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# Park Hill School District

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Building Successful Futures • Each Student • Every Day

## **High School Africa and African-American Studies Curriculum**

**Course Description:** An elective course that examines the history and culture of Africa and the African-American experience in an interdisciplinary format, including an analysis of the unique historical, cultural, and social developments from the Middle Passage to the present day. The course will address the literary and artistic contributions of African-Americans to American culture. Critical thinking, reading, writing, and oral presentation skills are emphasized.

**Scope and Sequence:**

<b>Timeframe</b>	<b>Unit</b>	<b>Instructional Topics</b>
2 -3 Weeks	African Kingdoms and Atlantic Slave Trade	Topic 1: Africa Topic 2: Slave Trade Topic 3: New World
3 -4 Weeks	Slavery in United States (1776-1865)	Topic 1: Economics of Slavery Topic 2: Slave and Black Culture Topic 3: Resistance to Slavery Topic 4: Politics of Slavery
2 Weeks	Civil War and Reconstruction	Topic 1: Division Topic 2: Civil War Topic 3: Reconstruction
3 Weeks	Successes and Struggles in a Post-Slavery Society	Topic 1: Imperialism and Africa Topic 2: Politics of Segregation Topic 3: Views on African-American Rights Topic 4: Demographic Trends Topic 5: Black Culture
4 Weeks	Fighting for Civil Rights (WWII- 1975)	Topic 1: WWII Topic 2: Civil Rights
1-2 Weeks	Contemporary Issues in Black America and Africa	Topic 1: Modern Black Politics Topic 2: Culture and Expression Topic 3: Modern Africa

## Unit 1: African Kingdoms and Atlantic Slave Trade

**Subject:** African and African-American Studies

**Grade:** 10 - 12

**Name of Unit:** African Kingdoms and Atlantic Slave Trade

**Length of Unit:** 2-3 Weeks

**Overview of Unit:** Students will briefly cover the history of African Kingdoms, focusing primarily on West Africa, and eventual contact with European Traders. Emphasis will be primarily placed on the development and implementation of the Atlantic Slave trade and its impact on both Africa and the settlement of the New World. Finally, students will examine the conditions and situations which African slaves were greeted with upon arrival in North and South America.

**Priority Standards for unit:**

- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world. (SS5 1.6)
- Compare and contrast the major ideas and beliefs of different cultures. (SS6 1.9)
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects. (SS6 1.6)
- Describe major effects of changes in patterns of the movement of people, products and ideas. (SS5 1.6)
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs. (SS6 1.9, 1.10)

**Supporting Standards for unit:**

- Explain how technology has expanded people's capacity to modify the physical environment (SS5 1.10)
- Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times (SS3 1.9)
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6)
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)
- Explain how and why different people may perceive the same place in varied ways (SS5 1.6)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.

- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.
  - Troubleshoot systems and applications.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
the changing character of American society and culture	Describe	Understand	1
major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world	Distinguish	Understand	2
the major ideas and beliefs of different cultures	Compare	Analyze	3
the major ideas and beliefs of different cultures	Contrast	Analyze	3
how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects	Analyze	Analyze	4
the consequences that can occur	Predict	Evaluate	3
major effects of changes in patterns of the movement of people, products and ideas	Describe	Understand	2
the major social institutions and how they fulfill human needs	Describe	Understand	2
the causes, consequences and possible resolutions of cultural conflicts	Determine	Evaluate	4

**Essential Questions:**

1. How did culture develop in Africa prior to the slave trade?
2. Why was there such a demand for slave labor in the new world?
3. How was African culture transmitted to the new world?

**Enduring Understanding/Big Ideas:**

1. African Kingdoms had patriarchal structure and a variety of religious traditions, including Islam.
2. African slave labor, utilized after the failure of using natives and indentured servants as workers, provided a method to maximize agricultural profits in North America and the Caribbean. Agricultural production focused on sugar and tobacco.
3. African culture remained a distinct part of slave culture through the use of language, music and stories to transmit African history from one generation to the next in the new world.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
<ul style="list-style-type: none"><li>● Assimilation</li><li>● Creoles</li><li>● Indentured Servant</li><li>● Indigenous</li><li>● Matrilineal</li><li>● Miscegenation</li><li>● Patrilineal</li></ul>	<ul style="list-style-type: none"><li>● Asiento</li><li>● Atlantic Slave Trade</li><li>● Berbers</li><li>● Chattel</li><li>● Fictive Kin Relationships</li><li>● Griots</li><li>● Low Country</li><li>● Middle Passage</li><li>● Planters</li><li>● Slave Codes</li><li>● Sub-Saharan</li><li>● Sudan</li><li>● Triangular Trade</li></ul>

**Resources for Vocabulary Development:** African-American History by Hine, Hine, Harrold. (Prentice Hall, 2006)

## Topic 1: Africa

### **Engaging Experience 1**

**Title:** “ROOTS” Dialectical Journal

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- Compare and contrast the major ideas and beliefs of different cultures. (SS6 1.9)
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs. (SS6 1.9, 1.10)

*Supporting:*

- Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times (SS3 1.9)

**Detailed Description/Instructions:** Using the first episode of ROOTS (video series from the 1970s regarding the African-American experience), have students keep a journal as they watch the film. They are responsible for describing twenty different “moments” of the film. These aspects could be a particular quote, an impactful scene or series of events, etc. After they describe each “moment” briefly (One or two statements) they are then required to describe the personal impact the “moment” had on them (i.e. their reaction).

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

**Rubric:** To be created

### **Engaging Experience 2**

**Title:** Primary Source Analysis

**Suggested Length of Time:** 30 Minutes

**Standards Addressed**

*Priority:*

- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs. (SS6 1.9, 1.10)

*Supporting:*

- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6)
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)

**Detailed Description/Instructions:** Using the document “Al Bakri Describes Kumbi Saleh and Ghana’s Royal Court” (page 16 in textbook), students are asked to read and examine the characteristics of West African Kingdoms. Additionally, students will discuss possible bias in the authorship of the primary source.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

**Rubric:** To be created

## Topic 2: Slave Trade



### **Engaging Experience 1**

**Title:** Atlantic Slave Trade Presentations

**Suggested Length of Time:** 2 Days

**Standards Addressed**

*Priority:*

- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world. (SS5 1.6)
- Describe major effects of changes in patterns of the movement of people, products and ideas. (SS5 1.6)
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects. (SS6 1.6)

*Supporting:*

- Explain how technology has expanded people's capacity to modify the physical environment (SS5 1.10)
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.
  - Troubleshoot systems and applications.

**Detailed Description/Instructions:** Students will be assigned in groups of two or three and tasked with creating a multimedia presentation covering the Atlantic Slave Trade. They will have one class period to create a multimedia presentation (i.e. PowerPoint, Google Slide). The presentation must include text relevant to the topic, visuals about the topic (probably a map and diagrams of the vessels), and a video clip taken from the internet. The second class period will consist of the different groups presenting their information while the audience takes down two unique things they learned from each presentation.

**Bloom's Levels:** Understand

**Webb's DOK:** 2

**Rubric:** To be created

## **Engaging Experience 2**

**Title:** Dutch Slaver Document Analysis

**Suggested Length of Time:** 30 Minutes

### **Standards Addressed**

#### *Priority:*

- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world. (SS5 1.6)
- Describe major effects of changes in patterns of the movement of people, products and ideas. (SS5 1.6)

#### *Supporting:*

- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6)
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)
- Explain how and why different people may perceive the same place in varied ways (SS5 1.6)

**Detailed Description/Instructions:** Using the document on page 52 of the student’s textbook, students will read about the experience of captured Africans aboard slave ships. Their task will be to identify the most prominent dangers faced by both the ship’s crew and the captured slaves. After each student finishes creating their list of dangers, the teacher will compile the list on the board as a comparison for the whole class. Students will then be tasked to create a “Journal” entry from the perspective of slave aboard the ship describing their conditions. This “Journal” will hopefully illustrate the possible bias of the first document from the Dutch slaver’s perspective.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

**Rubric:** Class participation

## Topic 3: New World



### **Engaging Experience 1**

**Title:** Mapping Activity

**Suggested Length of Time:** 30 Minutes

#### **Standards Addressed**

Priority:

- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world. (SS5 1.6)
- Describe major effects of changes in patterns of the movement of people, products and ideas. (SS5 1.6)

*Supporting:*

- Explain how technology has expanded people's capacity to modify the physical environment (SS5 1.10)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

**Detailed Description/Instructions:** Using the internet and textbook, students will create a map which identifies the different areas where slaves were sent in the New World. The map should contain the estimated number of slaves sent to a particular area as well as the type of labor (which crop) they were most likely engaged in.

**Bloom's Levels:** Create

**Webb's DOK:** 4

**Rubric:** To be created

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will create a “storyboard” which breaks down the African/African-American Experience from roughly 1600-1750 into six stages on a butcher paper poster. These posters will be displayed for their classmates to see and serve as a possible review activity for the Unit Exam.

Each “stage” on the poster should include the following components:

1. Written summary with highlighted key terms;
2. Illustration relative to that particular stage;
3. Cited quotation from textbook or primary source illustrating significance of that “stage;”
4. Critical thinking question pertinent to that particular “stage.”

