

PASSAIC COUNTY TECHNICAL  
INSTITUTE

*African American History*

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CURRICULUM 2014

<b>Content Area:</b>	African American History	<b>Grade(s):</b>	10-12
<b>Unit 1 Title:</b>	The Atlantic Slave Trade, Colonial Slavery, and Africans during Revolutionary America		
<b>CCS Standard(s) Addressed:</b>			
<ul style="list-style-type: none"> <li>• CCCS: SS 6.1.12.A.1.a-b; 6.1.12.B.1.a; 6.1.12.C.1.a-b; 6.1.12.A.2.a-b; 6.1.12.B.2.b-c/e; 6.1.12.A.3.a-b/h-I; 6.1.12.B.3.a-b; 6.1.12.C.3.a-b; 6.1.12.D.3.a/c; 6.1.12.D.3.c; 6.2.12.B.1.a-b; 6.2.12.C.1.c-d; 6.2.12.D.1.b-e; 6.2.12.A.3.a.</li> <li>• RH. 11-12.1. 3, 5, 6, 8</li> <li>• WHST. 11-12.1-6; 8, 9</li> <li>• SL.11-12.1; 11-12.1.A-D; 11-12.2-6</li> </ul>			
<b>Essential Questions</b>			
<ol style="list-style-type: none"> <li>1. Why is the history and culture of Africa of immense importance to the history of humankind?</li> <li>2. What was the socioeconomic and political impact of the Atlantic slave trade (the largest incidence of forced migration in human history) on Africa, the Americas, and Europe?</li> <li>3. What was the scope and nature of African slavery during the Atlantic Slave trade and the resistance of slaves to their subjugation?</li> <li>4. What roles did African American slaves play during the American Revolution and in what ways did this conflict affect the socioeconomic and political status of slaves in its aftermath?</li> </ol>			
<b>Anchor Text</b>			
Hine, Darlene, Hine, William, Harrold, Stanley. <u>African-American History – Second Edition</u> . New York: Prentice Hall, Pearson Education, Inc., 2011.			
<b>Informational Sources</b>			
<ul style="list-style-type: none"> <li>• PBS documentary: The African Americans Many River to Cross – The Black Atlantic- (full episode/lessons/primary sources) <a href="http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/video/the-black-atlantic/">http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/video/the-black-atlantic/</a></li> <li>• West Africa before the Europeans <a href="http://www.nationalarchives.gov.uk/pathways/blackhistory/africa_caribbean/west_africa.htm">http://www.nationalarchives.gov.uk/pathways/blackhistory/africa_caribbean/west_africa.htm</a></li> <li>• Kingdoms of Medieval Sudan <a href="http://webusers.xula.edu/jrotondo/Kingdoms/welcome.html">http://webusers.xula.edu/jrotondo/Kingdoms/welcome.html</a></li> <li>• Map 2–Some African Empires and Stateless Societies (PDF) <a href="http://www.njstatelib.org/slic_files/imported/NJ_Information/Digital_Collections/AAHCG/africanEmpires.pdf">http://www.njstatelib.org/slic_files/imported/NJ_Information/Digital_Collections/AAHCG/africanEmpires.pdf</a></li> <li>• Photograph of the Great Sphinx (PDF) <a href="http://www.njstatelib.org/slic_files/imported/NJ_Information/Digital_Collections/AAHCG/sphinx.pdf">http://www.njstatelib.org/slic_files/imported/NJ_Information/Digital_Collections/AAHCG/sphinx.pdf</a></li> <li>• History and Description of Africa pp. 824-825 <a href="http://www.bu.edu/africa/outreach/resources/k_o_songhay/">http://www.bu.edu/africa/outreach/resources/k_o_songhay/</a></li> <li>• PBS documentary: Africans in America – segment “The Terrible Transformation” (narrative/lesson) <a href="http://www.pbs.org/wgbh/aia/part1/narrative.html">http://www.pbs.org/wgbh/aia/part1/narrative.html</a></li> </ul>			

