

Unit III: The Practice of Freedom

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Summary

The Practice of Freedom- Students will explore the development of early civil rights, social change, and black culture in the period following the end of the Civil War. An emphasis will be placed upon the disenfranchisement that came as a result of segregation, the emergent educational organizations which defined African American schools of thought, and the cultural development generated during the early 20th century.

Standards

LO 3.1.A Explain how the Reconstruction Amendments impacted African Americans by defining standards of citizenship

EK 3.2.A.2 The Freedmen's Bureau was responsible for managing property abandoned and confiscated during the Civil War, but its primary function was to assist formerly enslaved people as they transitioned into American citizens. Assistance included providing clothing and food, legalizing marriages, and establishing schools.

LO 3.3.A Explain how Black Codes undermined the ability of African Americans to advance after the abolition of slavery.

LO 3.4.A Explain how Reconstructionera reforms were dismantled during the late nineteenth century.

EK 3.5.A.1 The term "Jim Crow" originated in the 1830s as a derogatory term for African Americans. Jim Crow laws were local and state-level statutes passed primarily (but not exclusively) in the South under the protection of the Supreme Court's decision in Plessy v. Ferguson (1896).

EK 3.5.A.2 Jim Crow laws limited African American men's right to vote and enforced the racial segregation of hospitals, transportation, schools, and cemeteries for Black and white citizens. Jim Crow-era segregation restrictions would not be overturned until the Civil Rights movement of the 1950s and 1960s.

LO 3.6.A Describe the causes of heightened racial violence in the early twentieth century.

LO 3.8.A Describe strategies for racial uplift (or social advancement) proposed by African American writers, educators, and leaders at the turn of the twentieth century

LO 3.10.A Describe the founding of historically Black colleges and universities (HBCUs) in the late nineteenth and early twentieth centuries.

EK 3.11.A.1 The New Negro movement encouraged African Americans to define their own identity and to advocate for themselves politically in the midst of the nadir's atrocities.

LO 3.13.A Explain how Harlem Renaissance poets express their relationships to Africa in their poetry

LO 3.14.A Describe African Americans' contributions to American music in the 1930s and 1940s.

LO 3.15.B 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

EK 3.16.A.1 The Great Migration was one of the largest internal migrations in United States history. Six million African Americans relocated in waves from the South to the North, Midwest, and western United States from the 1910s to 1970s.

LO 3.17.B Describe the effects of AfroCaribbean migration to the United States in the early twentieth century and the migration's effect on African American communities.

LO 3.18.A Describe the mission and methods of the Universal Negro Improvement Association (UNIA).

Priority Content Standards

Supplemental Content Standards

Interdisciplinary Connections (Standards)

Please select relevant "Standards for Mathematical Practice (2023)", science and engineering practice standards "Grades 9-12/6-8 (2023)", ELA anchor statements, Social Studies practice standards. (3-6 total are suggested)

Planning and Carrying Out Investigations
Obtaining, Evaluating, and Communicating Information
Using Mathematics and Computational Thinking
Developing and Using Models
Constructing Explanations and Designing Solutions
Analyzing and Interpreting Data
Engaging in Argument from Evidence
Asking Questions and Defining Problems

Career Readiness, Life Literacies, and Key Skills PRACTICES

These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Standards

Select the Performance Expectations.

ClimateChange Education

Stage I: Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
<p>Identify and explain course concepts, developments, and processes.</p> <p>Identify and explain a source’s claim(s), evidence, and reasoning.</p> <p>Describe and draw conclusions from patterns, trends, and limitations in data, making connections to relevant course content.</p> <p>Explain how course concepts, developments, and processes relate to the discipline of African American Studies.</p> <p>Explain the significance of a source's perspective, purpose, context, and audience.</p> <p>Strategically select sources—evaluating the credibility of the evidence they present—to effectively support a claim.</p> <p>Use a line of reasoning to develop a well-supported argument.</p>	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <p>During Reconstruction (1865–1877), the</p>	<p><u>Essential Questions</u></p> <p>How did the Reconstruction Amendments impact the social, political, and economic aspects of life for newly freed African Americans in Northern and</p>

federal government sought to establish and protect the rights of free and formerly enslaved African Americans, granting them citizenship, equal rights, and political representation in American government.

Throughout the late 19th century, Reconstruction era reforms were thoroughly dismantled in favor of suppressive laws which upheld segregation, disenfranchisement, and spurred on acts of racial violence.

Racial disparities in the early 20th century led to separation from full participation in American society for the black community and continued struggle for self-improvement.

Black artists and intellectuals during the Harlem Renaissance sought to dispel myths disseminate black history through their music, writings, paintings, and performances, resulting in monumental contributions and influence on what would become modern American culture.

The Great Migration was one of the largest internal migrations in United States history, with economic, environmental, and social developments of the 20th century leading to the formation of modern black communities.

Southern states?

How have Jim Crow and other discriminatory laws/practices limited the success and development of the black community within American society?

How did African American writers, educators, and leaders advocate for social advancement at the turn of the 20th century?

How did external factors influence the widespread migration of African Americans from the South throughout the 20th century?