**Rubric for Engaging Scenario:** To be created

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	“ROOTS” Dialectical Journal	Using the first episode of ROOTS (video series from the 1970s regarding the African-American experience), have students keep a journal as they watch the film. They are responsible for describing twenty different “moments” of the film. These aspects could be a particular quote, an impactful scene or series of events, etc. After they describe each “moment” briefly (One or two statements) they are then required to describe the personal impact the “moment” had on them (i.e. their reaction).	1 Day
1	Primary Source Analysis	Using the document “Al Bakri Describes Kumbi Saleh and Ghana’s Royal Court” (page 16 in textbook), students are asked to read and examine the characteristics of West African Kingdoms. Additionally, students will discuss possible bias in the authorship of the primary source.	30 Minutes
2	Atlantic Slave Trade Presentations 	Students will be assigned in groups of two or three and tasked with creating a multimedia presentation covering the Atlantic Slave Trade. They will have one class period to create a multimedia presentation (i.e. PowerPoint, Google Slide). The presentation must include text relevant to the topic, visuals about the topic (probably a map and diagrams of the vessels), and a video clip taken from the internet. The second class period will consist of the different groups presenting their information while the audience takes down two unique things they learned from each presentation.	2 Days
2	Dutch Slaver Document Analysis	Using the document on page 52 of the student’s textbook, students will read about the experience of captured Africans aboard slave ships. Their task will be to identify the most prominent dangers faced by both the ship’s crew and the captured slaves. After each student finishes creating their list of dangers, the teacher will compile the list on the	30 Minutes

		<p>board as a comparison for the whole class. Students will then be tasked to create a “Journal” entry from the perspective of slave aboard the ship describing their conditions. This “Journal” will hopefully illustrate the possible bias</p>	
3	<p>Mapping Activity</p> 	<p>Using the internet and textbook, students will create a map which identifies the different areas where slaves were sent in the New World. The map should contain the estimated number of slaves sent to a particular area as well as the type of labor (which crop) they were most likely engaged in.</p>	30 Minutes

## Unit 2: Slavery in United States (1776-1865)

**Subject:** African and African-American Studies

**Grade:** 10-12

**Name of Unit:** Slavery in the United States

**Length of Unit:** 3-4 Weeks

**Overview of Unit:** Students will examine the variety of conditions that slaves were in during the time from the American Revolution until the Civil War. The economics of slavery and reasons why it perpetuated in the South is a main topic to be contrasted with the growing abolitionist movement in the North. Additionally, the culture of slaves and their many forms of resistance will be discussed.

**Priority Standards for unit:**

- Assess the changing roles of government (SS1 1.6)
  - philosophy; limits; duties
- Explain the relevance and connection of constitutional principles in the following documents (SS1 1.5, 1.6, 1.10, 3.5):
  - U.S. Constitution; Federalist Papers; Amendments to Constitution, emphasizing Bill of Rights; Key Supreme Court decisions *Marbury v. Madison*, *McCulloch v. Maryland*, *Miranda v. Arizona*, *Plessy v. Ferguson*, *Brown v. Topeka Board of Education*
- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):
  - Constitution and amendments; struggle for civil rights; expanding role of government
- Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology) (SS3 1.9, 1.10)
- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world (SS5 1.6)
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - democracy; republic; changing role of government; representation
- Describe major effects of changes in patterns of the movement of people, products and ideas (SS5 1.6)
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

**Supporting Standards for unit:**

- Apply the following principles of republic to historical and contemporary issues: (SS1 3.5, 1.10)

- checks and balances; separation of powers; federalism; representation; popular sovereignty; due process of law; judicial review
- Explain the processes pertaining to (SS2 1.10):
  - selection of political leaders (with an emphasis on presidential and parliamentary systems); functions and styles of leadership (including authoritarian, democratic and *laissez-faire*); governmental systems; how laws and rules are made, enforced, changed and interpreted
- Explain how technology has expanded people’s capacity to modify the physical environment (SS5 1.10)
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6)
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
the changing roles of government	Assess	Understand	3
the relevance and connection of constitutional principles	Explain	Understand	2
the evolution of American democracy, its ideas, institutions and political processes	Analyze	Analyze	4
the changing character of American society and culture	Describe	Understand	3
major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world	Distinguish	Understand	2
how the roles of class, ethnic, racial, gender and age groups have changed in society	Analyze	Analyze	3
the consequences that can occur	Predict	Evaluate	4
the following in the context of the historical period being studied	Apply	Apply	2
major effects of changes in patterns of the movement of people, products and ideas	Describe	Understand	2
the major social institutions and how they fulfill human needs	Describe	Understand	3
the causes, consequences and possible resolutions of cultural conflicts	Determine	Analyze	3

**Essential Questions:**

1. How were slaves able to resist against their masters and find support in their efforts?
2. How were slaves able to create a distinct culture separate from their white oppressors?
3. Why did slavery continue to exist in the United States throughout the 1800s?

**Enduring Understanding/Big Ideas:**

1. Slaves resisted in a variety of ways, ranging from working slowly to running away to breaking tools, but were only rarely able to mount any sort of violent open rebellion. Slaves were also able to gain some support from Abolitionist groups in the North, although to minimal effect.
2. Slave culture relied on special relationships formed through extended familial networks, church groups and even sometimes in opposition to their captors.
3. Slavery existed primarily as an economic necessity for the southern states, which were primarily reliant upon agricultural production. Cotton and the cotton gin magnified the need for laborers, and served to perpetuate slavery in the Deep South.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
<ul style="list-style-type: none"><li>● Antebellum</li><li>● Franchise</li><li>● Immigrants</li><li>● Manifest Destiny</li><li>● Manumission</li><li>● Market Revolution</li><li>● Nativism</li><li>● Paternalism</li><li>● Patriarchy</li><li>● Sovereignty</li><li>● Suffrage</li><li>● Three-Fifths Clause</li></ul>	<ul style="list-style-type: none"><li>● Abolition</li><li>● American Colonization Society</li><li>● <i>Amistad</i></li><li>● Cotton Gin</li><li>● Crispus Attucks</li><li>● Emancipation</li><li>● Fugitive Slave Act</li><li>● Gabriel’s Conspiracy</li><li>● Jumping The Broom</li><li>● Liberia</li><li>● Missouri Compromise</li><li>● Moral Suasion</li><li>● <i>North Star</i></li><li>● Peculiar Institution</li><li>● Slave Catchers</li><li>● <i>The Liberator</i></li><li>● Varieties Of Slavery</li></ul>

**Resources for Vocabulary Development:** *African-American History* by Hine, Hine, Harrold. (Prentice Hall, 2006)

## Topic 1: Economics of Slavery



### **Engaging Experience 1**

**Title:** Types of Slavery Comparison

**Suggested Length of Time:** 45 Minutes

**Standards Addressed**

*Priority:*

- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world (SS5 1.6)

*Supporting:*

- Explain how technology has expanded people's capacity to modify the physical environment (SS5 1.10)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

**Detailed Description/Instructions:** Students will be assigned a particular “type” of slavery to research (field hands, house servants, industrial slaves, urban slaves) and asked to rate their type based on a variety of criteria, including: danger of job, amount of interaction with whites, physical exertion, level of independence, etc. As a class we will then compare the types and see which types might be preferable to others.

**Bloom's Levels:** Understand

**Webb's DOK:** 3

**Rubric:** Class participation

### **Engaging Experience 2**

**Title:** Population Density Maps Comparison

**Suggested Length of Time:** 30 Minutes

**Standards Addressed**

*Priority:*

- Describe major effects of changes in patterns of the movement of people, products and ideas (SS5 1.6)
- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world (SS5 1.6)

*Supporting:*

- Explain how technology has expanded people's capacity to modify the physical environment (SS5 1.10)

**Detailed Description/Instructions:** Students will compare slave population density maps from 1790 (roughly) and 1830 (roughly) to better understand the expansion of slavery relative to the invention of the cotton gin and the growth of the “Cotton Kingdom” in the Deep South. Students will be asked to explain why slavery expanded and grew in particular areas and declined in others. Finally, students will predict what social, economic and political consequences this might present for the nation during this time.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 4

**Rubric:** Class participation

## Topic 2: Slave and Black Culture

### **Engaging Experience 1**

**Title:** 12 Years a Slave - Film Analysis

**Suggested Length of Time:** 2 Days

**Standards Addressed**

*Priority:*

- Assess the changing roles of government (SS1 1.6)
  - philosophy; limits; duties
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

*Supporting:*

- Explain the processes pertaining to (SS2 1.10):
  - selection of political leaders (with an emphasis on presidential and parliamentary systems); functions and styles of leadership (including authoritarian, democratic and *laissez faire*); governmental systems; how laws and rules are made, enforced, changed and interpreted

**Detailed Description/Instructions:** Students will complete a five paragraph essay as a response to the film 12 Years a Slave. Their response should include the following: an introduction paragraph, 2-3 paragraphs summarizing the events of the film, and 1-2 paragraphs as a response or critique of the film.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 4

**Rubric:** To be created

### **Engaging Experience 2**

**Title:** "Digital History" Synthesis Activity

**Suggested Length of Time:** 30 Minutes

**Standards Addressed**

*Priority:*

- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)
- Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology) (SS3 1.9, 1.10)

*Supporting:*

- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)

**Detailed Description/Instructions:** Using "Digital History"

<http://www.digitalhistory.uh.edu/era.cfm?eraID=6&smtid=2>, have students read over Slave Family Life and Slave Culture in pairs, one reading each topic. Each partner will then explain their reading to the other. Partners will then each create a 5 bullet point summary of their

material to share with the class on the whiteboard. The class as whole will identify (based on common bullet points) what material is most essential about each topic.

**Bloom's Levels:** Understand

**Webb's DOK:** 2

**Rubric:** To be created

## Topic 3: Resistance to Slavery



### **Engaging Experience 1**

**Title:** Abolitionist Advertisement Activity

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):
  - Constitution and amendments; struggle for civil rights; expanding role of government
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)
- Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology) (SS3 1.9, 1.10)

*Supporting:*

- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

**Detailed Description/Instructions:** Students will use online resources (i.e. Piktochart or a similar program) to create an advertisement for an Abolitionist group. The advertisement doesn't have to be authentic in terms of replicating the "feel" of the mid 1800s, but the message should be reflective of the tensions that existed in the United States during time period. Citing specific quotes or examples of events to help "sell" the viewer on the need for abolition of slavery is the main goal of the infographic being created.