- The Transatlantic Slave Trade (primary and secondary sources)  
<http://www.inmotionaame.org/migrations/topic.cfm?migration=1&topic=2>
- Slave trade routes (map)  
[http://www.learnnc.org/lp/media/uploads/2008/07/25450\\_e\\_carterroutesclave600\\_420\\_new.pdf](http://www.learnnc.org/lp/media/uploads/2008/07/25450_e_carterroutesclave600_420_new.pdf)
- An account of the slave trade on the coast of Africa -Excerpted from Alexander Falconbridge, An Account of the Slave Trade on the Coast of Africa (London: 1788)  
<http://www.learnnc.org/lp/editions/nchist-colonial/1904>
- Walter Rodney – “How Europe Underdeveloped Africa” (1972)  
[http://www.njstatelib.org/research\\_library/new\\_jersey\\_resources/digital\\_collection/how\\_europe\\_underdeveloped\\_africa/](http://www.njstatelib.org/research_library/new_jersey_resources/digital_collection/how_europe_underdeveloped_africa/)
- Eric Williams - Capitalism and Slavery (1944)  
[http://www.njstatelib.org/research\\_library/new\\_jersey\\_resources/digital\\_collection/capitalism\\_and\\_slavery/](http://www.njstatelib.org/research_library/new_jersey_resources/digital_collection/capitalism_and_slavery/)
- PBS documentary: The African Americans Many River to Cross –Robert Smalls: A Daring Escape - (full episode/lessons/primary sources)  
<http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/video/robert-smalls-a-daring-escape/>
- PBS documentary: Africans in America – segment “Brotherly Love” (narrative/lesson)  
<http://www.pbs.org/wgbh/aia/part3/narrative.html>
- Virginia’s Slave Laws – primary source  
<http://www.swarthmore.edu/SocSci/bdorse1/41docs/24-sla.html>
- Virginia’s Slaves codes  
<http://www.pbs.org/wgbh/aia/part1/1p268.html>
- Gustavus Vassa, Written by Himself (1789)  
[http://www.njstatelib.org/research\\_library/new\\_jersey\\_resources/digital\\_collection/gustavus\\_vassa/](http://www.njstatelib.org/research_library/new_jersey_resources/digital_collection/gustavus_vassa/)
- James A. Rawley - The Trans-Atlantic Slave Trade: A History (1981)  
[http://www.njstatelib.org/research\\_library/new\\_jersey\\_resources/digital\\_collection/trans-atlantic\\_slave\\_trade/](http://www.njstatelib.org/research_library/new_jersey_resources/digital_collection/trans-atlantic_slave_trade/)
- Winthrop D. Jordan– White Over Black: American Attitudes Toward the Negro, 1550-1812  
[http://www.njstatelib.org/research\\_library/new\\_jersey\\_resources/digital\\_collection/unit\\_2\\_rise\\_of\\_afr-o-americans/](http://www.njstatelib.org/research_library/new_jersey_resources/digital_collection/unit_2_rise_of_afr-o-americans/)
- Voices from the Days of Slavery  
<http://memory.loc.gov/ammem/collections/voices/>
- Nat Turner's Rebellion (primary sources)  
<http://www.learnnc.org/lp/editions/nchist-newnation/9.0>
- Harriet Tubman: Online Resources – Library of Congress  
<http://www.loc.gov/rr/program/bib/tubman/>
- Frederick Douglass: Online Resources– Library of Congress  
<http://www.loc.gov/rr/program/bib/douglass/>
- Resistance to Slavery – primary sources\testimonies  
<http://nationalhumanitiescenter.org/pds/maai/enslavement/text7/text7read.htm>
- An Enslaved Person's Life – primary sources/images/testimonies  
<http://nationalhumanitiescenter.org/pds/maai/enslavement/text1/text1read.htm>
- Auctions/sale of slaves – primary sources/testimonies  
<http://nationalhumanitiescenter.org/pds/maai/enslavement/text2/text2read.htm>
- Runaways – Primary sources/adds/testimonies  
<http://nationalhumanitiescenter.org/pds/maai/enslavement/text8/text8read.htm>
- Film: 12 Years a Slave (2013)  
<http://www.imdb.com/title/tt2024544/>
- PBS documentary: Africans in America – segment “Revolution” (narrative/lesson)

