

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## **African American History**

**August 18, 2020**

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Course Description**

This course deals with the social, economic, political and cultural contributions of African Americans to the United States. The course begins with medieval West African empires, moves into the Atlantic trade and then into the history and experiences of African Americans up to the present. Students will often work collaboratively and will be required to contribute to the collaborative effort. Ability to hear, respect and analyze opposing viewpoints is critical in this type of collaborative learning. The personal and familial experiences of students are valued and necessary in this course. As such, solid verbal and written communication skills are vital. Additionally, there is a requirement for sufficient reading and critical analysis of that reading

### Curriculum Units/Pacing Guide

| <b>Unit # / Title</b>   | <b>Number of Days</b> |
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| Unit 1: Becoming African American                                     | Approximately 35      |
| Unit 2: Slavery, Abolition, and the Quest for Freedom                 | Approximately 22      |
| Unit 3: The Civil War, Emancipation, and Black Reconstruction         | Approximately 25      |
| Unit 4: Searching for Safe Spaces: The Age of Jim Crowism and Terror  | Approximately 23      |
| Unit 5: The Great Depression and World War II                         | Approximately 21      |
| Unit 6: The Black Freedom and Revolution Movements                    | Approximately 27      |
| Unit 7: Post Civil Rights and African Americans in The New Millennium | Approximately 23      |

## Unit Standards Overview

| Overview  | Standards   | Unit Skills Focus   | Content-Specific Practices  |
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| <p><b>Unit 1</b><br/> <b>Title:</b> Becoming African American</p> | <p><u>6.2.12.B.1.a; 6.2.12.C.1.d</u><br/> <u>6.2.12.D.1.b; 6.2.12.D.1.e;</u><br/> <u>6.2.12.D.1.c; 6.2.12.C.1.d;</u><br/> <u>6.1.8.A.1.a; 6.2.8.B.4.c</u></p> | <p>– <b>The student will:</b></p> <ul style="list-style-type: none"> <li>✓ Understand who and what the term, “African American” applies to</li> <li>✓ Know the influential kingdoms of Medieval West and Central Africa</li> <li>✓ Understand the economic and political system of these kingdoms</li> <li>✓ Understand the politics, economics and culture of these kingdoms</li> <li>✓ Understand the trade relationship between these kingdoms and Europe</li> <li>✓ Understand the implications of the collapse of the Mali and later Shonghai empires on the geopolitical situation in West Africa</li> <li>✓ Understand the trade relationship between Europeans and the smaller African nations along the Atlantic Coast</li> <li>✓ Assess the political rivalries between various African nations and how these contributed to enslavement</li> <li>✓ Differentiate between slavery and servitude</li> <li>✓ Understand the system of slavery that existed in Europe</li> <li>✓ Understand the system of slavery that existed in West/Central Africa</li> <li>✓ Explain the importance of the colonization of the Americas to Europe</li> </ul> | <ul style="list-style-type: none"> <li>● Chart the impact of the collapse of the Mali and Shonghai Empires on the region</li> <li>● Theorize as to the ability of the Shonghai Empire to thwart European colonialism/enslavement had they survived.</li> <li>● Note the economic impact that the discovery of the Americas had for Europe</li> <li>● Compare and Contrast British and French policy with regard to the conquest of Africa</li> <li>● Define the terms, “slavery” and “servitude”.</li> <li>● Explain the system of slavery/servitude in West and Central Africa prior to European contact</li> <li>● Explain the system of slavery/servitude in Europe prior to and during the Age of Exploration</li> <li>● Define “racial slavery”</li> <li>● Analyze as to whether Africa and Europe had systems of slavery or servitude</li> <li>● Compare and Contrast the systems of slavery/servitude</li> </ul> |

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|                                   |   | <ul style="list-style-type: none"> <li>✓ Explain why the attempted enslavement of Native Americans was largely unsuccessful</li> <li>✓ Explain how and why people became the primary “commodity” desired by Europeans and exchanged by Africans</li> <li>✓ Know how the discovery of the Americas impacted Europe, particularly socially and economically</li> <li>✓ Understand the various colonial strategies by Britain, France, Spain and Portugal employed in the Americas and Africa</li> <li>✓ Understand the various enslavement strategies Britain, France, Spain and Portugal employed in the Americas and the long term implications</li> <li>✓ Understand the arduous route an enslaved African would have taken from their capture/sale in Africa to the Americas</li> <li>✓ Explain the term, “racial slavery” and how it came to be in the Americas</li> </ul> | <p>in Europe and West and Central Africa</p> <ul style="list-style-type: none"> <li>● Compare and Contrast the slave systems introduced in the American colonies by the British, French Spanish and Portuguese.</li> <li>● Analyze as to the impact of these policies on later social/familial development</li> <li>● Assess the reasons for an increased labor force in the Americas</li> <li>● Explain the reasons why Europeans attempted and largely abandoned enslavement of Native Americans</li> <li>● Explain why West and Central Africans became the primary and preferred choice for labor in the Americas</li> <li>● Discuss, analyze and debate the contentious issue of Africans selling other Africans</li> <li>● Describe the gold routes of trade from the Medieval West African empires to the ports in the Mediterranean</li> <li>● Discuss the impact of West African gold on European markets</li> <li>● List the major resources and commodities of the empires of Medieval West and Central Africa and the Nile River Valley Civilizations</li> </ul> |
| <p><b>Suggested Resources</b></p> | <p><b>Various History and African American History Resources</b><br/> <a href="https://ny.pbslearningmedia.org/">https://ny.pbslearningmedia.org/</a>- (PBS Learning) teaching resources including videos, lesson plans, and games aligned to state and national standards.</p> <p><a href="https://www.tolerance.org/">https://www.tolerance.org/</a>- (Teaching Tolerance) invaluable teacher tool to help reduce prejudice and encourage tolerance in schools, as well as within society as a whole</p> <p><a href="https://en.wikipedia.org/wiki/African-American_history">https://en.wikipedia.org/wiki/African-American_history</a> (Wikipedia)<br/>         Academic resource for information on the history of African Americans from Africa to the present</p> |   |  |

<https://abhmuseum.org/> (America's Black Holocaust Museum) virtual museum of documents, videos etc. spanning the history of the African American struggle in the US

<http://lcweb2.loc.gov/ammem/aohtml/exhibit/aointro.html> (Library of Congress/African American Odyssey) showcases the history of African Americans using many primary source documents from the slave era to Civil Rights.

<http://nationalhumanitiescenter.org/pds/maai/index.htm> (National Humanities Center) various useful African American historical resources for 1500's- the end of the Civil War

<https://www.journals.uchicago.edu/toc/jaah/current> (Journal of African American History [formerly Negro History]) variety of articles and publications throughout the history of African Americans

<https://aframnews.com/> African American current news and historical news

#### **Trans-Atlantic Slave Trade/Slavery Resources**

<https://www.theroot.com/how-many-slaves-landed-in-the-us-1790873989> (The Root) Article on how many slaves landed in the US by Dr. Henry Louis Gates Jr.

<https://www.slavevoyages.org/tast/index.faces> (Trans-Atlantic Slave Trade Database) Very comprehensive trans-Atlantic slave trade database

<http://www.black-collegian.com/issues/1998-12/africanroots12.shtml> (The Black Collegian)- Article on the Roots of African American culture

<https://www.nps.gov/ethnography/aah/aaheritage/lowCountryA.htm> (NPS Ethnography: African American History and Ethnography) Data on the origins of various African American communities in the US and their role and contributions during enslavement

#### **Ancient Africa Interactive Curriculum and Resources**

<http://www.njamistadcurriculum.net/history/unit/ancient-africa> (Amistad Commission)

#### **Emerging World of Africa, Europe and the Indigenous Societies Interactive Curriculum and Resources**

<http://www.njamistadcurriculum.net/history/unit/emerginig-atlantic-world> (Amistad Commission)

- Discuss the relationship between the Kingdom of Nubia and Ancient Egypt
- Give examples of how traditional West African families were
- Discuss and debate the term, "African American", and who the term applies or should apply to

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| <p><b>Unit 2</b><br/> <b>Title:</b> Slavery, Abolition, and the Quest for Freedom</p> | <p><u>6.2.12.D.1.e; 6.1.12.A.3.h;</u><br/> <u>6.1.12.A.3.i; 6.1.12.D.2.a;</u><br/> <u>6.1.12.A.4.b; 6.1.12.D.2.e</u></p> | <p>- <b>The student will:</b></p> <ul style="list-style-type: none"> <li>✓ Understand chattel slavery</li> <li>✓ Understand the relationship between class and economics</li> <li>✓ Explain how classes developed in the US</li> <li>✓ Understand the social and racial implications of Bacon's Rebellion and its failure</li> <li>✓ Show how slavery in the US converted from indentured servitude to chattel slavery</li> <li>✓ Understand what racial slavery is and how slavery became racialized in the US</li> <li>✓ Demonstrate how slavery economically impacted the development of the British colonies</li> <li>✓ Show examples of how aspects of African culture survived enslavement in the US and Caribbean</li> <li>✓ Understand the contributions of African peoples to colonial society</li> <li>✓ Note the role of African Americans to the Revolutionary War cause</li> <li>✓ Know the origins of the anti-slavery movement</li> <li>✓ Understand the reasoning and importance of the Amistad decision</li> <li>✓ Chart the history of slave rebellions</li> <li>✓ Understand the ramifications of the Haitian Revolution</li> <li>✓ Analyze the effectiveness of slave rebellions</li> <li>✓ Critique the Declaration of Independence from the perspective of an African American</li> </ul> | <ul style="list-style-type: none"> <li>● Using applicable data, Illustrate the economic impact on enslavement on the American colonies and later states</li> <li>● List examples of African culture that survived French Spanish and Portuguese enslavement</li> <li>● List examples of African culture that survived English/American enslavement</li> <li>● Discuss and debate the reasons why more African culture may have survived in the Caribbean and Central and South America</li> <li>● Define, "chattel slavery"</li> <li>● Chart the evolution of chattel slavery</li> <li>● Analyze the slow process of the racialization of slavery</li> <li>● Explain why Native Americans were enslaved by American settlers and why this did not work</li> <li>● Discuss the class divisions that led to Bacon's Rebellion</li> <li>● Predict the class and racial development of America if Bacon's rebellion had succeeded.</li> <li>● Chart the beginning of the Anti-Slavery Movement</li> </ul> |
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|                                   |   | <ul style="list-style-type: none"> <li>✓ Critique the Constitution as a document of equality or hypocrisy</li> <li>✓ Understand the significance and consequences of the 3/5<sup>th</sup> compromise short and long term</li> <li>✓ Know the debates on the 2<sup>nd</sup> Amendment with respect to fears of enslaved African American uprisings</li> <li>✓ Understand and explain how many African Americans succeeded socially and economically during this time period</li> <li>✓ Explain how and why some African Americans became slave owners</li> <li>✓ Note some of the prominent African American leaders during this time and their philosophies</li> <li>✓ Show why some African Americans were able to prosper and persevere during this time</li> <li>✓ Explain why the African American church grew in influence during this time period</li> <li>✓ Understand the role of the African American church during this era</li> <li>✓ Understand the role of slavery in efforts to expand expansionist ideas of many Americans of the time</li> </ul> | <p>from Africa to the mid 1800's</p> <ul style="list-style-type: none"> <li>● Debate the use of rebellion as a tool to end slavery.</li> <li>● Trace the history of slave rebellions in the Caribbean and US</li> <li>● Explain how the Haitian Revolution impacted the anti-slavery movement in the US</li> <li>● Discuss the legal reasoning found in the Amistad decision and debate the merits</li> <li>● List and analyze the contributions of Africans to colonial and early American society</li> <li>● Explain the role of African American soldiers during the Revolutionary War</li> <li>● Debate the contents of the Declaration of Independence from the perspective of an African-American of the time.</li> <li>● Debate the 3/5<sup>th</sup> compromise and discuss the long term implications</li> <li>● Analyze the Constitution, particularly the Bill of Rights as a document of equality or hypocrisy</li> <li>● Rewrite the Constitution to reflect true equality</li> <li>● Discuss and Debate the discussions on the second Amendment.</li> </ul> |
| <p><b>Suggested Resources</b></p> | <p><b>Various History and African American History Resources</b><br/> <a href="https://ny.pbslearningmedia.org/">https://ny.pbslearningmedia.org/</a>- (PBS Learning) teaching resources including videos, lesson plans, and games aligned to state and national standards.</p> <p><a href="https://www.tolerance.org/">https://www.tolerance.org/</a>- (Teaching Tolerance) invaluable teacher tool to help reduce prejudice and encourage tolerance in schools, as well as within society as a whole</p> <p><a href="https://www.history.com/topics/black-history/">https://www.history.com/topics/black-history/</a>- (History Channel) African American history topics from the history channel website</p> |  |  |

[https://en.wikipedia.org/wiki/African-American\\_history](https://en.wikipedia.org/wiki/African-American_history) (Wikipedia) Academic resource for information on the history of African Americans from Africa to the present

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<http://nationalhumanitiescenter.org/pds/maai/index.htm> (National Humanities Center) various useful African American historical resources for 1500's- the end of the Civil War

<https://guncite.com/journals/cd-recon.html> (Georgetown University Law Journal) Significant article on the second amendment from the perspective of African Americans

<https://www.journals.uchicago.edu/toc/jaah/current> (Journal of African American History [formerly Negro History]) variety of articles and publications throughout the history of African Americans

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[http://historylink101.com/bw/American\\_Image/slides/4-j-IMG\\_1583.html](http://historylink101.com/bw/American_Image/slides/4-j-IMG_1583.html) (History 101) link to the iconic picture of the back of a whipped male slave and his testimony

- Compare and Contrast the philosophies of various African American leaders during this time period.
- Note some of the African American financial leaders of the time (i.e Paul Cuffe)
- Name some of the key contributions of the AA church of the time.
- Illustrate the reasons why some of these African American communities were able to prosper during this time.
- Explain how the AA Church helped to develop the community
- Make an argument defending the position that a primary factor in expansion, including the Mexican War and Texas War of Independence and annexation was to procure land for slavery.
- Explain why some African Americans became slave owners
- Debate the contentious issue of African American slave owners

