High School African 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:

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<td>Successes and Struggles in a Post-Slavery Society</td>
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<td>Topic 1: WWII, Topic 2: Civil Rights</td>
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Curriculum Revision Tracking

Spring, 2018

All Units:
- Updated ISTE Standards
- Updated Missouri Learning Standards
- Updated Teaching Tolerance Standards
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:**
- 9-12.WH.1.G.C Locate major cities of the world and key world nations; the world’s continents, and oceans; and major topographical features of the world.
- 9-12.WH.3.CC.C Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.
- 9-12.WH.3.CC.B Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas.
- 9-12.WH.5.CC.C Analyze the varying process of colonization and decolonization to compare their impact on and legacies in the world today.
- 9-12.WH.3.EC.C Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.
- 9-12.WH.2.EC.A Analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China.
- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.WH.3.EC.B Compare the origins, development and effects of coercive labor systems in Asia, Africa, Europe and the Americas.
- 9-12.WH.3.G.A Analyze physical geography to explain the availability and movement of resources.
- 9-12.WH.5.CC.C Analyze the varying process of colonization and decolonization to compare their impact on and legacies in the world today.
Supporting Standards for unit:
- 9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.
- 9-12.WH.1.PC.A Using a world history lens, describe how peoples’ perspectives shaped the sources/artifacts they created.
- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.WH.5.CC.C Analyze the varying process of colonization and decolonization to compare their impact on and legacies in the world today.
- 9-12.AH.1.PC.B Using a United States’ historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>the changing character of American society and culture</td>
<td>Describe</td>
<td>Understand</td>
<td>1</td>
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<tr>
<td>major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world</td>
<td>Distinguish</td>
<td>Understand</td>
<td>2</td>
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<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Compare</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Contrast</td>
<td>Analyze</td>
<td>3</td>
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<tr>
<td>Essential Questions:</td>
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<tr>
<td>1. How did culture develop in Africa prior to the slave trade?</td>
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<td>2. Why was there such a demand for slave labor in the new world?</td>
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<td>3. How was African culture transmitted to the new world?</td>
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<thead>
<tr>
<th>Enduring Understanding/Big Ideas:</th>
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</thead>
<tbody>
<tr>
<td>1. African Kingdoms had patriarchal structure and a variety of religious traditions, including Islam.</td>
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<tr>
<td>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.</td>
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<td>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.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Unit Vocabulary:</th>
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<tbody>
<tr>
<td><strong>Academic Cross-Curricular Words</strong></td>
<td><strong>Content/Domain Specific</strong></td>
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<tr>
<td>● Patrilineal</td>
<td>● Sudan</td>
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<tr>
<td>● Matrilineal</td>
<td>● Sub-Saharan</td>
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<tr>
<td>● Indigenous</td>
<td>● Berbers</td>
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<td>● Indentured Servant</td>
<td>● Griots</td>
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<tr>
<td>● Creoles</td>
<td>● Atlantic Slave Trade</td>
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<tr>
<td>● Miscegenation</td>
<td>● Chattel</td>
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<td>● Assimilation</td>
<td>● Asiento</td>
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<td>● Triangular Trade</td>
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<td>● Middle Passage</td>
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<td>● Planters</td>
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<td>● Low Country</td>
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<td>● Fictive Kin Relationships</td>
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</tbody>
</table>
Engaging Experience 1

Title: “ROOTS” Dialectical Journal

Suggested Length of Time: 1 Day

Standards Addressed

Priority:
- 9-12.WH.1.G.C Locate major cities of the world and key world nations; the world’s continents, and oceans; and major topographical features of the world.
- 9-12.WH.3.CC.C Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.
- 9-12.WH.3.CC.B Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas.
- 9-12.WH.5.CC.C Analyze the varying process of colonization and decolonization to compare their impact on and legacies in the world today.
- 9-12.WH.3.EC.C Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.
- 9-12.WH.2.EC.A Analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China.

Supporting:
- 9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.
- 9-12.WH.1.PC.A Using a world history lens, describe how peoples’ perspectives shaped the sources/artifacts they created.
- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

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
Engaging Experience 2
Title: Primary Source Analysis
Suggested Length of Time: 30 Minutes

Standards Addressed

Priority:
- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Supporting:
- 9-12.WH.1.PC.A Using a world history lens, describe how peoples’ perspectives shaped the sources/artifacts they created.