<http://www.pbs.org/wgbh/aia/part2/title.html>

- Articles of the United States Constitution Pertaining to Slavery  
[http://www.njstatelib.org/research\\_library/new\\_jersey\\_resources/digital\\_collection/slavery/](http://www.njstatelib.org/research_library/new_jersey_resources/digital_collection/slavery/)
- "Liberty to slaves": The black response - BY JEFFREY J. CROW (Reprinted by permission from Tar Heel Junior Historian 32, no. 1 (Fall 1992): 19-22, copyright North Carolina Museum of History).  
<http://www.learnnc.org/lp/editions/nchist-revolution/1917>
- Rebellion: 1775-1776 - The Enslaved – primary sources  
<http://americainclass.org/sources/makingrevolution/rebellion/text6/text6.htm>
- "Defense of Slavery in Virginia - "Reverend Peter Fontaine's Defense of Slavery in Virginia" (1757)  
<http://www.pbs.org/wgbh/aia/part2/2h6t.html>
- Slave Petition to the Massachusetts General Assembly, 1773  
<http://www.pbs.org/wgbh/aia/part2/2h22t.html>
- Petition to the Massachusetts General Assembly, 1777  
<http://www.pbs.org/wgbh/aia/part2/2h32t.html>

### **Suggested Writing Assessments** (all writing assignments must include textual references)

- Determine the central ideas or information of a primary or secondary source related to slavery in different parts of the North American colonies; provide an accurate summary that makes clear the relationships among the key details and ideas. In addition you must contrast and compare the types of slavery in different regions of the British colonies.
- Groups will research each of the West African empires including information about culture, politics and economics (including the slave trade) and how these ideas spread throughout various groups. As a class, a timeline will be developed to show the rise and fall of these empires and indicate the probable cause of the growth and decline of each.
- Develop and respond (on blackboard or google plus) to the slaves in different regions of the colonies and compare them to the laws in different states after the American Revolution.
- Compare and contrast reports and opinions about the conditions of slaves using various documents. What was the scope and nature of African slavery during the Atlantic Slave trade and the resistance of slaves to their subjugation?
- Research the background, experience, and point of view of Frederick Douglas in relation to the institution of slavery. Students will then share that information in cooperative groups.
- Using primary source documents, write an explanatory essay including reference to various abolitionists' positions regarding the elimination of slavery.

**Suggested Time Frame:**

**9 weeks**

<b>Content Area:</b>	African American History	<b>Grade(s)</b>	10-12
<b>Unit 2 Title:</b>	The expansion of plantation slavery, the sectional conflict, and the emergence of the abolition movement in America during the antebellum period		
<b>CCS Standard(s) Addressed</b>			
<ul style="list-style-type: none"> <li>• CCCS: SS 6.1.12.A.3.a-b/h-i; 6.1.12.B.3.a; 6.1.12.C.3.a-b; 6.1.12.D.3.a-c; 6.1.12.A.4.a-b</li> <li>• RH. 11-12.1. 3, 5, 6, 8</li> <li>• WHST. 11-12.1, 3-10</li> <li>• SL.11-12.1; 11-12.1.A-D; 11-12.2-6</li> </ul>			
<b>Essential Questions</b>			
<ol style="list-style-type: none"> <li>1. Why did the plantation economy of crops such as sugar, cotton, rice, and tobacco, fuel the institution of slavery, numerically and geographically, in the South and newly acquired territories by the United States?</li> <li>2. Why did northern blacks, although emancipated and the builders of a varied institutional life, suffer from a rising tide of racial prejudice and discrimination in states such as New Jersey?</li> <li>3. Was the enslavement of Africans in conflict with the ideals of the US Constitution?</li> <li>4. Why did the American government continue to compromise on the issue of slavery?</li> <li>5. What were the methods and goals of the abolitionists in their crusade against slavery and to what extent did their militancy help or hinder the abolitionist cause?</li> </ol>			
<b>Anchor Text</b>			
Hine, Darlene, Hine, William, Harrold, Stanley. African-American History – Second Edition. New York: Prentice Hall, Pearson Education, Inc., 2011.			
<b>Informational Sources</b>			
<ul style="list-style-type: none"> <li>• PBS documentary: The African Americans Many River to Cross – The Cotton Economy and Slavery- (full episode/lessons/primary sources) <a href="http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/video/the-cotton-economy-and-slavery/">http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/video/the-cotton-economy-and-slavery/</a></li> <li>• Essay: Candice Goucher, Charles LeGuin, and Linda Walton, “Commerce and Change: The Creation of a Global Economy and the Expansion of Europe,” in <i>In the Balance: Themes in Global History</i> (Boston: McGraw-Hill, 1998), 491–508. Abstract: This essay explores the creation of an Atlantic economy based on sugar and slaves. <a href="http://www.learner.org/courses/worldhistory/support/reading_14_1.pdf">http://www.learner.org/courses/worldhistory/support/reading_14_1.pdf</a></li> <li>• The Role of African Slaves on South Carolina Rice Plantations (lesson/primary sources) <a href="http://www.teachingushistory.org/lessons/TheRoleofAfricanSlavesonSouthCarolinaRicePlantations.html#mat">http://www.teachingushistory.org/lessons/TheRoleofAfricanSlavesonSouthCarolinaRicePlantations.html#mat</a></li> <li>• John S. Rock- Address to the Citizens of New Jersey <a href="http://www.blackpast.org/1850-john-s-rock-address-citizens-new-jersey">http://www.blackpast.org/1850-john-s-rock-address-citizens-new-jersey</a></li> <li>• Legal case: Ferguson v. Giles (1890). The Michigan Supreme Court ruled that William Ferguson's civil</li> </ul>			