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|   | <p><a href="https://en.wikipedia.org/wiki/Dred_Scott_v._Sandford">https://en.wikipedia.org/wiki/Dred_Scott_v._Sandford</a> (Wikipedia) Wikipedia page of the Dred Scott v Sandford case</p> <p><b><u>Emerging World of Africa, Europe and the Indigenous Societies Interactive Curriculum and Resources</u></b><br/> <a href="http://www.njamistadcurriculum.net/history/unit/emerginig-atlantic-world">http://www.njamistadcurriculum.net/history/unit/emerginig-atlantic-world</a>(Amistad Commission)</p> <p><b><u>Early US to Independence Interactive Curriculum and Resources</u></b><br/> <a href="http://www.njamistadcurriculum.net/history/unit/establishment-new-nation">http://www.njamistadcurriculum.net/history/unit/establishment-new-nation</a> (Amistad Commission)</p> <p><a href="https://www.monticello.org/mulberry-row-">https://www.monticello.org/mulberry-row-</a></p> <p><b><u>The Constitutional Era Interactive Curriculum and Resources</u></b><br/> <a href="http://www.njamistadcurriculum.net/history/unit/constitution-continental-congress">http://www.njamistadcurriculum.net/history/unit/constitution-continental-congress</a> (Amistad Commission)</p> <p>The Early Nation and Toward Civil War Interactive Curriculum and Resources<br/> <a href="http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state">http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state</a></p> |  |  |
| <p><b>Unit 3</b><br/> <b>Title:</b> The Civil War, Emancipation, and Black Reconstruction</p> | <p><b><u>6.1.12.A.4.a; 6.1.12.A.4.b; 6.1.12.D.4.a; 6.1.12.A.4.c; 6.1.12.A.5.b</u></b></p>  | <p>– <b>The student will:</b></p> <ul style="list-style-type: none"> <li>✓ Understand the origin, purpose and significance of the “slave codes” and other racialized laws</li> <li>✓ Show how enslaved African Americans dealt with the slave codes</li> <li>✓ Understand the purpose and function of slave patrols and their relationship to policing</li> <li>✓ Note the different economies of the North and South in the Antebellum period</li> <li>✓ Understand the significance of the Dred Scott decision</li> <li>✓ Note the critical events which lead up to the Civil War</li> <li>✓ Understand the role of slavery in leading to the Civil War</li> <li>✓ Know the various positions of prominent African Americans of</li> </ul> | <ul style="list-style-type: none"> <li>● Explain the purpose of the “slave codes” and other racialized laws</li> <li>● Describe how enslaved African Americans circumvented and overcame the slave codes and other codified racial laws</li> <li>● Analyze slave patrols from a racial and class perspective and critique its legacy in modern policing</li> <li>● Chart the key events which led up to the Civil War from the perspective of African Americans</li> </ul> |

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|  |  | <p>the time with respect to the Civil War</p> <ul style="list-style-type: none"> <li>✓ Show how African Americans contributed to the war effort</li> <li>✓ Analyze the Emancipation Proclamation</li> <li>✓ Critique the motives of Lincoln in issuing the Emancipation Proclamation</li> <li>✓ Know the role of African American soldiers in helping the Union to win the Civil War</li> <li>✓ Explain the issue of African Americans serving in the Confederacy</li> <li>✓ Break down the contents of the Gettysburg address from the perspective of an African American</li> <li>✓ Know and explain the reasoning behind the passage of the “Reconstruction Amendments”</li> <li>✓ Discuss the “except as a punishment for a crime” portion of the 13<sup>th</sup> Amendment as the catalyst for re-enslavement of African Americans</li> <li>✓ Know what the Freedman’s Bureau was and assess its successes and failures</li> <li>✓ Understand the importance of education to newly freed African Americans</li> <li>✓ Know the origin and role of Historically Black Colleges and Universities</li> <li>✓ Understand what the “Black Codes” were and their relationship to re-enslavement of African Americans</li> </ul> | <ul style="list-style-type: none"> <li>● Analyze the Dred Scott decision</li> <li>● Compare and Contrast the economies of the North and South in the Antebellum period</li> <li>● Debate the issue of slavery as the primary cause of the Civil War</li> <li>● Assess Lincoln’s strategy in passing the Emancipation Proclamation</li> <li>● List the people actually freed by the Emancipation Proclamation</li> <li>● Analyze the impact of the Emancipation Proclamation on African Americans in the various regions of the US</li> <li>● Discuss and analyze the introduction of African American soldiers in the Union army as allowed by the Emancipation Proclamation</li> <li>● Debate the intent of the Gettysburg Address from the perspective of African American equality</li> <li>● Discuss the “except as punishment for a crime” clause of the 13<sup>th</sup> Amendment and analyze its long term impact</li> <li>● Explain why the 14<sup>th</sup> Amendment was needed (revisit Dred Scott decision)</li> <li>● Explain why the 15<sup>th</sup> Amendment was needed</li> <li>● Discuss methods used to suppress the African</li> </ul> |
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|  |  | <ul style="list-style-type: none"> <li>✓ Know the impact of the Black Codes</li> <li>✓ Explain how African American communities dealt with the Black Codes</li> <li>✓ Understand the varied and numerous attempts by former slave owners to destroy the progress of newly freed African Americans and maintain their own power and control over them</li> <li>✓ Assess the Black Codes as a model for later coded racialized laws</li> <li>✓ Understand the goals of “Radical Reconstruction”</li> </ul> | <p>American vote and compare and contrast to modern day efforts</p> <ul style="list-style-type: none"> <li>● Chart the progress of African Americans in politics during Reconstruction</li> <li>● Analyze the effectiveness of the Reconstruction Amendments</li> <li>● Give examples of the “Black Codes” and assess their impact on the development of AA people and communities</li> <li>● Discuss the legacy of the “Black Codes” and compare/contrast to modern day....”while black” issues (driving while black, dining while black etc.).</li> <li>● List the objectives of the Freedman’s bureau</li> <li>● Critique the successes and failures of the Freedman’s Bureau</li> <li>● Analyze the impact of the rapid education of millions of AA’s</li> <li>● Trace the development of HBCU’s and discuss their modern day impact</li> <li>● Assess the goals of “Radical Reconstruction”</li> <li>● Explain the role of African American soldiers in the Union army</li> <li>● Debate the contentious issue of AA Confederate soldiers</li> </ul> |
| <p><b>Suggested Resources</b><br/>Provide links to specific resources/activities</p> | <p><b>Various History and African American History Resources</b><br/> <a href="https://ny.pbslearningmedia.org/">https://ny.pbslearningmedia.org/</a>- (PBS Learning) teaching resources including videos, lesson plans, and games aligned to state and national standards.</p> <p><a href="https://www.tolerance.org/">https://www.tolerance.org/</a>- (Teaching Tolerance) invaluable teacher tool to help reduce prejudice and encourage tolerance in schools, as well as within society as a whole</p> <p><a href="https://www.history.com/topics/black-history">https://www.history.com/topics/black-history</a> (History Channel) African American history topics from the history channel website</p> <p><a href="https://en.wikipedia.org/wiki/African-American_history">https://en.wikipedia.org/wiki/African-American_history</a> (Wikipedia) Academic resource for information on the history of African Americans from Africa to the present</p> <p><a href="https://abhmuseum.org/">https://abhmuseum.org/</a> (America’s Black Holocaust Museum) virtual museum of documents, videos etc. spanning the history of the African American struggle in the US</p> <p><a href="http://lcweb2.loc.gov/ammem/aahtml/exhibit/aointro.html">http://lcweb2.loc.gov/ammem/aahtml/exhibit/aointro.html</a> (Library of Congress/African American Odyssey) showcases the history of African Americans using many primary source documents from the slave era to Civil Rights.</p> |  |   |

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|  | <p><a href="http://nationalhumanitiescenter.org/pds/maai/index.htm">http://nationalhumanitiescenter.org/pds/maai/index.htm</a> (National Humanities Center) various useful African American historical resources for 1500's- the end of the Civil War</p> <p><a href="https://www.journals.uchicago.edu/toc/jaah/current">https://www.journals.uchicago.edu/toc/jaah/current</a> (Journal of African American History [formerly Negro History]) variety of articles and publications throughout the history of African Americans</p> <p><a href="https://aframnews.com/">https://aframnews.com/</a> African American current news and historical news</p> <p><b><u>The Civil War and Reconstruction Interactive Curriculum and Resources</u></b><br/> <a href="http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction">http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction</a> (Amistad Commission)</p> <p><a href="https://www.history.com/juneteenth">What Is Juneteenth? (Juneteenth Video)</a><br/> <a href="https://www.history.com/juneteenth">https://www.history.com/juneteenth</a></p> <p><a href="https://web.archive.org/web/20120421234455/http://www.journalofamericanhistory.org/projects/lincoln/contents/ross.html">https://web.archive.org/web/20120421234455/http://www.journalofamericanhistory.org/projects/lincoln/contents/ross.html</a> (Journal of American History Internet Archive) Journal article on Lincoln's varying reasons for issuing the Emancipation Proclamation</p> |  |  |
| <p><b>Unit 4</b><br/> <b>Title:</b> Searching for Safe Spaces: The Age of Jim Crowism and Terror</p> | <p><b><u>6.1.12.A.6.c; 6.1.12.C.8.a; 6.1.12.D.8.a; 6.1.12.D.8.b; 6.1.12.D.11.c</u></b></p>  | <p>– <b>The student will:</b></p> <ul style="list-style-type: none"> <li>✓ Understand what lynching is and the reasons behind it</li> <li>✓ Note the various positions on lynching in the African American community and the government</li> <li>✓ Assess the US government's response to lynching</li> <li>✓ Assess the long-term impact of lynching and the “lynch mob” mentality on race relations in America</li> <li>✓ Critique the positions and philosophies of various African American leaders of this time period</li> </ul> | <ul style="list-style-type: none"> <li>● Debate the reaction of AA's to lynching</li> <li>● Investigate the efficacy of various strategies for liberation during this era</li> <li>● Critique the positions of WEB Dubois, Marcus Garvey, Booker T Washington and other leaders and analyze their impact</li> <li>● Explain why AA leaders are almost always presented as antagonists and bitter rivals in US History</li> <li>● Analyze the Jim Crow laws as a continuation of the</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>✓ Note the positions, goals and strategies of prominent African American organizations of the time</li> <li>✓ Explain why American society often presents African American groups and leaders with different philosophies as antagonists rather than allies</li> <li>✓ Assess the Plessy v. Ferguson decision</li> <li>✓ Trace the origins of “Jim Crow”</li> <li>✓ Explain the impact of Jim Crow laws</li> <li>✓ Show how African Americans persevered and dealt with the Jim Crow era</li> <li>✓ Note the long-term impact of the Jim Crow era</li> <li>✓ Assess this era from a perspective of civil and human rights</li> <li>✓ Understand the reasons why millions of African Americans fled the South to destinations in the North and West</li> <li>✓ Trace the routes of the Great Migration and explain why certain cities were preferred</li> <li>✓ Note the impact of the Great Migration on the African American community and America</li> <li>✓ Note the impact of the Great Migration on the South and the areas in which African Americans went</li> <li>✓ Understand the reasons why some southerners tried to prevent African Americans from leaving the South</li> </ul> | <p>slave codes and black codes.</p> <ul style="list-style-type: none"> <li>● Compare and Contrast racial laws, including segregation in the North and South</li> <li>● Debate the issue of overt, open racism often found in the south vs subtle, inconspicuous racism in the North</li> <li>● Explain the purpose of lynching</li> <li>● Explain why some argue that modern police murders are a legacy of lynching</li> <li>● Debate the legacy of the Jim Crow era in modern America particularly lynching</li> <li>● Assess whether or not governmental policies and failure to enforce policies were/are a violation of civil/human rights</li> <li>● Define Great Migration</li> <li>● Differentiate between the First and Second Great Migrations</li> <li>● List the reasons why African Americans wanted to leave the South</li> <li>● Explain why cities were the primary destination for African Americans</li> <li>● Trace the routes from the south to particular cities in the North and West and</li> </ul> |
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|                                   |   | <ul style="list-style-type: none"> <li>✓ Understand the differences between racial laws in the North and racial laws in the South and analyze</li> <li>✓ Understand how housing discrimination impacted African American communities in the North</li> <li>✓ Note the impact of Northern racism on the development of African American communities</li> <li>✓ Explain how African American communities dealt with racism in the North</li> <li>✓ Explain the various forms of African American music and arts during this time</li> <li>✓ Note some key African American intellectuals, businesspersons and musicians during this period and assess their impact</li> <li>✓ Understand the meaning of “cultural appropriation” and apply to African American culture and American/European people</li> </ul> | <p>analyze the role of railroads in this</p> <ul style="list-style-type: none"> <li>● Describe some of the methods used to prevent African Americans from migrating</li> <li>● Assess the impact of the Great Migration on American society in the short and long term</li> <li>● Note some of the methods used by racist groups to control the mass numbers of African Americans moving during the Great migration</li> <li>● Explain why Northern and Western communities reacted violently to African Americans moving in</li> <li>● Discuss how African Americans adjusted to the different and often hostile environments of the North and West</li> <li>● Explain how racist policies (such as redlining etc.) led to racial disparities in economics, politics and education</li> <li>● Trace the evolution of Blues from the slave plantation to the 1920’s</li> <li>● Explain the cultural and social conditions that Jazz originated from</li> <li>● Compare and contrast the contributions of various artists during the era known as the, “Harlem Renaissance”</li> </ul> |
| <p><b>Suggested Resources</b></p> | <p><b><u>Various History and African American History Resources</u></b><br/> <a href="https://ny.pbslearningmedia.org/">https://ny.pbslearningmedia.org/</a>- (PBS Learning) teaching resources including videos, lesson plans, and games aligned to state and national standards.</p> <p><a href="https://www.tolerance.org/">https://www.tolerance.org/</a>- (Teaching Tolerance) invaluable teacher tool to help reduce prejudice and encourage tolerance in schools, as well as within society as a whole</p> <p><a href="https://www.history.com/topics/black-history">https://www.history.com/topics/black-history</a> (History Channel) African American history topics from the history channel website</p> <p><a href="https://en.wikipedia.org/wiki/African-American_history">https://en.wikipedia.org/wiki/African-American_history</a> (Wikipedia) Academic resource for information on the history of African Americans from Africa to the present</p> |  |   |