**Bloom's Levels:** Create

**Webb's DOK:** 3

**Rubric:** To be created

## **Engaging Experience 2**

**Title:** Up From Slavery - Rebellions Episode - Odds of Success group activity

**Suggested Length of Time:** 45 Minutes

### **Standards Addressed**

#### *Priority:*

- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities

#### *Supporting:*

**Detailed Description/Instructions:** Students will watch an episode of “Up from Slavery” regarding slave rebellions. After watching the video students will be tasked with creating a list of all the factors which act against the possibility of a slave rebellion being successful. Students will then compare lists in small groups and finally create a master list for the class to illustrate just how infinitesimal the odds were of a slave rebellion being successful.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

**Rubric:** Class participation

## Topic 4: Politics of Slavery

### **Engaging Experience 1**

**Title:** 30 Second Debates - Constitutionality of Slavery

**Suggested Length of Time:** 45 Minutes

### **Standards Addressed**

#### *Priority:*

- Explain the relevance and connection of constitutional principles in the following documents (SS1 1.5, 1.6, 1.10, 3.5):
  - U.S. Constitution; Federalist Papers; Amendments to Constitution, emphasizing Bill of Rights; Key Supreme Court decisions *Marbury v. Madison*, *McCulloch v. Maryland*, *Miranda v. Arizona*, *Plessy v. Ferguson*, *Brown v. Topeka Board of Education*
- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):
  - Constitution and amendments; struggle for civil rights; expanding role of government

#### *Supporting:*

- Apply the following principles of republic to historical and contemporary issues: (SS1 3.5, 1.10)
  - checks and balances; separation of powers; federalism; representation; popular sovereignty; due process of law; judicial review
- Explain the processes pertaining to (SS2 1.10):
  - selection of political leaders (with an emphasis on presidential and parliamentary systems); functions and styles of leadership (including authoritarian, democratic and *laissez faire*); governmental systems; how laws and rules are made, enforced, changed and interpreted

**Detailed Description/Instructions:** Students will adopt pro-slavery and antislavery positions based on random assignment from the teacher. They will then be presented with 5-10 statements regarding slavery as an institution in the United States during the 1800s (focus on political events/compromises/Constitutional Principles). Based on their assigned position, they will be tasked to Agree/Disagree with the statements and provide support for their position. Students will then be asked to “debate” with each other in class regarding the statements and their supporting details.

**Bloom’s Levels:** Evaluate

**Webb’s DOK:** 4

**Rubric:** Class participation

## **Engaging Experience 2**

**Title:** Frederick Douglass 4th of July Speech

**Suggested Length of Time:** 45 Minutes

### **Standards Addressed**

#### *Priority:*

- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - democracy; republic; changing role of government; representation
- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):
  - Constitution and amendments; struggle for civil rights; expanding role of government
- Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology) (SS3 1.9, 1.10)

#### *Supporting:*

- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6)
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)

**Detailed Description/Instructions:** Using the text of Frederick Douglass's Speech on the Fourth of July, students will read and annotate the speech. Their primary task will be to identify the language used by Douglass and how he uses powerful words to communicate his frustration with holiday and how it is not reflective of his (and the general black) experience in the United States at this time.

**Bloom's Levels:** Understand

**Webb's DOK:** 2

**Rubric:** To be created

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will engage in a Socratic Seminar (as a class) for an entire period after reading a selection of excerpts from slave narratives. These narratives should incorporate a variety of conditions of slavery, ranging from field hands to domestic slaves. After reading and annotating the narratives for homework, in addition to preparing at least 3 discussion questions, students should be guided through a discussion that highlights the variation of the conditions and treatment which slaves endured, and also how they were able to resist in many ways. Emphasis should be placed on referring back to the text whenever possible during the discussion to support their views and assertions. Another great area to discuss is how the students would react if they were placed in similar situations. Some great examples to use are Frederick Douglass, Solomon Northup, and Harriet Tubman. There are many other great excerpts that can be found online through a simple google search. You could also include an excerpt from Uncle Tom's Cabin as well.

**Rubric for Engaging Scenario:** To be created, based on class and individual participation in seminar discussion.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Types of Slavery Comparison 	Students will be assigned a particular “type” of slavery to research (field hands, house servants, industrial slaves, urban slaves) and asked to rate their type based on a variety of criteria, including: danger of job, amount of interaction with whites, physical exertion, level of independence, etc. As a class we will then compare the types and see which types might be preferable to others.	45 Minutes
1	Population Density Maps Comparison	Students will compare slave population density maps from 1790 (roughly) and 1830 (roughly) to better understand the expansion of slavery relative to the invention of the cotton gin and the growth of the “Cotton Kingdom” in the Deep South. Students will be asked to explain why slavery expanded and grew in particular areas and declined in others. Finally, students will predict what social, economic and political consequences this might present for the nation during this time.	30 Minutes
2	12 Years a Slave - Film Analysis	Students will complete a five paragraph essay as a response to the film 12 Years a Slave. Their response should include the following: an introduction paragraph, 2-3 paragraphs summarizing the events of the film, and 1-2 paragraphs as a response or critique of the film.	2 Days
2	“Digital History” Synthesis Activity	Using “Digital History” <a href="http://www.digitalhistory.uh.edu/era.cfm?eraID=6&amp;smtid=2">http://www.digitalhistory.uh.edu/era.cfm?eraID=6&amp;smtid=2</a> , have students read over Slave Family Life and Slave Culture in pairs, one reading each topic. Each partner will then explain their reading to the other. Partners will then each create a 5 bullet point summary of their material to share with the class on the whiteboard. The class as whole will identify (based on common bullet points) what material is most essential about each topic.	30 Minutes

3	<p>Abolitionist Advertisement Activity</p> 	<p>Students will use online resources (i.e. Piktochart or a similar program) to create an advertisement for an Abolitionist group. The advertisement doesn't have to be authentic in terms of replicating the "feel" of the mid 1800s, but the message should be reflective of the tensions that existed in the United States during time period. Citing specific quotes or examples of events to help "sell" the viewer on the need for abolition of slavery is the main goal of the infographic being created.</p>	1 Day
3	<p>Up From Slavery - Rebellions Episode - Odds of Success group activity</p>	<p>Students will watch an episode of "Up from Slavery" regarding slave rebellions. After watching the video students will be tasked with creating a list of all the factors which act against the possibility of a slave rebellion being successful. Students will then compare lists in small groups and finally create a master list for the class to illustrate just how infinitesimal the odds were of a slave rebellion being successful.</p>	45 Minutes
4	<p>30 Second Debates - Constitutionality of Slavery</p>	<p>Students will adopt pro-slavery and antislavery positions based on random assignment from the teacher. They will then be presented with 5-10 statements regarding slavery as an institution in the United States during the 1800s (focus on political events/compromises/Constitutional Principles). Based on their assigned position, they will be tasked to Agree/Disagree with the statements and provide support for their position. Students will then be asked to "debate" with each other in class regarding the statements and their supporting details.</p>	45 Minutes
4	<p>Frederick Douglass 4th of July Speech</p>	<p>Using the text of Frederick Douglass's Speech on the Fourth of July, students will read and annotate the speech. Their primary task will be to identify the language used by Douglass and how he uses powerful words to communicate his frustration with holiday and how it is not reflective of his (and the general black) experience in the United States at this time.</p>	45 Minutes

## Unit 3: Civil War and Reconstruction

**Subject:** African and African-American History

**Grade:** 10-12

**Name of Unit:** Civil War and Reconstruction

**Length of Unit:** 2 Weeks

**Overview of Unit:** This unit covers the series of events that created the tensions which led to the Civil War and how many of those events centered on slavery. The role of African-Americans in the war effort, for both the North and South, is also a major topic. Finally, the promise of Reconstruction and its successes and failures with regard to cementing rights and economic equality for African-Americans is covered in great depth.

**Priority Standards for unit:**

- Assess the changing roles of government (SS1 1.6)
  - philosophy; limits; duties
- Explain the relevance and connection of constitutional principles in the following documents (SS1 1.5, 1.6, 1.10, 3.5):
  - U.S. Constitution; Federalist Papers; Amendments to Constitution, emphasizing Bill of Rights; Key Supreme Court decisions *Marbury v. Madison*, *McCulloch v. Maryland*, *Miranda v. Arizona*, *Plessy v. Ferguson*, *Brown v. Topeka Board of Education*
- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):
  - Constitution and amendments; struggle for civil rights; expanding role of government
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - democracy; republic; changing role of government; representation
- Describe major effects of changes in patterns of the movement of people, products and ideas (SS5 1.6)
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

**Supporting Standards for unit:**

- Apply the following principles of republic to historical and contemporary issues: (SS1 3.5, 1.10)
  - checks and balances; separation of powers; federalism; representation; popular sovereignty; due process of law; judicial review
- Determine the civic responsibilities of individual citizens (SS1 4.2)
- Explain the processes pertaining to (SS2 1.10):
  - selection of political leaders (with an emphasis on presidential and parliamentary systems); functions and styles of leadership (including authoritarian, democratic

and *laissez faire*); governmental systems; how laws and rules are made, enforced, changed and interpreted

- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
the changing roles of government	Assess	Understand	2
the relevance and connection of constitutional principles	Explain	Understand	2
the evolution of American democracy, its ideas, institutions and political processes	Analyze	Analyze	3
major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world	Distinguish	Analyze	3
how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects	Analyze	Analyze	2
the consequences that can occur	Predict	Evaluate	4
the following in the context of the historical period being studied	Apply	Apply	2
major effects of changes in patterns of the movement of people, products and ideas	Describe	Understand	2
the major social institutions and how they fulfill human needs	Describe	Evaluate	3
the causes, consequences and possible resolutions of cultural conflicts	Determine	Evaluate	4

**Essential Questions:**

1. Why did the United States resort to Civil War to resolve sectional disputes?
2. How were African-Americans able to play a role in the war?
3. Why could the era of Reconstruction be considered both a success and a failure?