rights were violated when he was expelled from a Detroit restaurant for refusing to dine in its "colored" section.

<http://www.blackpast.org/primary/william-w-ferguson-vs-edward-g-gies>

- Was the enslavement of Africans in conflict with the ideals of the US Constitution? The Constitution and Slavery  
<http://caho-test.cc.columbia.edu/ps/10199.html>
- John Quincy Adams: Slavery and the Constitution (primary source)  
<http://www.britannica.com/presidents/article-9116852>
- Dred Scott and the Constitutionality of Slavery (video) Speaker: Larry Kramer/ Institutional Affiliation: Stanford Law School  
<http://www.gilderlehrman.org/multimedia#!3327>
- Lincoln and the Rights of Black Americans (video) Speaker: Eric Foner Institutional Affiliation: Columbia University  
<http://www.gilderlehrman.org/multimedia#!3444>
- A Look into the Constitutional Understanding of Slavery  
<http://ashbrook.org/publications/respub-v6n1-boyd/>
- Primary Documents in American History - Northwest Ordinance, Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act  
<http://www.loc.gov/rr/program/bib/ourdocs/northwest.html>  
<http://www.loc.gov/rr/program/bib/ourdocs/Missouri.html>  
<http://www.loc.gov/rr/program/bib/ourdocs/Compromise1850.html>  
<http://www.loc.gov/rr/program/bib/ourdocs/kansas.html>
- PBS documentary: Africans in America – segment “Judgment Day” (narrative/lesson)  
<http://www.pbs.org/wgbh/aia/part4/narrative.html>  
Underground Railroad Routes (PDF)  
[http://www.njstatelib.org/slic\\_files/imported/NJ\\_Information/Digital\\_Collections/AAHCG/map5.pdf](http://www.njstatelib.org/slic_files/imported/NJ_Information/Digital_Collections/AAHCG/map5.pdf)
- Underground Railroad Routes in New Jersey, 1860 (PDF)  
[http://www.njstatelib.org/slic\\_files/imported/NJ\\_Information/Digital\\_Collections/AAHCG/map6.pdf](http://www.njstatelib.org/slic_files/imported/NJ_Information/Digital_Collections/AAHCG/map6.pdf)
- Solomon Northrup- 12 Years A Slave  
<http://docsouth.unc.edu/fpn/northup/northup.html>
- Narrative of the Life of Frederick Douglass, an American Slave. Written by Himself: Electronic Edition.  
<http://docsouth.unc.edu/neh/douglass/douglass.html>
- John Woolman's Efforts on Behalf of Freedom: Electronic Edition. (NJ abolitionist)  
<http://docsouth.unc.edu/church/houston/houston.html>
- Frederick Douglass papers at the Library of Congress  
<http://www.loc.gov/collection/frederick-douglass-papers/about-this-collection/>
- From Slavery to Freedom: The African-American Pamphlet Collection (abolition and slavery)  
<http://memory.loc.gov/ammem/aaphtml/aapcpres02.html>