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|   | <p><a href="https://abhmuseum.org/">https://abhmuseum.org/</a> (America’s Black Holocaust Museum) virtual museum of documents, videos etc. spanning the history of the African American struggle in the US</p> <p><a href="http://lcweb2.loc.gov/ammem/aohtml/exhibit/aointro.html">http://lcweb2.loc.gov/ammem/aohtml/exhibit/aointro.html</a> (Library of Congress/African American Odyssey) showcases the history of African Americans using many primary source documents from the slave era to Civil Rights.</p> <p><a href="https://www.journals.uchicago.edu/toc/jaah/current">https://www.journals.uchicago.edu/toc/jaah/current</a> (Journal of African American History [formerly Negro History]) variety of articles and publications throughout the history of African Americans</p> <p><a href="https://afamnews.com/">https://afamnews.com/</a> African American current news and historical news</p> <p><b><u>Post Reconstruction/Jim Crow Era Interactive Curriculum and Resources</u></b></p> <p><a href="http://www.njamistadcurriculum.net/history/unit/post-reconstruction">http://www.njamistadcurriculum.net/history/unit/post-reconstruction</a></p> <p><a href="http://www.njamistadcurriculum.net/history/unit/emergent-modern-america">http://www.njamistadcurriculum.net/history/unit/emergent-modern-america</a></p> <p><a href="http://nationalhumanitiescenter.org/pds/maai2/index.htm">http://nationalhumanitiescenter.org/pds/maai2/index.htm</a> (National Humanities Center) various useful African American historical resources for the Reconstruction and Jim Crow Era</p> <p><a href="https://tennesseeencyclopedia.net/entries/disfranchising-laws/">https://tennesseeencyclopedia.net/entries/disfranchising-laws/</a> (Tennessee Encyclopedia of History and Culture) Explanation of laws enacted in Tennessee (1889) that disenfranchised African Americans in the state</p> <p><a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=224731">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=224731</a> (Social Science Research Network) Article on the critical Supreme Court Case Giles v. Harris which upheld racial and economic disenfranchisement</p> | <ul style="list-style-type: none"> <li>• Define “cultural appropriation”</li> <li>• Debate the issue of cultural appropriate with respect to Jazz.</li> <li>• Discuss the impact the Great Depression had on the “Harlem Renaissance”</li> </ul>                                 |  |
| <p><b>Unit 5</b><br/> <b>Title:</b> The Great Depression and World War II</p> | <p><b><u>6.1.12.D.9.b; 6.1.12.D.11.c;</u></b><br/> <b><u>6.1.12.A.11.c;</u></b><br/> <b><u>6.1.12.D.10.c</u></b></p>   | <p>– The student will:</p> <ul style="list-style-type: none"> <li>✓ Understand the reasons behind racial massacres such as Tulsa and Rosewood</li> <li>✓ Explain how African Americans dealt with racial massacres</li> <li>✓ Use the Greenwood section of Tulsa as a</li> </ul> | <ul style="list-style-type: none"> <li>• Compare and Contrast the impact of the Great Depression on African Americans as opposed to white Americans</li> <li>• Explain how African American communities</li> </ul> |

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|  |  | <p>case study on economic success of African Americans if left to their own devices</p> <ul style="list-style-type: none"> <li>✓ Understand the role and contributions of African American soldiers in World War 1</li> <li>✓ Understand why African Americans have a strong sense of pride and nationalism despite racism</li> <li>✓ Note some of the achievements of African American soldiers in World War 1</li> <li>✓ Show how African Americans persevered in the military despite segregation and discrimination</li> <li>✓ Assess the reasons for the rise of racial massacres after World War 1</li> <li>✓ Note the differences on how the Great Depression impacted African Americans and the rest of America</li> <li>✓ Understand how African Americans coped with the Great Depression</li> <li>✓ Assess the racism within some New Deal programs</li> <li>✓ Understand FDR's position on race and race relations</li> </ul> | <p>coped with the Great Depression</p> <ul style="list-style-type: none"> <li>● Differentiate between civil and human rights</li> <li>● Decide if the Tulsa and Rosewood massacres at this time were violations of either civil or human rights or both</li> <li>● Theorize as to the reasons for the various race riots in the post WW1 and Great Depression Era</li> <li>● Explain how African American communities picked up and progressed after racial massacres and riots</li> <li>● Analyze New Deal programs as discriminatory</li> <li>● Trace the participation of African Americans in all American wars</li> <li>● Explain the role and contributions of African American soldiers in World War I</li> <li>● Explain how African Americans persevered in the military despite discrimination</li> <li>● Note the contributions of some of the key African American servicemen and woman and units</li> <li>● Describe how FDR tried to reach out to African Americans by appointing AA's to his cabinet</li> </ul> |
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|  |   | <ul style="list-style-type: none"> <li>✓ Note some of the changes in race relations under the FDR administration</li> <li>✓ Explain why many African Americans began to support FDR and the Democratic party and the long term impact of this</li> <li>✓ Trace the evolution of both major political parties with respect to race</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss the goals of AA leaders with respect to the FDR presidency</li> <li>• Explain why FDR's began to shift AA voters from Republican to Democrat</li> <li>• Analyze the differences between the two major political parties from the late 1800's to the mid 1900's.</li> <li>• Critique whether or not AA 's should support the Democratic Party at the high rates that they do</li> </ul> |
| <p><b>Suggested Resources</b><br/>Provide links to specific resources/activities</p> | <p><b>Various History and African American History Resources</b><br/> <a href="https://ny.pbslearningmedia.org/">https://ny.pbslearningmedia.org/</a> - (PBS Learning) teaching resources including videos, lesson plans, and games aligned to state and national standards.</p> <p><a href="https://www.tolerance.org/">https://www.tolerance.org/</a> - (Teaching Tolerance) invaluable teacher tool to help reduce prejudice and encourage tolerance in schools, as well as within society as a whole</p> <p><a href="https://www.history.com/topics/black-history">https://www.history.com/topics/black-history</a> (History Channel) African American history topics from the history channel website</p> <p><a href="https://en.wikipedia.org/wiki/African-American_history">https://en.wikipedia.org/wiki/African-American_history</a> (Wikipedia) Academic resource for information on the history of African Americans from Africa to the present</p> <p><a href="https://abhmuseum.org/">https://abhmuseum.org/</a> (America's Black Holocaust Museum) virtual museum of documents, videos etc. spanning the history of the African American struggle in the US</p> <p><a href="http://lcweb2.loc.gov/ammem/aahtml/exhibit/aointro.html">http://lcweb2.loc.gov/ammem/aahtml/exhibit/aointro.html</a> (Library of Congress/African American Odyssey) showcases the history of African Americans using many primary source documents from the slave era to Civil Rights.</p> <p><a href="https://www.journals.uchicago.edu/toc/jaah/current">https://www.journals.uchicago.edu/toc/jaah/current</a> (Journal of African American History [formerly Negro History]) variety of articles and publications throughout the history of African Americans</p> |  |   |

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|  | <p><a href="https://aframnews.com/">https://aframnews.com/</a> African American current news and historical news</p> <p><b><u>World War Era/Great Depression Era Interactive Curriculum and Resources</u></b><br/> <a href="http://www.njamistadcurriculum.net/history/unit/new-deal">http://www.njamistadcurriculum.net/history/unit/new-deal</a> (Amistad Commission)</p> |   |  |
| <p><b>Unit 6</b><br/> <b>Title:</b> The Black Freedom and Revolution Movements</p> | <p><b><u>6.1.12.D.13.a; 6.1.12.C.13.a; 6.1.12.D.13.b; 6.1.12.A.13.b; 6.1.12.B.13.a; 6.1.12.A.13.c; 6.1.12.C.13.c</u></b></p>  | <p>- <b>The student will:</b></p> <ul style="list-style-type: none"> <li>✓ Know why the Civil Rights Movement and the Black Power Movement are now being unified into one movement and termed the “Black Freedom Movement”</li> <li>✓ Understand the events which helped to spark the Black Freedom movement</li> <li>✓ Assess the Brown v. BOE decision and contrast to the Plessy v. Ferguson decision</li> <li>✓ Assess the role of racial violence (i.e Emmett Till) in sparking the Black Freedom Movement</li> <li>✓ Explain the background to the Montgomery Bus Boycott</li> <li>✓ Understand the strategy behind the Montgomery Bus Boycott</li> <li>✓ Know and articulate the positions and philosophies of the various intellectuals, and leaders of the Black Freedom movement (i.e Martin Luther King, Elijah Muhammad, Malcolm X, James Baldwin, A. Philip Randolph, Huey Newton etc.)</li> <li>✓ Know and articulate the positions and philosophies of the various organizations and groups of the Black Freedom movement (i.e SCLC, SNCC, Nation of Islam,</li> </ul> | <ul style="list-style-type: none"> <li>● Explain how Hedgepeth v BOE of Trenton helped to lay the foundation for Brown v. BOE</li> <li>● Chart the events that led up to the Civil Rights (Black Freedom) movement and analyze their influence</li> <li>● Assess why the Montgomery Improvement Association chose boycott as the primary strategy</li> <li>● Show how combined legal and economic pressure eventually won the Montgomery Bus Boycott</li> <li>● Investigate the role of the Pullman Porters in financing various civil right activities and debate this as a model for current and future movements.</li> <li>● Describe the economic and political philosophy of the Nation of Islam</li> <li>● Describe the economic and political philosophy of the Black Panther Party</li> <li>● Trace the evolving economic and political positions of SNCC</li> </ul> |

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|  |  | <p>Black Panther Party for Self Defense etc.)</p> <ul style="list-style-type: none"> <li>✓ Trace the evolution of the early part of the Black Freedom Movement led by Dr. Martin Luther King Jr.</li> <li>✓ Show how the Black Freedom movement helped to lead to passage of critical legislation</li> <li>✓ Explain how segregationists and other racists attempted to circumvent new legislation</li> <li>✓ Understand the very divergent strategies used by African Americans during the Black Freedom movement to achieve equality</li> <li>✓ Predict the results of more collaboration and cooperation between the various African American leaders and groups during this time</li> <li>✓ Explain how the movement phased into what would be termed, "Black Power Movement"</li> <li>✓ Explain the philosophy of Black Power</li> <li>✓ Note the impact of the Black Freedom Movement internationally, particularly on independence movements in Africa</li> <li>✓ Understand the purposes, actions and objectives of COINTELPRO and other local, state and federal efforts to thwart the Black Freedom Movement</li> <li>✓ Assess the short and long term impact of COINTELPRO</li> </ul> | <ul style="list-style-type: none"> <li>● Trace the evolving economic and political positions of MLK</li> <li>● Define "Black Freedom" Movement</li> <li>● Analyze events critical to the start of the Black Freedom movement</li> <li>● Explain the residual impact of the Brown v BOE decision</li> <li>● Explain how racially motivated violence was instrumental in galvanizing African Americans to rise up</li> <li>● Explain and debate the effectiveness of MLK and the SCLC's core philosophy</li> <li>● Explain and debate the effectiveness of Malcolm X and the NOI's core philosophy</li> <li>● Compare and Contrast the divergent movements ideologically led by MLK and Malcolm X</li> <li>● Assess the impact of MLK's philosophies and movement</li> <li>● Assess the impact of Malcolm X's philosophies and movement</li> <li>● Explain and debate the effectiveness of the Black Panther Party and other Black Power Movement's core philosophy</li> <li>● Predict what would have happened if there was more cooperation and</li> </ul> |
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|                                   |  | <ul style="list-style-type: none"> <li>✓ Note the financial backers of the Black Freedom Movement</li> <li>✓ Note the impact of sub urbanism and “white flight” on African American communities and urban America</li> <li>✓ Understand some of the racist practices associated with housing in this era, (i.e redlining, blockbusting etc.) and their impact</li> <li>✓ Show how the Black Freedom movement led to an alteration of America’s immigration laws and thus led to increases in African, Caribbean, Asian and Latin American migration</li> <li>✓ Understand the goals of the Great Society</li> </ul> | <p>collaboration between the various philosophies and group</p> <ul style="list-style-type: none"> <li>● Analyze the impact of the Vietnam War, on shaping the shifting ideology of Martin Luther King.</li> <li>● Explain the moral conundrum America was in internationally due to its treatment of African Americans</li> <li>● Show how the Black Freedom movement and the government’s reaction to it influenced independence movements in Africa</li> <li>● Evaluate the impact of the Brown decisions on desegregation</li> <li>● Give examples of how the white establishment attempted to circumvent Brown v BOE</li> <li>● Illustrate the different ways in which African Americans legally and politically challenged the resistance to desegregation</li> <li>● Show how agencies of the US government worked against African American leaders and organizations</li> <li>● Explain the purpose and actions of COINTELPRO</li> <li>● Demonstrate how COINTELPRO destroyed many Black Freedom organizations</li> </ul> |
| <p><b>Suggested Resources</b></p> | <p><b>Various History and African American History Resources</b><br/> <a href="https://ny.pbslearningmedia.org/">https://ny.pbslearningmedia.org/</a>- (PBS Learning) teaching resources including videos, lesson plans, and games aligned to state and national standards.</p> <p><a href="https://www.tolerance.org/">https://www.tolerance.org/</a>- (Teaching Tolerance) invaluable teacher tool to help reduce prejudice and encourage tolerance in schools, as well as within society as a whole</p> <p><a href="https://www.history.com/topics/black-history">https://www.history.com/topics/black-history</a> (History Channel) African American history topics from the history channel website</p> <p><a href="http://www.lgbtqhistory.org/lesson/to-what-extent-was-the-movement-for-lgbt-rights-part-of-the-broader-movement-for-civil-rights/">http://www.lgbtqhistory.org/lesson/to-what-extent-was-the-movement-for-lgbt-rights-part-of-the-broader-movement-for-civil-rights/</a></p> <p><a href="https://en.wikipedia.org/wiki/African-American_history">https://en.wikipedia.org/wiki/African-American_history</a> (Wikipedia)<br/>         Academic resource for information on the history of African Americans from Africa to the present</p> |   |   |

