

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.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RL.IT.11–12.3	Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
ELA.RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
ELA.RL.TS.11–12.4	Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
ELA.RI.TS.11–12.4	Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
ELA.RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the

more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

ELA.RL.CT.11–12.8

Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

ELA.RI.CT.11–12.8

Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

READ ALOUD TEXTS/EXCERPTS

Assorted Poetry (goes with Unit 4)

Bound No'th Blues by Langston Hughes

Bound for the Promised Land by Mr. Ward

The Land of Hope by William Crosse

Migration by Walter Dean Myers

One-Way Ticket by Langston Hughes

The South by Langston Hughes

When I Return to the Southland It Will Be by Sparrell Scott

Race to Incarcerate: A Graphic Retelling

Marc Mauer, writer; Sabrina Jones, adapter and artist

2013, The New Press

Explore the causes of the exponential growth of the U.S. prison system, and how the country has produced the highest rate of incarceration in the world.

[Afro-Americans in New Jersey: A Short History by Giles R. Wright, New Jersey Historical Commission](#)

→ 1910 to 1940 (pages 54–68)

→ 1940 to 1980s (pages 68–78)

Goes with Unit 4

[Rise Up North: Newark](#)

→ Chapter 1: Pre-1950s—African Americans Part 3: First Great Migration,

→ Chapter 2: 1950-1960—African Americans Part 2: Who's Coming In, Who's Going Out?

Goes with Unit 4

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.

[Many Videos from the Zinn Project](#)

<https://newsela.com/view/ck9noofwe042b0iqjjz177fm2> (article about the practice of redlining)

<https://newsela.com/view/ckf4dvyh0000c3jt3v5hdd65j> (article about redling and effect on temperature in cities)

Newsela Articles would go well with Unit One

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](#)

<https://www.zinnedproject.org/teaching-materials/explore-by-time-period>

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

Unit 1

Unit 1 RACE AND PUBLIC POLICY: “CONSTRUCTING WHITENESS” WITH SEGREGATED HOUSING POLICY (60 mins)

How has housing policy been used as a tool of racism in the United States?

Students will:

- Explain the difference between a law and a policy.
- Identify examples of laws and policies that have promoted racial segregation and inequality.
- Discuss racism and segregation in U.S. housing policy and its impact on Black Americans.
- Analyze primary source material on “redlining” in the U.S. in the 1930s and 1940s.
- Connect contemporary housing patterns and their historical antecedents.

[Race-and-Public-Policy-Lesson-Plan-Unit-1.pdf](#)

Unit 2

Unit 2 SLAVERY BUILT AMERICA (60 mins)

If America is considered the “land of the free,” what does it mean that the White House was built by enslaved labor?

Students will:

- Explore the role of enslaved labor in the building of Washington, D.C. and the White House.
- Analyze a primary source document demonstrating the use of enslaved labor to build the White House.
- Create a fictionalized narrative taking into account the point of view of an enslaved person.

[Slavery-Built-America-Lesson-Plan-Unit-2.pdf](#)

Unit 4

Unit 4 TRANSFORMING THE BLACK EXPERIENCE (135 mins plus time for research)

What were the causes and effects of the Great Migration? How did the hopes of Black Americans during the Great Migration match up with the reality of their lives in the North?

Students Will

- Discuss the causes and effects of the Great Migration.
- Analyze primary source materials to understand the push and pull factors behind the Great Migration.
- Identify the achievements and barriers to opportunity for Black people in the North, particularly New Jersey.
- Research the impact of artists who shaped the cultural experiences of Black Americans during the period of the Great Migration.

[Transforming-the-Black-Experience-Unit-4-LP.pdf](#)

Unit 5

Unit 5 NONVIOLENCE TO BLACK POWER: THE EVOLUTION OF THE MOVEMENT (150-180 mins)

How did the civil rights movement evolve as Black activists strived for racial justice?

Students will:

- Discuss the discipline of nonviolence and the ways in which it was enacted during the civil rights era.
- Examine primary source documents related to the 1963 March on Washington.
- Investigate the contributions of women and LGBTQ people to the movement, and their marginalization.

- Analyze a speech by Black Panther Party leader Bobby Seale.
- Compare and contrast the nonviolent Black Power and Black Lives Matters movements.

[Nonviolence-To-Black-Power-The-Evolution-Of-The-Movement-Lesson-Plan.pdf](#)