| ***Unit 2: Post Slavery Society/Civil Rights/Contemporary Issues in Black America***  ***Timeline: 4 -6 Weeks*** | | | | | |
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| **Targeted Standards**  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.EconNE.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.  6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity  and American values and in helping people meet their economic needs and expectations.  6.1.12.CivicsDP.6.a: 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.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.  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.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.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.  6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.  6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.  6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).  6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.  6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).  6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.  6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).  6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.  6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.  6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.  6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.  6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.  6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates’ rhetoric was inclusive, expansive, stereotypical or biased.  6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.  6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.  6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. | | | | | |
| **Rationale and Transfer Goals** :  Critically analyze and evaluate reliability of primary and secondary documents, artifacts, and sources in order to develop and/or defend a claim using evidence from those sources.  Interpret historical knowledge to create informed understandings about current events.  Demonstrate an appreciation or awareness of historical and geographical patterns and changes over time to better understand the present and to prepare for the future.  Using a variety of digital tools and communication skills, apply knowledge of political, economic and social systems to solve complex problems and take informed action as a global citizen. | | | | | |
| **Enduring Understandings:**  Segregation excluded African AMericans from electing officials of good will and forced them into debt and low paying jobs with little chance of economic or political mobility for fear of violent reprisal from whites in the south.  Booker T Washington and W.E.B. Dubois both hoped to advance African Americans, but with different strategies.  Through the artists of the Harlem Renaissance African Americans were able to create a celebrated culture of expression.  Using a variety of strategies under a variety of leaders, African AMericans experienced an increase in their ability to exercise their constitutional rights during the civil rights era. Leaders like MLK and Medgar Evers promoted passive resistance and community involvement.  Some groups felt dissatisfied with the perceived lack of progress or equality so they adopted a more aggressive tone in the struggle for Civil Rights. Groups like the Black Panthers and leaders like Stokely Carmichael represented a break from passive resistance through expressions like “Black Power”  White people responded to the Civil Rights movement in a variety of ways. Some helped promote the movement through cooperative events like the Freedom Rides. Others hoped to stymie the movement through violence and fear, sometimes resulting in the death of Civil Rights leaders and volunteers.  African Americans play a pivotal role in modern politics through leaders like Barack Obama who invigorated the Black community and others into political action and awareness.  Black culture has further developed new forms of popular expressions through hip-hop, rap, r&b, slam poetry and comedy. This expression is sometimes seen as a form of protest against discrimination and racism that exist in American society. | | | | | |
| **Essential Questions**:  How did the segregation system perpetuate racism and discrimination in the Unites States?  How did African Americans differ in their strategies for attaining equality?  How were African Americans able to create a celebrated, distinct culture during this time period?  How were African Americans able to obtain Civil Rights, previously denied them, during the period of 1945 to 1975?  Why were some Civil Rights groups more actively militant than others?  How did white America respond to to the Civil Rights movement?  How have African Americans continued to play an important role in the political process and outcomes of the United States?  How has modern Black culture developed as a form of popular expression in the United States?  How was the continent of African changed and developed over the last half century? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| Imperialism and Africa  Struggles faced by Black people in the Deep South due to vagrancy laws, etc  Narcus Garvey's Back to Africa Movement  Plessy v Ferguson and 20th Century Supreme Court cases dealing with Black people  Comparisons beteeen Washington and duBois  Great Migration  The Harlem Renaissance (Literature, music, and poetry)  Role of Blacks during World War II  Civil Rights Movement  Contemporary Black Politics | How to assess the changing roles of government.  Explaining the relevance of constitutional principles.  Analyzing the evolution of democracy  Analyzing major population distribution patterns  Predicting consequences  Analyzing the roles of class, gender, and race  Analyzing primary and secondary sources  Determine the civic responsibility of individuals | | Create and label a Scramble for Africa map.  