

Orange Public Schools
Africana Studies
Curriculum Guide



OBE Approval Date: **December 8, 2015**

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2016-2017

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Africana Studies

Content Area:	Africana Studies	Grade(s)	9
Unit Plan Title:	Ancient Africa Society & Civilizations		
Common Core Anchor Standard			
<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. • CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. • CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. • CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹ • CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. • CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently. • CCSS.ELA-LITERACY.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. • CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • CCSS.ELA-LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • CCSS.ELA-LITERACY.CCRA.W.7 			

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- [CCSS.ELA-LITERACY.CCRA.W.8](#)

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- [CCSS.ELA-LITERACY.CCRA.W.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- [CCSS.ELA-LITERACY.CCRA.SL.4](#)

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- [CCSS.ELA-LITERACY.CCRA.SL.5](#)

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- [CCSS.ELA-LITERACY.CCRA.SL.6](#)

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Overview/Rationale

The role of this course will be that of providing students with an opportunity to enhance their understanding of diversity and multiculturalism in terms of the cultural perspective of African Americans. This curriculum will examine several issues, topics, and themes that are central to the historical experiences of African Americans. We begin with African origins of humanity and civilization to continue to the present period of the 21st century. It is designed to develop an understanding of the causes, character, and consequences of the African American experience and its influence on the world, the United States, and the African American community. Beginning with a historical, geographical, social, political, economic, and cultural understanding of the African continent, the course will provide a descriptive and corrective overview, which will introduce the student to the study of the African and African American experiences.

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- [6.2.8.B.1.A](#)- Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
- [6.2.8.B.4.B](#) -Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
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- [6.2.8.D.4.G](#)- Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
- [6.2.12.D.1.B](#) -Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
- [6.2.12.D.1.C](#) -Analyze various motivations for the Atlantic slave trade and the impact on Europeans,

Africans, and Americans.

- [6.2.12.D.1.E](#) -Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
- [6.1A Grade 8 CPI 01.A](#)-Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
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- [6.1A Grade 12 CPI 04.D](#) -Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
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- [6.1D GRADE 12 CPI 04.A](#) -Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- [6.1D GRADE 8 CPI 05.C](#)-Examine the roles of women, African Americans, and Native Americans in the Civil War.
- [6.1D GRADE 12 CPI 11.C](#)-Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- [6.1D GRADE 12 CPI 13.A](#)-Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
- [CCSS.ELA-LITERACY.RH.9-10.1](#)
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- [CCSS.ELA-LITERACY.RH.9-10.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- [CCSS.ELA-LITERACY.WHST.9-10.1.C](#)
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and

counterclaims.

- [CCSS.ELA-LITERACY.WHST.9-10.1.D](#)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- [CCSS.ELA-LITERACY.WHST.9-10.1.E](#)

Provide a concluding statement or section that follows from or supports the argument presented.

- [CCSS.ELA-LITERACY.WHST.9-10.2](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- [CCSS.ELA-LITERACY.WHST.9-10.2.A](#)

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- [CCSS.ELA-LITERACY.WHST.9-10.2.B](#)

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- [CCSS.ELA-LITERACY.WHST.9-10.2.C](#)

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

- [CCSS.ELA-LITERACY.WHST.9-10.2.D](#)

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

- [CCSS.ELA-LITERACY.WHST.9-10.2.E](#)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- [CCSS.ELA-LITERACY.WHST.9-10.2.F](#)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

- [CCSS.ELA-LITERACY.RH.11-12.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

- [CCSS.ELA-LITERACY.RH.11-12.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

- [CCSS.ELA-LITERACY.RH.11-12.3](#)

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

- [CCSS.ELA-LITERACY.RH.11-12.4](#)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

- [CCSS.ELA-LITERACY.RH.11-12.5](#)

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

- [CCSS.ELA-LITERACY.RH.11-12.6](#)

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

- [CCSS.ELA-LITERACY.RH.11-12.7](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

- [CCSS.ELA-LITERACY.RH.11-12.8](#)

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

- [CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Technology Standard(s)

- [CCSS.ELA-LITERACY.WHST.9-10.6](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- [CCSS.ELA-LITERACY.CCRA.SL.5](#)

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

- 8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding
- 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and
- 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

Interdisciplinary Standard(s)

- [CCSS.ELA-LITERACY.WHST.11-12.1.A](#)

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

- [CCSS.ELA-LITERACY.WHST.11-12.1.D](#)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- [CCSS.ELA-LITERACY.WHST.11-12.1.E](#)

Provide a concluding statement or section that follows from or supports the argument presented.

- [CCSS.ELA-LITERACY.WHST.11-12.2](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- [CCSS.ELA-LITERACY.WHST.11-12.2.A](#)

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- [CCSS.ELA-LITERACY.WHST.11-12.2.B](#)

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or

other information and examples appropriate to the audience's knowledge of the topic.

Essential Question(s)

- What is a civilization?
- Why are the ancient African empires important to African American history?
- What are the lasting impacts of the ancient African kingdoms?

Enduring Understandings

- The internal African slave trade and the history of slavery in ancient Africa
- The differences between European and African slavery
- The great empires of West Africa (Ghana, Mali, and Songhai)
- The development of the smaller states (Mossi, Hausa, Benin, Kongo, Ndongo-Matamba, Great Zimbabwe, the Swahili Coast) that populated Atlantic Africa
- The origins of European involvement in Africa
- The European motivation for exploration of the New World and the labor demands that this required
- The constructs of the African slave trade and how it functioned
- The meaning of the "Middle Passage" and what effect this experience had on exported African slaves when finally in the New World
- The ramifications of the initial phase of European New World expansion in the Caribbean Sea, also known as the West Indies
- The European adaptation of slavery to the mainland of modern-day Latin America
- The causal reasons for the development of different slave societies in the Americas
- The very complex system of European claims upon North America's vast, unexplored territory
- The nature of African servitude before the permanent nature of black slavery was proclaimed by European masters
- The European process of systematically reducing black people into chattel property through a legalization of inherited, unending, race-based slavery
- The history and culture of Africa are of immense importance to the history of humankind in general and the history and culture of African Americans in particular