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|   | <p><a href="https://abhmuseum.org/">https://abhmuseum.org/</a> (America’s Black Holocaust Museum) virtual museum of documents, videos etc. spanning the history of the African American struggle in the US</p> <p><a href="http://lcweb2.loc.gov/ammem/aahtml/exhibit/aointro.html">http://lcweb2.loc.gov/ammem/aahtml/exhibit/aointro.html</a> (Library of Congress/African American Odyssey) showcases the history of African Americans using many primary source documents from the slave era to Civil Rights.</p> <p><a href="https://www.journals.uchicago.edu/toc/jaah/current">https://www.journals.uchicago.edu/toc/jaah/current</a> (Journal of African American History [formerly Negro History]) variety of articles and publications throughout the history of African Americans</p> <p><a href="https://aframnews.com/">https://aframnews.com/</a> African American current news and historical news</p> <p><b><u>Post World War 2 Era/Black Freedom Movement Interactive Curriculum and Resources</u></b><br/> <a href="http://www.njamistadcurriculum.net/history/unit/era-of-reform">http://www.njamistadcurriculum.net/history/unit/era-of-reform</a> (Amistad Commission)</p> <p><a href="http://www.inmotionaame.org/migrations/topic.cfm;jsessionid=f830688501560821400651?migration=9&amp;topic=1&amp;bhcp=1">http://www.inmotionaame.org/migrations/topic.cfm;jsessionid=f830688501560821400651?migration=9&amp;topic=1&amp;bhcp=1</a> (NY Public Library-Schomburg Center for Research in Black Culture)-information and resources on the second Great Migration</p> | <ul style="list-style-type: none"> <li>● Define “white flight”</li> <li>● State how racist housing policies led to poverty and de facto segregation</li> <li>● Explain how real estate and realtor strategies led to de facto segregation</li> <li>● Explain how the Black Freedom movement led to an adjustment of US immigration law</li> <li>● Analyze the impact of the Immigration Act of 1965 on African and Caribbean migration</li> <li>● List the goals of the Great Society</li> <li>● Show how the Great Society was important in helping to end some discriminatory laws</li> <li>● Analyze why many cities broke into revolts during the late 1960’s</li> <li>● Note some of the key findings of the Kerner Commission report</li> <li>● Compare/Contrast the Kerner Commission report to the reports 30 years later</li> <li>● Develop a plan to end racial inequality based on the recommendations of the commissions</li> <li>● Trace the evolution of racialized anticrime rhetoric</li> </ul> |
| <p><b>Unit 7</b><br/> <b>Title:</b> Post Civil Rights and African Americans in The New Millennium</p> | <p><b><u>6.1.12.D.12.a; 6.1.12.A.13.b; 6.1.12.D.13.a; 6.1.12.C.13.a 6.1.12.B.14.a; 6.1.12.D.14.f; 6.1.12.D.16.c; 6.1.12.A.14.c;6.1.12.D.14.d;</u></b></p>   | <p>– <b>The student will:</b></p> <ul style="list-style-type: none"> <li>✓ Understand the rationale for Affirmative Action</li> <li>✓ Understand the impact of Affirmative Action</li> <li>✓ Explain the debates surrounding Affirmative Action</li> <li>✓ Understand the implications of Nixon, Reagan and later Clinton’s anticrime and drug legislation on the African American community</li> <li>✓ Assess the progress of African Americans economically, socially and politically in the decade after the Black Freedom Movement</li> <li>✓ Understand the implications of mass incarceration</li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>✓ Know the impact of criminal/racial stereotyping and relate to past racialized laws</li> <li>✓ Understand the impact of the militarization of police on the African American community</li> <li>✓ Explain how African Americans coped with the drug epidemics of the 70's and 80's</li> <li>✓ Evaluate and assess the impact of Supreme Court decisions of this era on African American social and political progress</li> <li>✓ Show how the Immigration Act of 1965 led to increase migration of Africans and Afro-Caribbean people</li> <li>✓ Investigate the dynamics in the relationship between African Americans and newly arrived immigrants of African descent</li> <li>✓ Chart the growth and development of African American businesses and entrepreneurs</li> <li>✓ Note the advances made by African Americans in popular culture, sports and entertainment post Black Freedom movement</li> <li>✓ Trace the history of Hip Hop music</li> <li>✓ Critique samples of Hip Hop music through the decades and analyze</li> <li>✓ Discuss the difference between Hip Hop as a culture and "Rap" music as a commercialized entity</li> <li>✓ Understand how Hip Hop culture has influenced American and global society</li> <li>✓ Trace the history of African American cuisine</li> </ul> | <p>since the time of the "slave codes" to the modern era</p> <ul style="list-style-type: none"> <li>● List the key components of the "Clinton Crime Bill"</li> <li>● Note the various differences in drug sentencing and its impact</li> <li>● Assess the impact of mass incarceration on African American communities</li> <li>● Explain how African Americans have coped with criminal stereotyping</li> <li>● Explain how militarized policing has impacted African Americans</li> <li>● Evaluate the recent Supreme Court Voting Rights decisions</li> <li>● Show how voter suppression may be related to changes in Federal Voting Rights laws</li> <li>● Evaluate Affirmative Action legal decisions</li> <li>● Explain why many African migrants were able to come to the US under the 1965 Immigration law</li> <li>● Discuss some of the challenges of integration between African Americans and newly arrived Afro-Caribbean and African immigrants</li> <li>● Research some of the most successful African American companies, individuals and groups</li> </ul> |
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|  |  | <ul style="list-style-type: none"> <li>✓ Understand the impact of African American cuisine on the United States</li> <li>✓ Show the impact of the collapsing industrial/manufacturing economy on the United States</li> <li>✓ Explain what “Reaganomics” was and assess its impact on the African American community</li> <li>✓ Explain the economic root of unemployment</li> <li>✓ Understand the relationship between high unemployment, housing discrimination, education discrimination, lack of economic equality and crime and drugs</li> <li>✓ Understand the history, struggles and contributions of African Americans from the 1600’s to the modern era</li> <li>✓ Create a plan to allow African Americans to succeed and overcome the continuing challenges of America</li> <li>✓</li> </ul> | <ul style="list-style-type: none"> <li>● Explain the reasoning behind Affirmative Action</li> <li>● Assess the impact of Affirmative Action on the African American community</li> <li>● Debate the ideas for and against Affirmative Action</li> <li>● Trace the historical influences of Hip Hop music</li> <li>● Identify the components of Hip Hop culture</li> <li>● Describe how Hip Hop culture has impacted the US and the world</li> <li>● Trace the history of “soul food”</li> <li>● Demonstrate how “soul food” has influenced American cuisine</li> <li>● Show how the changing economy led to loss of industrial jobs</li> <li>● Explain the impact of the loss of industrial/manufacturing jobs on the African American community</li> <li>● Discuss the relationship between the collapse of industrial/manufacturing jobs, and white flight on urban problems of the post-civil rights era.</li> <li>● Debate the origin of the drug crisis and analyze its impact on the economic and social development of the African American community</li> </ul> |
| <p><b>Suggested Resources</b><br/>Provide links to specific resources/activities</p> | <p><b>Various History and African American History Resources</b><br/> <a href="https://ny.pbslearningmedia.org/">https://ny.pbslearningmedia.org/</a>- (PBS Learning) teaching resources including videos, lesson plans, and games aligned to state and national standards.</p> <p><a href="https://www.tolerance.org/">https://www.tolerance.org/</a>- (Teaching Tolerance) invaluable teacher tool to help reduce prejudice and encourage tolerance in schools, as well as within society as a whole</p> <p><a href="https://www.history.com/topics/black-history">https://www.history.com/topics/black-history</a> (History Channel) African American history topics from the history channel website</p> <p><a href="https://en.wikipedia.org/wiki/African-American_history">https://en.wikipedia.org/wiki/African-American_history</a> (Wikipedia) Academic resource for information on the history of African Americans from Africa to the present</p> |  |   |

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|  | <p><a href="https://abhmuseum.org/">https://abhmuseum.org/</a> (America’s Black Holocaust Museum) virtual museum of documents, videos etc. spanning the history of the African American struggle in the US</p> <p><a href="http://lcweb2.loc.gov/ammem/aahtml/exhibit/aointro.html">http://lcweb2.loc.gov/ammem/aahtml/exhibit/aointro.html</a> (Library of Congress/African American Odyssey) showcases the history of African Americans using many primary source documents from the slave era to Civil Rights.</p> <p><a href="https://www.journals.uchicago.edu/toc/jaah/current">https://www.journals.uchicago.edu/toc/jaah/current</a> (Journal of African American History [formerly Negro History]) variety of articles and publications throughout the history of African Americans</p> <p><a href="https://aframnews.com/">https://aframnews.com/</a> (African American News) African American current news and historical news</p> <p><a href="https://www.pewtrusts.org/en/topics/us-state-policy-">https://www.pewtrusts.org/en/topics/us-state-policy-</a> (Pew Research Center)-Various studies and reports on issues critical to the US in general. Often studies pertinent to the African the American experience are found, most recently on mass incarceration.</p> <p><b><u>Modern Era Interactive Curriculum and Resources</u></b><br/> <a href="http://www.njamistadcurriculum.net/history/unit/america-faces-century">http://www.njamistadcurriculum.net/history/unit/america-faces-century</a> (Amistad Commission)</p> <p><a href="http://yourblackworld.net/">http://yourblackworld.net/-</a> (Your Black World) source for current African American news and affairs</p> <p><a href="http://www.black-collegian.com/issues/1998-12/africanroots12.shtml">http://www.black-collegian.com/issues/1998-12/africanroots12.shtml</a> (The Black Collegian)- Article on the Roots of African American culture</p> | <ul style="list-style-type: none"> <li>• Theorize as to how disintegration of industry, combined with tougher drug laws and Reagan’s economic policies exacerbated social and economic inequality</li> <li>• Judge the progress of African Americans in the US since the beginning to the modern era</li> <li>• Justify the position that African Americans have been the most resilient group in the history of the US</li> <li>• Design a plan to create success and unity for African Americans</li> </ul> |
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## Curricular Units

| <b>Unit 1: Becoming African American</b> |   |   |                           |
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| Content Standards                        | Critical Knowledge & Skills<br>("Unpacked" Standards) | Content-Specific Practices<br>(when applicable) | Standard Mastery Examples |
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| <p><b><u>6.2.12.B.1.a;</u></b><br/>           Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p> | <p>How did the Rise of Britain and France impact Africa? What were the consequences of the collapse of the Mali and later Shonghai empires on that region of Africa?</p>        | <ul style="list-style-type: none"> <li>• Chart the impact of the collapse of the Mali and Shonghai Empires on the region</li> <li>• Theorize as to the ability of the Shonghai Empire to thwart European colonialism/enslavement had they survived.</li> <li>• Note the economic impact that the discovery of the Americas had for Europe</li> <li>• Compare and Contrast British and French policy with regard to the conquest of Africa</li> </ul>  | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul> |
| <p><b><u>6.2.12.D.1.b;</u></b><br/>           Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas</p>  | <p>What was the system of slavery in Europe during Ancient and Medieval times? What was the system of slavery in West and Central Africa during Ancient and Medieval times?</p> | <ul style="list-style-type: none"> <li>• Define the terms, “slavery” and “servitude”.</li> <li>• Explain the system of slavery/servitude in West and Central Africa prior to European contact</li> <li>• Explain the system of slavery/servitude in Europe prior to and during the Age of Exploration</li> <li>• Define “racial slavery”</li> <li>• Analyze as to whether Africa and Europe had systems of slavery or servitude</li> <li>• Compare and Contrast the systems of slavery/servitude in Europe and West and Central Africa</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul> |

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| <p><b><u>6.2.12.D.1.e</u></b><br/>Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p> | <p>How were the systems of slavery introduced by the Portuguese, Spanish and English different?</p>  | <ul style="list-style-type: none"> <li>● Compare and Contrast the slave systems introduced in the American colonies by the British, French Spanish and Portuguese.</li> <li>● Analyze as to the impact of these policies on later social/familial development</li> </ul>  | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul> |
| <p><b><u>6.2.12.D.1.c</u></b><br/>Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p>  | <p>Why did various African kingdoms trade with Europeans? Why were people the main commodity traded by Africans? Why did Europeans require such a large labor force? Why did West and Central Africans become the primary choice for enslavement? What were the short and long term consequences of the Middle Passage? Did Africans sell their, “own people”?</p> | <ul style="list-style-type: none"> <li>● Assess the reasons for an increased labor force in the Americas</li> <li>● Explain the reasons why Europeans attempted and largely abandoned enslavement of Native Americans</li> <li>● Explain why West and Central Africans became the primary and preferred choice for labor in the Americas</li> <li>● Discuss, analyze and debate the contentious issue of Africans selling other Africans</li> </ul> | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul> |
| <p><b><u>6.2.12.C.1.d</u></b><br/>Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</p>                   | <p>What was the trade relationship between the Medieval West African Empires and Europe prior to enslavement?</p>  | <ul style="list-style-type: none"> <li>● Describe the gold routes of trade from the Medieval West African empires to the ports in the Mediterranean</li> </ul>  | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> </ul>  |

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|   |  | <ul style="list-style-type: none"> <li>• Discuss the impact of West African gold on European markets</li> </ul>  | <ul style="list-style-type: none"> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul>   |
| <p><b>6.2.8.B.4.c</b><br/>Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion</p> | <p>What were the main resources of the Medieval Empires of West Africa and those of the Nile River Valley? How were the gold resources of Nubia/Kush/Meroe important to the development of Ancient Egypt? How were the gold resources of the Mali Empire important to the development of Europe?</p> | <ul style="list-style-type: none"> <li>• List the major resources and commodities of the empires of Medieval West and Central Africa and the Nile River Valley Civilizations</li> <li>• Discuss the relationship between the Kingdom of Nubia and Ancient Egypt</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul> |
| <p><b>6.1.8.A.1.a</b><br/>Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p>                      | <p>What/Who is an African? What/Who is an African-American?: What were the political, spiritual, economic and familial systems of the West African Sudanic Empires and those of the Nile River Valley?</p>   | <ul style="list-style-type: none"> <li>• Give examples of how traditional West African families were</li> <li>• Discuss and debate the term, "African American", and who the term applies or should apply to</li> </ul>  | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> </ul>   |