### **Suggested Writing Assessments** (all writing assignments must include textual references)

- Write a story of a slave who participates and sees various forms of resistance and rebellion. In this story, the main character should examine why these forms of resistance are chosen and the results they gain. The planning for a rebellion should also be included along with the reasoning of those who do or do not participate.
- The students will interpret primary documents in order to create a history of the independent black

church including its origins, role and impact on African American communities.

- The students will interpret primary documents about the various compromises about slavery from the Northwest Ordinance to the Kansas Nebraska Act of 1854. Based on their findings students should create a chart that lists each policy/decision, its provisos, its purpose and the consequence of its enactment. From the information gained in the chart, the students will write an essay explaining the impact of slavery on the development of nationalism and sectionalism in the US. Other events and items can be added to strengthen the argument.
- Using primary documents write about an individual or group of Americans as he/she/they participate in the abolitionist movement. The essay should include the reasons these individuals decided to join such a cause during the antebellum period.

**Suggested Time Frame:**

**9 weeks**

<b>Content Area:</b>	African American History	<b>Grade(s):</b>	10-12
<b>Unit 3 Title:</b>	African Americans and the Civil War, Reconstruction and Jim Crow		
<b>CCS Standard(s) Addressed</b>			
<ul style="list-style-type: none"> <li>• CCCS: SS 6.1.12.A.4.c; 6.1.12.B.4.b; 6.1.12.C.4.a-b; 6.1.12.D.4.a-e; 6.1.12.A.5.b; 6.1.12.B.5.a; 6.1.12.C.5.b; 6.1.12.D.5.a-c; 6.1.12.A.6.c.</li> <li>• RH. 11-12.3, 6-8</li> <li>• WHST. 11-12.3, 5, 7-9</li> <li>• SL.11-12.1; 11-12.1.A-D; 11-12.2-6</li> </ul>			
<b>Essential Questions</b>			
<ol style="list-style-type: none"> <li>1. Why were the American Civil War and its aftermath a pivotal point in African American history?</li> <li>2. How was progress made by African Americans during Reconstruction enhanced by the passing of Civil Rights amendments, the efforts of black churches, the establishment of universities, the creation of the Freedmen’s Bureau, and their entry into the realm of politics?</li> <li>3. What socioeconomic and political factors led to the end of the Reconstruction era, giving way to the “Long Night of Racial Segregation”?</li> <li>4. How did the Supreme Court rulings lead to the Jim Crow era and the disenfranchising of African Americans?</li> <li>5. What racial theories were used to justify the subjugation of people of color during the Jim Crow era?</li> <li>6. Why was lynching one of the most potent weapons against African Americans during the Jim Crow era?</li> <li>7. What debate emerged between rising civil rights leaders (e.g. W.E.B. Dubois and Booker T. Washington) about how the African American community should deal with racism, violence, murder, and economic, social and political inequality?</li> </ol>			
<b>Anchor Text</b>			
Hine, Darlene, Hine, William, Harrold, Stanley. <u>African-American History – Second Edition</u> . New York: Prentice Hall, Pearson Education, Inc., 2011.			
<b>Informational Sources</b>			
<ul style="list-style-type: none"> <li>• The Emancipation Proclamation January 1, 1863 A Transcription By the President of the United States of America: <a href="http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html">http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html</a></li> <li>• Essay: The Church in the Southern Black Community -Laurie F. Maffly-Kipp -Associate Professor of Religious Studies University of North Carolina at Chapel Hill <a href="http://docsouth.unc.edu/church/intro.html">http://docsouth.unc.edu/church/intro.html</a></li> <li>• From Slavery to Freedom: The African-American Pamphlet Collection (religion and the church) <a href="http://memory.loc.gov/ammem/aapchtml/aapcpres05.html">http://memory.loc.gov/ammem/aapchtml/aapcpres05.html</a></li> <li>• The Church in the Southern Black Community</li> </ul>			