**Enduring Understanding/Big Ideas:**

1. The United States was unable to resolve the division, caused by economic and political disputes, between the north and south through diplomatic measures. After the failure of a series of compromises, the southern states seceded as a response to the election of Abraham Lincoln.
2. African-Americans were used as troops by the North, albeit rarely in a combat capacity. Eventually, the South also conscripted slaves as soldiers.
3. Reconstruction is a paradox because while African-Americans were able to obtain rights through Constitutional Amendments, they were excluded from exercising them due to the creation of Jim Crow laws in the South and inaction by the federal government.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
<ul style="list-style-type: none"><li>● Carpetbaggers</li><li>● Compromise Of 1850</li><li>● Homestead Act</li><li>● Popular Sovereignty</li><li>● Reconstruction</li><li>● Scalawags</li></ul>	<ul style="list-style-type: none"><li>● 13th Amendment</li><li>● 14th Amendment</li><li>● 15th Amendment</li><li>● Assault On Battery Wagner</li><li>● Black Codes</li><li>● Civil Rights Act Of 1875</li><li>● Confiscation Act</li><li>● Emancipation Proclamation</li><li>● Enforcement Acts</li><li>● Freedmen’s Bureau</li><li>● Free-Soil Party</li><li>● Ku Klux Klan</li><li>● Sharecropping</li><li>● <i>Uncle Tom’s Cabin</i></li></ul>

**Resources for Vocabulary Development:** African-American History by Hine, Hine, Harrold. (Prentice Hall, 2006)

## Topic 1: Division

### **Engaging Experience 1**

**Title:** Top Ten and Defend Activity

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

##### *Priority:*

- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - democracy; republic; changing role of government; representation

##### *Supporting:*

- Apply the following principles of republic to historical and contemporary issues: (SS1 3.5, 1.10)
  - checks and balances; separation of powers; federalism; representation; popular sovereignty; due process of law; judicial review
- Determine the civic responsibilities of individual citizens (SS1 4.2)
- Explain the processes pertaining to (SS2 1.10):
  - selection of political leaders (with an emphasis on presidential and parliamentary systems); functions and styles of leadership (including authoritarian, democratic and *laissez faire*); governmental systems; how laws and rules are made, enforced, changed and interpreted

**Detailed Description/Instructions:** Students will use their textbook and the chapter covering the events leading up to the Civil War to identify their beliefs of the “Top Ten” reasons that the United States ended up going to war. As part of the activity students will be put into pairs or small groups and tasked with writing on their list on butcher paper and including a brief summary at the bottom, detailing the general overview of their list. Also, the assignment can be expanded to include a few simple illustration if desired. The ten items are to be placed in order of priority, not chronology, meaning that the MOST IMPORTANT factor leading the Civil War is listed at number one. Students will then post their list in the class and compare with other groups to see which items were generally agreed upon as being the most important.

**Bloom’s Levels:** Create

**Webb’s DOK:** 2

**Rubric:** Class Participation

## Topic 2: Civil War

### **Engaging Experience 1**

**Title:** *Glory* Film Activity - “One Pager”

**Suggested Length of Time:** 2-3 Days

#### **Standards Addressed**

##### *Priority:*

- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities

##### *Supporting:*

- Determine the civic responsibilities of individual citizens (SS1 4.2)

**Detailed Description/Instructions:** As students watch the film *Glory* covering the topic of African-American troops and their role during the war, they will complete a variety of tasks on a single piece of paper. These tasks include:

1. Write the Title, year produced and director at the top of the page (might need assistance from the teacher on the year produced part)
2. Identify 5 key characters - names and what they did/represent in the film
3. Write 5 quotes from the film they found particularly illuminating or moving
4. Create 5 BASIC illustrations from the film (they do not need to be amazing artists)
5. On the back write a 3-5 paragraph response to the film including a summary of the plot and anything they liked or disliked about the film.

**Bloom’s Levels:** Evaluate

**Webb’s DOK:** 2

**Rubric:** To be created



### **Engaging Experience 2**

**Title:** Lincoln’s Words

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

##### *Priority:*

- Assess the changing roles of government (SS1 1.6)
  - philosophy; limits; duties
- Explain the relevance and connection of constitutional principles in the following documents (SS1 1.5, 1.6, 1.10, 3.5):
  - U.S. Constitution; Federalist Papers; Amendments to Constitution, emphasizing Bill of Rights; Key Supreme Court decisions *Marbury v. Madison*, *McCulloch v. Maryland*, *Miranda v. Arizona*, *Plessy v. Ferguson*, *Brown v. Topeka Board of Education*

- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):
  - Constitution and amendments; struggle for civil rights; expanding role of government
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - democracy; republic; changing role of government; representation

*Supporting:*

- Apply the following principles of republic to historical and contemporary issues: (SS1 3.5, 1.10)
  - checks and balances; separation of powers; federalism; representation; popular sovereignty; due process of law; judicial review
- Determine the civic responsibilities of individual citizens (SS1 4.2)
- Explain the processes pertaining to (SS2 1.10):
  - selection of political leaders (with an emphasis on presidential and parliamentary systems); functions and styles of leadership (including authoritarian, democratic and *laissez faire*); governmental systems; how laws and rules are made, enforced, changed and interpreted
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

**Detailed Description/Instructions:** Using the text from four separate speeches/documents (First Inaugural, Second Inaugural, Gettysburg Address and the Emancipation Proclamation) students will examine how Lincoln’s views on slavery and southern secession change over the course of the war. After reading the speeches and discerning the purpose of each based on Lincoln’s words, students will place the speeches on a timeline and research context for events in the war (also to be placed on the timeline) and see how the course of the war impacts Lincoln’s views and ability to take certain measures with special emphasis on the issue of slavery.

**Bloom’s Levels:** Create

**Webb’s DOK:** 4

**Rubric:** To be created

## Topic 3: Reconstruction

### **Engaging Experience 1**

**Title:** Freedman's Bureau Cartoon Analysis

**Suggested Length of Time:** 30 Minutes

#### **Standards Addressed**

##### *Priority:*

- Assess the changing roles of government (SS1 1.6)
  - philosophy; limits; duties
- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):
  - Constitution and amendments; struggle for civil rights; expanding role of government
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - democracy; republic; changing role of government; representation
- Describe major effects of changes in patterns of the movement of people, products and ideas (SS5 1.6)
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

##### *Supporting:*

- Explain the processes pertaining to (SS2 1.10):
  - selection of political leaders (with an emphasis on presidential and parliamentary systems); functions and styles of leadership (including authoritarian, democratic and *laissez faire*); governmental systems; how laws and rules are made, enforced, changed and interpreted
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)

**Detailed Description/Instructions:** Using a projection of the Freedman's Bureau political cartoons, students will have a short guided discussion on the purpose and effectiveness of the Freedman's Bureau. This can also be an excellent time to examine bias and point of view.



**Bloom's Levels:** Apply

**Webb's DOK:** 2

**Rubric:** Class Participation

### Engaging Experience 2

**Title:** Reconstruction Amendments

**Suggested Length of Time:** 30 Minutes

**Standards Addressed**

*Priority:*

- Explain the relevance and connection of constitutional principles in the following documents (SS1 1.5, 1.6, 1.10, 3.5):
  - U.S. Constitution; Federalist Papers; Amendments to Constitution, emphasizing Bill of Rights; Key Supreme Court decisions *Marbury v. Madison*, *McCulloch v. Maryland*, *Miranda v. Arizona*, *Plessy v. Ferguson*, *Brown v. Topeka Board of Education*
- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):
  - Constitution and amendments; struggle for civil rights; expanding role of government

*Supporting:*

- Apply the following principles of republic to historical and contemporary issues: (SS1 3.5, 1.10)
  - checks and balances; separation of powers; federalism; representation; popular sovereignty; due process of law; judicial review

**Detailed Description/Instructions:** Students will be placed in groups of three and given the text of the 13th, 14th and 15th Amendments. Each student will be assigned one amendment and required to answer three questions about their amendment:

1. What was the intended result of this amendment?
2. Why do you think it was necessary to put it in writing in the Constitution?
3. How might it be problematic to enforce?

Group members will then share their information with each other and report back to the class as a whole about each amendment and hopefully make connections between the three and how they work together and independently to advance the cause of African-American civil rights.

**Bloom's Levels:** Understand

**Webb's DOK:** 3

**Rubric:** Class Participation

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will take on the “role” of an African-American state legislator during the Reconstruction period in Mississippi. Their assignment is to create a chart detailing three items

1. What their priorities will be in terms of enacting new laws? (at least 5)
2. What their hindrances will be in order to get their priorities accomplished? (at least 5)
3. What ways will they help to get the African-American community more involved in the political process? (at least 3)

**Rubric for Engaging Scenario:** To be created

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Top Ten and Defend Activity	<p>Students will use their textbook and the chapter covering the events leading up to the Civil War to identify their beliefs of the “Top Ten” reasons that the United States ended up going to war. As part of the activity students will be put into pairs or small groups and tasked with writing on their list on butcher paper and including a brief summary at the bottom, detailing the general overview of their list. Also, the assignment can be expanded to include a few simple illustration if desired. The ten items are to be placed in order of priority, not chronology, meaning that the MOST IMPORTANT factor leading the Civil War is listed at number one. Students will then post their list in the class and compare with other groups to see which items were generally agreed upon as being the most important.</p>	1 Day
2	<i>Glory</i> Film Activity - “One Pager”	<p>As students watch the film <i>Glory</i> covering the topic of African-American troops and their role during the war, they will complete a variety of tasks on a single piece of paper. These tasks include:</p> <ol style="list-style-type: none"> <li>1. Write the Title, year produced and director at the top of the page (might need assistance from the teacher on the year produced part)</li> <li>2. Identify 5 key characters - names and what they did/represent in the film</li> <li>3. Write 5 quotes from the film they found particularly illuminating or moving</li> <li>4. Create 5 BASIC illustrations from the film (they do not need to be amazing artists)</li> <li>5. On the back write a 3-5 paragraph response to the film including a summary of the plot and anything they liked or disliked about the film.</li> </ol>	2-3 Days
2	Lincoln’s Words	Using the text from four separate speeches/documents (First Inaugural, Second	1 Day

		Inaugural, Gettysburg Address and the Emancipation Proclamation) students will examine how Lincoln's views on slavery and southern secession change over the course of the war. After reading the speeches and discerning the purpose of each based on Lincoln's words, students will place the speeches on a timeline and research context for events in the war (also to be placed on the timeline) and see how the course of the war impacts Lincoln's views and ability to take certain measures with special emphasis on the issue of slavery.	
3	Freedman's Bureau Cartoon Analysis	Using a projection of the Freedman's Bureau political cartoons, students will have a short guided discussion on the purpose and effectiveness of the Freedman's Bureau. This can also be an excellent time to examine bias and point of view.	30 Minutes
3	Reconstruction Amendments	Students will be placed in groups of three and given the text of the 13th, 14th and 15th Amendments. Each student will be assigned one amendment and required to answer three questions about their amendment: <ol style="list-style-type: none"> <li>1. What was the intended result of this amendment?</li> <li>2. Why do you think it was necessary to put it in writing in the Constitution?</li> <li>3. How might it be problematic to enforce?</li> </ol> Group members will then share their information with each other and report back to the class as a whole about each amendment and hopefully make connections between the three and how they work together and independently to advance the cause of African-American civil rights.	30 Minutes

## Unit 4: Successes and Struggles in a Post-Slavery Society

**Subject:** African and African-American Studies

**Grade:** 10-12

**Name of Unit:** Successes and Struggles in a Post-Slavery Society

**Length of Unit:** 3 Weeks

**Overview of Unit:** This unit covers an extended period of time from the end of Reconstruction to the Second World War. Key points of emphasis will be the plight of African-Americans trying to attain economic equality and the key figures associated with different strategies, the development of a distinct black culture due to the Great Migration and as part of the Harlem Renaissance, and the struggles of African-Americans during the Great Depression.