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged , T-Taught , or A-Assessed in this unit by marking E , T , A on the line before the appropriate skill. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> ETA	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> ETA	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> ETA	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> ETA	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- Assess the significance of the civilization of ancient Egypt, an African civilization, for the history of humankind.
- Recognize that Africa historically has produced both societies featuring elaborate centralized political structures and advanced stages of technology and stateless societies with less advanced technologies and that both have been defined as civilizations.
- Identify three areas of African American cultural life where African survivals exist.
- Compare and contrast the theories that have been offered to explain why Africans rather than some other group of people were used in the trans-Atlantic slave trade.
- Identify the areas of Africa from which slaves were taken and those New World areas where they were landed.
- Assess the implications of the trans-Atlantic slave trade for the African continent.
- Deconstruct the reasons why the Middle Passage is considered to have been an extremely inhumane and horrific experience for the African slaves transported to the New World.
- Evaluate and critique the theories that have been offered to explain why Africans rather than some other group of people were used in the trans-Atlantic slave trade.
- Identify and evaluate the areas of Africa from which slaves were taken and those New World areas where they were landed.
- Assess and evaluate the implications of the trans-Atlantic slave trade for the African continent.
- Critique the reasons why the Middle Passage is considered to have been an extremely inhumane and horrific experience for the African slaves transported to the New World.

Assessments

- Pre and Formative-Pre-Tests, Pre-reading, Guided Reading, Reading Study Guides, Journal Writing, NewsELA Current Events
- Summative: Writing Prompts, Unit Exams, Unit Projects, Constructed Response Questions (CRQ's)

Authentic:

1. Construct a short play wherein the characters, African historians, debate which type of African society is a civilization.
2. Construct an electronic presentation of information on exports and imports, quantities shipped, where the goods are going, and how they are being transported.
3. Construct and display a three-dimensional map of Africa that illustrates both vegetation zones and geographic features. Use your map to demonstrate the geographic challenges to people living on the continent.
4. Construct a poem from the perspective of a person living in one of the four climate zones and interacting with the environment.
5. Construct an Ethiopian dynasty family tree illustrating the dynasty in power until late in the 20th century.
6. Analyze excerpts from Winthrop D. Jordan’s *White Over Black: American Attitudes Toward the Negro, 1550-1812* and Eric Williams’s *Capitalism and Slavery*. Then debate the two positions.
7. Engage in a Socratic seminar to evaluate excerpts from Gustavus Vassa’s *The Interesting Narrative Of the Life of Olaudah Equiano or Gustavus Vassa, Written by Himself* and James A. Rawley’s *The Trans- Atlantic Slave Trade: A History*.
8. Construct a timeline that shows the Amistad events of 1839 -- from their capture early in the year in Africa to their arrival in Havana and their eventual jailing in New Haven.

Teaching and Learning Actions

<i>Instructional Strategies</i> D	Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus,
<i>Activities</i> D	Group Work, Chat Stations, Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments, Multimedia Projects,
<i>Experiences</i> D	Films, Field Trips, optional texts, guest speakers, Google Expeditions,

Resources

- Map of Africa
- Map of African Empires and Stateless Societies
- Photograph of the Great Sphinx
- Map of The Trans-Atlantic Slave Trade
- Winthrop D. Jordan– *White Over Black: American Attitudes Toward the Negro, 1550-1812*
- Eric Williams– *Capitalism and Slavery*
- Walter Rodney– *How Europe Underdeveloped Africa*
- Philip D. Curtin– *The Atlantic Slave Trade: A Census*
- Gustavas Vassa– *The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vassa the African (written by Himself)*
- James A. Rawley– *The Trans-Atlantic Slave Trade: A History*

- Chapter 8 Section 1: Diverse Societies in Africa Skill-Builder Practice: Identifying Problems Worksheet (World History: Patterns of Interaction)
- Chapter 8 Section 1: Diverse Societies in Africa History Maker: Nok Culture Worksheet (World History: Patterns of Interaction)
- Chapter 8 Section 2: Migration Case Study -Geography Application: Desertification and Migration in Africa Worksheet (World History: Patterns of Interaction)
- Chapter 8 Section 3: The Kingdom of Aksum Primary Source: Natural History by Pliny the Elder (World History: Patterns of Interaction)
- Chapter 15 Section 1: Societies and Empires of Africa Primary Source: What to Wear to Mecca (World History: Patterns of Interaction)
- Chapter 15 Section 2: West African Civilizations Geography Application: Ibn Battuta Travels to Mali

Suggested Time Frame:

Marking Cycle 1

D- Indicates differentiation at the Lesson Level.

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- **6.1D GRADE 8 CPI 03.E**-Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- **6.1D GRADE 12 CPI 04.A** -Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- **6.1D GRADE 8 CPI 05.C**-Examine the roles of women, African Americans, and Native Americans in the Civil War.
- **6.1D GRADE 12 CPI 11.C**-Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- **6.1D GRADE 12 CPI 13.A**-Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
- **CCSS.ELA-LITERACY.RH.9-10.1**
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **[CCSS.ELA-LITERACY.RH.9-10.2](#)**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **[CCSS.ELA-LITERACY.WHST.9-10.1.C](#)**
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **[CCSS.ELA-LITERACY.WHST.9-10.1.D](#)**

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- [CCSS.ELA-LITERACY.WHST.9-10.1.E](#)

Provide a concluding statement or section that follows from or supports the argument presented.