<http://docsouth.unc.edu/church/>

- From Slavery to Freedom: The African-American Pamphlet Collection (suffrage)  
<http://memory.loc.gov/ammem/aaphtml/aapcpres08.html>
- PBS documentary: The African Americans Many River to Cross –Images of the Jim Crow Era - (full episode/lessons/primary sources)  
<http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/video/racist-images-and-messages-in-jim-crow-era/>
- Essay: “Eugenics and Social Control”  
<http://www.publiceye.org/magazine/v09n1/eugenics.html>
- News article: (APRIL 11, 2013) “Progressive Racism -history of Woodrow Wilson’s segregation policy” by Paul Rahe.  
<http://www.nationalreview.com/articles/345274/progressive-racism-paul-rahe>
- Lynching in America (1926) – primary source  
<http://www.gilderlehrman.org/history-by-era/jim-crow-and-great-migration/resources/lynching-america-ca-1926>
- PBS American Experience: The Murder of Emmett Till (Primary sources)  
[http://www.pbs.org/wgbh/amex/till/filmmore/ps\\_reactions.html](http://www.pbs.org/wgbh/amex/till/filmmore/ps_reactions.html)
- Dyer Anti-Lynching Bill (1922).  
<http://www.blackpast.org/primary/antilynching-bill>  
<http://www.blackpast.org/aah/dyer-anti-lynching-bill-1922>
- Web site: “Without Sanctuary” – Photographs and Postcards of Lynching in America  
<http://withoutsanctuary.org/main.html>
- PBS Frontline: The Debate between W.E.B. DuBois and B.T. Washington  
<http://www.pbs.org/wgbh/pages/frontline/shows/race/etc/road.html>

#### **Suggested Writing Assessments** (all writing assignments must include textual references)

- Students will determine the attitudes of the people and the issues characterized in the political cartoon, related to the Civil War, and draw evidence from informational texts to support their analysis, reflection, and research.
- Using the informational texts, digital sources, primary sources, and databases, students will assess the strengths and weaknesses of the South and the North before and after the Civil war.
- Using the informational text and video-clip, students will examine the cause and effect of the Emancipation Proclamation and its importance during the Civil War.
- Students will compose an essay analysis of the Civil Rights laws during the Reconstruction era using resources and short video-clip identifying the Radical Republican government’s role in passing these types of laws.
- Students will research New Jersey’s stance on Civil Rights during the Reconstruction era by examining the various laws and court cases.
- Students will read primary sources about the 13th, 14th, and 15th Federal Amendments and write an expository essay the about the effects of Reconstruction on the southern states.
- Students will read the Plessy v. Ferguson (1896) case found at  
[http://www.streetlaw.org/en/landmark/cases/plessy\\_v\\_ferguson#Tab=Decision](http://www.streetlaw.org/en/landmark/cases/plessy_v_ferguson#Tab=Decision).

- Students will answer the following questions based on their reading. What law did Homer Plessy violate? How did Plessy violate this law? How could Plessy's lawyer justify the claim that the "Separate Car Act" violates the Thirteenth and Fourteenth amendments? What were the arguments for "separate but equal" legislation? What were the arguments against this legislation? Does "separate but equal" imply inferiority?