Complete a Webquest based on the documentary Slavery by Another Name.  Create a mock business proposal for Marcus Garvey’s Back to Africa movement  Write a paragraph predicting how the Plessy case will have positive or negative impacts on race relations.  Compare and contrast Booker T. Washington and W.E.B. duBois  Chart the change in population in different places affected by the Great Migration and create a list of factors that contributed to the movement.  Utilize the internet to research the music and literature of the Harlem Renaissance  View the Great Debaters film and synthesize what Harlem Renaissance poets were saying about black life in general.  One page paper for the film The Tuskegee Airmen or Red Tails  Discuss pros and cons of armed forces troop segregation  Complete a journal while watching several episodes of Eyes on the Prize  Create a classroom timeline of the major events of the Civil Rights movement from 1945-1975  Analyze and discuss race relations before during and after the election of Barack Obama  Create a video presentation of the evolution of Hip Hop  Research how the internet and social media can expose social injustice compared to how older news media served that same purpose | | Program of regular testing including objective and essay questions as well as short quizzes  Project evaluations (including Power Point Presentations)  Daily classwork/homework assignments  Writing Across the Curriculum  Math Across the Curriculum  Class participation and initiative  Summative Assessments |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Map creation  Creating and Completing a webquest  Predicting through writing  Charting population shifts  Synthesizing differing aspects of Black entertainment and how it affected/affects us today  Group discussion  Journal writing while viewing a documentary  Timeline creation  Evaluating the affect of politics of culture | | Implementing technology into the learning process  Proper note taking and outlining strategies  Proper methods of research; how to use the internet, cite sources, and develop a research paper  Acquiring various reading strategies needed to comprehend historical text  Demonstrating appropriate debating skills  Successfully implementing cooperative learning strategies  Writing a minimum of 20 minutes per week in each class  Completing one writing task per unit  Completing a variety of writing tasks, including speculative and persuasive writing  Utilizing revise and edit skills to improve writing  Completing a variety of mathematics tasks  Applying mathematics test-taking strategies to open-ended questions | | Critically analyzing or interpreting a written source to understand its meaning  Synthesizing, or combining information from multiple sources, to come to a single meaning  Creating a clearly written argument or thesis  Proving an argument or thesis using evidence to support your argument  Organizing and communicating your thoughts and ideas in writing and verbally  Establishing and understanding cause and effect  Effectively comparing and contrasting | |
| **Career Readiness, Life Literacies, and Key Skills:**  9.4.2.IML.2: Represent data in a visual format to tell a story about the data    9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems    9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process    9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and pov  9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect    9.4.8.TL.3: Select appropriate tools to organize and present information digitally.  9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas | | | | | |
| **Key resources:**  Various websites, articles,videos, movies, documentaries  Selma, Harriet, The Birth of a Nation, Hidden Figures, The United States v. Billie Holliday, Judas and the Black Messiah, Ma Raineys Black Bottom, Panther, Bessie, Tuskegee Airmen, Red Tails, Miss Evers’ Boys, The Immortal Life of Henrietta Lacks, Marshall, 42, Malcolm X, One Night in Miami, Ali, Straight Outta Compton, Notorious, Fruitvale Station, Detroit, Remember the Titans, Glory, Rosewood, Mississippi Burning, Ghosts of Mississippi, Race, Eyes on the Prize, 13th, Slavery by ANother Name, 4 Little Girls, When We Were Kings, Freedom Riders, The African Americans, What Happened, Miss SImone, I Am Not Your Negro, High On the Hog, They’ve Gotta Have Us, | | | | | |
| **Interdisciplinary Connections:**  Language Arts  NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.  NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  Math  Modeling links classroom mathematics and statistics to everyday life, work, and decision-making.  Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods.  Art  Anchor Standard 5: Selecting, analyzing and interpreting work.  Anchor Standard 6: Conveying meaning through art. | | | | | |
| **Intersections of History:**  **Black:**  **Hispanic:**  **Women:** Althea Gibson, Angela Davis, Billie Holiday, Barbara Jordan, Shirley Chisholm, Coretta Scott King, Ella Fitzgerals, Fannie Lou Hamer, Ida B. Wells, Katherine Johnson, Marion Andeson, Mary McCloud Bethune, Constance Baler Motley, Nannie Helen Burroughs, Rosa Parks, Wilma Rudolph, Zora Neale Hurston, Nina Simone,  **LGBTQ:** Lori Lightfoot, Charles Blow, ALice Walker, Bessie Smith, Little Richard, Lee Daniels, Don Lemon, Frank Ocean, James Baldwin, Alvin AIley, Laverne Cox, Angela Davis, Bayard Rustin, Marsha P. Johnson | | | | | |
| **Important Vocabulary:**  diaspora, grandfather clause, segregation, social darwinism, black cabinet, blues, Buffalo Soldiers, convict lease system, debt peonage, exodusters, great migration, harlem renaissance, jazz, jim crow, lynching, NAACP, Nation of Islam, Plessy v Ferguson, Scottsboro Boys, sharecropping, UNIA, War on Poverty, Black Panthers, Black Power, Bloody Sunday, Freedom Rides, Freedom Summer, Malcolm X, Little Rock Nine, SCLC, SNCC, | | | | | |