- [CCSS.ELA-LITERACY.WHST.9-10.2](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- [CCSS.ELA-LITERACY.WHST.9-10.2.A](#)

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- [CCSS.ELA-LITERACY.WHST.9-10.2.B](#)

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- [CCSS.ELA-LITERACY.WHST.9-10.2.C](#)

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

- [CCSS.ELA-LITERACY.WHST.9-10.2.D](#)

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

- [CCSS.ELA-LITERACY.WHST.9-10.2.E](#)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- [CCSS.ELA-LITERACY.WHST.9-10.2.F](#)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

- [CCSS.ELA-LITERACY.RH.11-12.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

- [CCSS.ELA-LITERACY.RH.11-12.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

- [CCSS.ELA-LITERACY.RH.11-12.3](#)

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

- [CCSS.ELA-LITERACY.RH.11-12.4](#)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

- [CCSS.ELA-LITERACY.RH.11-12.5](#)

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

- [CCSS.ELA-LITERACY.RH.11-12.6](#)

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

- [CCSS.ELA-LITERACY.RH.11-12.7](#)
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- [CCSS.ELA-LITERACY.RH.11-12.8](#)
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- [CCSS.ELA-LITERACY.RH.11-12.9](#)
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Technology Standard(s)

- [CCSS.ELA-LITERACY.WHST.9-10.6](#)
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- [CCSS.ELA-LITERACY.CCRA.SL.5](#)
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
- 8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding
- 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and
- 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
-

Interdisciplinary Standard(s)

- [CCSS.ELA-LITERACY.WHST.11-12.1.A](#)
Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- [CCSS.ELA-LITERACY.WHST.11-12.1.D](#)
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- [CCSS.ELA-LITERACY.WHST.11-12.1.E](#)
Provide a concluding statement or section that follows from or supports the argument presented.
- [CCSS.ELA-LITERACY.WHST.11-12.2](#)
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- [CCSS.ELA-LITERACY.WHST.11-12.2.A](#)
Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- [CCSS.ELA-LITERACY.WHST.11-12.2.B](#)
Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Essential Question(s)

- What were the issues free blacks had in the North?
- What impact did African-Americans have in the Revolutionary War?
- What impact did African-Americans have on the Civil War?
- What impact did abolitionists have in the South?
- How did Jim Crow cripple the advancement in society for African-Americans?

Enduring Understandings

- The presence of black people in the United States is rooted in the arrival in 1619 of twenty Africans in Jamestown, Virginia, as part of the trans-Atlantic slave trade. This trade was the largest incidence of forced migration in human history and involved the arrival of slaves in the New World (and the United States) from West, Central, and even East Africa. It had a profound impact on the African continent.
- The enslavement of Africans in colonial America, emanating from the arrival in 1619 of twenty slaves in Jamestown, Virginia, encompassed all of the colonies. The scope and nature of slavery in the northern colonies, however, differed considerably from the institution in the southern colonies, the former generally being milder than the latter.
- Black people participated fully in the American Revolutionary War and in the political, economic, and social changes it wrought. In some ways this conflict benefited African Americans and in some ways it did not.
- The antebellum period was a difficult one for black people. Slavery grew numerically and geographically in the South, and northern blacks, although emancipated and the builders of a varied institutional life, suffered from a rising tide of racial prejudice and discrimination.
- The Civil War, in which blacks participated in appreciable numbers, brought about the end of slavery and therefore constitutes a pivotal point in African American history.
- Although African Americans made gains during Reconstruction (for example, the passage of federal legislation to protect the civil rights of southern blacks, the presence of southern blacks in the national legislature, and the presence of blacks in southern governments as executives and legislators), through actual or threatened anti-Black violence the control of southern society was ultimately returned to those committed to restoring and maintaining white domination.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged , T-Taught , or A-Assessed in this unit by marking E , T , A on the line before the appropriate skill. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> ETA	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> ETA	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> ETA	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/> ETA	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- Contrast and identify the positive and negative effects of the Revolutionary War on blacks.
- Evaluate the main variables that determined the nature of the slave experience.
- Evaluate and critique the importance of the Underground Railroad and New Jersey's place in this network.
- Analyze and discuss the problems free antebellum blacks faced in the North and the kinds of institutions and organizations they established in building a community life.
- Differentiate the main ways in which the Civil War facilitated the emancipation of African Americans.
- Analyze the different kinds of military roles blacks performed while serving in the Union forces.
- Differentiate between Presidential Reconstruction and Radical
- Identify and evaluate the reasons why the sharecropping system worked, and the opportunities the system provided for the exploitation of the sharecroppers.
- Examine and critique the key features of Jim Crow after it evolved as a system in the South.
- Develop and discuss the definition of "The American Dream"
- Recognize and evaluate the historical setting of the play *A Raisin in the Sun*
- Identify and discuss various forms of discrimination against African Americans in the Jim Crow era
- Identify and analyze specific biographical and historical documents

Assessments

- Pre and Formative-Pre-Tests, Pre-reading, Guided Reading, Reading Study Guides, Journal Writing, NewsELA Current Events
- Summative: Writing Prompts, Unit Exams, Unit Projects, Constructed Response Questions (CRQ's)
- Authentic:
- Engage in a Socratic Seminar on the American Revolution and was it largely "good" or "bad" for black people.
- Construct and develop a letter to President George Washington explaining how the American Revolution benefited some blacks, but not those still enslaved. The writer should enclose with his letter his/her revisions of the parts of the Constitution pertaining to slavery

- After analyzing Solomon Northrup’s *Twelve Years a Slave*, construct a short play in which the two main characters, one a house slave and the other a field hand, discuss why they would not want to exchange places.
- As a way of having students understand the difficulties northern antebellum blacks endured, have them read John S. Rock’s 1850 plea for black suffrage in New Jersey. Ask them to imagine they were Rock and generate their own petition.
- Develop a draft that differs from the key points of the Emancipation Proclamation issued by Lincoln. Ask them to justify their draft.
- Construct their own political cartoons about slavery. Must be able to explain the message behind their drawings.

Teaching and Learning Actions

<i>Instructional Strategies</i> D	Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus,
<i>Activities</i> D	Group Work, Chat Stations, Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments, Multimedia Projects,
<i>Experiences</i> D	Films, Field Trips, optional texts, guest speakers, Google Expeditions,

Resources

- Map of Colonial America (World History: Patterns of Interaction)
- Runaway Slave Notices (1772-1781)
- Articles of the United States Constitution Pertaining to Slavery
- Underground Railroad Routes (PDF)
- Underground Railroad Routes in New Jersey, 1860 (PDF)
- Solomon Northrup– *Twelve Years A Slave*
- John S. Rock– *Address to the Citizens of New Jersey (1850)*
- The Emancipation Proclamation

Suggested Time Frame:	Marking Cycle 2
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D- Indicates differentiation at the Lesson Level.