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


Topic 2: Slave Trade

Engaging Experience 1
Title: Atlantic Slave Trade Presentations
Suggested Length of Time: 2 Days

Standards Addressed

**Priority:**

- 9-12.WH.5.CC.C Analyze the varying process of colonization and decolonization to compare their impact on and legacies in the world today.
- 9-12.WH.2.EC.A Analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China.
- 9-12.WH.3.EC.B Compare the origins, development and effects of coercive labor systems in Asia, Africa, Europe and the Americas.
- 9-12.WH.3.G.A Analyze physical geography to explain the availability and movement of resources.
- 9-12.WH.3.EC.C Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.
- 9-12.AH.6.G.A Analyze physical geography to understand the availability and movement of resources in this era.

**Supporting:**

- 9-12.WH.5.CC.C Analyze the varying process of colonization and decolonization to compare their impact on and legacies in the world today.
- 9-12.AH.1.PC.B Using a United States’ historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.AH.2.PC.A Analyze patterns of immigration to determine their effects on economic, cultural, and political developments.
- 9-12.AH.6.GS.A Evaluate the effectiveness of organizations, groups, agreements, and treaties to promote cooperation and maintain international order.
- 9-12.AH.6.PC.A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.
• ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
• ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
• ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**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

**Engaging Experience 2**

**Title:** Dutch Slaver Document Analysis

**Suggested Length of Time:** 30 Minutes

**Standards Addressed**

**Priority:**

- 9-12.AH.6.G.A Analyze physical geography to understand the availability and movement of resources in this era.
- 9-12.AH.6.PC.A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.

**Supporting:**

- 9-12.WH.4.G.B Extrapolate the push-pull factors created by revolutions to determine their impacts on population distribution, settlements, and migrations.
**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:

- 9-12.WH.1.PC.A Using a world history lens, describe how peoples’ perspectives shaped the sources/artifacts they created.
- 9-12.WH.3.EC.B Compare the origins, development and effects of coercive labor systems in Asia, Africa, Europe and the Americas.
- 9-12.WH.3.G.A Analyze physical geography to explain the availability and movement of resources.
- 9-12.WH.5.CC.C Analyze the varying process of colonization and decolonization to compare their impact on and legacies in the world today.
- 9-12.AH.1.PC.B Using a United States’ historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Supporting:

- 9-12.AH.6.GS.A Evaluate the effectiveness of organizations, groups, agreements, and treaties to promote cooperation and maintain international order.
- 9-12.AH.6.PC.A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

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
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.”
## Summary of Engaging Learning Experiences for Topics

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<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
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<tr>
<td>Africa</td>
<td>“ROOTS” Dialectical Journal</td>
<td>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).</td>
<td>1 Day</td>
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<td>Africa</td>
<td>Primary Source Analysis</td>
<td>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.</td>
<td>30 Minutes</td>
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<td>Slave Trade</td>
<td>Atlantic Slave Trade Presentations</td>
<td>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.</td>
<td>2 Days</td>
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### Slave Trade
- **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 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.

### New World
- **Mapping Activity**
  - 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.
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:
- 9-12.GV.4.PC.C Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.
- 9-12.AH.2.PC.A Analyze patterns of immigration to determine their effects on economic, cultural, and political developments.
- 9-12.WH.3.EC.B Compare the origins, development and effects of coercive labor systems in Asia, Africa, Europe and the Americas.
- 9-12.GV.3.EC.B Analyze the changing roles of government in the economy throughout United States history.
- 9-12.GV.4.PC.C Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.
- 9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation
- 9-12.GV.2.CC.C Evaluate the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British rule.
- 9-12.WH.4.PC.A Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo.
- 9-12.AH.2.GS.B Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves.
- 9-12.AH.3.GS.A Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.
Supporting Standards for unit:

- 9-12.WH.5.G.B Explain how technology has reduced barriers and expanded peoples’ capacity to make use of, or modify, the physical environment.
- 9-12.AH.2.PC.E Trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States.
- 9-12.GV.4.GS.C Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level.
- 9-12.WH.4.GS.C Compare and contrast government systems resulting from political revolutions.
- 9-12.GV.2.G.A Analyze how geography of North America influenced the governmental systems which developed there.
- 9-12.GV.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.
- 9-12.AH.6.PC.A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.
- 9-12.GV.3.CC.A Explain how the central debates of the Constitutional Convention were resolved.
- 9-12.GV.3.CC.B Explain how concerns over a strong central government were addressed to provide for ratification of the Constitution.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
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<td>Assess</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>the relevance and connection of constitutional principles</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>the evolution of American democracy, its ideas, institutions and political processes</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
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<td>the changing character of American society and culture</td>
<td>Describe</td>
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<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
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<tr>
<td>the consequences that can occur</td>
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<td>Evaluate</td>
<td>4</td>
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<tr>
<td>the following in the context of the historical period being studied</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>major effects of changes in patterns of the movement of people, products and ideas</td>
<td>Describe</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>the major social institutions and how they fulfill human needs</td>
<td>Describe</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>the causes, consequences and possible resolutions of cultural conflicts</td>
<td>Determine</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>

**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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Sovereignty</td>
<td>● Crispus Attucks</td>
</tr>
<tr>
<td>● Immigrants</td>
<td>● Emancipation</td>
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<tr>
<td>● Three-fifths Clause</td>
<td>● Abolition</td>
</tr>
<tr>
<td>● Manumission</td>
<td>● Fugitive Slave Act</td>
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<tr>
<td>● Patriarchy</td>
<td>● Cotton Gin</td>
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<tr>
<td>● Antebellum</td>
<td>● American Colonization Society</td>
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<td>● Paternalism</td>
<td>● Liberia</td>
</tr>
<tr>
<td>● Market Revolution</td>
<td>● Missouri Compromise</td>
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<tr>
<td>● suffrage</td>
<td>● Varieties of Slavery</td>
</tr>
<tr>
<td>● franchise</td>
<td>● Jumping the Broom</td>
</tr>
<tr>
<td>● Manifest Destiny</td>
<td>● Peculiar Institution</td>
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<tr>
<td>● Nativism</td>
<td>● Gabriel’s Conspiracy</td>
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<td></td>
<td>● <em>The Liberator</em></td>
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<td></td>
<td>● <em>North Star</em></td>
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<td></td>
<td>● Moral Suasion</td>
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<td></td>
<td>● <em>Amistad</em></td>
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<td></td>
<td>● Slave Catchers</td>
</tr>
</tbody>
</table>

Topic 1: Economics of Slavery

Engaging Experience 1
Title: Types of Slavery Comparison
Suggested Length of Time: 45 Minutes
Standards Addressed

Priority:
  ● 9-12.GV.4.PC.C Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.
  ● 9-12.AH.2.PC.A Analyze patterns of immigration to determine their effects on economic, cultural, and political developments.

Supporting:
  ● 9-12.WH.5.G.B Explain how technology has reduced barriers and expanded peoples’ capacity to make use of, or modify, the physical environment.
  ● 9-12.AH.2.PC.E Trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States.
  ● ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

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:
  ● 9-12.WH.3.EC.B Compare the origins, development and effects of coercive labor systems in Asia, Africa, Europe and the Americas.

Supporting:
  ● 9-12.AH.6.PC.A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.
**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
**Engaging Experience 1**

**Title:** 12 Years a Slave - Film Analysis  
**Suggested Length of Time:** 2 Days  
**Standards Addressed**

**Priority:**  
- 9-12.GV.3.EC.B Analyze the changing roles of government in the economy throughout United States history.  
- 9-12.GV.4.PC.C Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.  
- 9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation  

**Supporting:**  
- 9-12.GV.4.GS.C Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level.  
- 9-12.WH.4.GS.C Compare and contrast government systems resulting from political revolutions.  
- 9-12.GV.2.G.A Analyze how geography of North America influenced the governmental systems which developed there.  
- 9-12.GV.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.

**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

**Engaging Experience 2**

**Title:** “Digital History” Synthesis Activity  
**Suggested Length of Time:** 30 Minutes  
**Standards Addressed**

**Priority:**  
- 9-12.WH.3.EC.C Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.
● 9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation

Supporting:
● 9-12.AH.2.PC.D Explain the varying impact of industrialization on culture, work, education and other social institutions.

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
Engaging Experience 1
Title: Abolitionist Advertisement Activity
Suggested Length of Time: 1 Day
Standards Addressed

Priority:

- 9-12.GV.2.CC.C Evaluate the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British rule.
- 9-12.WH.4.PC.A Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo.
- 9-12.AH.2.GS.B Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves.
- 9-12.AH.3.GS.A Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.