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|  |  |  | <ul style="list-style-type: none"> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul> |
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| Unit 1 Assessment Plan  |  |
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| Formative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  | Summative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> |
| Tests; Quizzes; Written Assessments; Group Projects/Activities; Partner Project/Activity/Discussion; Discussion Forums; Document Analysis (DBQ); Digital Presentations/Games/Projects | Final Examination, Document Analysis, Research Papers, Final Research Projects                               |

| Unit 1 Suggested Modifications/Accommodations/Extension Activities  |   |  |
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| English Language Learners (ELL)<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>   | Special Education / 504<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>   | Gifted and Talented<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  |
| a. Read written instructions<br>b. Students may be provided with note organizers/study guides to reinforce key topics.<br>c. Model and provide examples<br>d. Extended time on assessments when needed.<br>e. Establish a non-verbal cue to redirect student when not on task.<br>f. Students may use a bilingual dictionary.<br>g. Pair Visual Prompts with Verbal Presentations<br>h. Highlight Key Words & Phrases | a. Students may be provided with note organizers / study guides to reinforce key topics.<br>b. Extended time on assessments when needed.<br>c. Preferred seating to be determined by student and teacher.<br>d. Provide modified assessments when necessary.<br>e. Student may complete assessments in alternate setting when requested.<br>f. Establish a non-verbal cue to redirect student when not on task.<br>g. Maintain strong teacher / parent communication.<br>h. Repetition and practice<br>i. Pair Visual Prompts with Verbal Presentations<br>j. Check Use of Agenda | a. Use of Higher Level Questioning Techniques<br>b. Extension/Challenge Questions<br>c. Provide Assessments at a Higher Level of Thinking<br>d. greatsocialstudies.com (Enrichment Activities)<br>f. khan academy activities |

| Unit 1 Connections   |  |
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| NJSLS - Technology<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i><br>Refer to the <a href="#">NJ Technology Standards</a> | Career Readiness Practices<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i><br>Refer to the <a href="#">NJ Career Readiness Practices</a> |
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| <p>8.1.12.A.2- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review</p> <p>8.1.12.B.2- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> <p>8.1.12.E.1- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> | <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>                                |
| <p style="text-align: center;"><b>21st Century Skills</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">21st Century Life and Skills</a></p>   | <p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Student Learning Standards</a></p>  |
| <p>9.1.12.A.5- Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>9.1.12.A.6- Summarize the financial risks and benefits of entrepreneurship as a career choice.</p> <p>9.1.12.A.9- Analyze how personal and cultural values impact spending and other financial decisions.</p> <p>9.1.12.B.9-Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.)</p>  | <p style="text-align: center;">English:</p> <ul style="list-style-type: none"> <li>✓ Reading, discussion and analysis of various primary source data and other materials.</li> </ul> <p style="text-align: center;">Math:</p> <ul style="list-style-type: none"> <li>✓ Assessment of data in Charts and on graphs with respect to the numbers of captives etc.</li> <li>✓ Analysis of slave trading data with respect to countries to and regions from</li> </ul> |

| <b>Unit 2: Slavery, Abolition, and the Quest for Freedom</b>  |   |   |   |
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| <b>Content Standards</b>  | <b>Critical Knowledge &amp; Skills</b><br>(“Unpacked” Standards)  | <b>Content-Specific Practices</b><br>(when applicable)  | <b>Standard Mastery Examples</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  |
| <p><b>6.1.12.C.1.b</b><br/>Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.</p> | <p>How did enslavement of Africans contribute to the economic development of various English colonies and later states?</p> | <ul style="list-style-type: none"> <li>● Using applicable date<br/>Illustrate the economic impact on enslavement on the American colonies and later states</li> </ul> | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> </ul> |

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|  |   |   | <ul style="list-style-type: none"> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul>  |
| <p><b><u>6.2.12.D.1.e</u></b><br/>Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies</p> | <p>Why did African traditions and culture tend to survive in Spanish and Portuguese colonies?</p>   | <ul style="list-style-type: none"> <li>• List examples of African culture that survived French Spanish and Portuguese enslavement</li> <li>• List examples of African culture that survived English/American enslavement</li> <li>• Discuss and debate the reasons why more African culture may have survived in the Caribbean and Central and South America</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul> |
| <p><b><u>6.1.12.A.3.h</u></b><br/>Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments</p>   | <p>How and when did slavery in the Western Hemisphere in general and America in particular become race based?<br/>How did the various religious denominations justify African race based slavery?</p> | <ul style="list-style-type: none"> <li>• Define, “chattel slavery”</li> <li>• Chart the evolution of chattel slavery</li> <li>• Analyze the slow process of the racialization of slavery</li> </ul>   | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> </ul>   |

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|  |  |  | <ul style="list-style-type: none"> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul>  |
| <p><b><u>6.1.12.D.1.a</u></b><br/>Assess the impact of the interactions and conflicts between native groups and North American settlers.</p>                             | <p>What was the relationship between Native Americans and American settlers.? Why did American settlers attempt to enslave Native Americans? What was Bacon's rebellion and what were the short and long term consequences?</p>  | <ul style="list-style-type: none"> <li>● Explain why Native Americans were enslaved by American settlers and why this did not work</li> <li>● Discuss the class divisions that led to Bacon's Rebellion</li> <li>● Predict the class and racial development of America if Bacon's rebellion had succeeded.</li> </ul>  | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul> |
| <p><b><u>6.1.12.A.3.i</u></b><br/>Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement</p> | <p>What were the arguments for a banning of the slave trade? What was the impact of the Haitian Revolution on slavery in America? What were some of the early resistance movements to slavery? Who were some of the key personalities involved in the anti-slavery movement? How did the Amistad decision impact the institution of slavery in the US?</p> | <ul style="list-style-type: none"> <li>● Chart the beginning of the Anti-Slavery Movement from Africa to the mid 1800's</li> <li>● Debate the use of rebellion as a tool to end slavery.</li> <li>● Trace the history of slave rebellions in the Caribbean and US</li> <li>● Explain how the Haitian Revolution impacted the anti-slavery movement in the US</li> <li>● Discuss the legal reasoning found in the Amistad decision and debate the merits</li> </ul> | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul> |

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| <p><b>6.1.12.D.2.a</b><br/>Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution</p>   | <p>What were some of the early contributions of Africans during the colonial and Revolutionary war period?</p>  | <ul style="list-style-type: none"> <li>• List and analyze the contributions of Africans to colonial and early American society</li> <li>• Explain the role of African American soldiers during the Revolutionary War</li> </ul>  | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul> |
| <p><b>6.1.12.A.4.b</b><br/>Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all</p> | <p>Did the Declaration of Independence represent a true call for equality and fairness?<br/>Why did the Constitution not reflect true equality? What was the purpose of the 3/5<sup>th</sup> Compromise?<br/>Was the Second Amendment passed in part as a way to put down slave rebellions?</p> | <ul style="list-style-type: none"> <li>• Debate the contents of the Declaration of Independence from the perspective of an African-American of the time.</li> <li>• Debate the 3/5<sup>th</sup> compromise and discuss the long term implications</li> <li>• Analyze the Constitution, particularly the Bill of Rights as a document of equality or hypocrisy</li> <li>• Rewrite the Constitution to reflect true equality</li> <li>• Discuss and Debate the discussions on the second Amendment.</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul> |
| <p><b>6.1.12.D.2.e</b><br/>Determine the impact of African American leaders and institutions in shaping free Black communities in the North.</p>   | <p>Who were the key leaders of the African American community during this time period (i.e Douglass, DeLaney, Walker etc.)? What were the major philosophical positions of the various African American</p>   | <ul style="list-style-type: none"> <li>• Compare and Contrast the philosophies of various African American leaders during this time period.</li> </ul>   | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> </ul>  |

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|  | <p>leaders? What was the role of the AA church during this time? What were some of the most important African American communities? How did the Church help to develop African American educational, political and economic progress?</p> | <ul style="list-style-type: none"> <li>• Note some of the African American financial leaders of the time (i.e Paul Cuffe)</li> <li>• Name some of the key contributions of the AA church of the time.</li> <li>• Illustrate the reasons why some of these African American communities were able to prosper during this time.</li> <li>• Explain how the AA Church helped to develop the community</li> </ul> | <ul style="list-style-type: none"> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul>   |
| <p><b>6.1.12.D.3.a</b><br/>Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</p> | <p>How did expansion of the US exacerbate slavery?<br/>What was the impact of new lands on the institution of slavery?</p>  | <ul style="list-style-type: none"> <li>• Make an argument defending the position that a primary factor in expansion, including the Mexican War and Texas War of Independence and annexation was to procure land for slavery.</li> <li>• Explain why some African Americans became slave owners</li> <li>• Debate the contentious issue of African American slave owners</li> </ul>                            | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul> |

| Unit 2 Assessment Plan  |  |
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| Formative Assessment  | Summative Assessment   |
| <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  | <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> |
| Tests; Quizzes; Written Assessments; Group Projects/Activities; Partner Project/Activity/Discussion; Discussion Forums; Document Analysis; Digital Presentations/Games/Projects (DBQ) | Final Examination, Document Analysis, Research Papers, Final Research Projects       |

| <b>Unit 2 Suggested Modifications/Accommodations/Extension Activities</b>   |   |  |
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| <b>English Language Learners (ELL)</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  | <b>Special Education / 504</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  | <b>Gifted and Talented</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>   |
| a. Read written instructions<br>b. Students may be provided with note organizers/study guides to reinforce key topics.<br>c. Model and provide examples<br>d. Extended time on assessments when needed.<br>e. Establish a non-verbal cue to redirect student when not on task.<br>f. Students may use a bilingual dictionary.<br>g. Pair Visual Prompts with Verbal Presentations<br>h. Highlight Key Words & Phrases | a. Students may be provided with note organizers / study guides to reinforce key topics.<br>b. Extended time on assessments when needed.<br>c. Preferred seating to be determined by student and teacher.<br>d. Provide modified assessments when necessary.<br>e. Student may complete assessments in alternate setting when requested.<br>f. Establish a non-verbal cue to redirect student when not on task.<br>g. Maintain strong teacher / parent communication.<br>h. Repetition and practice<br>i. Pair Visual Prompts with Verbal Presentations<br>j. Check Use of Agenda | a. Use of Higher Level Questioning Techniques<br>b. Extension/Challenge Questions<br>c. Provide Assessments at a Higher Level of Thinking<br>d. greatsocialstudies.com (Enrichment Activities)<br>f. khan academy activities |

| <b>Unit 2 Connections</b>   |   |
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| <b>NJSLS - Technology</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i><br>Refer to the <a href="#">NJ Technology Standards</a>   | <b>Career Readiness Practices</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i><br>Refer to the <a href="#">NJ Career Readiness Practices</a>   |
| 8.1.12.A.2- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review<br>8.1.12.B.2- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.<br>8.1.12.C.1- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.<br>8.1.12.E.1- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. | CRP2. Apply appropriate academic and technical skills.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| <b>21st Century Skills</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i><br>Refer to the <a href="#">21st Century Life and Skills</a>   | <b>Interdisciplinary Connections</b><br><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i><br>Refer to the <a href="#">NJ Student Learning Standards</a>   |
| 9.1.12.A.5- Analyze how the economic, social, and political conditions of a time period can affect the labor market.  | English:  |

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| <p>9.1.12.A.6- Summarize the financial risks and benefits of entrepreneurship as a career choice.</p> <p>9.1.12.A.9- Analyze how personal and cultural values impact spending and other financial decisions.</p> <p>9.1.12.B.9-Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.)</p> | <ul style="list-style-type: none"> <li>✓ Reading, discussion and analysis of various primary source data and other materials.</li> </ul> <p style="text-align: center;">Math:</p> <ul style="list-style-type: none"> <li>✓ Assessment of data in charts and on graphs with respect to the slave population in various states.</li> </ul> <p style="text-align: center;">Law</p> <ul style="list-style-type: none"> <li>✓ Research and debate aspects of the Constitution</li> </ul> <p style="text-align: center;">Economics</p> <ul style="list-style-type: none"> <li>✓ Presentation and analysis of various data as it pertains to the economics of slavery and its impact on various regions of the United States</li> </ul> <p style="text-align: center;">Psychology</p> <ul style="list-style-type: none"> <li>✓ Analysis of the psychological impact of slavery on those enslaved, the enslavers and the community at large</li> </ul> |
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| Unit 3: The Civil War, Emancipation, and Black Reconstruction   |   |   |   |
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| Content Standards   | Critical Knowledge & Skills<br>(“Unpacked” Standards)   | Content-Specific Practices<br>(when applicable)   | Standard Mastery Examples<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>   |
| <p><b>6.1.12.A.4.a</b><br/>Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War</p> | <p>What was the purpose and function of slave patrols? Was slavery the cause of the Civil War? How were the various Fugitive Slave Laws important to leading to Civil War? What was the impact of the Dred Scott decision</p> | <ul style="list-style-type: none"> <li>● Explain the purpose of the “slave codes” and other racialized laws</li> <li>● Describe how enslaved African Americans circumvented and overcame the slave codes and other codified racial laws</li> <li>● Analyze slave patrols from a racial and class perspective and critique its legacy in modern policing</li> <li>● Chart the key events which led up to the Civil War from</li> </ul> | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> </ul> |

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|  |   | <p>the perspective of African Americans</p> <ul style="list-style-type: none"> <li>Analyze the Dred Scott decision</li> <li>Compare and Contrast the economies of the North and South in the Antebellum period</li> <li>Debate the issue of slavery as the primary cause of the Civil War</li> </ul>   | <ul style="list-style-type: none"> <li>Summary and analysis of guest speakers</li> </ul>  |
| <p><b><u>6.1.12.A.4.b</u></b><br/>Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.</p> | <p>What was the goal of the Emancipation Proclamation? According to the Emancipation Proclamation, who was freed? Was the wishes expressed in the Gettysburg Address meant for African Americans?</p>   | <ul style="list-style-type: none"> <li>Assess Lincoln's strategy in passing the Emancipation Proclamation</li> <li>List the people actually freed by the Emancipation Proclamation</li> <li>Analyze the impact of the Emancipation Proclamation on African Americans in the various regions of the US</li> <li>Discuss and analyze the introduction of African American soldiers in the Union army as allowed by the Emancipation Proclamation</li> <li>Debate the intent of the Gettysburg Address from the perspective of African American equality</li> </ul> | <ul style="list-style-type: none"> <li>Classroom Discussions and Debates</li> <li>Annotated Timelines</li> <li>Teacher and student led PowerPoint Presentations</li> <li>Class Trips to applicable historical sites/monuments</li> <li>Definitions of key terms and concepts</li> <li>Individual/Group Presentations</li> <li>DBQ analysis</li> <li>Written responses to queries</li> <li>Summary and Analysis of Videos/Documentaries/Films</li> <li>Summary and analysis of guest speakers</li> </ul> |
| <p><b><u>6.1.12.A.4.c</u></b><br/>Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p>  | <p>What did the 13<sup>th</sup> Amendment do and why was it necessary? What did the 14<sup>th</sup> Amendment do and why was it necessary? What did the 15<sup>th</sup> Amendment do and why was it necessary? How were racist laws and practices such as the "Black Codes" used to essentially re-enslave African Americans?</p> | <ul style="list-style-type: none"> <li>Discuss the "except as punishment for a crime" clause of the 13<sup>th</sup> Amendment and analyze its long term impact</li> <li>Explain why the 14<sup>th</sup> Amendment was needed (revisit Dred Scott decision)</li> </ul>  | <ul style="list-style-type: none"> <li>Classroom Discussions and Debates</li> <li>Annotated Timelines</li> <li>Teacher and student led PowerPoint Presentations</li> <li>Class Trips to applicable historical sites/monuments</li> <li>Definitions of key terms and concepts</li> </ul>   |