Content Area:	Africana Studies	Grade(s)	9
Unit Plan Title:	African-Americans after the Civil War		

Common Core Anchor Standard

1. [CCSS.ELA-LITERACY.CCRA.R.1](#)
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. [CCSS.ELA-LITERACY.CCRA.R.2](#)
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. [CCSS.ELA-LITERACY.CCRA.R.3](#)
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
4. [CCSS.ELA-LITERACY.CCRA.R.5](#)
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
5. [CCSS.ELA-LITERACY.CCRA.R.6](#)
Assess how point of view or purpose shapes the content and style of a text.
6. [CCSS.ELA-LITERACY.CCRA.R.7](#)
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹
7. [CCSS.ELA-LITERACY.CCRA.R.8](#)
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
8. [CCSS.ELA-LITERACY.CCRA.R.9](#)
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
9. [CCSS.ELA-LITERACY.CCRA.R.10](#)
Read and comprehend complex literary and informational texts independently and proficiently.
10. [CCSS.ELA-LITERACY.CCRA.W.2](#)
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
11. [CCSS.ELA-LITERACY.CCRA.W.3](#)
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
12. [CCSS.ELA-LITERACY.CCRA.W.4](#)
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
13. [CCSS.ELA-LITERACY.CCRA.W.5](#)
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
14. [CCSS.ELA-LITERACY.CCRA.W.6](#)
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

15. [CCSS.ELA-LITERACY.CCRA.W.7](#)
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
16. [CCSS.ELA-LITERACY.CCRA.W.8](#)
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
17. [CCSS.ELA-LITERACY.CCRA.W.9](#)
Draw evidence from literary or informational texts to support analysis, reflection, and research.
18. [CCSS.ELA-LITERACY.CCRA.SL.4](#)
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
19. [CCSS.ELA-LITERACY.CCRA.SL.5](#)
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
20. [CCSS.ELA-LITERACY.CCRA.SL.6](#)
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Overview/Rationale

The role of this course will be that of providing students with an opportunity to enhance their understanding of diversity and multiculturalism in terms of the cultural perspective of African Americans. This curriculum will examine several issues, topics, and themes that are central to the historical experiences of African Americans. We begin with African origins of humanity and civilization to continue to the present period of the 21st century. It is designed to develop an understanding of the causes, character, and consequences of the African American experience and its influence on the world, the United States, and the African American community. Beginning with a historical, geographical, social, political, economic, and cultural understanding of the African continent, the course will provide a descriptive and corrective overview, which will introduce the student to the study of the African and African American experiences.

Standard(s)

1. [6.2.8.B.1.A](#)- Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
2. [6.2.8.B.4.B](#) -Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
3. [6.2.8.B.4.C](#) -Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
4. [6.2.8.D.4.G](#)- Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
5. [6.2.12.D.1.B](#) -Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
6. [6.2.12.D.1.C](#) -Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

7. [6.2.12.D.1.E](#) -Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
8. [6.1A Grade 8 CPI 01.A](#)-Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
9. [6.1A Grade 8 CPI 03.A](#)-Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
10. [6.1A Grade 12 CPI 04.D](#) -Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
11. [6.1A Grade 12 CPI 05.C](#)-Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
12. [6.1A Grade 12 CPI 06.C](#) -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., Plessey v. Ferguson) and state and local governmental policies.
13. [6.1C Grade 12 CPI 01.B](#)-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.
14. [6.1C Grade 12 CPI 07.B](#)-Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
15. [6.1D GRADE 12 CPI 02.A](#)-Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
16. [6.1D GRADE 12 CPI 02.E](#)-Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
17. [6.1D GRADE 8 CPI 03.E](#)-Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
18. [6.1D GRADE 12 CPI 04.A](#) -Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
19. [6.1D GRADE 8 CPI 05.C](#)-Examine the roles of women, African Americans, and Native Americans in the Civil War.
20. [6.1D GRADE 12 CPI 11.C](#)-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.
21. [6.1D GRADE 12 CPI 13.A](#)-Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
22. [CCSS.ELA-LITERACY.RH.9-10.1](#)
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
23. [CCSS.ELA-LITERACY.RH.9-10.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
24. [CCSS.ELA-LITERACY.WHST.9-10.1.C](#)
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
25. [CCSS.ELA-LITERACY.WHST.9-10.1.D](#)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

26. [CCSS.ELA-LITERACY.WHST.9-10.1.E](#)

Provide a concluding statement or section that follows from or supports the argument presented.

27. [CCSS.ELA-LITERACY.WHST.9-10.2](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

28. [CCSS.ELA-LITERACY.WHST.9-10.2.A](#)

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

29. [CCSS.ELA-LITERACY.WHST.9-10.2.B](#)

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

30. [CCSS.ELA-LITERACY.WHST.9-10.2.C](#)

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

31. [CCSS.ELA-LITERACY.WHST.9-10.2.D](#)

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

32. [CCSS.ELA-LITERACY.WHST.9-10.2.E](#)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

33. [CCSS.ELA-LITERACY.WHST.9-10.2.F](#)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

34. [CCSS.ELA-LITERACY.RH.11-12.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

35. [CCSS.ELA-LITERACY.RH.11-12.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

36. [CCSS.ELA-LITERACY.RH.11-12.3](#)

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

37. [CCSS.ELA-LITERACY.RH.11-12.4](#)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

38. [CCSS.ELA-LITERACY.RH.11-12.5](#)

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

39. [CCSS.ELA-LITERACY.RH.11-12.6](#)

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

40. [CCSS.ELA-LITERACY.RH.11-12.7](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

41. [CCSS.ELA-LITERACY.RH.11-12.8](#)

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

42. [CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Technology Standard(s)

1. [CCSS.ELA-LITERACY.WHST.9-10.6](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

2. [CCSS.ELA-LITERACY.CCRA.SL.5](#)

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

3. 8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding

4. 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.