**Priority Standards for unit:**

- Assess the changing roles of government (SS1 1.6)
  - philosophy; limits; duties
- Explain the relevance and connection of constitutional principles in the following documents (SS1 1.5, 1.6, 1.10, 3.5):
  - U.S. Constitution; Federalist Papers; Amendments to Constitution, emphasizing Bill of Rights; Key Supreme Court decisions *Marbury v. Madison*, *McCulloch v. Maryland*, *Miranda v. Arizona*, *Plessy v. Ferguson*, *Brown v. Topeka Board of Education*
- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):
  - Constitution and amendments; struggle for civil rights; expanding role of government
- Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology) (SS3 1.9, 1.10)
- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world (SS5 1.6)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - democracy; republic; changing role of government; representation
- Describe major effects of changes in patterns of the movement of people, products and ideas (SS5 1.6)
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

**Supporting Standards for unit:**

- Apply the following principles of republic to historical and contemporary issues: (SS1 3.5, 1.10)

- checks and balances; separation of powers; federalism; representation; popular sovereignty; due process of law; judicial review
- Determine the civic responsibilities of individual citizens (SS1 4.2)
- Explain the processes pertaining to (SS2 1.10):
  - selection of political leaders (with an emphasis on presidential and parliamentary systems); functions and styles of leadership (including authoritarian, democratic and *laissez faire*); governmental systems; how laws and rules are made, enforced, changed and interpreted
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)
- Evaluate European and Japanese imperialism of the late 19<sup>th</sup> and 20<sup>th</sup> century and the independence movements in Africa and Asia: causes, reactions, short- and long-term consequences (SS3 1.9, 1.6, 3.8)
- Explain how and why different people may perceive the same place in varied ways (SS5 1.6)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - Exhibit leadership for digital citizenship.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.
  - Troubleshoot systems and applications.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
the changing roles of government	Assess	Understand	3
the relevance and connection of constitutional principles	Explain	Understand	2
the evolution of American democracy, its ideas, institutions and political processes	Analyze	Analyze	4
the changing character of American society and culture	Describe	Understand	3
major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world	Distinguish	Understand	2
the consequences that can occur	Predict	Evaluate	3
the following in the context of the historical period being studied	Apply	Apply	2
major effects of changes in patterns of the movement of people, products and ideas	Describe	Understand	2
how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects	Analyze	Analyze	3
the major social institutions (family, education, religion, economy and government) and how they fulfill human needs	Describe	Understand	2
the causes, consequences and possible resolutions of cultural conflicts	Determine	Evaluate	3

**Essential Questions:**

1. How did the segregation system perpetuate racism and discrimination in the United States?
2. How did African-Americans differ in their strategies for attaining equality?
3. How were African-Americans able to create a celebrated, distinct culture during this time period?

**Enduring Understanding/Big Ideas:**

1. Segregation excluded African-Americans from electing officials of good will and forced them into debt and low paying jobs with little chance of economic or political mobility for fear of violent reprisal from whites in the South.
2. Booker T. Washington and W. E. B. Du Bois both hoped to advance African-Americans, but with different strategies. Washington advocated skills training through schools like the Tuskegee Institute, while Du Bois favored Liberal Arts Education as part of the Niagara Movement.
3. Through the many artists, musicians and writers of the Harlem Renaissance; African-Americans were able to create a celebrated culture of expression.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
<ul style="list-style-type: none"><li>● Apartheid</li><li>● Diaspora</li><li>● Grandfather Clause</li><li>● Great Depression</li><li>● New Deal</li><li>● Progressive Movement</li><li>● Segregation</li><li>● Social Darwinism</li></ul>	<ul style="list-style-type: none"><li>● Biracial</li><li>● Black Cabinet</li><li>● Blues</li><li>● Buffalo Soldiers</li><li>● Convict Lease System</li><li>● Debt Peonage</li><li>● Exodusters</li><li>● Great Migration</li><li>● Harlem Renaissance</li><li>● Jazz</li><li>● Jim Crow</li><li>● Lynching</li><li>● Mammy</li><li>● NAACP</li><li>● Nation Of Islam</li><li>● Negro Leagues</li><li>● Niagara Movement</li><li>● <i>Plessy V Ferguson</i></li><li>● Race Films</li><li>● Ragtime</li><li>● Scottsboro Boys Case</li><li>● Sharecropping</li><li>● Talented Tenth</li><li>● Tuskegee Movement</li><li>● UNIA</li></ul>

**Resources for Vocabulary Development:** *African-American History* by Hine, Hine, Harrold. (Prentice Hall, 2006)

## Topic 1: Imperialism and Africa

### **Engaging Experience 1**

**Title:** Mapping Activity

**Suggested Length of Time:** 1 Day

### **Standards Addressed**

#### *Priority:*

- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world (SS5 1.6)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Describe major effects of changes in patterns of the movement of people, products and ideas (SS5 1.6)
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

#### *Supporting:*

- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)
- Evaluate European and Japanese imperialism of the late 19<sup>th</sup> and 20<sup>th</sup> century and the independence movements in Africa and Asia: causes, reactions, short- and long-term consequences (SS3 1.9, 1.6, 3.8)
- Explain how and why different people may perceive the same place in varied ways (SS5 1.6)

**Detailed Description/Instructions:** Students will use textbook and online resources to create and label a map of the “Scramble for Africa” by European powers throughout the 1800s. This will help illustrate the struggle of African nations to maintain independence and functional economies on their own, making them susceptible to foreign invasion in the century following the abolition of the slave trade.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

**Rubric:** To be created

## Topic 2: Politics of Segregation



### **Engaging Experience 1**

**Title:** “Slavery by Another Name” Webquest

**Suggested Length of Time:** 2-3 Days

#### **Standards Addressed**

##### *Priority:*

- Assess the changing roles of government (SS1 1.6)
  - philosophy; limits; duties
- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):
  - Constitution and amendments; struggle for civil rights; expanding role of government
- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world (SS5 1.6)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

##### *Supporting:*

- Apply the following principles of republic to historical and contemporary issues: (SS1 3.5, 1.10)
  - checks and balances; separation of powers; federalism; representation; popular sovereignty; due process of law; judicial review
- Determine the civic responsibilities of individual citizens (SS1 4.2)
- Explain how and why different people may perceive the same place in varied ways (SS5 1.6)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - Exhibit leadership for digital citizenship.

**Detailed Description/Instructions:** Using the documentary film “Slavery By Another Name” and its online resources, students will complete a webquest identifying different struggles faced

by African-Americans in the Deep South due to vagrancy laws, debt peonage and other forms of economic and political discrimination.

**Bloom's Levels:** Understand

**Webb's DOK:** 3

**Rubric:** To be created



### **Engaging Experience 2**

**Title:** Marcus Garvey's Back to Africa Movement

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

##### *Priority:*

- Assess the changing roles of government (SS1 1.6)
  - philosophy; limits; duties
- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):
  - Constitution and amendments; struggle for civil rights; expanding role of government
- Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology) (SS3 1.9, 1.10)
- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world (SS5 1.6)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Describe major effects of changes in patterns of the movement of people, products and ideas (SS5 1.6)
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

##### *Supporting:*

- Determine the civic responsibilities of individual citizens (SS1 4.2)
- Survey the functions and effects of major economic institutions of the United States economy, such as corporations, labor unions, and financial institutions (SS3 1.6)
- Explain how and why different people may perceive the same place in varied ways (SS5 1.6)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

**Detailed Description/Instructions:** After researching about Marcus Garvey and his views/plans, students will construct a mock “business proposal” for investors regarding the “Back to Africa” movement. In groups of 3 or more, they will use media tools to put together a modern looking presentation to attract investors. This will be presented to the class in a brief presentation with a handout made by the group.