**Suggested Time Frame:**

**9 weeks**

<b>Content Area:</b>	African American History	<b>Grade(s):</b>	10-12
<b>Unit 4 Title:</b>	The Black Revolution: African Americans' Struggle for Civil Rights from the Great Migration to Present Times		
<b>CCS Standard(s) Addressed</b>			
<ul style="list-style-type: none"> <li>• CCCS: SS 6.1.12.A.7.a; 6.1.12.C.7.b; 6.1.12.D.7.a-c; 6.1.12.C.8.a; 6.1.12.D.8.a-b; 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.a-b; 6.1.12.A.10.a; 6.1.12.D.10.b-d; 6.1.12.A.11.a/e; 6.1.12.D.11.b-c/e; 6.1.12.A.12.a; 6.1.12.D.12.b/e; 6.1.12.A.13.a-b; 6.1.12.B.13.a; 6.1.12.C.13.c; 6.1.12.D.13.a-f; 6.1.12.A.14.b-d; 6.1.12.D.14.b; 6.1.12.D.15.a; 6.2.12.C.3.b; 6.2.12.C.3.e; 6.2.12.D.3.d-e; 6.2.12.D.5.a</li> <li>• RH. 11-12.3, 6-8</li> <li>• WHST. 11-12.2, 3-9</li> <li>• SL.11-12.1; 11-12.1.A-D; 11-12.2-6</li> </ul>			
<b>Essential Questions</b>			
<ol style="list-style-type: none"> <li>1. How did World War I, World War II, Korea, and Vietnam intensify the African American struggle against racial bigotry and discrimination and strengthen civil rights organizations?</li> <li>2. What socioeconomic and political factors in the 1920s caused southern blacks to move to northern industrial centers in massive numbers, ultimately forming the early black ghettos?</li> <li>3. In what ways did the emergence of large African American pockets in urban areas impact the socioeconomic, political, and cultural aspects of black life for the remainder of the twentieth century?</li> <li>4. How did the Great Depression serve as a catalyst for African American organizational activity and strengthen the civil rights movement?</li> <li>5. Why did the advent of the Cold War and the threat of Communist subversion pose risks for African American protesters, especially those that called for a condemnation of European colonial rule in Africa in the 1950s and 60s?</li> <li>6. What direct legal action and nonviolent protest efforts of African Americans led to the dismantling of the legal basis for racial segregation by 1970, especially in the South?</li> <li>7. What political and socioeconomic factors caused the rioting by blacks in urban centers in the 40s, 50s, 60s, and 70s?</li> <li>8. What is the long term impact of the civil rights movement on the socioeconomic, political, and cultural status of African Americans in the present era?</li> </ol>			
<b>Anchor Text</b>			
Hine, Darlene, Hine, William, Harrold, Stanley. African-American History – Second Edition. New York: Prentice Hall, Pearson Education, Inc., 2011.			
<b>Informational Sources</b>			
<ul style="list-style-type: none"> <li>• Teaching with Documents: Photographs of the 369th Infantry and African Americans during World War I (National Archives) <a href="http://www.archives.gov/education/lessons/369th-infantry/">http://www.archives.gov/education/lessons/369th-infantry/</a></li> <li>• Patriotism Crosses the Color Line: African Americans in World War II (Gilder Lehrman) <a href="http://www.gilderlehrman.org/history-by-era/world-war-ii/essays/patriotism-crosses-color-line-african-">http://www.gilderlehrman.org/history-by-era/world-war-ii/essays/patriotism-crosses-color-line-african-</a></li> </ul>			

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<http://thetulsan.wordpress.com/2013/02/01/martin-luther-king-why-i-am-opposed-to-the-war-in-vietnam/> (transcript and video)
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### **Suggested Writing Assessments** (all writing assignments must include textual references)

- Investigate the Harlem and Chicago Renaissance, focusing on African American artists, musicians, and writers.
- It is often claimed that the major American wars of the last 150 years have resulted in the most important social and political gains of minorities and women. Evaluate this statement with regard to the experience of African Americans during World War II. Use evidence from the documents and your knowledge of the period from 1941 to 1945 to compose your answer.
- Using the informational texts, digital sources, primary sources, and databases, students will create a chart contrasting and comparing the Niagara Movement and the NAACP. Items will include founders, foundational beliefs, geographic impact, and time span.
- Using the informational text and video-clip, students will examine the effects of the Great Depression on African American communities and its relationship to the engagement of African Americans into the Civil Rights movement.
- Students will compose an essay analysis of the Civil Rights laws during the 1960s using resources and a short video-clip identifying the government's role in passing these types of laws.
- Students will research the New Deal policies and programs. Include the name of one policy/program, its purpose, its target group, and how African Americans benefited from the program.
- Using the informational texts, digital sources, primary sources, and databases, students will create a chart contrasting and comparing the Urban League and the Pan-Africa Movement. Items will include founders, foundational beliefs, and geographic impact.