5. 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and

6. 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

7. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

Interdisciplinary Standard(s)

1. [CCSS.ELA-LITERACY.WHST.11-12.1.A](#)

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

2. [CCSS.ELA-LITERACY.WHST.11-12.1.D](#)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

3. [CCSS.ELA-LITERACY.WHST.11-12.1.E](#)

Provide a concluding statement or section that follows from or supports the argument presented.

4. [CCSS.ELA-LITERACY.WHST.11-12.2](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

5. [CCSS.ELA-LITERACY.WHST.11-12.2.A](#)

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

6. [CCSS.ELA-LITERACY.WHST.11-12.2.B](#)

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Essential Question(s)

- How are the philosophy and legacy of Booker T. Washington reflected in the features of Martin Puryear's artwork *Ladder for Booker T. Washington*?
- How does the play *A Raisin in the Sun* mirror the social, educational, political, and economical climate of the 1950s and how does the play illustrate the impact this climate had on African Americans' quest for "The American Dream?"

Enduring Understandings

- Although the emergence of Jim Crowism in the South and numerous acts of violence against blacks explain why the years between 1878 and 1915 are considered the nadir in American race relations, the modern black community also begins to take form during these years. Nationally, free blacks and former slaves come together to expand black institutional life as part of an effort to cope with the rising tide of racism.
- World War I had a tremendous impact on the black American community. Through the demand it created for black labor in northern industrial cities, it effected the first truly massive movement of blacks out of the South. Black veterans, their horizons broadened, contributed to the emergence in the 1920s of what was called the New Negro, a black American more given to assuming a defiant protest mode in challenging white racism.
- During the 1920s southern blacks continued to move to northern industrial centers in massive numbers, in the process forming the early black ghettos. By 1990 over 90 percent of the African American population could be found in urban areas, so the rise of these kinds of communities essentially defined the nature of black life for the remainder of the twentieth century.
- World War II, like World War I, had a major impact on black American life. In addition to the military experience it afforded thousands of blacks, it triggered an exodus of blacks from the South in search of better opportunities. For the first time, many southern migrants went to the West Coast. Migration helped African Americans intensify their struggle against racial bigotry and discrimination, to seek the "Four Freedoms" and wage a "Double V Campaign."
- The historical context of World War II as a by-product of the failed League of Nations, through an attempted isolation stance shattered by the Japanese attack on Pearl Harbor
- The nature of African American military service in World War II
- The political scene in America during the war and how African Americans were becoming more adept at using their vote for influence and change
- Although blacks scored significant gains in their quest for first-class citizenship during this period, they were dissatisfied with the painfully slow pace at which these gains were achieved. Most of these gains were achieved through the time-honored approach of challenging through litigation the legal basis for racial

segregation and discrimination.

- The "Negro Problem" as outlined by W. E. B. Du Bois in 1903, and the continuing disparity in black education versus that for whites throughout the United States in the postwar years
- The continuing contributions to the arts by African Americans in this era
- The growing internationalist views of African American leaders as the community sought a place for their race in the context of the world
- The status of the ongoing struggle for equal civil rights in the workplace
- The impact President Harry Truman had on civil rights in the U.S., especially in the context of an integrated military

In this unit plan, the following 21 st Century themes and skills are addressed.			
Check all that apply. 21 st Century Themes		Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> ETA	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> ETA	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> ETA	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> ETA	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives			
<ul style="list-style-type: none"> • Engage in a literary analysis of the play <i>A Raisin in the Sun</i> by analyzing characterization, plot, setting, figurative language, theme, and symbolism • Distinguish and differentiate the ways in which blacks responded to the harsh conditions of racial segregation in the South from 1878 to 1915. • Differentiate the approaches used by Booker T. Washington and W.E.B. Dubois in fighting racial injustice. • Perceive and associate the artistic qualities, craftsmanship, and connotations of 20th century African American artist Martin Puryear's <i>Ladder for Booker T. Washington</i>. • Interpret Booker T. Washington's promotion of African American self-advancement through education, the virtues of hard work, and service to the community. • Differentiate between the opposing arguments black leaders voiced over black American participation in World War I. 			

- Analyze a historical document as a primary source of information about the Great Migration.
- Assess and evaluate the impact of the Harlem Renaissance and identify its major figures in the areas of literature, music, and art.
- Discuss, analyze, and identify several literary terms, including rhyme, rhythm, alliteration, form, free verse, stream of consciousness, lyricism, and imagery
- Apply an in-depth understanding of jazz characteristics such as improvisation, lyricism, rhythm, and assonance to their own creative work
- Analyze the meaning and craft of poetry by Yusef Komunyakaa, Sonia Sanchez, and Langston Hughes
- Discuss and analyze commonalities between jazz music and poetry
- Illustrate the rise of the black ghettos as a consequence of the Great Migration, including the ghetto-formation process, and its social, economic, and political consequences.
- Outline and identify the major ways in which the Great Depression affected African Americans adversely.
- Assess the significance of oral testimony in documenting the black past.
- Differentiate the black migration that accompanied World War II to that accompanying World War I.
- Identify the major economic gains resulting from the employment of African Americans in defense industries during World War II.

Assessments

1. Pre and Formative-Pre-Tests, Pre-reading, Guided Reading, Reading Study Guides, Journal Writing, NewsELA Current Events
2. Summative: Writing Prompts, Unit Exams, Unit Projects, Constructed Response Questions (CRQ's)
3. Authentic:
4. Engage in a Socratic Seminar with the topic questions: Ask students to imagine they are blacks living in the South between 1878 and 1915. How would they respond to the racial segregation they faced? Would they speak out against laws of racial segregation and disobey them, as did Dr. Martin Luther King, Jr. in the 1950's and 1960's? Or would they simply keep quiet and obey the laws and customs of the Jim Crow system? Would they try to leave the South?
5. Engage in a chat station of the works of the visual artists associated with the Harlem Renaissance for a discussion of the themes and images shown in these works.
6. Generate a mural of famous African Americans
7. Develop their own stanza in the style Hughes used in his poem "The Blues."
8. Produce collages in the style of African American artist Romare Bearden.
9. Develop and construct their own edition of W.E.B. Du Bois' *The Crisis Magazine*, the journal of the NAACP.