**Bloom’s Levels:** Create

**Webb’s DOK:** 3

**Rubric:** To be created

### **Engaging Experience 3**

**Title:** *Plessy v Ferguson* prediction activity

**Suggested Length of Time:** 45 Minutes

#### **Standards Addressed**

##### *Priority:*

- Assess the changing roles of government (SS1 1.6)
  - philosophy; limits; duties
- Explain the relevance and connection of constitutional principles in the following documents (SS1 1.5, 1.6, 1.10, 3.5):
  - U.S. Constitution; Federalist Papers; Amendments to Constitution, emphasizing Bill of Rights; Key Supreme Court decisions *Marbury v. Madison*, *McCulloch v. Maryland*, *Miranda v. Arizona*, *Plessy v. Ferguson*, *Brown v. Topeka Board of Education*
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

##### *Supporting:*

- Apply the following principles of republic to historical and contemporary issues: (SS1 3.5, 1.10)
  - checks and balances; separation of powers; federalism; representation; popular sovereignty; due process of law; judicial review
- Determine the civic responsibilities of individual citizens (SS1 4.2)

**Detailed Description/Instructions:** Students will read a short summary of the history and decision regarding the landmark *Plessy v Ferguson* Supreme Court case. They will then write a

brief paragraph making a prediction on how this case might have a lasting negative or positive impact on race relations in the United States.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

**Rubric:** To be created

## Topic 3: Views on African-American Rights

### **Engaging Experience 1**

**Title:** Washington and Du Bois Seminar

**Suggested Length of Time:** 1 Day

### **Standards Addressed**

#### *Priority:*

- Explain the relevance and connection of constitutional principles in the following documents (SS1 1.5, 1.6, 1.10, 3.5):
  - U.S. Constitution; Federalist Papers; Amendments to Constitution, emphasizing Bill of Rights; Key Supreme Court decisions *Marbury v. Madison*, *McCulloch v. Maryland*, *Miranda v. Arizona*, *Plessy v. Ferguson*, *Brown v. Topeka Board of Education*
- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):
  - Constitution and amendments; struggle for civil rights; expanding role of government
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - democracy; republic; changing role of government; representation
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)

#### *Supporting:*

- Determine the civic responsibilities of individual citizens (SS1 4.2)
- Explain the processes pertaining to (SS2 1.10):
  - selection of political leaders (with an emphasis on presidential and parliamentary systems); functions and styles of leadership (including authoritarian, democratic and *laissez faire*); governmental systems; how laws and rules are made, enforced, changed and interpreted
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)

**Detailed Description/Instructions:** Students will read short biographies and various excerpts from the works of Booker T. Washington and W. E. B. Du Bois and have a guided discussion over their views in the African-American struggle for civil rights and equality. The discussion should focus on compare and contrast, seeking to identify where the two men agreed and disagreed with end conclusion being that both men had separate strategies for attempting to achieve the same general goal.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 4

**Rubric:** Class participation

## Topic 4: Demographic Trends

### **Engaging Experience 1**

**Title:** Great Migration Activity

**Suggested Length of Time:** 45 Minutes

### **Standards Addressed**

#### *Priority:*

- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):
  - Constitution and amendments; struggle for civil rights; expanding role of government
- Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology) (SS3 1.9, 1.10)
- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world (SS5 1.6)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Describe major effects of changes in patterns of the movement of people, products and ideas (SS5 1.6)
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)

#### *Supporting:*

- Explain how and why different people may perceive the same place in varied ways (SS5 1.6)

**Detailed Description/Instructions:** Students will complete a chart showing the net change (+/-) for the African-American population in each state from 1900-1930. They will then create a list of factors which might have motivated this change for particular regions of the nation given the events of this time period.

**Bloom's Levels:** Understand

**Webb's DOK:** 3

**Rubric:** Class participation

## Topic 5: Black Culture



### **Engaging Experience 1**

**Title:** Music and Literature of the Harlem Renaissance

**Suggested Length of Time:** 2 Days

**Standards Addressed**

*Priority:*

- Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology) (SS3 1.9, 1.10)
- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world (SS5 1.6)
- Describe major effects of changes in patterns of the movement of people, products and ideas (SS5 1.6)
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)

*Supporting:*

- Explain how and why different people may perceive the same place in varied ways (SS5 1.6)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.
  - Troubleshoot systems and applications.

**Detailed Description/Instructions:** Student will use online tools to research and find examples of Harlem Renaissance music and literature to share with the class via GoogleDocs. This can be open ended to students could be assigned specific musicians and authors to research. The GoogleDocs will then be used to create a “master presentation” where each person/group presents their information to the rest of the class.

**Bloom’s Levels:** Create

**Webb’s DOK:** 4

**Rubric:** To be created

## **Engaging Experience 2**

**Title:** Poetry from the Harlem Renaissance

**Suggested Length of Time:** 45 Minutes

### **Standards Addressed**

#### *Priority:*

- Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology) (SS3 1.9, 1.10)
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)

#### *Supporting:*

- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)

**Detailed Description/Instructions:** Students will read a few excerpts from Hughes, McKay, etc. and synthesize what these poets were saying about life in general and the black experience during the 1920s and 1930s. This can be used in conjunction with the film “The Great Debaters” or clips from the film.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

**Rubric:** To be created

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

After watching the film “The Great Debaters” students will be placed into teams of 4 or 5 and assigned the task of supporting a position for a variety of topics like those presented in the film. Each group will create a bullet point outline of their support (with citations of their resources) over the issues presented throughout the chapter - ranging from sharecropping to the New Deal and the Harlem Renaissance. They will then “debate” each other as a performance piece. These debates will be judged mostly on participation and willingness to argue their positions after establishing ground rules for respect and ethical conduct, etc.

**Rubric for Engaging Scenario:** To be created

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Mapping Activity	Students will use textbook and online resources to create and label a map of the “Scramble for Africa” by European powers throughout the 1800s. This will help illustrate the struggle of African nations to maintain independence and functional economies on their own, making them susceptible to foreign invasion in the century following the abolition of the slave trade.	1 Day
2	“Slavery by Another Name” Webquest 	Using the documentary film “Slavery By Another Name” and its online resources, students will complete a webquest identifying different struggles faced by African-Americans in the deep south due to vagrancy laws, debt peonage and other forms of economic and political discrimination.	2-3 Days
2	Marcus Garvey’s Back to Africa Movement 	After researching about Marcus Garvey and his views/plans, students will construct a mock “business proposal” for investors regarding the “Back to Africa” movement. In groups of 3 or more, they will use media tools to put together a modern looking presentation to attract investors. This will be presented to the class in a brief presentation with a handout made by the group.	1 Day

2	<i>Plessy v Ferguson</i> prediction activity	Students will read a short summary of the history and decision regarding the landmark <i>Plessy v Ferguson</i> supreme court case. They will then write a brief paragraph making a prediction on how this case might have a lasting negative or positive impact on race relations in the United States.	45 Minutes
3	Washington and Du Bois Seminar	Students will read short biographies and various excerpts from the works of Booker T. Washington and W. E. B. Du Bois and have a guided discussion over their views in the African-American struggle for civil rights and equality. The discussion should focus on compare and contrast, seeking to identify where the two men agreed and disagreed with end conclusion being that both men had separate strategies for attempting to achieve the same general goal.	1 Day
4	Great Migration Activity	Students will complete a chart showing the net change (+/-) for the African-American population in each state from 1900-1930. They will then create a list of factors which might have motivated this change for particular regions of the nation given the events of this time period.	45 Minutes
5	Music and Literature of the Harlem Renaissance 	Student will use online tools to research and find examples of Harlem Renaissance music and literature to share with the class via Googledocs. This can be open ended to students could be assigned specific musicians and authors to research. The GoogleDocs will then be used to create a “master presentation” where each person/group presents their information to the rest of the class.	2 Days
5	Poetry from the Harlem Renaissance	Students will read a few excerpts from Hughes, McKay, etc. and synthesize what these poets were saying about life in general and the black experience during the 1920s and 1930s. This can be used in conjunction with the film “The Great Debaters” or clips from the film.	45 Minutes

## Unit 5: Fighting for Civil Rights (WWII - 1975)

**Subject:** African and African-American Studies

**Grade:** 10-12

**Name of Unit:** Fighting for Civil Rights

**Length of Unit:** 4 Weeks

**Overview of Unit:** This unit covers the period from the start of WWII until the conclusion of the Vietnam Conflict. Major topics addressed focus on the Civil Rights Movement of the 1950s and 60s. Issues regarding the different leaders and strategies, as well as the many successes and failures of the movement, will be the emphasis.

**Priority Standards for unit:**

- Assess the changing roles of government (SS1 1.6)
  - philosophy; limits; duties
- Explain the relevance and connection of constitutional principles in the following documents (SS1 1.5, 1.6, 1.10, 3.5):
  - U.S. Constitution; Federalist Papers; Amendments to Constitution, emphasizing Bill of Rights; Key Supreme Court decisions *Marbury v. Madison*, *McCulloch v. Maryland*, *Miranda v. Arizona*, *Plessy v. Ferguson*, *Brown v. Topeka Board of Education*
- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):
  - Constitution and amendments; struggle for civil rights; expanding role of government
- Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology) (SS3 1.9, 1.10)
- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world (SS5 1.6)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - democracy; republic; changing role of government; representation
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

**Supporting Standards for unit:**

- Apply the following principles of republic to historical and contemporary issues: (SS1 3.5, 1.10)
  - checks and balances; separation of powers; federalism; representation; popular sovereignty; due process of law; judicial review
- Determine the civic responsibilities of individual citizens (SS1 4.2)

- Explain the processes pertaining to (SS2 1.10):
  - selection of political leaders (with an emphasis on presidential and parliamentary systems); functions and styles of leadership (including authoritarian, democratic and *laissez faire*); governmental systems; how laws and rules are made, enforced, changed and interpreted
- Survey the functions and effects of major economic institutions of the United States economy, such as corporations, labor unions, and financial institutions (SS3 1.6)
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)
- Explain how and why different people may perceive the same place in varied ways (SS5 1.6)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
the changing roles of government	Assess	Understand	3
the relevance and connection of constitutional principles	Explain	Understand	2
the evolution of American democracy, its ideas, institutions and political processes	Analyze	Analyze	4
the changing character of American society and culture	Describe	Understand	3
major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world	Distinguish	Understand	2
the consequences that can occur	Predict	Evaluate	3
the following in the context of the historical period being studied	Apply	Apply	2
how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects	Analyze	Analyze	3
the major social institutions (family, education, religion, economy and government) and how they fulfill human needs	Describe	Understand	2
the causes, consequences and possible resolutions of cultural conflicts	Determine	Evaluate	3

**Essential Questions:**

1. How were African-Americans able to obtain Civil Rights, previously denied them, during the period of 1945 to 1975?
2. Why were some Civil Rights groups more actively militant than others?
3. How did white America respond to the Civil Rights movement?