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|   |   | <ul style="list-style-type: none"> <li>• Explain why the 15<sup>th</sup> Amendment was needed</li> <li>• Discuss methods used to suppress the African American vote and compare and contrast to modern day efforts</li> <li>• Chart the progress of African Americans in politics during Reconstruction</li> <li>• Analyze the effectiveness of the Reconstruction Amendments</li> <li>• Give examples of the “Black Codes” and assess their impact on the development of AA people and communities</li> <li>• Discuss the legacy of the “Black Codes” and compare/contrast to modern day....”while black” issues (driving while black, dining while black etc.).</li> </ul> | <ul style="list-style-type: none"> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul>  |
| <p><b><u>6.1.12.A.5.b</u></b><br/>Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans</p> | <p>What was the Freedman’s Bureau? Where does the “40 acres and a mule” promise/statement come from? What was the intent of “Radical Reconstruction”? What was the impact of the Freedman’s bureau on education of African Americans and educational institutions</p> | <ul style="list-style-type: none"> <li>• List the objectives of the Freedman’s bureau</li> <li>• Critique the successes and failures of the Freedman’s Bureau</li> <li>• Analyze the impact of the rapid education of millions of AA’s</li> <li>• Trace the development of HBCU’s and discuss their modern day impact</li> <li>• Assess the goals of “Radical Reconstruction”</li> </ul>   | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> </ul> |

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|  |   |  | <ul style="list-style-type: none"> <li>• Summary and analysis of guest speakers</li> </ul>  |
| <p><b>6.1.12.D.4.a</b><br/>Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.</p> | <p>How did free AA's in the North and South contribute to the war effort?<br/>How did the Civil War impact slaves and the various communities of African Americans?</p> | <ul style="list-style-type: none"> <li>• Explain the role of African American soldiers in the Union army</li> <li>• Watch video about Juneteenth. Read/discuss passage about the history of Juneteenth</li> <li>• Debate the contentious issue of AA Confederate soldiers</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul> |

| Unit 3 Assessment Plan  |  |
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| Formative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  | Summative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> |
| Tests; Quizzes; Written Assessments; Group Projects/Activities; Partner Project/Activity/Discussion; Discussion Forums; Document Analysis (DBQ); Digital Presentations/Games/Projects | Final Examination, Document Analysis, Research Papers, Final Research Projects                               |

| Unit 3 Suggested Modifications/Accommodations/Extension Activities  |  |  |
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| English Language Learners (ELL)<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>   | Special Education / 504<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  | Gifted and Talented<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  |
| a. Read written instructions<br>b. Students may be provided with note organizers/study guides to reinforce key topics.<br>c. Model and provide examples<br>d. Extended time on assessments when needed.<br>e. Establish a non-verbal cue to redirect student when not on task.<br>f. Students may use a bilingual dictionary. | a. Students may be provided with note organizers / study guides to reinforce key topics.<br>b. Extended time on assessments when needed.<br>c. Preferred seating to be determined by student and teacher.<br>d. Provide modified assessments when necessary.<br>e. Student may complete assessments in alternate setting when requested. | a. Use of Higher Level Questioning Techniques<br>b. Extension/Challenge Questions<br>c. Provide Assessments at a Higher Level of Thinking<br>d. greatsocialstudies.com (Enrichment Activities)<br>f. khan academy activities |

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| <p>g. Pair Visual Prompts with Verbal Presentations<br/>h. Highlight Key Words &amp; Phrases</p> | <p>f. Establish a non-verbal cue to redirect student when not on task.<br/>g. Maintain strong teacher / parent communication.<br/>h. Repetition and practice<br/>i. Pair Visual Prompts with Verbal Presentations<br/>j. Check Use of Agenda</p> |  |
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| Unit 3 Connections  |  |
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| <p align="center"><b>NJSLS - Technology</b><br/><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i><br/>Refer to the <a href="#">NJ Technology Standards</a></p>   | <p align="center"><b>Career Readiness Practices</b><br/><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i><br/>Refer to the <a href="#">NJ Career Readiness Practices</a></p>  |
| <p>8.1.12.A.2- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review<br/>8.1.12.B.2- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.<br/>8.1.12.C.1- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.<br/>8.1.12.E.1- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> | <p>CRP2. Apply appropriate academic and technical skills.<br/>CRP4. Communicate clearly and effectively and with reason.<br/>CRP5. Consider the environmental, social and economic impacts of decisions.<br/>CRP6. Demonstrate creativity and innovation.<br/>CRP7. Employ valid and reliable research strategies.<br/>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>  |
| <p align="center"><b>21st Century Skills</b><br/><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i><br/>Refer to the <a href="#">21st Century Life and Skills</a></p>   | <p align="center"><b>Interdisciplinary Connections</b><br/><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i><br/>Refer to the <a href="#">NJ Student Learning Standards</a></p>  |
| <p>9.1.12.A.5- Analyze how the economic, social, and political conditions of a time period can affect the labor market.<br/>9.1.12.A.6- Summarize the financial risks and benefits of entrepreneurship as a career choice.<br/>9.1.12.A.9- Analyze how personal and cultural values impact spending and other financial decisions.<br/>9.1.12.B.9-Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.)</p>  | <p align="center">English:</p> <ul style="list-style-type: none"> <li>✓ Reading, discussion and analysis of various primary source data and other materials.</li> </ul> <p align="center">Math:</p> <ul style="list-style-type: none"> <li>✓ Assessment of data in charts and on graphs with respect to the slave population in various states.</li> </ul> <p align="center">Law</p> <ul style="list-style-type: none"> <li>✓ Research and debate aspects of the Constitution, specifically the “Reconstruction Amendments”</li> <li>✓ Research and debate various racial codes and laws in the Antebellum and Reconstruction Era South</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>✓ Research and debate aspects of the Confederate States of America Constitution and other legal instruments</li> </ul> <p style="text-align: center;">Economics</p> <ul style="list-style-type: none"> <li>✓ Presentation and analysis of various data as it pertains to the economics of slavery and its impact on various regions of the United States</li> <li>✓ Presentation and analysis of the impact of the collapse of slavery</li> </ul> <p style="text-align: center;">Psychology</p> <ul style="list-style-type: none"> <li>✓ Analysis of the psychological impact of slavery on those enslaved, the enslavers and the community at large</li> <li>✓ Analysis of the psychology of modern policing attitudes and whether or not they originate from the slave patrol concept</li> </ul> <p style="text-align: center;">Science</p> <ul style="list-style-type: none"> <li>✓ Review and analysis of the “Scientific Racism” literature that originated in this period</li> </ul> |
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| Unit 4: Searching for Safe Spaces: The Age of Jim Crowism and Terror   |  |  |   |
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| Content Standards  | Critical Knowledge & Skills<br>(“Unpacked” Standards)  | Content-Specific Practices<br>(when applicable)  | Standard Mastery Examples<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>   |
| <p><b>6.1.12.A.6.c</b><br/>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., <i>Plessy v. Ferguson</i>) and state and local governmental policies.</p> | <p>What were the legal arguments of both sides of the Plessy v. Ferguson case?<br/>           What were the implications of the Plessy v. Ferguson decision?<br/>           What did “Jim Crow” mean?<br/>           What were “Jim Crow” laws?<br/>           What are the differences between <i>de jure</i> and <i>de facto</i> segregation?<br/>           How were Jim Crow laws and <i>de facto</i> Jim Crow laws enforced?<br/>           What was lynching?<br/>           Why was the NAACP founded and what was its principal mission?</p> | <ul style="list-style-type: none"> <li>● Debate the reaction of AA’s to lynching</li> <li>● Investigate the efficacy of various strategies for liberation during this era</li> <li>● Critique the positions of WEB Dubois, Marcus Garvey, Booker T Washington and other leaders and analyze their impact</li> <li>● Explain why AA leaders are almost always presented as</li> </ul> | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> </ul> |

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|   | <p>What was the UNIA and what was its principal mission?<br/>         What was the philosophy of Booker T. Washington<br/>         What was the philosophy of WEB Dubois?</p>  | <p>antagonists and bitter rivals in US History</p>  | <ul style="list-style-type: none"> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul>  |
| <p><b>6.1.12.D.11.c</b><br/>         Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights</p> | <p>How were the Jim Crow laws similar and different to the racial laws of the past?<br/>         What was life like for an African American in the North and West at this time?<br/>         What have been the long term implications of the Jim Crow Era and the era of terror?</p>                | <ul style="list-style-type: none"> <li>● Analyze the Jim Crow laws as a continuation of the slave codes and black codes.</li> <li>● Compare and Contrast racial laws, including segregation in the North and South</li> <li>● Debate the issue of overt, open racism often found in the south vs subtle, inconspicuous racism in the North</li> <li>● Explain the purpose of lynching</li> <li>● Explain why some argue that modern police murders are a legacy of lynching</li> <li>● Debate the legacy of the Jim Crow era in modern America particularly lynching</li> <li>● Assess whether or not governmental policies and failure to enforce policies were/are a violation of civil/human rights</li> </ul> | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul> |
| <p><b>6.1.12.C.8.a</b><br/>         Analyze the push-pull factors that led to the Great Migration</p>   | <p>What was the Great Migration?<br/>         Why did African Americans seek to leave the South?<br/>         Why did Northern recruiters come to the South looking for AA laborers?<br/>         Why did African Americans primarily go to the cities of the Northeast, Midwest and West Coast?</p> | <ul style="list-style-type: none"> <li>● Define Great Migration</li> <li>● Differentiate between the First and Second Great Migrations</li> <li>● List the reasons why African Americans wanted to leave the South</li> </ul>   | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> </ul>   |

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|  |   | <ul style="list-style-type: none"> <li>● Explain why cities were the primary destination for African Americans</li> <li>● Trace the routes from the south to particular cities in the North and West and analyze the role of railroads in this</li> </ul>   | <ul style="list-style-type: none"> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul>  |
| <p><b>6.1.12.D.8.a</b><br/>Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.</p> | <p>What methods were used to try to keep African Americans from fleeing the South?<br/>How did the arrival of large numbers of African Americans increase the de facto segregation in the North<br/>What white supremacist groups existed in the North and South and what were their main goals?<br/>How did housing segregation and other racist policies in the North lead to educational and wealth disparities?</p> | <ul style="list-style-type: none"> <li>● Describe some of the methods used to prevent African Americans from migrating</li> <li>● Assess the impact of the Great Migration on American society in the short and long term</li> <li>● Note some of the methods used by racist groups to control the mass numbers of African Americans moving during the Great migration</li> <li>● Explain why Northern and Western communities reacted violently to African Americans moving in</li> <li>● Discuss how African Americans adjusted to the different and often hostile environments of the North and West</li> <li>● Explain how racist policies (such as redlining etc.) led to racial disparities in economics, politics and education</li> </ul> | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul> |
| <p><b>6.1.12.D.8.b</b><br/>Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p>                  | <p>What is the history of AA artists, writers and musicians in the US?<br/>Who were some of the prominent African American artists at this time?<br/>What is the origin of genres like</p>  | <ul style="list-style-type: none"> <li>● Trace the evolution of Blues from the slave plantation to the 1920's</li> </ul>  | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> </ul>  |

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|  | <p>Blues and Jazz? What political advances did AA's make during the 1920's? Why did Harlem arts explode during the 1920's? What was the impact of AA music on American culture? Did white artists appropriate AA music and arts?</p> | <ul style="list-style-type: none"> <li>• Explain the cultural and social conditions that Jazz originated from</li> <li>• Compare and contrast the contributions of various artists during the era known as the, 'Harlem Renaissance'</li> <li>• Define "cultural appropriation"</li> <li>• Debate the issue of cultural appropriate with respect to Jazz.</li> <li>• Discuss the impact the Great Depression had on the "Harlem Renaissance"</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul> |
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| Unit 4 Assessment Plan  |   |
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| <b>Formative Assessment</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>   | <b>Summative Assessment</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> |
| Tests; Quizzes; Written Assessments; Group Projects/Activities; Partner Project/Activity/Discussion; Discussion Forums; Document Analysis (DBQ); Digital Presentations/Games/Projects | Final Examination, Document Analysis, Research Papers, Final Research Projects                                      |

| Unit 4 Suggested Modifications/Accommodations/Extension Activities  |   |   |
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| <b>English Language Learners (ELL)</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  | <b>Special Education / 504</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  | <b>Gifted and Talented</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  |
| a. Read written instructions<br>b. Students may be provided with note organizers/study guides to reinforce key topics.<br>c. Model and provide examples<br>d. Extended time on assessments when needed.<br>e. Establish a non-verbal cue to redirect student when not on task.<br>f. Students may use a bilingual dictionary.<br>g. Pair Visual Prompts with Verbal Presentations<br>h. Highlight Key Words & Phrases | a. Students may be provided with note organizers / study guides to reinforce key topics.<br>b. Extended time on assessments when needed.<br>c. Preferred seating to be determined by student and teacher.<br>d. Provide modified assessments when necessary.<br>e. Student may complete assessments in alternate setting when requested.<br>f. Establish a non-verbal cue to redirect student when not on task.<br>g. Maintain strong teacher / parent communication.<br>h. Repetition and practice<br>i. Pair Visual Prompts with Verbal Presentations<br>j. Check Use of Agenda | a. Use of Higher Level Questioning Techniques<br>b. Extension/Challenge Questions<br>c. Provide Assessments at a Higher Level of Thinking<br>d. <a href="http://greatsocialstudies.com">greatsocialstudies.com</a> (Enrichment Activities)<br>f. <a href="http://khanacademy.com">khan academy</a> activities |

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| Unit 4 Connections  |  |
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| <b>NJSLS - Technology</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i><br>Refer to the <a href="#">NJ Technology Standards</a>   | <b>Career Readiness Practices</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i><br>Refer to the <a href="#">NJ Career Readiness Practices</a>  |
| 8.1.12.A.2- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review<br>8.1.12.B.2- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.<br>8.1.12.C.1- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.<br>8.1.12.E.1- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. | CRP2. Apply appropriate academic and technical skills.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  |
| <b>21st Century Skills</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i><br>Refer to the <a href="#">21st Century Life and Skills</a>   | <b>Interdisciplinary Connections</b><br><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i><br>Refer to the <a href="#">NJ Student Learning Standards</a>  |
| 9.1.12.A.5- Analyze how the economic, social, and political conditions of a time period can affect the labor market.<br>9.1.12.A.6- Summarize the financial risks and benefits of entrepreneurship as a career choice.<br>9.1.12.A.9- Analyze how personal and cultural values impact spending and other financial decisions.<br>9.1.12.B.9- Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.)   | <p style="text-align: center;">English:</p> <ul style="list-style-type: none"> <li>✓ Reading, discussion and analysis of various primary source data and other materials.</li> </ul> <p style="text-align: center;">Math:</p> <ul style="list-style-type: none"> <li>✓ Assessment of data in charts and on graphs with respect to voting and elections</li> <li>✓ Predict the mathematical result of elections if voter suppression and terror did not exist</li> <li>✓ Break down the numerically data with respect to the Great Migration</li> </ul> <p style="text-align: center;">Law</p> <ul style="list-style-type: none"> <li>✓ Research, analyze and debate aspects of state Constitutions, specifically efforts at voter suppression</li> <li>✓ Analyze Supreme Court decisions of this era and its impact on African Americans</li> </ul> <p style="text-align: center;">Economics</p> |