Teaching and Learning Actions

Instructional Strategies

D

Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus,

<i>Activities</i> <i>D</i>	Group Work, Chat Stations, Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments, Multimedia Projects,
<i>Experiences</i> <i>D</i>	Films, Field Trips, optional texts, guest speakers, Google Expeditions,
Resources	
<ul style="list-style-type: none"> • Booker T. Washington– Excerpts from an address at the Atlanta Cotton Exposition (1895) • Martin Puryear's Ladder for Booker T. Washington: Worksheet 1 - Look and Think • Martin Puryear's Ladder for Booker T. Washington: Worksheet 2 - Historical Head • Martin Puryear's Ladder for Booker T. Washington: Worksheet 3 - For Activity 3 • Martin Puryear's Ladder for Booker T. Washington: Worksheet 4 - We Are Climbing Jacob's Ladder • Martin Puryear's Ladder for Booker T. Washington: Worksheet 5 - Biography of Booker T. Washington • W.E.B. Dubois– “The Talented Tenth”. • Map of The Great Migration • Map of The United States at the Time of the Great Migration • Letters of Black Migrants to the Chicago Defender • Marcus Garvey–“An Appeal to the Soul of White America” • A Raisin in the Sun: Worksheet 1 - Figurative Language Chart • A Raisin in the Sun: Worksheet 2 - Dramatic Elements Chart • A Raisin in the Sun: Worksheet 3 - Character Analysis Chart • A Raisin in the Sun: Worksheet 4 - Plot Outline • A Raisin in the Sun: Worksheet 5 - Analyzing Symbols Chart • Map of Black Migration Routes During World War II • Map of The United States During World War II • Oral History Interview of Reginald W. Maddox • 	
Suggested Time Frame:	Marking Cycle 3

D- Indicates differentiation at the Lesson Level.

Content Area:	Africana Studies	Grade(s)	9
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Unit Plan Title:	African Americans after World War II
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Common Core Anchor Standard

- [CCSS.ELA-LITERACY.CCRA.R.1](#)
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- [CCSS.ELA-LITERACY.CCRA.R.2](#)
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- [CCSS.ELA-LITERACY.CCRA.R.3](#)
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- [CCSS.ELA-LITERACY.CCRA.R.5](#)
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- [CCSS.ELA-LITERACY.CCRA.R.6](#)
Assess how point of view or purpose shapes the content and style of a text.
- [CCSS.ELA-LITERACY.CCRA.R.7](#)
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹
- [CCSS.ELA-LITERACY.CCRA.R.8](#)
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- [CCSS.ELA-LITERACY.CCRA.R.9](#)
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- [CCSS.ELA-LITERACY.CCRA.R.10](#)
Read and comprehend complex literary and informational texts independently and proficiently.
- [CCSS.ELA-LITERACY.CCRA.W.2](#)
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- [CCSS.ELA-LITERACY.CCRA.W.3](#)
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- [CCSS.ELA-LITERACY.CCRA.W.4](#)
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-LITERACY.CCRA.W.5](#)
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- [CCSS.ELA-LITERACY.CCRA.W.6](#)
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- [CCSS.ELA-LITERACY.CCRA.W.7](#)
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-LITERACY.CCRA.W.8](#)
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- [CCSS.ELA-LITERACY.CCRA.W.9](#)
Draw evidence from literary or informational texts to support analysis, reflection, and research.
- [CCSS.ELA-LITERACY.CCRA.SL.4](#)
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-LITERACY.CCRA.SL.5](#)
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- [CCSS.ELA-LITERACY.CCRA.SL.6](#)
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Overview/Rationale

The role of this course will be that of providing students with an opportunity to enhance their understanding of diversity and multiculturalism in terms of the cultural perspective of African Americans. This curriculum will examine several issues, topics, and themes that are central to the historical experiences of African Americans. We begin with African origins of humanity and civilization to continue to the present period of the 21st century. It is designed to develop an understanding of the causes, character, and consequences of the African American experience and its influence on the world, the United States, and the African American community. Beginning with a historical, geographical, social, political, economic, and cultural understanding of the African continent, the course will provide a descriptive and corrective overview, which will introduce the student to the study of the African and African American experiences.

Standard(s)

1. [6.2.8.B.1.A](#)- Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
2. [6.2.8.B.4.B](#) -Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
3. [6.2.8.B.4.C](#) -Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
4. [6.2.8.D.4.G](#)- Evaluate the importance and enduring legacy of the major achievements of the people living

Asia, Africa (Islam), Europe and the Americas over time.

5. [6.2.12.D.1.B](#) -Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
6. [6.2.12.D.1.C](#) -Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
7. [6.2.12.D.1.E](#) -Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
8. [6.1A Grade 8 CPI 01.A](#)-Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
9. [6.1A Grade 8 CPI 03.A](#)-Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
10. [6.1A Grade 12 CPI 04.D](#) -Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
11. [6.1A Grade 12 CPI 05.C](#)-Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
12. [6.1A Grade 12 CPI 06.C](#) -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., Plessey v. Ferguson) and state and local governmental policies.
13. [6.1C Grade 12 CPI 01.B](#)-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.
14. [6.1C Grade 12 CPI 07.B](#)-Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
15. [6.1D GRADE 12 CPI 02.A](#)-Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
16. [6.1D GRADE 12 CPI 02.E](#)-Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
17. [6.1D GRADE 8 CPI 03.E](#)-Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
18. [6.1D GRADE 12 CPI 04.A](#) -Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
19. [6.1D GRADE 8 CPI 05.C](#)-Examine the roles of women, African Americans, and Native Americans in the Civil War.
20. [6.1D GRADE 12 CPI 11.C](#)-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.
21. [6.1D GRADE 12 CPI 13.A](#)-Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
22. [CCSS.ELA-LITERACY.RH.9-10.1](#)
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
23. [CCSS.ELA-LITERACY.RH.9-10.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

