

Unit 1: New Unit

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

GOALS/PURPOSE

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.VL.9–10.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
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.PP.9–10.5

Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

READ ALOUD TEXTS/EXCERPTS

A Wreath for Emmett Till

Marilyn Nelson, writer; Philippe Lardy, artist

2005, Houghton Mifflin Harcourt

Nonfiction picture book by award winning poet Marilyn Nelson detailing the 1955 murder of Emmett Louis Till. Coretta Scott King Author Honor Award, 2006. Michael L. Printz Honor Award, 2006.

Goes with Unit 5

The Art of Protest by De Nichols

From Keith Haring to Extinction Rebellion, the civil rights movement to Black Lives Matter, what does a revolution look like? Discover the power of words and images in this thought-provoking look at protest art by highly acclaimed activist De Nichols.

From the psychedelic typography used in “Make Love Not War” posters of the '60s to the solitary raised fist, some of the most memorable and striking protest artwork from across the world and throughout history deserves a long, hard look. Readers can explore each piece of art to understand how color, symbolism, technique, and typography play an important role in communication. Guided by activist, lecturer, and speaker De Nichols's powerful narrative and stunningly illustrated by a collaboration of young artists, this volume also has plenty of tips and ideas for creating your own revolutionary designs. This is a fully comprehensive look at the art of protest.

Drowned City: Hurricane Katrina and New Orleans

Don Brown

2016, Houghton Mifflin Harcourt

Using precise language and powerful illustrations, Brown tells a riveting tale of heroism, courage, racism, and incompetence during one of America’s worst natural disasters.

The Case for Loving: The Fight for Interracial Marriage

Selina Alko, writer; Sean Qualls and Selina Alko, artists.

2015, Arthur A. Levine Books [Scholastic]

Nonfiction picture book about the landmark Supreme Court case 1967 Loving v. Virginia in which Mildred and Richard Loving, legally married in Washington D.C., fought against segregation laws in their home state of Virginia in which interracial marriage was a criminal act.

ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)

Please note: check lessons FIRST for articles and video resources for instructional purposes. 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.

[Explanation/Definition of White Nationalism, Article from facinghistory.com](#)

[Martin Luther King Jr. and 8 Black Activists Who Led the Civil Rights Movement These visionary African American activists were some of the most vocal agents for racial change.](#)

This is an article from history.com

WEBSITES (FOR STUDENTS TO INTERACT WITH)

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

[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.)

[Loving v. Virginia: An anniversary for interracial marriage. Students learn about the landmark 1967 Supreme Court decision that overturned laws banning interracial marriage, and consider the legacy of that decision today, 50 years on.](#)

Lesson with two readings from [Morningside Center for Social Responsibility](#). There are several lessons here!

[Acts of Hate in Schools Students learn about the overall rise in acts of hate in schools and examine a story that illustrates how acts of antisemitism, racism, and other forms of hate can overlap.](#)

This source is from [Facing History and Ourselves](#). There are several lessons here!

[This lesson enables students to explore and measure the distance between blacks and whites in the past and present United States. By thinking about the intersections of whites, blacks, and others around the blues, students will deepen their understanding of discrimination and prejudice. They will also come to understand the ways in which music can, or cannot, create opportunities for people of different cultures, and with varying degrees of power, to relate to one another and find common ground.](#)

Background Unit

Background Unit: African Civilizations, The Real Wakanda (at least 90 mins)

Why do many Americans have knowledge gaps when it comes to African history? Why is it important to learn about early African civilizations?

Students will:

- Consider the meaning of Eurocentrism and its impact, specifically as it relates to knowledge of African history.
- Explore the significance of the film *Black Panther*, and the actual civilizations that influenced the film's setting and story. → Research one early African civilization, using primary and secondary sources of information.
- Challenge societal perceptions of African history as less important or significant than the history of Western civilizations.

[African Civilizations The Real Wakandas Lesson Plan 1 .pdf](#)

Unit 1

Unit One: AFRICA: GLOBAL PERCEPTION, HUMANITY'S CONNECTION (65 mins)

Why do our human origins matter in today's world?

Students will:

- Explain the impact of past and present biases related to Africa.
- Identify evidence of the origins of humanity and the nature of human evolution.
- Describe the contradictions between historical racial categories and science.
- Discuss the significance of Africa as the geographical source of humankind.

[Africa-Global-Perception-Lesson-Plan-Unit-1.pdf](#)

Unit 2

Unit Two: SLAVERY'S ENDURING MYTHS AND MISCONCEPTIONS (60 mins)

Why do the myths and misconceptions about slavery continue? How does the language we use to talk about difficult subjects perpetuate historical myths?

Students will:

- Analyze problematic language used to discuss slavery and formulate more appropriate alternatives.
- Explore persistent myths about slavery and how they perpetuate damaging beliefs and stereotypes.
- Interpret and explain arguments concerning misconceptions about slavery.
- Evaluate their own education with respect to slavery and enslaved people.

[Slaverys-Enduring-Myths-Lesson-Plans-Unit-2.pdf](#)

Unit 3

Unit 3 FROM JUNETEENTH TO RECONSTRUCTION: THE PROMISE OF EQUALITY

How did new opportunities inspire Black people to turn hope into achievement during Reconstruction?

Students will:

- Explore the historical importance of Juneteenth and ways in which it is observed today.
- Discuss the meaning of Reconstruction and how it relates to the history of enslavement.
- Produce a work product that reflects their learning about one aspect of Reconstruction, such as education, the growth of Black communities or the right to vote and run for elected office.

[From-Juneteenth-To-Reconstruction-Unit-3-LP_1_.pdf](#)

Unit 4

Unit 4 OPPORTUNITIES AND CHALLENGES IN THE NORTH (105-130 mins)

Why did so many Black Americans migrate to the North during the early and mid-1900s? How did housing policy play a large role in reinforcing racism and segregation?

Students will:

- Define the Great Migration and identify the push and pull factors that caused it.
- Analyze primary and secondary sources that present Black perspectives on the Great Migration.
- Investigate examples of housing segregation and inequality experienced by Black migrants in the North.
- Interpret a speech by Dr. Martin Luther King, Jr. illustrating activism for fair housing laws and practices.

[Opportunities-and-Challenges-Unit-4-LP.pdf](#)

Unit 5

Unit 5 EMMETT TILL'S LEGACY (155-165 mins plus time for individual research)

Why was Emmett Till lynched? What impact has this incident had on historical and contemporary racial justice struggles?

Students will:

- Define lynching and interpret data on its prevalence in the 19th and 20th centuries.

- Analyze a series of poems by Langston Hughes on lynching.
- Create a collage reflecting who Emmett Till was as an individual.
- Investigate the circumstances surrounding Till's murder and the choices made by individuals and institutions involved in the incident.
- Discuss the impact of Till's murder on the civil rights movement and the nation.
- Conduct independent research on contemporary issues related to police violence and/or societal racism.

[Emmitt-Tills-Legacy-Lesson-Plan-1.pdf](#)