**Suggested Time Frame:**

**9 weeks**

## **I. Methods of Student Evaluation**

Assessment - Assessment can be divided into two general categories: formal (graded) and informal/classroom-based (both graded and ungraded).

Evaluation - During each marking period a combination of the following methods will be used to evaluate each student's performance:

- Class participation
- Creative assignments
- Descriptive, persuasive, and expository writing
- Homework and class work assignments
- Reports and presentations
- Research methodology
- Unit tests
- Various speaking and listening assessments

Some of the more common types of formal assessments include:

- Multiple-choice exams
- Quizzes of varying lengths, both announced and unannounced
- Essays
- Collections of writings, such as journals
- Homework and projects
- Reports and presentations
- Short-answer or problem-solving activities and tests
- Performance-based ("authentic")
- Oral presentations
- Journal writing
- Role playing activities
- Document based questions
- Oral and written reports
- Multimedia presentations (power points)

Some of the more common types of informal assessments include:

- Instructor's observations of note-taking, and organization of notebooks and assignments
- Cooperative learning activities
- Creative assignments
- Kinesthetic activities
- Observing citizenship and appropriate social responses
- Instructor's observations of time management skills

## **II. Instructional Strategies Based on Instructional Goals ( Applying Universal Design for Learning)**

Instructional Strategies commonly utilized in the Us History II course will include:

- Maps, photos, graphs and other visuals

- Engaging in discussion (whole class/small group)
- Reading silently and aloud
- Listening and speaking activities
- Role playing
- Watching and responding to media
- Brainstorming (think-aloud/written)
- Listing
- Free writing
- Revising and editing
- Participating in small and large groups
- Researching to make connections to texts and classroom discussions
- Collaborative projects
- Answering questions (oral/written)
- Summarizing
- Debating
- Analyzing texts, discussions, etc.
- Paraphrasing
- Peer teaching
- Interviewing (topic specific questioning/collecting data/creating questions that will get the desired response)
- Debating about controversial topics
- Note taking/note making
- Drafting/writing

### III. STUDENT PROFICIENCIES

Upon successful completion of the course requirements, the students will be able to:

1. Analyze the history and culture of Africa and describe the immense importance of this continent to the history of humankind.
2. Evaluate the socioeconomic and political impact of the Atlantic slave trade.
3. Describe the scope and nature of African slavery during the Atlantic Slave trade and the resistance of slaves to their subjugation.
4. Evaluate the role African American slaves played during the American Revolution
5. Explain the heritage of the African American population and its importance in relation to the development of the modern world.
6. Explain the Triangular Trade Route, the Middle Passage and the development of slavery in America.
7. Compare and contrast the life of an enslaved African American on a southern plantation with that of a free African American living in the northern colonies.
8. Demonstrate geography skills through the completion and analysis of key maps of Africa and the Western Hemisphere.
9. Explain the formation, goals, and response to the Abolitionists Movement in America.
10. Evaluate the involvement of African Americans in the Civil War and its significance and effect on the lives of African Americans.
11. Identify and explain the federal government's changing laws and policies regarding slavery through such issues as the Fugitive Slave Laws, the Kansas-Nebraska Act, Dred Scott Decision, Lincoln-Douglas Debates, Fourteenth and Fifteenth Amendments, Enforcement Acts, the Civil Rights Act of 1875, the Compromise of 1877, and Court Decisions such as Plessy v. Ferguson, McLaurin v. Oklahoma, Sweatt v. Painter, Brown v. Board Education of Topeka, Kansas, and Civil Rights Acts of 1957 and 1964.
12. Identify and analyze the violence suffered by African Americans and other civil rights activists throughout American History and the most effective means of combating violence and racism in order to reject racism, prejudice, stereotyping, and discrimination.
13. Summarize the important contributions of African Americans in the fields of art, science, music, literature, government, and notable civil rights leaders.
14. Evaluate the long term impact of the civil rights movement on the socioeconomic, political, and cultural status of African Americans in the present era