**Enduring Understanding/Big Ideas:**

1. Using a variety of strategies under a variety of leaders, African-Americans experienced an increase in their ability to exercise their constitutional rights during this time. Notable leaders like Martin Luther King, Jr. and Medgar Evers promoted passive resistance and community involvement.
2. Some groups felt dissatisfied with the perceived lack of progress or equality in the United States, so they adopted a more aggressive tone in the struggle for Civil Rights. Groups like the Black Panthers and leaders like Stokely Carmichael represented a break from passive resistance through expressions like “Black Power.”
3. White Americans responded to the Civil Rights movement in a variety of ways. Some, particularly young college students, helped to promote the movement through cooperative events like the Freedom Rides. Others hoped to stymie the movement through violence and fear, sometimes even resulting in the death of Civil Rights leaders and volunteers.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
<ul style="list-style-type: none"><li>● Civil Rights Movement</li><li>● Cold War</li><li>● Great Society</li><li>● John F. Kennedy</li><li>● Kerner Commission</li><li>● Lyndon Baines Johnson</li><li>● Passive Resistance</li><li>● Robert Kennedy</li><li>● Tet Offensive</li><li>● Vietnam</li><li>● War On Poverty</li></ul>	<ul style="list-style-type: none"><li>● Albany Movement</li><li>● Black Panthers</li><li>● Black Power</li><li>● Bloody Sunday</li><li>● <i>Brown V. Board Of Education</i></li><li>● Children’s Crusade</li><li>● Civil Rights Acts</li><li>● Core</li><li>● Freedom Rides</li><li>● Freedom Summer</li><li>● James Meredith</li><li>● Little Rock Nine</li><li>● Malcolm X</li><li>● March On Washington Movement</li><li>● Martin Luther King Jr.</li><li>● Medgar Evers</li><li>● Mfdp</li><li>● Montgomery Bus Boycott</li><li>● Orangeburg Massacre</li><li>● Rosa Parks</li><li>● Sclc</li><li>● Sncc</li><li>● Stokely Carmichael</li><li>● <i>The Negro Soldier</i></li><li>● Tuskegee Airmen</li><li>● Voting Rights Act</li></ul>

**Resources for Vocabulary Development:** African-American History by Hine, Hine, Harrold. (Prentice Hall, 2006)

## Topic 1: WWII

### **Engaging Experience 1**

**Title:** *The Tuskegee Airmen* - One Pager

**Suggested Length of Time:** 2-3 Days

#### **Standards Addressed**

##### *Priority:*

- Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology) (SS3 1.9, 1.10)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

##### *Supporting:*

- Determine the civic responsibilities of individual citizens (SS1 4.2)

**Detailed Description/Instructions:** This is a repeated exercise from Unit 3, just switching out the film. As students watch the film *The Tuskegee Airmen* covering the topic of African-American pilots and their role during the war, they will complete a variety of tasks on a single piece of paper. These tasks include:

1. Write the Title, year produced and director at the top of the page (might need assistance from the teacher on the year produced part)
2. Identify 5 key characters - names and what they did/represent in the film
3. Write 5 quotes from the film they found particularly illuminating or moving
4. Create 5 BASIC illustrations from the film (they do not need to be amazing artists)
5. On the back write a 3-5 paragraph response to the film including a summary of the plot and anything they liked or disliked about the film.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 2

**Rubric:** To be created

### **Engaging Experience 2**

**Title:** Segregation of Troops

**Suggested Length of Time:** 30 Minutes

#### **Standards Addressed**

##### *Priority:*

- Assess the changing roles of government (SS1 1.6)
  - philosophy; limits; duties
- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):

- Constitution and amendments; struggle for civil rights; expanding role of government
- Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology) (SS3 1.9, 1.10)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - democracy; republic; changing role of government; representation
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

*Supporting:*

**Detailed Description/Instructions:** Students will assemble in small groups and discuss the pros/cons of having segregated units, followed by a class discussion where the lists are compiled in a master version on the board. This is a previewing activity in anticipation of Truman's decision to desegregate the military after WWII.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 3

**Rubric:** Class participation

## Topic 2: Civil Rights

### **Engaging Experience 1**

**Title:** Eyes on the Prize Journal

**Suggested Length of Time:** 5 Days

### **Standards Addressed**

#### *Priority:*

- Assess the changing roles of government (SS1 1.6)
  - philosophy; limits; duties
- Explain the relevance and connection of constitutional principles in the following documents (SS1 1.5, 1.6, 1.10, 3.5):
  - U.S. Constitution; Federalist Papers; Amendments to Constitution, emphasizing Bill of Rights; Key Supreme Court decisions *Marbury v. Madison*, *McCulloch v. Maryland*, *Miranda v. Arizona*, *Plessy v. Ferguson*, *Brown v. Topeka Board of Education*
- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):
  - Constitution and amendments; struggle for civil rights; expanding role of government
- Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology) (SS3 1.9, 1.10)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - democracy; republic; changing role of government; representation
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
  - Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

#### *Supporting:*

- Apply the following principles of republic to historical and contemporary issues: (SS1 3.5, 1.10)
  - checks and balances; separation of powers; federalism; representation; popular sovereignty; due process of law; judicial review
- Determine the civic responsibilities of individual citizens (SS1 4.2)
- Explain the processes pertaining to (SS2 1.10):
  - selection of political leaders (with an emphasis on presidential and parliamentary systems); functions and styles of leadership (including authoritarian, democratic and *laissez faire*); governmental systems; how laws and rules are made, enforced, changed and interpreted

- Survey the functions and effects of major economic institutions of the United States economy, such as corporations, labor unions, and financial institutions (SS3 1.6)
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)
- Explain how and why different people may perceive the same place in varied ways (SS5 1.6)

**Detailed Description/Instructions:** Students will watch several episodes of “Eyes on the Prize” and keep a running journal where they answer general questions about events and consequences of each episode. This journal will be turned in at the conclusion of the unit as a reflection piece over the struggle for Civil Rights during the 1950s until the 1970s. The journal entries can be as deep and broad as the instructor would like. One way to approach the project would be to have kids write on a particular theme for each entry and how that theme changes over time, specifically how the strategies applied by various leaders are either successful or ineffective.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 4

**Rubric:** To be created



## **Engaging Experience 2**

**Title:** Timeline Activity

**Suggested Length of Time:** 3 Days

**Standards Addressed**

*Priority:*

- Assess the changing roles of government (SS1 1.6)
  - philosophy; limits; duties
- Explain the relevance and connection of constitutional principles in the following documents (SS1 1.5, 1.6, 1.10, 3.5):
  - U.S. Constitution; Federalist Papers; Amendments to Constitution, emphasizing Bill of Rights; Key Supreme Court decisions *Marbury v. Madison*, *McCulloch v. Maryland*, *Miranda v. Arizona*, *Plessy v. Ferguson*, *Brown v. Topeka Board of Education*
- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):
  - Constitution and amendments; struggle for civil rights; expanding role of government

*Supporting:*

- Apply the following principles of republic to historical and contemporary issues: (SS1 3.5, 1.10)
  - checks and balances; separation of powers; federalism; representation; popular sovereignty; due process of law; judicial review
- Determine the civic responsibilities of individual citizens (SS1 4.2)
- Explain the processes pertaining to (SS2 1.10):
  - selection of political leaders (with an emphasis on presidential and parliamentary systems); functions and styles of leadership (including authoritarian, democratic and *laissez faire*); governmental systems; how laws and rules are made, enforced, changed and interpreted

- Survey the functions and effects of major economic institutions of the United States economy, such as corporations, labor unions, and financial institutions (SS3 1.6)
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

**Detailed Description/Instructions:** Students will compile a visual timeline in the classroom for all of the major events related to Civil Rights from 1945 to 1975. Events can be placed on the timeline (attached to the wall) in the form of text summaries or images. It can also be color coded to match to different areas of emphasis (political, social, economic, etc.).

**Bloom's Levels:** Create

**Webb's DOK:** 4

**Rubric:** Class participation

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

“I Have a Dream”

Martin Luther King Jr.’s “I Have a Dream” speech is often seen as a culminating event in the modern Civil Rights movement. Students will watch video from the speech and be given a text version of the speech as well to read along. Their task will be to create their own “Dream” speech modeled after Dr. King’s which reflects their own hopes and aspirations for race relations in their own life. Their speech will be given to the class as a performance and submitted as an essay for assessment by the teacher. Generally their speeches will be about 5-7 paragraphs and last about 2-4 minutes for assessment.

**Rubric for Engaging Scenario:** To be created

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	<i>The Tuskegee Airmen</i> - One Pager	<p>This is a repeated exercise from Unit 3, just switching out the film. As students watch the film <i>The Tuskegee Airmen</i> covering the topic of African-American pilots and their role during the war, they will complete a variety of tasks on a single piece of paper. These tasks include:</p> <ol style="list-style-type: none"> <li>1. Write the Title, year produced and director at the top of the page (might need assistance from the teacher on the year produced part)</li> <li>2. Identify 5 key characters - names and what they did/represent in the film</li> <li>3. Write 5 quotes from the film they found particularly illuminating or moving</li> <li>4. Create 5 BASIC illustrations from the film (they do not need to be amazing artists)</li> <li>5. On the back write a 3-5 paragraph response to the film including a summary of the plot and anything they liked or disliked about the film.</li> </ol>	2-3 Days
1	Segregation of Troops	<p>Students will assemble in small groups and discuss the pros/cons of having segregated units, followed by a class discussion where the lists are compiled in a master version on the board. This is a previewing activity in anticipation of Truman's decision to desegregate the military after WWII.</p>	30 Minutes
2	Eyes on the Prize Journal	<p>Students will watch several episodes of "Eyes on the Prize" and keep a running journal where they answer general questions about events and consequences of each episode. This journal will be turned in at the conclusion of the unit as a reflection piece over the struggle for Civil Rights during the 1950s until the 1970s. The journal entries can be as deep and broad as the instructor would like. One way to approach the project would be to have kids write on a particular theme for each entry and how that theme changes over time,</p>	5 Days

		specifically how the strategies applied by various leaders are either successful or ineffective.	
2	<p>Timeline Activity</p> 	<p>Students will compile a visual timeline in the classroom for all of the major events related to Civil Rights from 1945 to 1975. Events can be placed on the timeline (attached to the wall) in the form of text summaries or images. It can also be color coded to match to different areas of emphasis (political, social, economic, etc.).</p>	3 Days

## Unit 6: Contemporary Issues in Black America and Africa

**Subject:** African and African-American Studies

**Grade:** 10-12

**Name of Unit:** Contemporary Issues in Black America and Africa

**Length of Unit:** 1-2 Weeks

**Overview of Unit:** This unit covers issues that are being dealt with today in black America and the current situation faced by many nations in Africa. Focus will be placed on modern black political leaders and cultural icons. Particular attention will be placed on cultural expression via music and mass media.