Supporting:

- 9-12.GV.3.CC.A Explain how the central debates of the Constitutional Convention were resolved.
- 9-12.GV.3.CC.B Explain how concerns over a strong central government were addressed to provide for ratification of the Constitution.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

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

**Engaging Experience 2**  
**Title:** Up From Slavery - Rebellions Episode - Odds of Success group activity  
**Suggested Length of Time:** 45 Minutes  
**Standards Addressed**

*Priority:*
- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person’s roles in society and social institutions.
- 9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation.
- 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.
- 9-12.GV.4.PC.C Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.

*Supporting:*
- 9-12.GV.2.CC.B Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals.

**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:
- 9-12.GV.3.GS.B Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.
- 9-12.AH.5GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- 9-12.GV.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.

Supporting:
- 9-12.GV.2.GS.C Describe the strengths and weaknesses of the Articles of Confederation to explain its failure as a national government.

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:
- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person’s roles in society and social institutions.
- 9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation.
● 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.
● 9-12.GV.4.PC.C Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.

Supporting:
● 9-12.AH.5GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
● 9-12.GV.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.

**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
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 forEngaging Scenario: To be created, based on class and individual participation in seminar discussion.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics of Slavery</td>
<td>Types of Slavery Comparison</td>
<td>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.</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>Economics of Slavery</td>
<td>Population Density Maps Comparison</td>
<td>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.</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>Slave and Black Culture</td>
<td>12 Years a Slave - Film Analysis</td>
<td>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.</td>
<td>2 Days</td>
</tr>
<tr>
<td>Slave and Black Culture</td>
<td>“Digital History” Synthesis Activity</td>
<td>Using “Digital History” <a href="http://www.digitalhistory.uh.edu/era.cfm?eraID=6&amp;smtid=2">link</a>, have students read over Slave Family Life and Slave Culture in pairs, one reading each topic. Each partner will then...</td>
<td>30 Minutes</td>
</tr>
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</table>
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.

<table>
<thead>
<tr>
<th>Resistance to Slavery</th>
<th>Abolitionist Advertisement Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
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<td>1 Day</td>
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<table>
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<th>Resistance to Slavery</th>
<th>Up From Slavery - Rebellions Episode - Odds of Success group activity</th>
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<td></td>
<td>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.</td>
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<tr>
<th>Politics of Slavery</th>
<th>30 Second Debates - Constitutionality of Slavery</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will adopt pro-slavery and anti-slavery 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</td>
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<td></td>
<td>45 Minutes</td>
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</table>
“debate” with each other in class regarding the statements and their supporting details.

<table>
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<th>Economics of Slavery</th>
<th>Frederick Douglass 4th of July Speech</th>
</tr>
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<td></td>
<td>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.</td>
</tr>
</tbody>
</table>
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 around 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:**

- 9-12.GV.3.GS.B Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.
- 9-12.AH.5GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- 9-12.GV.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.
- 9-12.AH.2.CC.A Compare and contrast the plans for and results of political reintegration of Southern states after the Civil War.
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.2.GS.A Analyze the period of Reconstruction to determine its effect on separation of powers checks and balances power of the central government.

**Supporting Standards for unit:**

- 9-12.GV.3.CC.D Analyze the changing relationship between state and federal governmental powers.
- 9-12.GV.3.GS.A Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.
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:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular Sovereignty</td>
<td>Free-Soil Party</td>
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<td>Compromise of 1850</td>
<td>Uncle Tom’s Cabin</td>
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<td>Homestead Act</td>
<td>Confiscation Act</td>
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<td>Carpetbaggers</td>
<td>Assault on Battery Wagner</td>
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<td>Scalawags</td>
<td>Emancipation Proclamation</td>
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<td>Reconstruction</td>
<td>Freedmen’s Bureau</td>
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<td>Sharecropping</td>
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<td>15th Amendment</td>
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<td>Black Codes</td>
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<td>Ku Klux Klan</td>
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<td>Enforcement Acts</td>
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<td></td>
<td>Civil Rights Act of 1875</td>
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</tbody>
</table>

**Engaging Experience 1**

**Title:** Top Ten and Defend Activity

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- 9-12.GV.3.GS.B Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.
- 9-12.AH.5GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- 9-12.GV.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.
- 9-12.AH.2.CC.A Compare and contrast the plans for and results of political reintegration of Southern states after the Civil War.
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.2.GS.A Analyze the period of Reconstruction to determine its effect on separation of powers checks and balances power of the central government.