Acquisition

Students will know . . .

- *Reconstruction*
- *Thirteenth, Fourteenth, and Fifteenth Amendments*
- *Freedmen's Bureau*
- *Black Codes*
- *Sharecropping*
- *Ku Klux Klan*
- *Disenfranchisement*
- *Plessy v. Ferguson*
- *Jim Crow Laws*
- *Red Summer*
- *Tulsa Race Massacre*
- *The Color Line*

Students will be skilled at . . .

- Reading closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determining central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- *Double consciousness*
- *W.E.B. Du Bois*
- *Booker T. Washington*
- *Madam C.J. Walker*
- *HBCUs*
- *New Negro Movement*
- *Harlem Renaissance*
- *James Van Der Zee*
- *Duke Ellington*
- *Langston Hughes*
- *Zora Neale Hurston*
- *The Great Migration*
- *Caribbean Migration*
- *Pan-African Movement*
- *Marcus Garvey*

- Delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Writing arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Assessing how point of view or purpose shapes the content and style of a text.
- Conducting short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gathering relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Drawing evidence from literary or informational texts to support analysis, reflection, and research.
- Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Developing and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Using technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Stage II: Assessment Evidence

STAGE II Assessment Evidence

Practices	Assessments
13th Documentary Breakdown	Reconstruction Pop Up Debate
Red Record Reading	We Wear the Mask Project
Disenfranchisement & Jim Crow	HBCU Flyers
Red Summer Jigsaw	Unit 3 Test
Uplift Strategy S.P.Y. Analysis	Harlem Renaissance Party
Souls of Black Folk Close Reading	
Black Excellence & WWI	Unit 3 Test
Great Migration OPTIC Analysis	Socratic Seminars
	Jim Crow DBQ
Find My People Analysis	Harlem Renaissance Photo Presentation
Masks We Wear Art Instillation	HBCU Fishbowl
Strange Fruit Analysis	
Black Education Argument	
Great Migration Reading	

Modifications

Extra time on assessments

Study guides

Preferential seating

Audio/video examples

Acceleration

Additional FRQ and DBQ practices

Supplemental readings

Additional multiple choice practice questions

Stage III: Learning Plan

I. [Week 1: Reconstruction and Black Politics](#)

- A. The Reconstruction Amendments
- B. Social Life: Reuniting Black Families and Freedman's Bureau
- C. Black Codes, Land, and Labor
- D. The Defeat of Reconstruction

II. Week 2: The Color Line: Black Life in the Nadir

- A. [Disenfranchisement and Jim Crow Laws](#)
- B. White Supremacist Violence and the Red Summer
- C. [The Color Line and Double Consciousness in American Society](#)

III. Week 3: Racial Uplift

- A. [Lifting as We Climb: Uplift Ideology Black Women's Rights and Leadership](#)
- B. [Black Organizations and Institutions](#)
- C. HBCUs and Black Education

IV. Week 4: Movements and Changes

- A. [The New Negro Movement and the Harlem Renaissance](#)
- B. [Photography and Social Change](#)

V. Week 5: The Harlem Renaissance

- A. Envisioning Africa in Harlem Renaissance Poetry
- B. Symphony in Black: Black Performance in Music, Theater, and Film

VI. [Week 6: The Great Migration](#)

- a. The Great Migration
- b. Afro-Caribbean Migration
- c. [The Universal Negro Improvement Association](#)

VII. Week 7: AP Project Phase 2

- a. Source Analysis/ Connection
- b. Peer Review

- Lesson 1.1: The Reconstruction Amendments
- Lesson 1.2: Social Life: Reuniting Black Families and the Freedmen's Bureau
- Lesson 1.3: Black Codes, Land, and Labor
- Lesson 2.1: The Defeat of Reconstruction
- Lesson 2.2: Disenfranchisement and Jim Crow Laws
- Lesson 2.3: White Supremacist Violence and the Red Summer
- Lesson 3.1: The Color Line and Double Consciousness in American Society
- Lesson 3.2: Lifting as We Climb: Uplift Ideologies and Black Women's Rights and Leadership

- Lesson 3.3: Black Organizations and Institutions
- Lesson 4.1: HBCUs, Black Greek Letter Organizations, and Black Education
- Lesson 4.2: The New Negro Movement and the Harlem Renaissance
- Lesson 4.3: Photography and Social Change
- Lesson 5.1: Envisioning Africa in Harlem Renaissance Poetry
- Lesson 5.2: Symphony in Black: Black Performance in Music, Theater, and Film
- Lesson 5.3: Black History Education and African American Studies
- Lesson 6.1: The Great Migration
- Lesson 6.2: Afro-Caribbean Migration
- Lesson 6.3: The Universal Negro Improvement Association
- Lesson 7.1: Unit Test

Modifications

Extra time on assignments

Study guides

Preferential seating

Audio/visual examples

Acceleration

Additional FRQ and DBQ practices

Supplemental readings

Additional multiple choice practice questions

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

This unit features the development of African American culture following the conclusion of the Civil War. Various political, artistic, and social movements are included. Students will examine these topics through the lens of various political ideologies, cultures, gender, socioeconomic status, and ethnicities.