**Priority Standards for unit:**

- Assess the changing roles of government (SS1 1.6)
  - philosophy; limits; duties
- Explain the relevance and connection of constitutional principles in the following documents (SS1 1.5, 1.6, 1.10, 3.5):
  - U.S. Constitution; Federalist Papers; Amendments to Constitution, emphasizing Bill of Rights; Key Supreme Court decisions *Marbury v. Madison*, *McCulloch v. Maryland*, *Miranda v. Arizona*, *Plessy v. Ferguson*, *Brown v. Topeka Board of Education*
- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):
  - Constitution and amendments; struggle for civil rights; expanding role of government
- Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology) (SS3 1.9, 1.10)
- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world (SS5 1.6)
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Describe major effects of changes in patterns of the movement of people, products and ideas (SS5 1.6)
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

**Supporting Standards for unit:**

- Apply the following principles of republic to historical and contemporary issues: (SS1 3.5, 1.10)
  - checks and balances; separation of powers; federalism; representation; popular sovereignty; due process of law; judicial review
- Determine the civic responsibilities of individual citizens (SS1 4.2)

- Explain how technology has expanded people's capacity to modify the physical environment (SS5 1.10)
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6)
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)
- Evaluate European and Japanese imperialism of the late 19<sup>th</sup> and 20<sup>th</sup> century and the independence movements in Africa and Asia: causes, reactions, short- and long-term consequences (SS3 1.9, 1.6, 3.8)

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
the changing roles of government	Assess	Understand	3
the relevance and connection of constitutional principles	Explain	Understand	2
the evolution of American democracy, its ideas, institutions and political processes	Analyze	Analyze	4
the changing character of American society and culture	Describe	Understand	3
major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world	Distinguish	Understand	2
the consequences that can occur	Predict	Evaluate	3
how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects	Analyze	Analyze	3
the major social institutions (family, education, religion, economy and government) and how they fulfill human needs	Describe	Understand	2
the causes, consequences and possible resolutions of cultural conflicts	Determine	Evaluate	3

**Essential Questions:**

1. How have African-Americans continued to play an important role in the political process and outcomes of the United States?
2. How has a modern black culture developed as a form of popular expression in United States?
3. How has the continent of Africa changed and developed over the last half century?

**Enduring Understanding/Big Ideas:**

1. African-Americans play a pivotal role in modern politics through leaders like Jesse Jackson and President Barack Obama, who both have invigorated the black community and others into political action and awareness.
2. Black culture has further developed new forms of popular expression through hip-hop, rap, R-n-B, slam poetry and comedy. This expression sometimes is seen as a form of protest against discrimination and racism that exist in American society.
3. African leaders and nations have experienced challenges and victories through the last 50 years, with examples of both like Nelson Mandela and the end of Apartheid as well as the Rwandan genocide.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"><li>● Apartheid</li><li>● Nelson Mandela</li><li>● Rwandan Genocide</li></ul>	<ul style="list-style-type: none"><li>● Affirmative Action</li><li>● Affordable Healthcare Act</li><li>● Barack Obama</li><li>● Black Lives Matter Movement</li><li>● Cbc</li><li>● Colin Powell</li><li>● Condoleezza Rice</li><li>● Jesse Jackson</li><li>● Michelle Obama</li><li>● Million Man March</li><li>● Rainbow Coalition</li><li>● Rap</li><li>● Rodney King Incident</li><li>● Transafrica</li></ul>

**Resources for Vocabulary Development:** African-American History by Hine, Hine, Harrold. (Prentice Hall, 2006)

## Topic 1: Modern Black Politics

### **Engaging Experience 1**

**Title:** Obama's Words

**Suggested Length of Time:** 1 Day

### **Standards Addressed**

#### *Priority:*

- Assess the changing roles of government (SS1 1.6)
  - philosophy; limits; duties
- Explain the relevance and connection of constitutional principles in the following documents (SS1 1.5, 1.6, 1.10, 3.5):
  - U.S. Constitution; Federalist Papers; Amendments to Constitution, emphasizing Bill of Rights; Key Supreme Court decisions *Marbury v. Madison*, *McCulloch v. Maryland*, *Miranda v. Arizona*, *Plessy v. Ferguson*, *Brown v. Topeka Board of Education*
- Analyze the evolution of American democracy, its ideas, institutions and political processes, including (SS3 1.6, 1.9):
  - Constitution and amendments; struggle for civil rights; expanding role of government
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)

#### *Supporting:*

- Apply the following principles of republic to historical and contemporary issues: (SS1 3.5, 1.10)
  - checks and balances; separation of powers; federalism; representation; popular sovereignty; due process of law; judicial review
- Determine the civic responsibilities of individual citizens (SS1 4.2)
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6)
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)

**Detailed Description/Instructions:** Using two of President Barack Obama's prominent speeches - at the 2004 Democratic National Convention and after his election in 2008 - students will analyze how far race relations have come U.S. history and how far we still have yet to go in a class discussion

**Bloom's Levels:** Analyze

**Webb's DOK:** 4

**Rubric:** class participation

## Topic 2: Culture and Expression



### **Engaging Experience 1**

**Title:** History of Hip - Hop

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

##### *Priority:*

- Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology) (SS3 1.9, 1.10)
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

##### *Supporting:*

- Explain how technology has expanded people's capacity to modify the physical environment (SS5 1.10)
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
  - Identify trends and forecast possibilities.

**Detailed Description/Instructions:** Using YouTube and online resources, the teacher can prepare a lesson centered on the evolution of hip-hop over the course of the last 30-40 years, and even draw into its musical roots within slave culture, jazz music and ragtime as a progression to spoken word poetry and hip-hop or RnB. The teacher selected videos are must here though to avoid any inappropriate language or images. Student write a short reflection as an "exit ticket" type objective summarizing the roots and history of this modern form of musical expression.

**Bloom's Levels:** Understand

**Webb's DOK:** 3

**Rubric:** class participation



## **Engaging Experience 2**

**Title:** Social Media as part of contemporary culture

**Suggested Length of Time:** 1-2 Days

### **Standards Addressed**

#### *Priority:*

- Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology) (SS3 1.9, 1.10)
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

#### *Supporting:*

- Determine the civic responsibilities of individual citizens (SS1 4.2)
- Explain how technology has expanded people's capacity to modify the physical environment (SS5 1.10)
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6)
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
  - Identify trends and forecast possibilities.

**Detailed Description/Instructions:** Students will search social media using specific hashtags (ex. #blacklivesmatter) to get a grasp of the immediacy with which racial issues can be confronted or exposed. Provide a stark contrast to the previous eras where newspapers and news networks covered topics with information only accessible at certain times (after paper publication or during the news hour on TV). Also an excellent opportunity to talk about bias in reporting.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 4

**Rubric:** to be created

## Topic 3: Modern Africa



### **Engaging Experience 1**

**Title:** Researching Modern Africa

**Suggested Length of Time:** 2-3 Days

#### **Standards Addressed**

##### *Priority:*

- Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world (SS5 1.6)
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6)
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
- Describe major effects of changes in patterns of the movement of people, products and ideas (SS5 1.6)
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10)
- Determine the causes, consequences and possible resolutions of cultural conflicts (SS6 3.6)

##### *Supporting:*

- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6)
- Distinguish between and analyze primary sources and secondary sources (SS7 1.7, 1.5)
- Evaluate European and Japanese imperialism of the late 19<sup>th</sup> and 20<sup>th</sup> century and the independence movements in Africa and Asia: causes, reactions, short- and long-term consequences (SS3 1.9, 1.6, 3.8)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

**Detailed Description/Instructions:** Students are put into small group and assigned a particular region or nation in Africa to research and summarize key events and developments over the last 50 years for that particular area. They will create a multimedia presentation via google and be responsible for presenting their area to the class in a brief 5-10 minute presentation.

**Bloom's Levels:** Create

**Webb's DOK:** 4

**Rubric:** to be created

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Where do we go from here?

Students will be challenged to create their own contemporary form of expression (rap, spoken word poetry, song, etc.) to express the history of and sentiment for the future of African-Americans in the United States. They will perform as individuals for the class. Ground rules are basic: all material must be presented in a school appropriate manner without foul language or use of racial slurs and should be no longer than 5 minutes.

**Rubric for Engaging Scenario:** To be created

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Obama's Words	Using two of President Barack Obama's prominent speeches - at the 2004 Democratic National Convention and after his election in 2008 - students will analyze how far race relations have come U.S. history and how far we still have yet to go in a class discussion	1 Day
2	History of Hip - Hop 	Using YouTube and online resources, the teacher can prepare a lesson centered on the evolution of hip-hop over the course of the last 30-40 years, and even draw into its musical roots within slave culture, jazz music and ragtime as a progression to spoken word poetry and hip-hop or RnB. The teacher selected videos are must here though to avoid any inappropriate language or images. Student write a short reflection as an "exit ticket" type objective summarizing the roots and history of this modern form of musical expression.	1 Day
2	Social Media as part of contemporary culture 	Students will search social media using specific hashtags (ex. #blacklivesmatter) to get a grasp of the immediacy with which racial issues can be confronted or exposed. Provide a stark contrast to the previous eras where newspapers and news networks covered topics with information only accessible at certain times (after paper publication or during the news hour on TV). Also an excellent opportunity to talk about bias in reporting.	1-2 Days
3	Researching Modern Africa 	Students are put into small group and assigned a particular region or nation in Africa to research and summarize key events and developments over the last 50 years for that particular area. They will create a multimedia presentation via google and be responsible for presenting their area to the class in a brief 5-10 minute presentation.	2-3 Days

# Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

## **Symbols:**



This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.