*Supporting:*

- 9-12.GV.3.CC.D Analyze the changing relationship between state and federal governmental powers.
- 9-12.GV.3.GS.A Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.

**Detailed Description/Instruction:** Students will use their textbook and the chapter covering the events leading up to the Civil War to identify their belief 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
**Engaging Experience 1**

**Title:** Glory Film Activity - “One Pager”  
**Suggested Length of Time:** 2-3 Days  

**Standards Addressed**

*Priority:*

- 9-12.GV.3.GS.B Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.
- 9-12.AH.2.CC.A Compare and contrast the plans for and results of political reintegration of Southern states after the Civil War.
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.

*Supporting:*

- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.

**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

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**Engaging Experience 2**

**Title:** Lincoln’s Words  
**Suggested Length of Time:** 1 Day  

**Standards Addressed**

*Priority:*

- 9-12.GV.3.GS.B Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.
- 9-12.AH.2.CC.A Compare and contrast the plans for and results of political reintegration of Southern states after the Civil War.
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.

Supporting:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

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
Topic 3: Reconstruction

Engaging Experience 1
Title: Freedman’s Bureau Cartoon Analysis

Suggested Length of Time: 30 Minutes

Standards Addressed

Priority:
- 9-12.GV.3.GS.B Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.
- 9-12.GV.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.
- 9-12.AH.2.CC.A Compare and contrast the plans for and results of political reintegration of Southern states after the Civil War.
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.2.GS.A Analyze the period of Reconstruction to determine its effect on separation of powers checks and balances power of the central government.

Supporting:
- 9-12.GV.3.CC.D Analyze the changing relationship between state and federal governmental powers.
- 9-12.GV.3.GS.A Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.

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.
Engaging Experience 2

Title: Reconstruction Amendments

Suggested Length of Time: 30 Minutes

Standards Addressed

Priority:

- 9-12.AH.5GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- 9-12.GV.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.
- 9-12.GV.3.CC.D Analyze the changing relationship between state and federal governmental powers.

Supporting:

- 9-12.GV.3.GS.A Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.

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

(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)
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division</td>
<td>Top Ten and Defend Activity</td>
<td>Students will use their textbook and the chapter covering the events leading up to the Civil War to identify their belief 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.</td>
<td>1 Day</td>
</tr>
<tr>
<td>Civil War</td>
<td>Glory Film Activity - “One Pager”</td>
<td>As students watch the film <em>Glory</em> 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</td>
<td>2-3 Days</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Civil War</th>
<th>Lincoln’s Words</th>
<th>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.</th>
<th>1 Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reconstruction</td>
<td>Freedman’s Bureau Cartoon Analysis</td>
<td>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.</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>Reconstruction</td>
<td>Reconstruction Amendments</td>
<td>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:</td>
<td>30 Minutes</td>
</tr>
</tbody>
</table>
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.
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 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:
● 9-12.GV.3.GS.B Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.
● 9-12.AH.5GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
● 9-12.GV.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.
● 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
● 9-12.AH.4.PC.C Evaluate the effects of the Great Depression and WWII on women, families, and minorities.
● 9-12.GV.3.EC.B Analyze the changing roles of government in the economy throughout United States history.
● 9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation.
● 9-12.WH.1.PC.A Using a world history lens, describe how peoples’ perspectives shaped the sources/artifacts they created.
● 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
● 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 are connected to changing identity and culture.
● 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.

Supporting Standards for unit:
● 9-12.GV.3.CC.D Analyze the changing relationship between state and federal governmental powers.
- 9-12.GV.3.GS.A Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.
- 9-12.GV.4.PC.C Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

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

| the causes, consequences and possible resolutions of cultural conflicts | Describe | Understand | 2 |

| 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: |
|---|---|
| Academic Cross-Curricular Words | Content/Domain Specific |
| Segregation | sharecropping |
| Grandfather clause | Plessy v Ferguson |
| apartheid | Jim Crow |
| Social Darwinism | lynching |
| Progressive Movement | Exodusters |
| Great Depression | Convict Lease System |
| New Deal | Debt Peonage |
| Diaspora | talented tenth |

Board Approved: May 12, 2016
Board Approved with Revisions: May 10, 2018
- Tuskegee Movement
- Niagara Movement
- NAACP
- Great Migration
- Harlem Renaissance
- UNIA
- biracial
- Black Cabinet
- Scottsboro Boys case
- Race Films
- Mammy
- Nation of Islam

**Resources for Vocabulary Development:**
Topic 1: Imperialism and Africa

Engaging Experience 1
Title: Mapping Activity
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.