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|  | <ul style="list-style-type: none"> <li>✓ Assess the economic impact of the Great Migration on the South and the North and West</li> </ul> <p style="text-align: center;">Psychology</p> <ul style="list-style-type: none"> <li>✓ Analysis of the psychological impact of Jim Crow on African Americans and the community at large</li> </ul> <p style="text-align: center;">Music</p> <ul style="list-style-type: none"> <li>✓ Listen to and analyze examples of Harlem Renaissance Jazz and Blues</li> </ul> |
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| Unit 5: The Great Depression and World War II   |   |  |   |
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| Content Standards   | Critical Knowledge & Skills<br>("Unpacked" Standards)   | Content-Specific Practices<br>(when applicable)  | Standard Mastery Examples<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>   |
| <p><b><u>6.1.12.D.9.b:</u></b><br/>Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p>               | <p>How did the Great Depression impact African American communities? How did African Americans cope with the Great Depression?</p>  | <ul style="list-style-type: none"> <li>• Compare and Contrast the impact of the Great Depression on African Americans as opposed to white Americans</li> <li>• Explain how African American communities coped with the Great Depression</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul> |
| <p><b><u>6.1.12.A.11.c</u></b><br/>Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights</p> | <p>Were the Rosewood and Tulsa massacres examples of government sanctioned violations of human and civil rights? How did African Americans persevere and continue to progress despite race riots?</p> | <ul style="list-style-type: none"> <li>• Differentiate between civil and human rights</li> <li>• Decide if the Tulsa and Rosewood massacres at this time were violations of either civil or human rights or both</li> </ul>                        | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> </ul>  |

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|   | <p>Were certain provisions of the New Deal intentionally made to discriminate against African Americans? Were certain aspects of the New Deal written to specifically exclude African Americans from the benefits</p>                     | <ul style="list-style-type: none"> <li>• Theorize as to the reasons for the various race riots in the post WW1 and Great Depression Era</li> <li>• Explain how African American communities picked up and progressed after racial massacres and riots</li> <li>• Analyze New Deal programs as discriminatory</li> </ul>   | <ul style="list-style-type: none"> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul>   |
| <p><b><u>6.1.12.D.11.c</u></b><br/> 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.</p> | <p>Why did African Americans join the military and auxiliary forces despite racial discrimination?<br/> How did the military treat African Americans during WW2?<br/> What was the performance of African American troops during WW2?</p> | <ul style="list-style-type: none"> <li>• Trace the participation of African Americans in all American wars</li> <li>• Explain the role and contributions of African American soldiers in World War I</li> <li>• Explain how African Americans persevered in the military despite discrimination</li> <li>• Note the contributions of some of the key African American servicemen and woman and units</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul> |
| <p><b><u>6.1.12.D.10.c</u></b><br/> Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.</p>                                   | <p>What was the role of African Americans in the Roosevelt White House?</p>   | <ul style="list-style-type: none"> <li>• Describe how FDR tried to reach out to African Americans by appointing AA's to his cabinet</li> <li>• Discuss the goals of AA leaders with respect to the FDR presidency</li> <li>• Explain why FDR's began to shift AA voters from Republican to Democrat</li> </ul>  | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> </ul>   |

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|  |  | <ul style="list-style-type: none"> <li>Analyze the differences between the two major political parties from the late 1800's to the mid 1900's.</li> <li>Critique whether or not AA 's should support the Democratic Party at the high rates that they do</li> </ul> | <ul style="list-style-type: none"> <li>Individual/Group Presentations</li> <li>DBQ analysis</li> <li>Written responses to queries</li> <li>Summary and Analysis of Videos/Documentaries/Films</li> <li>Summary and analysis of guest speakers</li> </ul> |
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| Unit 5 Assessment Plan  |  |
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| Formative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  | Summative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> |
| Tests; Quizzes; Written Assessments; Group Projects/Activities; Partner Project/Activity/Discussion; Discussion Forums; Document Analysis (DBQ); Digital Presentations/Games/Projects | Final Examination, Document Analysis, Research Papers, Final Research Projects                               |

| Unit 4 Suggested Modifications/Accommodations/Extension Activities  |   |  |
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| English Language Learners (ELL)<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>   | Special Education / 504<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>   | Gifted and Talented<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  |
| a. Read written instructions<br>b. Students may be provided with note organizers/study guides to reinforce key topics.<br>c. Model and provide examples<br>d. Extended time on assessments when needed.<br>e. Establish a non-verbal cue to redirect student when not on task.<br>f. Students may use a bilingual dictionary.<br>g. Pair Visual Prompts with Verbal Presentations<br>h. Highlight Key Words & Phrases | a. Students may be provided with note organizers / study guides to reinforce key topics.<br>b. Extended time on assessments when needed.<br>c. Preferred seating to be determined by student and teacher.<br>d. Provide modified assessments when necessary.<br>e. Student may complete assessments in alternate setting when requested.<br>f. Establish a non-verbal cue to redirect student when not on task.<br>g. Maintain strong teacher / parent communication.<br>h. Repetition and practice<br>i. Pair Visual Prompts with Verbal Presentations<br>j. Check Use of Agenda | a. Use of Higher Level Questioning Techniques<br>b. Extension/Challenge Questions<br>c. Provide Assessments at a Higher Level of Thinking<br>d. greatsocialstudies.com (Enrichment Activities)<br>f. khan academy activities |

| Unit 5 Connections   |  |
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| NJSLS - Technology<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i><br>Refer to the <a href="#">NJ Technology Standards</a> | Career Readiness Practices<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i><br>Refer to the <a href="#">NJ Career Readiness Practices</a> |
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| <p>8.1.12.A.2- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review</p> <p>8.1.12.B.2- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> <p>8.1.12.E.1- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> | <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>   |
| <p style="text-align: center;"><b>21st Century Skills</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">21st Century Life and Skills</a></p>   | <p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Student Learning Standards</a></p>   |
| <p>9.1.12.A.5- Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>9.1.12.A.6- Summarize the financial risks and benefits of entrepreneurship as a career choice.</p> <p>9.1.12.A.9- Analyze how personal and cultural values impact spending and other financial decisions.</p> <p>9.1.12.B.9- Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.)</p>   | <p style="text-align: center;">English:</p> <ul style="list-style-type: none"> <li>✓ Reading, discussion and analysis of various primary source data and other materials.</li> </ul> <p style="text-align: center;">Math:</p> <ul style="list-style-type: none"> <li>✓ Assessment of data in charts and on graphs with respect to voting and elections and how the shift to FDR and Democrats have changed American politics</li> <li>✓ Predict the mathematical result of elections if voter suppression and terror did not exist</li> <li>✓ Break down the numerically data with respect to the voting conversion from Republican to Democrat during the FDR era</li> </ul> <p style="text-align: center;">Law</p> <ul style="list-style-type: none"> <li>✓ Differentiate legally between civil and human rights</li> </ul> <p style="text-align: center;">Economics</p> <ul style="list-style-type: none"> <li>✓ Assess the economic impact of the Great Depression on African Americans</li> </ul> <p style="text-align: center;">Psychology</p> <ul style="list-style-type: none"> <li>✓ Analysis of the psychological impact of racial riots on African Americans and the community at large</li> <li>✓ Analysis of the psychology of fear as it pertains to efforts to control, dehumanize, destroy etc. African Americans</li> </ul> |

## Unit 6: The Black Freedom and Revolution Movements

| Content Standards   | Critical Knowledge & Skills<br>("Unpacked" Standards)  | Content-Specific Practices<br>(when applicable)  | Standard Mastery Examples<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>   |
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| <p><b>6.1.12.A. 13a</b><br/>Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., <i>Hedgepeth and Williams v. Trenton Board of Education</i>), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.</p> | <p>What were the factors that began the Black Freedom movement? How was the Hedgepeth/Williams v. Trenton Board of Education important to the Brown v Board of Education decision?</p>   | <ul style="list-style-type: none"> <li>● Explain how Hedgepeth v BOE of Trenton helped to lay the foundation for Brown v. BOE</li> <li>● Chart the events that led up to the Civil Rights (Black Freedom) movement and analyze their influence</li> </ul>  | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul> |
| <p><b>6.1.12.C.13.a:</b><br/>Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.</p>  | <p>In what ways did the Black Freedom organizations use economic measures to create change (boycotts, sit ins etc.)? What was the role of the Pullman porters in financing civil rights activities? How did the economic strategies of other later groups differentiate from the strategies of earlier groups?</p> | <ul style="list-style-type: none"> <li>● Assess why the Montgomery Improvement Association chose boycott as the primary strategy</li> <li>● Show how combined legal and economic pressure eventually won the Montgomery Bus Boycott</li> <li>● Investigate the role of the Pullman Porters in financing various civil right activities and debate this as a model for current and future movements.</li> </ul> | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> </ul>   |

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|  |   | <ul style="list-style-type: none"> <li>• Describe the economic and political philosophy of the Nation of Islam</li> <li>• Describe the economic and political philosophy of the Black Panther Party</li> <li>• Trace the evolving economic and political positions of SNCC</li> <li>• Trace the evolving economic and political positions of MLK</li> </ul> | <ul style="list-style-type: none"> <li>• Summary and analysis of guest speakers</li> </ul>  |
| <p><b>6.1.12.D.13.a</b><br/>Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</p> | <p>What was the Black Freedom Movement? What were the events that led up to the Black Freedom movement? How was the Brown v. Board of Education decision critical to sparking what becomes the civil rights movement? How was the murder of Emmett Till critical to sparking what becomes the civil rights movement?</p>  | <ul style="list-style-type: none"> <li>• Define “Black Freedom” Movement</li> <li>• Analyze events critical to the start of the Black Freedom movement</li> <li>• Explain the residual impact of the Brown v BOE decision</li> <li>• Explain how racially motivated violence was instrumental in galvanizing African Americans to rise up</li> </ul>        | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul> |
| <p><b>6.1.12.D.13.b</b><br/>Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies</p>     | <p>What was the core philosophy of Martin Luther King? In what areas did MLK have a lasting influence? What was the core philosophy of Malcolm X? In what areas did Malcolm X have a lasting influence? What were the divergent strategies and tactics employed by various personalities and groups during the Black Freedom movement? What role did the Vietnam War have in shaping the attitudes of Martin Luther King, Malcolm X and their movements</p> | <ul style="list-style-type: none"> <li>• Explain and debate the effectiveness of MLK and the SCLC’s core philosophy</li> <li>• Explain and debate the effectiveness of Malcolm X and the NOI’s core philosophy</li> <li>• Compare and Contrast the divergent movements ideologically led by MLK and Malcolm X</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> </ul>   |

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|  |   | <ul style="list-style-type: none"> <li>● Assess the impact of MLK’s philosophies and movement</li> <li>● Assess the impact of Malcolm X’s philosophies and movement</li> <li>● Explain and debate the effectiveness of the Black Panther Party and other Black Power Movement’s core philosophy</li> <li>● Predict what would have happened if there was more cooperation and collaboration between the various philosophies and group</li> <li>● Analyze the impact of the Vietnam War, on shaping the shifting ideology of Martin Luther King.</li> </ul> | <ul style="list-style-type: none"> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul>  |
| <p><b><u>6.1.12.D.12.a</u></b><br/>Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.</p> | <p>How was the Civil Rights Movement/Black Freedom Movement critical to the worldwide move toward decolonialism and equality? How did the Black Freedom movement influence American policies internationally?</p> | <ul style="list-style-type: none"> <li>● Explain the moral conundrum America was in internationally due to its treatment of African Americans</li> <li>● Show how the Black Freedom movement and the government’s reaction to it influenced independence movements in Africa</li> </ul>   | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul> |

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| <p><b>6.1.12.A.13.b</b><br/>Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, <i>Brown v. Board of Education</i>, and <i>Roe v. Wade</i>) in promoting civil liberties and equal opportunities.</p> | <p>What was the impact of the Brown v BOE decision and the Brown II decision? How did southern whites react to the desegregation and Voting rights laws? In what ways did African Americans struggle to achieve equality in education and public spaces? What was the Civil Rights Act of 1964? What was the Civil Rights Act of 1968? What was the Voting Rights Act? What was COINTELPRO? How did COINTELPRO impact the Black Freedom Movement?</p> | <ul style="list-style-type: none"> <li>● Evaluate the impact of the Brown decisions on desegregation</li> <li>● Give examples of how the white establishment attempted to circumvent Brown v BOE</li> <li>● Illustrate the different ways in which African Americans legally and politically challenged the resistance to desegregation</li> <li>● Show how agencies of the US government worked against African American leaders and organizations</li> <li>● Explain the purpose and actions of COINTELPRO</li> <li>● Demonstrate how COINTELPRO destroyed many Black Freedom organizations</li> </ul> | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul> |
| <p><b>6.1.12.B.13.a</b><br/>Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.</p>   | <p>What was “white flight”? How did discriminatory implementation of things like the GI Bill impact upward mobility for African American and African American communities? How did racist policies such as “redlining” and “blockbusting” impact African Americans in housing?</p>  | <ul style="list-style-type: none"> <li>● Define “white flight”</li> <li>● State how racist housing policies led to poverty and de facto segregation</li> <li>● Explain how real estate and realtor strategies led to de facto segregation</li> </ul>   | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul> |

