Local to Philadelphia](#)

Local issues related to race

[biography.com](#)

[Key Concept Videos](#)

Excellent series of 10 videos that can be assigned individually

[Library of Congress Primary Sources](#)

## **PROFESSIONAL RESOURCES FOR TEACHERS (LESSON PLANS, REPRODUCIBLES, ETC.)**

In this lesson, students will learn some common myths about voting today, think through who these myths might benefit, learn why these myths are incorrect and consider how people might ensure every eligible citizen has a chance to vote. In an extension activity, students learn how to register to vote. (this could go with Unit 2)

[The question “who owns the land?” underlies many conflicts. Students explore issues surrounding land, place, and belonging – especially as they affect Native Americans and African Americans.](#)

This is a Lesson with some additional resources. It is from [Morningside Center for Teaching Social Responsibility](#). There are many more lessons there.

[In this Newsela lesson, examine the origins, development and eventual destruction of the Greenwood neighborhood of Tulsa, known as “Black Wall Street.”](#)

Unit- One Week- Library of Congress- laws after slavery, segregation/lynching

There are several lessons at this source (Library of Congress)

## **Unit 5**

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### **Unit 5 NONVIOLENCE IN ACTION: FREEDOM SUMMER (120 mins)**

How is nonviolence an active form of resistance? How was Freedom Summer a nonviolent response to Black voter suppression? Students will:

- Define nonviolence and discuss its relationship to direct action.
- Examine how Black people were disenfranchised in the 1960s South.
- Investigate the ways in which Freedom Summer addressed voter suppression.
- Interpret a speech by Fannie Lou Hamer to deepen their understanding of Freedom Summer and the role of this important civil rights leader.

[Nonviolence-In-Action-Freedom-Summer-Lesson-Plan.pdf](#)

## **Unit 4**

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### **Unit 4: THE STRUGGLE AGAINST JIM CROW SEGREGATION**

How were the lives of Black Americans impacted by Jim Crow and how did they resist it?

Students will:

- Define Jim Crow and describe what life was like for Black Americans living under this system of segregation.
- Identify ways in which Black people resisted segregation and asserted their humanity during the Jim Crow era.
- Investigate sources on key events that reflect efforts by Black communities to end segregation.

→ Create a timeline of important people and events related to the struggle against Jim Crow.

[The-Struggle-Against-JC-Segregation-Unit-4-LP.pdf](#)

## **Unit 3**

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Unit 3 Black Codes (75 mins)

What brought about the Black codes and how did they restrict the lives of Black Americans?

Students Will

→ Discuss the circumstances for Black Americans following the Civil War.

→ Investigate how the Black codes limited rights and freedoms for Black Americans, using primary and secondary source materials.

of resistance to the Black codes.

→ Describe examples

[The-Black-Codes-Unit-3-LP.pdf](#)

## **Unit 2**

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**La Amistad: Global Incident, Personal Perspectives** (60 mins)

What was the significance of the Amistad rebellion for enslaved people, for free African Americans and for all Americans?

Students will:

→ Explore the key events and significance of the 1839 Amistad rebellion.

→ Analyze primary source documents to understand perspectives on the Amistad case and slavery in the mid-1800s.

→ Interpret a portrait of the rebellion's leader to learn about prevailing stereotypes of people of African descent, and how abolitionists countered them.

## **Unit 1B**

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### **Unit 1B Suppressing the Black Vote (45 mins)**

How have Black people been deprived of their right to vote? How has this harmed our country?

Students will:

- Identify groups of people who have been extended and denied the right to vote in United States history.
- Explain how voting policies have been unfairly applied based on race in the U.S.
  
- Describe how policy and intimidation worked together to disenfranchise Black citizens.
- Examine a primary source document—a literacy test from the 1960s—to gain a deeper understanding of voter suppression tactics.

## **Unit 1A**

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### **Unit 1A: The Social Construction of Race (45 mins)**

Is race what other people think you are or what you think you are?

Students will:

- Discuss the definition of race and the concept of the social construction of race.
- Examine the U.S. Census Bureau's historic and current race categories and definitions.
  
- Investigate the ways in which Black people have been defined and categorized over time.

[How-Would-You-Identify-Lesson-Plan-Unit-2.pdf](#)