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
Engaging Experience 1
Title: “Slavery by Another Name” Webquest
Suggested Length of Time: 2-3 Days
Standards Addressed

Priority:

- 9-12.GV.3.GS.B Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.
- 9-12.AH.5GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- 9-12.GV.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.

Supporting:

- 9-12.GV.3.CC.D Analyze the changing relationship between state and federal governmental powers.
- 9-12.GV.3.GS.A Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

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
**Engaging Experience 2**

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

**Suggested Length of Time:** 1 Day

**Standards Addressed**

**Priority:**
- 9-12.AH.5GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- 9-12.GV.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation

**Supporting:**
- 9-12.GV.3.EC.B Analyze the changing roles of government in the economy throughout United States history.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**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
Engaging Experience 3
Title: *Plessy v Ferguson* prediction activity

**Suggested Length of Time:** 45 Minutes

**Standards Addressed**

*Priority:*
- 9-12.AH.5GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- 9-12.GV.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation

*Supporting:*
- 9-12.GV.3.EC.B Analyze the changing roles of government in the economy throughout United States history.

**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
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:

- 9-12.AH.5GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- 9-12.GV.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation

Supporting:

- 9-12.GV.3.EC.B Analyze the changing roles of government in the economy throughout United States history.

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:

● 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
● 9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation

Supporting:

● 9-12.GV.3.EC.B Analyze the changing roles of government in the economy throughout United States history.

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
Engaging Experience 1
Title: Music and Literature of the Harlem Renaissance
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- 9-12.WH.1.PC.A Using a world history lens, describe how peoples’ perspectives shaped the sources/artifacts they created.
- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Supporting:
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

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

Engaging Experience 2
Title: Poetry from the Harlem Renaissance
Suggested Length of Time: 45 Minutes
Standards Addressed

Priority:
- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 are connected to changing identity and culture.
- 9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.
**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
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.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imperialism and Africa</td>
<td>Mapping Activity</td>
<td>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.</td>
<td>1 Day</td>
</tr>
<tr>
<td>Politics of Segregation</td>
<td>“Slavery by Another Name” Webquest</td>
<td>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.</td>
<td>2-3 Days</td>
</tr>
<tr>
<td>Politics of Segregation</td>
<td>Marcus Garvey’s Back to Africa Movement</td>
<td>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.</td>
<td>1 Day</td>
</tr>
<tr>
<td>Politics of Segregation</td>
<td><em>Plessy v Ferguson</em> prediction activity</td>
<td>Students will read a short summary of the history and decision regarding the landmark <em>Plessy v Ferguson</em> 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.</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>Views on African-American Rights</td>
<td>Washington and Du Bois Seminar</td>
<td>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.</td>
<td>1 Day</td>
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</tr>
<tr>
<td>Demographic Trends</td>
<td>Great Migration Activity</td>
<td>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.</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>Black Culture</td>
<td>Music and Literature of the Harlem Renaissance</td>
<td>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.</td>
<td>2 Days</td>
</tr>
<tr>
<td>Black Culture</td>
<td>Poetry from the Harlem Renaissance</td>
<td>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.</td>
<td>45 Minutes</td>
</tr>
</tbody>
</table>
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:
- 9-12.AH.4.CC.D Evaluate the motivations for United States’ abandonment of isolationism and entry into WWII.
- 9-12.AH.4.CC.E Evaluate the impact of U.S. participation in WWII and the resulting new role in the post-war world home and abroad.
- 9-12.AH.4.GS.B Evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals.
- 9-12.AH.4.PC.C Evaluate the effects of the Great Depression and WWII on women, families, and minorities.