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| <p><b>6.1.12.A.13.c</b><br/>Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.</p>  | <p>What was the role of African Americans and the Black Freedom movement in influencing the US govt to change its immigration laws? What was the Immigration Act of 1965?</p>   | <ul style="list-style-type: none"> <li>● Explain how the Black Freedom movement led to an adjustment of US immigration law</li> <li>● Analyze the impact of the Immigration Act of 1965 on African and Caribbean migration</li> <li>● Examine to what extent was the movement for LGBT rights part of the broader movement for Civil Rights?</li> </ul>  | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul> |
| <p><b>6.1.12.C.13.c</b><br/>Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).</p> | <p>How did Great Society programs impact the African American community? How did the Great Society impact racist policies in the US? What was the Kerner Commission Report? What did the Eisenhower Foundation reports in 1998 say?</p> | <ul style="list-style-type: none"> <li>● List the goals of the Great Society</li> <li>● Show how the Great Society was important in helping to end some discriminatory laws</li> <li>● Analyze why many cities broke into revolts during the late 1960's</li> <li>● Note some of the key findings of the Kerner Commission report</li> <li>● Compare/Contrast the Kerner Commission report to the reports 30 years later</li> <li>● Develop a plan to end racial inequality based on the recommendations of the commissions</li> </ul> | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul> |

| Unit 6 Assessment Plan |  |
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| Formative Assessment   | Summative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> |

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| <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  |  |
| Tests; Quizzes; Written Assessments; Group Projects/Activities; Partner Project/Activity/Discussion; Discussion Forums; Document Analysis (DBQ); Digital Presentations/Games/Projects | Final Examination, Document Analysis, Research Papers, Final Research Projects |

| <b>Unit 4 Suggested Modifications/Accommodations/Extension Activities</b>   |   |  |
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| <b>English Language Learners (ELL)</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  | <b>Special Education / 504</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  | <b>Gifted and Talented</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>   |
| a. Read written instructions<br>b. Students may be provided with note organizers/study guides to reinforce key topics.<br>c. Model and provide examples<br>d. Extended time on assessments when needed.<br>e. Establish a non-verbal cue to redirect student when not on task.<br>f. Students may use a bilingual dictionary.<br>g. Pair Visual Prompts with Verbal Presentations<br>h. Highlight Key Words & Phrases | a. Students may be provided with note organizers / study guides to reinforce key topics.<br>b. Extended time on assessments when needed.<br>c. Preferred seating to be determined by student and teacher.<br>d. Provide modified assessments when necessary.<br>e. Student may complete assessments in alternate setting when requested.<br>f. Establish a non-verbal cue to redirect student when not on task.<br>g. Maintain strong teacher / parent communication.<br>h. Repetition and practice<br>i. Pair Visual Prompts with Verbal Presentations<br>j. Check Use of Agenda | a. Use of Higher Level Questioning Techniques<br>b. Extension/Challenge Questions<br>c. Provide Assessments at a Higher Level of Thinking<br>d. greatsocialstudies.com (Enrichment Activities)<br>f. khan academy activities |

| <b>Unit 6 Connections</b>   |   |
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| <b>NJSLS - Technology</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i><br>Refer to the <a href="#">NJ Technology Standards</a>   | <b>Career Readiness Practices</b><br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i><br>Refer to the <a href="#">NJ Career Readiness Practices</a>   |
| 8.1.12.A.2- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review<br>8.1.12.B.2- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.<br>8.1.12.C.1- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.<br>8.1.12.E.1- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. | CRP2. Apply appropriate academic and technical skills.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| <b>21st Century Skills</b>  | <b>Interdisciplinary Connections</b>  |

| <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i><br/> Refer to the <a href="#">21st Century Life and Skills</a></p>  | <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i><br/> Refer to the <a href="#">NJ Student Learning Standards</a></p>   |
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| <p>9.1.12.A.5- Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>9.1.12.A.6- Summarize the financial risks and benefits of entrepreneurship as a career choice.</p> <p>9.1.12.A.9- Analyze how personal and cultural values impact spending and other financial decisions.</p> <p>9.1.12.B.9-Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.)</p> | <p>English:</p> <ul style="list-style-type: none"> <li>✓ Reading, discussion and analysis of various primary source data and other materials.</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>✓ Assessment of data in charts and on graphs with respect to voting and elections and how the shift to FDR and Democrats have changed American politics</li> <li>✓ Predict the mathematical result of elections if voter suppression and terror did not exist</li> <li>✓ Break down the numerically data with respect to the voting conversion from Republican to Democrat during the FDR era</li> </ul> <p>Law</p> <ul style="list-style-type: none"> <li>✓ Analyze the impact of Supreme Court decisions of this era on the US</li> <li>✓ Analyze the debates on the Immigration Act of 1965</li> </ul> <p>Economics</p> <ul style="list-style-type: none"> <li>✓ Analyze the economic impact of the Montgomery Bus Boycott on the Bus Company</li> <li>✓ Assess the economic impact of various sit in, boycotts, marches on the economics of the targeted cities and/or companies</li> <li>✓ Discuss the economic impact of integration on African American businesses</li> <li>✓ Analyze the economic impact of housing discrimination on urban communities</li> </ul> <p>Psychology</p> <ul style="list-style-type: none"> <li>✓ Analysis of the psychological impact of the Civil Rights movement on African Americans and the community at large</li> <li>✓ Discuss how integration psychologically impacted those who were accustomed to segregation</li> <li>✓ Discuss and analyze the psychology of “white flight”</li> </ul> |

**Unit 7: African Americans in The New Millennium**

| Content Standards  | Critical Knowledge & Skills<br>("Unpacked" Standards)  | Content-Specific Practices<br>(when applicable)  | Standard Mastery Examples<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>   |
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| <p><b>6.1.12.A.13.b</b><br/>Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, <i>Brown v. Board of Education</i>, and <i>Roe v. Wade</i>) in promoting civil liberties and equal opportunities</p> | <p>Why is "tough on crime" legislation and rhetoric often viewed as racial code language? How did Nixon use this type of rhetoric to pass harsh crime/drug laws? How did variances in drug sentencing disproportionately hurt African American communities? What was the "Clinton Crime Bill" (Violent Crime Control and Law Enforcement Act)? What was the reasoning for the Crime Bill? What has been the impact of the bill on African American communities? How has Supreme Court decisions altering the Voting Rights act and Affirmative Action impacted the African American community?</p> | <ul style="list-style-type: none"> <li>● Trace the evolution of racialized anticrime rhetoric since the time of the "slave codes" to the modern era</li> <li>● List the key components of the "Clinton Crime Bill"</li> <li>● Note the various differences in drug sentencing and its impact</li> <li>● Assess the impact of mass incarceration on African American communities</li> <li>● Explain how African Americans have coped with criminal stereotyping</li> <li>● Explain how militarized policing has impacted African Americans</li> <li>● Evaluate the recent Supreme Court Voting Rights decisions</li> <li>● Show how voter suppression may be related to changes in Federal Voting Rights laws</li> <li>● Evaluate Affirmative Action legal decisions</li> </ul> | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul> |
| <p><b>6.1.12.B.14.a</b> Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.</p>  | <p>How did the Civil Rights movement contribute to the changing of America's immigration policy? What was the impact of America's new immigration policy on African migration? How has the African American, Afro Caribbean and African communities integrated following the large wave of immigration post 1960's?</p>  | <ul style="list-style-type: none"> <li>● Explain why many African migrants were able to come to the US under the 1965 Immigration law</li> <li>● Discuss some of the challenges of integration between African Americans and newly arrived Afro-Caribbean and African immigrants</li> </ul>  | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> </ul>   |

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|   |   |   | <ul style="list-style-type: none"> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul>  |
| <p><b><u>6.1.12.C.13.a</u></b><br/> Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.</p> | <p>What were some of the economic success stories of the post-civil rights era?</p>                                       | <ul style="list-style-type: none"> <li>• Research some of the most successful African American companies, individuals and groups</li> </ul>   | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul> |
| <p><b><u>6.1.12.D.13.a</u></b><br/> Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</p>                | <p>What is the history of Affirmative Action? Is Affirmative Action a benefit? Why do some attack Affirmative Action?</p> | <ul style="list-style-type: none"> <li>• Explain the reasoning behind Affirmative Action</li> <li>• Assess the impact of Affirmative Action on the African American community</li> <li>• Debate the ideas for and against Affirmative Action</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> </ul>   |

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|  |  |   | <ul style="list-style-type: none"> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul>  |
| <p><b>6.1.12.D.14.f</b><br/>Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p> | <p>What is the history of Hip Hop music and culture? How has Hip Hop culture influenced American popular culture? What is “soul food”? How did soul food originate? How has soul food influenced American popular culture?</p> | <ul style="list-style-type: none"> <li>● Trace the historical influences of Hip Hop music</li> <li>● Identify the components of Hip Hop culture</li> <li>● Describe how Hip Hop culture has impacted the US and the world</li> <li>● Trace the history of “soul food”</li> <li>● Demonstrate how “soul food” has influenced American cuisine</li> </ul>   | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul> |
| <p><b>6.1.12.D.16.c</b><br/>Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society</p> | <p>What impact did the disintegration of industry and industrial jobs have on the African American community? How has the drug epidemic impacted the African American community?</p>   | <ul style="list-style-type: none"> <li>● Show how the changing economy led to loss of industrial jobs</li> <li>● Explain the impact of the loss of industrial/manufacturing jobs on the African American community</li> <li>● Discuss the relationship between the collapse of industrial/manufacturing jobs, and white flight on urban problems of the post-civil rights era.</li> <li>● Debate the origin of the drug crisis and analyze its impact on the economic and social</li> </ul> | <ul style="list-style-type: none"> <li>● Classroom Discussions and Debates</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● DBQ analysis</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul> |

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|  |   | development of the African American community   |   |
| <p><b>6.1.12.A.14.c</b><br/>Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.</p>  | <p>What impact did “Reaganomics” have on the African American community?</p>  | <ul style="list-style-type: none"> <li>• Theorize as to how disintegration of industry, combined with tougher drug laws and Reagan’s economic policies exacerbated social and economic inequality</li> </ul>  | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul> |
| <p><b>6.1.12.D.14.d</b><br/>Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p> | <p>How do you think African Americans have progressed in the United States since the 1600’s? What are the prospects for the future with regard to race relations and the condition of African Americans</p> | <ul style="list-style-type: none"> <li>• Judge the progress of African Americans in the US since the beginning to the modern era</li> <li>• Justify the position that African Americans have been the most resilient group in the history of the US</li> <li>• Design a plan to create success and unity for African Americans</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom Discussions and Debates</li> <li>• Annotated Timelines</li> <li>• Teacher and student led PowerPoint Presentations</li> <li>• Class Trips to applicable historical sites/monuments</li> <li>• Definitions of key terms and concepts</li> <li>• Individual/Group Presentations</li> <li>• DBQ analysis</li> <li>• Written responses to queries</li> <li>• Summary and Analysis of Videos/Documentaries/Films</li> <li>• Summary and analysis of guest speakers</li> </ul> |

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| Unit 7 Assessment Plan  |  |
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| Formative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  | Summative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> |
| Tests; Quizzes; Written Assessments; Group Projects/Activities; Partner Project/Activity/Discussion; Discussion Forums; Document Analysis (DBQ); Digital Presentations/Games/Projects | Final Examination, Document Analysis, Research Papers, Final Research Projects                               |

| Unit 4 Suggested Modifications/Accommodations/Extension Activities  |   |   |
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| English Language Learners (ELL)<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>   | Special Education / 504<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>   | Gifted and Talented<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>   |
| <ul style="list-style-type: none"> <li>a. Read written instructions</li> <li>b. Students may be provided with note organizers/study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> <li>f. Students may use a bilingual dictionary.</li> <li>g. Pair Visual Prompts with Verbal Presentations</li> <li>h. Highlight Key Words &amp; Phrases</li> </ul> | <ul style="list-style-type: none"> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> <li>e. Student may complete assessments in alternate setting when requested.</li> <li>f. Establish a non-verbal cue to redirect student when not on task.</li> <li>g. Maintain strong teacher / parent communication.</li> <li>h. Repetition and practice</li> <li>i. Pair Visual Prompts with Verbal Presentations</li> <li>j. Check Use of Agenda</li> </ul> | <ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> <li>d. <a href="http://greatsocialstudies.com">greatsocialstudies.com</a> (Enrichment Activities)</li> <li>f. <a href="http://khanacademy.com">khan academy</a> activities</li> </ul> |

| Unit 7 Connections  |   |
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| NJSLS - Technology<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i><br>Refer to the <a href="#">NJ Technology Standards</a>  | Career Readiness Practices<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i><br>Refer to the <a href="#">NJ Career Readiness Practices</a>  |
| 8.1.12.A.2- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review<br>8.1.12.B.2- Apply previous content knowledge by creating and piloting a digital learning game or tutorial. | CRP2. Apply appropriate academic and technical skills.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies. |

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| <p>8.1.12.C.1- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> <p>8.1.12.E.1- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>   | <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>  |
| <p style="text-align: center;"><b>21st Century Skills</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">21st Century Life and Skills</a></p>  | <p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p style="text-align: center;">Refer to the <a href="#">NJ Student Learning Standards</a></p>   |
| <p>9.1.12.A.5- Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>9.1.12.A.6- Summarize the financial risks and benefits of entrepreneurship as a career choice.</p> <p>9.1.12.A.9- Analyze how personal and cultural values impact spending and other financial decisions.</p> <p>9.1.12.B.9-Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.)</p> | <p style="text-align: center;">English:</p> <ul style="list-style-type: none"> <li>✓ Reading, discussion and analysis of various primary source data and other materials.</li> </ul> <p style="text-align: center;">Math:</p> <ul style="list-style-type: none"> <li>✓ Assessment of data in charts and on graphs with respect to mass incarceration</li> <li>✓ Predict the mathematical result of elections if mass incarceration did not exist and/or voting laws allowed for incarcerated to vote</li> </ul> <p style="text-align: center;">Law</p> <ul style="list-style-type: none"> <li>✓ Review the process by which the Clinton Crime Bill and other, “tough on crime” laws were passed</li> <li>✓ Discuss and analyze the debates which led to various Supreme Court decisions of this era on Affirmative Action, and voting rights</li> </ul> <p style="text-align: center;">Economics</p> <ul style="list-style-type: none"> <li>✓ Assess the economic impact of the Great Depression on African Americans</li> <li>✓ Discuss the economic impact of African American businesses during this era</li> <li>✓ Conduct an economic analysis of the impact of the collapse of manufacturing and industry on the African American community</li> <li>✓ Break down of the economic impact of “Reaganomics”</li> <li>✓</li> </ul> <p style="text-align: center;">Psychology</p> <ul style="list-style-type: none"> <li>✓ Analysis of the psychological impact of this era on African Americans and America</li> </ul> <p style="text-align: center;">Music</p> |

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|  | <ul style="list-style-type: none"><li>✓ Listen to and analyze Hip Hop through the various stages of its evolution and analyze</li><li>✓ Compare/Contrast Hip Hop music to earlier music such as Blues, Jazz, Rock n' Roll, Disco etc.</li></ul> |
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