Specific Resources for Unit

- Textbook: Freedom on My Mind
- [Clips from 13th Documentary \(2016\)](#)
- [Clips from Sinners Film \(2025\)](#)
- Gilder Lehrman Institute of American History: AP African American Studies Guide-
<https://www.gilderlehrman.org/ap-african-american-studies>
- The [13th](#), [14th](#), and [15th](#) amendments to the U.S. Constitution, 1865, 1868, and 1870 (from the 13th, sec 15th, sections 1–2)

[Engraved portrait of five African American legislators from Reconstruction Congresses](#), early 1880s
Last Seen: Finding Family after Slavery database

[Legislative H.R. 613, An Act to Continue in Force a Bureau for the relief of Freedmen and Refugees](#), 18

[Bureau Administration Freedmen's Right to Vote](#), 1867

[Clarissa Reed, ad in the Southwestern Christian Advocate, New Orleans, LA](#), 1883

[Elizabeth Brisco, ad in The Christian Recorder, Philadelphia, PA](#), 1864

Picture postcard of a North Carolina Convict Camp, 1910

Juvenile convicts at work in the fields, 1903

Circular No. 8 from the Bureau of refugees Freedmen and Abandoned Lands.

[Land Order for Richard Brown](#), 1865

Excerpt from the Documentary 13th (Secondary Source)

Plessy vs. Ferguson Supreme Court ruling, 1896

Excerpt from “A Red Record” by Ida B. Wells-Barnett

Segregated restroom, c.1960

Segregated water fountains, n.d.

Strange Fruit By Billie Holiday

“If We Must Die” by Claude McKay, 1919

[Interactive map from Visualizing the Red Summer \(Secondary Source\)](#)

Photograph of Greenwood after the Tulsa Race Massacre, 1921

[Photograph of the Greenwood district burning during the Tulsa Race Massacre, 1921](#)

[Photograph of Black men with hands raised during the Tulsa Race Massacre](#), 1921

“We Wear the Mask” by Paul Laurence Dunbar, 1895

Excerpts from [The Souls of Black Folk](#) by W.E.B. Du Bois, 1903 (selections from “The Forethought,” “Alexander Crummell” and “The Afterthought”)

[What Is Code-Switching? | Between The Lines](#) (Secondary Source)

“The Atlanta Exposition Address” by Booker T. Washington, 1895

“How the Sisters Are Hindered from Helping” by Nannie Helen Burroughs, 1900

“Lift Every Voice and Sing” by James Weldon and J. Rosamond Johnson, 1900

Excerpts from *A Voice from the South: By a Black Woman of the South* by Anna Julia Cooper, 1892

Banner used by Oklahoma Federation of Colored Women’s Club, c. 1924

Advertisement for Madam C.J. Walker products, 1906–1950

Photograph of a convention of Madam C.J. Walker agents at Villa Lewaro, 1924

Clock used by Citizens Savings and Trust Company, 1920-2013

Jubilee Singers of Fisk University, 1875

George Washington Carver with Students in his laboratory at Tuskegee Institute, 1902

[Professor Gail Hansberry with art history student at North Carolina Central University, 1965](#)

Omega Psi Phi members with baskets of canned food for charity, 1964

The Education of Blacks in the South, 1860–1935 by James D. Anderson, 1988 (Secondary Source)

Excerpt from *The New Negro: An Interpretation* by Alain Locke, 1925

“The Negro Artist and the Racial Mountain” by Langston Hughes

Images from “Portfolio of Eighteen Photographs, 1905-38” by James Van Der Zee, 1974

- [Miss Suzie Porter](#), 1915
- [Garveyite Family, Harlem](#), 1924
- [Swimming Team](#), Harlem, 1925
- [Harlem Couple](#), 1932

[The James Van Der Zee Archive, 2022](#)

From Gordan Parks

Football, Bethune-Cookman College, Daytona Beach, Florida, 1943

Marcus Garvey Follower, New York, New York, 1943

“Heritage” by Gwendolyn Bennett, 1922

“Heritage” by Countee Cullen, 1925

[“Duke Ellington - It Don't Mean a Thing \(1943\)”](#) (video, 2:45)

[Ethel Waters in Cabin in the Sky, 1943](#)

[Cast of Cabin in the Sky, 1943](#)

[Katherine Dunham, Cabin in the Sky, 1940](#)

Letter beckoning African Americans to leave the South, Call and Response

The Migration Series by Jacob Lawrence, 1940–1941

Map of the Great Migration

A New Great Migration is bringing Black Americans Back to the South (Data Maps)

Excerpt from The Warmth of Other Suns: The Epic Story of America’s Great Migration by Isabel Wilke

“Restricted West Indian Immigration and the American Negro” by Wilfred A. Domingo, 1924

“Address to the Second UNIA Convention” by Marcus Garvey, 1921

Photograph of Marcus Garvey at his desk, 1924

Photograph of Marcus Garvey in Harlem, 1924

Technology Integration

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern’s commitment to enhancing students’ learning and preparing the 21st century learner for college and careers.