Supporting Standards for unit:
- 9-12.AH.4.GS.C Determine the lasting impact of the New Deal and WWII on principles of government, including separation of powers, checks and balances judicial review, and limited government.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

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<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
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<th>Bloom’s Taxonomy Levels</th>
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<tbody>
<tr>
<td>the changing roles of government</td>
<td>Assess</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>the relevance and connection of constitutional principles</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>the evolution of American democracy, its ideas, institutions and political processes</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
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<td>Describe</td>
<td>Understand</td>
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major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world

<table>
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<tr>
<th>the consequences that can occur</th>
<th>Distinguish</th>
<th>Understand</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>the following in the context of the historical period being studied</td>
<td>Predict</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects</td>
<td>Apply</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>the major social institutions (family, education, religion, economy and government) and how they fulfill human needs</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>the causes, consequences and possible resolutions of cultural conflicts</td>
<td>Describe</td>
<td>Understand</td>
<td>2</td>
</tr>
</tbody>
</table>

**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 Blank 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:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Cold War</td>
<td>● March on Washington Movement</td>
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<td>● Civil Rights Movement</td>
<td>● The Negro Soldier</td>
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<td>● Passive Resistance</td>
<td>● Tuskegee Airmen</td>
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<td>● John F. Kennedy</td>
<td>● CORE</td>
</tr>
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<td>● Lyndon Baines Johnson</td>
<td>● Brown v. Board of Education</td>
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<td>● Kerner Commission</td>
<td>● Montgomery Bus Boycott</td>
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<td>● Great Society</td>
<td>● Rosa Parks</td>
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<td>● War on Poverty</td>
<td>● Martin Luther King Jr.</td>
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<td>● Vietnam</td>
<td>● Medgar Evers</td>
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<td>● Tet Offensive</td>
<td>● Little Rock Nine</td>
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<td>● Robert Kennedy</td>
<td>● James Meredith</td>
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<td>● SCLC</td>
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<td></td>
<td>● SNCC</td>
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<td></td>
<td>● Civil Rights Acts</td>
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<td>● Freedom Rides</td>
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<td>● Freedom Summer</td>
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<td>● Albany Movement</td>
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<td>● Children’s Crusade</td>
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<td>● MFDP</td>
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<td>● Bloody Sunday</td>
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<td>● Voting Rights Act</td>
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<td></td>
<td>● Black Power</td>
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<tr>
<td></td>
<td>● Stokely Carmichael</td>
</tr>
<tr>
<td></td>
<td>● Malcolm X</td>
</tr>
<tr>
<td></td>
<td>● Black Panthers</td>
</tr>
<tr>
<td></td>
<td>● Orangeburg Massacre</td>
</tr>
</tbody>
</table>

Topic 1: WWII

Engaging Experience 1
Title: The Tuskegee Airmen - One Pager
Suggested Length of Time: 2-3 Days
Standards Addressed

Priority:
- 9-12.AH.4.CC.D Evaluate the motivations for United States’ abandonment of isolationism and entry into WWII.
- 9-12.AH.4.CC.E Evaluate the impact of U.S. participation in WWII and the resulting new role in the post-war world home and abroad.
- 9-12.AH.4.GS.B Evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals.
- 9-12.AH.4.PC.C Evaluate the effects of the Great Depression and WWII on women, families, and minorities.

Supporting:
- 9-12.AH.4.GS.C Determine the lasting impact of the New Deal and WWII on principles of government, including separation of powers, checks and balances judicial review, and limited government.

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

Engaging Experience 2
Title: Segregation of Troops
Suggested Length of Time: 30 Minutes
Standards Addressed

Priority:
- 9-12.AH.4.GS.B Evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals.
**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:
- 9-12.GV.3.CC.D Analyze the changing relationship between state and federal governmental powers.
- 9-12.GV.3.GS.A Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.
- 9-12.AH.5GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- 9-12.GV.3.GS.E Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.

Supporting:
- 9-12.GV.4.PC.C Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.

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 a 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

Engaging Experience 2
Title: Timeline Activity
Suggested Length of Time: 3 Days
Standards Addressed

Priority:
- 9-12.GV.3.CC.D Analyze the changing relationship between state and federal governmental powers.
● 9-12.GV.3.GS.A Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.
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● 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.