24. [CCSS.ELA-LITERACY.WHST.9-10.1.C](#)
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
25. [CCSS.ELA-LITERACY.WHST.9-10.1.D](#)
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
26. [CCSS.ELA-LITERACY.WHST.9-10.1.E](#)
Provide a concluding statement or section that follows from or supports the argument presented.
27. [CCSS.ELA-LITERACY.WHST.9-10.2](#)
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
28. [CCSS.ELA-LITERACY.WHST.9-10.2.A](#)
Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
29. [CCSS.ELA-LITERACY.WHST.9-10.2.B](#)
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
30. [CCSS.ELA-LITERACY.WHST.9-10.2.C](#)
Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
31. [CCSS.ELA-LITERACY.WHST.9-10.2.D](#)
Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
32. [CCSS.ELA-LITERACY.WHST.9-10.2.E](#)
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
33. [CCSS.ELA-LITERACY.WHST.9-10.2.F](#)
Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
34. [CCSS.ELA-LITERACY.RH.11-12.1](#)
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
35. [CCSS.ELA-LITERACY.RH.11-12.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
36. [CCSS.ELA-LITERACY.RH.11-12.3](#)
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
37. [CCSS.ELA-LITERACY.RH.11-12.4](#)
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
38. [CCSS.ELA-LITERACY.RH.11-12.5](#)
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs,

and larger portions of the text contribute to the whole.

39. [CCSS.ELA-LITERACY.RH.11-12.6](#)

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

40. [CCSS.ELA-LITERACY.RH.11-12.7](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

41. [CCSS.ELA-LITERACY.RH.11-12.8](#)

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

42. [CCSS.ELA-LITERACY.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Technology Standard(s)

1. [CCSS.ELA-LITERACY.WHST.9-10.6](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

2. [CCSS.ELA-LITERACY.CCRA.SL.5](#)

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

3. 8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding

4. 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.

5. 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and

6. 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

7. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

Interdisciplinary Standard(s)

1. [CCSS.ELA-LITERACY.WHST.11-12.1.A](#)

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

2. [CCSS.ELA-LITERACY.WHST.11-12.1.D](#)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

3. [CCSS.ELA-LITERACY.WHST.11-12.1.E](#)

Provide a concluding statement or section that follows from or supports the argument presented.

4. [CCSS.ELA-LITERACY.WHST.11-12.2](#)

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

5. [CCSS.ELA-LITERACY.WHST.11-12.2.A](#)

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

6. [CCSS.ELA-LITERACY.WHST.11-12.2.B](#)

Develop the topic thoroughly by selecting the most significant and relevant facts, extended

definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Essential Question(s)

1. What would Americans need to believe, and how would they need to act, in order to achieve Malcolm X's goal as opposed to King's goal?
2. Does Malcolm X propose the separate black nation a better or nobler goal than "the beloved community" of Martin Luther King, Jr.?
3. Was King's nonviolent resistance to segregation laws, as opposed to working within the bounds of the law and courts, the best means of securing civil rights for black Americans in the 1960s?
4. How is conflict expressed in politics and social settings, like schools, neighborhoods, and playgrounds?
5. Why is Barack Obama's election considered "historic"?

Enduring Understandings

1. Key judiciary points in the fight for civil rights through the American courts
2. While the direct action nonviolent protest efforts (sit-ins, boycotts, marches) of African Americans led to the dismantling of the legal base for American racial segregation by 1970, especially in the South, rioting by blacks, as an expression of dissatisfaction with the conditions they faced, brought the plight of black urban America to the attention of the nation and spawned the creation of a variety of social welfare programs to better these conditions.
3. The idea behind nonviolent direct action as a means to change social realities
4. The background of the formal American civil rights movement as typified in 1960s Montgomery, Alabama
5. Historical milestones of the American civil rights movement
6. The crucial influence of women in this era of change
7. The differences between North and South in the U.S. as applied to the civil rights movement
8. The civil rights movement as defined through sequential rulings by the American courts
9. The 1954-1970 period also witnessed certain key social and economic developments, such as the shift of the economy into a postindustrial phase, with a concomitant reduction in employment opportunities for working-class blacks, and the widening of the socioeconomic gap between the black poor and the black elite.
10. The recent period of black American history has been characterized by a growing white indifference to the black struggle for social justice and an unprecedented bifurcation of the black community into an expanding middle class, benefiting from the victories of the modern civil rights movement, and an expanding underclass

that is plagued with the social ills identified with contemporary urban life.

11. The disparity and paradox between poverty and progress for African Americans in the late twentieth century
12. Periodic intrusions of conservative factions in the American political scene that would reverse aspects of civil rights legislation and de facto application if given the chance
13. The artistic output of African Americans in this era and how this output was built upon the civil rights struggle of the last quarter-century of American history
14. The internationalist perspective towards the black race as typified in the ending of apartheid in South Africa and the leadership of American forces in the Persian Gulf War by General Colin Powell
15. Legal challenges to civil rights, real or perceived, in the early years of the millennium, such as the 2000 presidential election, challenges to affirmative action, and demands for reparations
16. The impact of continuing social disparities in America along racial lines, such as healthcare, education, economics, and illegal profiling
17. The societal impact of Hurricane Katrina, which hit New Orleans in 2005 as the world media watched
18. The rise and influence of the Hip Hop generation upon American politics
19. The patterns and demographics of African American migration throughout the United States during the years since the end of World War II
20. The story behind the election of Barack Obama as the forty-fourth president of the United States

In this unit plan, the following 21 st Century themes and skills are addressed.			
Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged , T-Taught , or A-Assessed in this unit by marking E , T , A on the line before the appropriate skill. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> ETA	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> ETA	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> ETA	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/> ETA	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives			
<ol style="list-style-type: none"> 1. Identify and illustrate the major factors that combined to eliminate some aspects of institutional racism in the postwar period, and identify the areas in which desegregation occurred and some of the consequences for black institutional life. 2. Interpret and outline the work of the civil rights movement in the South, beginning with the Montgomery Bus Boycott in 1955 and ending with the assassination of Dr. Martin Luther King, Jr., in 1968. 3. Evaluate and discuss Martin Luther King, Jr.'s concept of nonviolent resistance and the role of civil 			

disobedience within it.