Supporting:
● 9-12.GV.4.PC.C Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.
● ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

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**

(A 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.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tr>
<td>WWII</td>
<td><em>The Tuskegee Airmen</em> - One Pager</td>
<td>This is a repeated exercise from Unit 3, just switching out the film. As students watch the film <em>The Tuskegee Airmen</em> 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.</td>
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<td>WWII</td>
<td>Segregation of Troops</td>
<td>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.</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>Civil Rights</td>
<td>Eyes on the Prize Journal</td>
<td>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</td>
<td>5 Days</td>
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reflection piece over the struggle for Civil Rights during the 1950s until the 1970s. The journal entries can be a 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.

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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:
- 9-12.GV.3.CC.D Analyze the changing relationship between state and federal governmental powers.
- 9-12.GV.4.GS.C Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level.
- 9-12.WH.1.PC.A Using a world history lens, describe how peoples’ perspectives shaped the sources/artifacts they created.
- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.AH.2.PC.D Explain the varying impact of industrialization on culture, work, education and other social institutions.

Supporting Standards for unit:
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.3.EC.C Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
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<tr>
<td>the causes, consequences and possible resolutions of cultural conflicts</td>
<td>Determine</td>
<td>Evaluate</td>
<td>3</td>
</tr>
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</table>

**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:**

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<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
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<tr>
<td>• Nelson Mandela</td>
<td>• Jesse Jackson</td>
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<td>• Apartheid</td>
<td>• Affirmative Action</td>
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<tr>
<td>• Rwandan Genocide</td>
<td>• TransAfrica</td>
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<td>• Rainbow Coalition</td>
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<td>• CBC</td>
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<td></td>
<td>• Colin Powell</td>
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<td>• Condoleezza Rice</td>
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<td>• Barack Obama</td>
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<td>• Michelle Obama</td>
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<td>• Million Man March</td>
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<td>• Rap</td>
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<td></td>
<td>• Rodney King Incident</td>
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<td></td>
<td>• Black Lives Matter Movement</td>
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<td></td>
<td>• Affordable Healthcare Act</td>
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</tbody>
</table>

Topic 1: Modern Black Politics

Engaging Experience 1
Title: Obama’s Words
Suggested Length of Time: 1 Day

Standards Addressed

Priority:
- 9-12.GV.3.CC.D Analyze the changing relationship between state and federal governmental powers.
- 9-12.GV.4.GS.C Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level.
- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Supporting:
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.

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:
- 9-12.WH.1.PC.A Using a world history lens, describe how peoples’ perspectives shaped the sources/artifacts they created.
- 9-12.AH.2.PC.D Explain the varying impact of industrialization on culture, work, education and other social institutions.

Supporting:
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.3.EC.C Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Using Youtube and online resources, the teacher can prepare a lesson centered around 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 an 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:
- 9-12.WH.1.PC.A Using a world history lens, describe how peoples’ perspectives shaped the sources/artifacts they created.
● 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
● 9-12.AH.2.PC.D Explain the varying impact of industrialization on culture, work, education and other social institutions.

Supporting:
● ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals

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 newshour on TV). Also an excellent opportunity to talk about bias in reporting.

Bloom’s Levels: Evaluate
Webb’s DOK: 4
Engaging Experience 1
Title: Researching Modern Africa
Suggested Length of Time: 2-3 Days
Standards Addressed

Priority:
- 9-12.WH.1.PC.A Using a world history lens, describe how peoples’ perspectives shaped the sources/artifacts they created.
- 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.AH.2.PC.D Explain the varying impact of industrialization on culture, work, education and other social institutions.

Supporting:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

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 slideshare 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
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.
<table>
<thead>
<tr>
<th>Topic</th>
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<td>Modern Black Politics</td>
<td>Obama’s Words</td>
<td>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</td>
<td>1 Day</td>
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<tr>
<td>Culture and Expression</td>
<td>History of Hip - Hop</td>
<td>Using Youtube and online resources, the teacher can prepare a lesson centered around 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 an 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.</td>
<td>1 Day</td>
</tr>
<tr>
<td>Culture and Expression</td>
<td>Social Media as part of contemporary culture</td>
<td>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 newshour on TV). Also an excellent opportunity to talk about bias in reporting.</td>
<td>1-2 Days</td>
</tr>
<tr>
<td>Modern Africa</td>
<td>Researching Modern Africa</td>
<td>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 slideshare presentation via google and be responsible for presenting their area to the class in a brief 5-10 minute presentation.</td>
<td>2-3 Days</td>
</tr>
</tbody>
</table>
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.