4. Articulate and evaluate the primary concerns of the Alabama clergymen who rejected King's intervention in Birmingham's racial conflicts in 1963.
5. Generate a thesis on how King defended his nonviolent campaign to the Alabama clergymen.
6. Deconstruct the reasons why the president of the National Baptist Convention, Joseph H. Jackson, thought King's protest methods were unproductive and un-American, and articulate the alternatives he recommended to secure civil rights for black Americans.
7. Evaluate the merits of the argument on both sides of the debate and decide which view could best secure civil rights for black Americans.
8. Illustrate and comprehend why Malcolm X believed black Americans needed a nation of their own—separate from the United States—to improve themselves.
9. Articulate the reasons why Malcolm X thought integration was a false hope for blacks in America.
10. Analyze and evaluate the reasons why Malcolm X disagreed with both the goal and the method of Martin Luther King, Jr.'s nonviolent protest strategy.
11. Illustrate and display Martin Luther King, Jr.'s concept of nonviolent resistance and civil disobedience.
12. Evaluate the strengths and weaknesses of each activist's argument, and judge which approach better secures civil rights for black Americans.
13. Categorize the reasons why people protest against government policies or laws.
14. Outline a variety of methods for protest.
15. Evaluate the causes and consequences of the urban riots of the 1960s.
16. Evaluate the events referred to as the Newark riots, and begin to deconstruct the causes for the unrest.
17. Evaluate and assess the most critical problems facing the African American community today and evaluate the role of racism as the cause of these problems.
18. Analyze and interpret the decline of the Civil Rights Movement between 1970 and 1990, identifying the contributing factors.
19. Differentiate the factors that between 1970 and 1990 created an unprecedented bifurcation of black community into “haves” and “have-nots” and discuss the implications of this bifurcation for the community.
20. Evaluate and critique some of Barack Obama's credentials, values, and political ideals.
21. Analyze and discuss the connection between the Civil Rights Movement and the election of Barack Obama to be President of the United States.

22. Evaluate the importance of the Voting Rights Act of 1965.

Assessments

Pre and Formative-Pre-Tests, Pre-reading, Guided Reading, Reading Study Guides, Journal Writing, NewsELA
Current Events

Summative: Writing Prompts, Unit Exams, Unit Projects, Constructed Response Questions (CRQ's)

Authentic:

1. Engage in a class debate, one group supporting Dr. King's philosophy of nonviolence and the other opposing it.
2. Engage in a Socratic Seminar with the topic question: Whether the civil rights movement, in light of its victories of the 1950s and 1960s, has outlived its usefulness. Are the traditional programs and activities of civil rights organizations relevant to the kinds of contemporary problems that beset the black community? If not, what kinds of programs and activities should these organizations put in place?
3. Lead students in a succession of questions that engages them in a discussion about the concept of "The American Dream." Record students' responses on a board or on large display paper and categorize them according to social, educational, economical, political and religious reasons. If there are students from other countries in the class, allow them to discuss their stories of immigration if they choose.
4. Engage in a class debate discussing the pros and cons of affirmative action. Have students read the essay "Reparations for Black Americans" and have them debate the pros and cons of this form of relief.
5. Students construct a timeline about important events in the early civil rights movement.
6. Generate a mural of famous African Americans
7. Construct a Black History Timeline incorporating events from each century.
8. Develop a rap or hip-hop lyric about the life a famous African-American.
9. Construct a daily calendar of events in African American history.
10. Produce poems about themselves and a famous African American.
11. Synthesize a poster about their dreams for the future, after studying Dr. Martin Luther King Jr.'s "I Have a Dream" speech.
12. Develop a timeline of the major events in Black History and write a sentence that describes the event in terms of the constitutional status of Blacks in America.

Teaching and Learning Actions

<i>Instructional Strategies</i> D	Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus,
<i>Activities</i> D	Group Work, Chat Stations, Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments, Multimedia Projects,
<i>Experiences</i> D	Films, Field Trips, optional texts, guest speakers, Google Expeditions,

Resources

- Summary: The Nonviolent Resistance of Dr. Martin Luther King, Jr.

- Martin Luther King, Jr. and Nonviolent Resistance: Worksheet 1
- Birmingham's Racial Segregation Ordinances (1951)
- "Letter to Martin Luther King from a Group of Clergymen" (April 12, 1963)
- Audio recording of Martin Luther King, Jr., "I Have a Dream" (August 28, 1963)
- Martin Luther King, Jr., "Letter from Birmingham Jail" (April 16, 1963)
- Photograph of fire hoses turned against Birmingham demonstrators
- Joseph H. Jackson, "Annual Address to the National Baptist Convention" (September 10, 1964)
- Black Separatism: Worksheet 1
- Black Separatism: Worksheet 2
- Revolution '67: Kerner Commission Report
- Revolution '67: Timeline
- Revolution '67: Worksheet 1
- Revolution '67: Kerner Commission Report
- Revolution '67: Timeline
- Revolution 67: Lesson 2, Worksheet 2
- The Election of Barack Obama: Obama's Speech on Race

Suggested Time Frame:

Marking Cycle 4

D- Indicates differentiation at the Lesson Level.

Additional Activities

- *Political Cartoons*
- *Reenactments*
- *Podcasts*
- *Interactive Timelines*
- *Creation of Newsletters*
- *Primary Documents Analysis*
- *Topic Debates*
- *Webquests/Scavenger Hunts*
- *Blogging*
- *Multimedia Topic Boards*
- *Content Videos*
- *Going to the Source (Skype)*