

## Grade 9-12 African-American History: Quarters 2 & 4 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes /Assessed Standards
Q2, Unit 1 African - Americans and the Harlem Renaissance 1915-1928	2 wks	<i>Prentice Hall African American History 2nd Edition</i>	Students will evaluate the origins and tactics of early civil rights groups, including the Niagara Movement, the National Association for the Advancement of Colored People, the Urban League, the Women's Club Movement, as well as the development of the Black Elite. Students will describe the atmosphere of increased racism during the 1920s affecting African-Americans, gain a clearer understanding of the varieties of tactics employed by African-Americans to improve their situation in the 1920s, including the actions of the NAACP, Marcus Garvey, and Pan-Africanism. Lastly, students will define the impact of the characteristics and the important works, authors, and artists, of the Harlem Renaissance and understand the role of African-Americans in sports during the 1920s, as well as the difficulties they faced.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	AAH.24, AAH.25, AAH.26, AAH.27 AAH.28
Q2, Unit 2 African - American Life During the Great Depression and World War II 1929-1950	2 wks	<i>Prentice Hall African American History 2nd Edition</i>	Students will be able to explain the general causes of, and governmental responses to, the Great Depression, the economic effects of the Great Depression on African-Americans in the cities and rural areas and understand the varieties of protests continued by African-Americans during the Great Depression, including issues of economic concerns, challenging racial discrimination, and organized labor protests. Lastly, students will determine the effects of the roles, changes for, and continued discrimination of African-Americans in the military during World War II, understand the role of African-Americans in America during the war, including as workers and with continued protest and understand the positive and negative effects of the Cold War on African-Americans, both in politics and social life.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	AAH.29, AAH.30, AAH.31 AAH.32, AAH.33, AAH.34
Q2, Unit 3 The Modern Civil Rights Movement 1950-1970	2 wks	<i>Prentice Hall African American History 2nd Edition</i>	Students will identify and evaluate the facts, leadership, tactics, and effects of various civil rights activities, including but not limited to the Montgomery Bus Boycott, the Little Rock Nine, sit-ins, the Freedom Rides, the Albany Movement, the March on Washington, Freedom Summer, and Bloody Sunday, understand African-Americans' changing position in politics through the 1950s and early 1960s including the Civil Rights Act of 1964 and the Voting Rights Act of 1965 and identify the origins, ideas, personalities and effects of the Black Power Movement. Students will describe the main points of Lyndon B. Johnson's War on Poverty, how it affected African-Americans, and what happened to it, understand the changing nature of the civil rights movement in the late 1960s and define the political and cultural developments for African-Americans during the late 1960s and 1970s, including the Black Arts Movement and new political offices.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	AAH.35, AAH.36, AAH.37 AAH.38, AAH.39, AAH.40, AAH.41
Q2, Unit 4 African - American Issues in Contemporary Times 1970-Present	3 wks	<i>Prentice Hall African American History 2nd Edition</i>	Students will understand the overall economic conditions of African-Americans during this period, as well as the effects of the Reagan, George H. W. Bush, Clinton, and G. W. Bush presidencies on the African-American situation. Learners will define the origins, goals, and development of African-American political power and candidacies and positions, as well as the changing role of African-Americans within the Democratic Party. Students will describe some of the basic social and cultural developments among African-Americans around the turn of the 21st century, including the impact of economics, education, health, and religion, as well as African-American art, music, literature, African-American feminism, and Afrocentricity. Lastly, students will identify the origins, depth, and limitations of the fragmentation of the African-American community around the turn of the century and understand how issues of gender and sexuality have affected modern African-Americans.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	AAH.42, AAH.43, AAH.44, AAH.45, AAH.46, AAH.47,

# Grade 9-12 African-American History: Quarter 1 Map, Instructional Framework

## Planning With the Map

The curriculum map outlines the content and pacing for each grade and subject. For grades 6-8, Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing.

To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map allows for flexibility and encourages each teacher and teacher teams to make thoughtful adjustments, our expectations for student learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

## Weekly Guidance

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, along with some critical text dependent questions and a set of weekly assessments in the form of standards-aligned writing prompts.

In order to assist students with the organization of content, and to aid teachers in assessing this writing, these prompts often include explicit organizational language or recommendations for constructing paragraphs. In each case, care has been taken to ensure that students must produce the appropriate social studies content, while still producing grade appropriate written work.

Because of this, these writing prompts will be content oriented, frequently relying on student knowledge for evidence and examples instead of discrete texts. **However, practice with text dependent questions and text analysis should be part the daily routine of every class period.** Moreover, while teachers are encouraged to supplement these writing tasks with level appropriate multiple choice and short answer assessments as necessary to demonstrate content knowledge as well, writing should be the largest part of any social studies assessment.

## Vocabulary Instruction

Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary. Teachers are encouraged to become familiar with all of these strategies to understand which ones best meet their instructional needs:

Contextual Redefinition.....	Appendix A p.58
Frayer Model.....	Appendix A p.59
List/Group/Label.....	Appendix A p.60
Semantic Webbing.....	Appendix A p.61
SVES (Elaboration).....	Appendix A p.62
Vocabulary Squares.....	Appendix A p.63
Word Sorts.....	Appendix A p.58

## Daily Strategies

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Anchor topics are provided below as a starting point for the protocol, but the strategies can be used with any of the texts provided in the Anchor Text or supplemental texts. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

- 3,2,1 .....p. 4
- Chunking.....p. 47
- Document Analysis Templates .....p. 61
- Evaluating Arguments in a Resource Book ..... p. 63
- Evidence Logs .....p. 66
- Read Aloud .....p. 130
- Reader's Theater .....p. 132
- Save the Last Word for Me .....p. 136
- Text to Text, Text to Self, Text to World .....p. 148
- Two Column Note Taking .....p. 157
- Word Wall .....p. 165

## Grade 9-12 African-American History: Quarter 2, Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 1 African-Americans and the Harlem Renaissance 1915-1928	2 weeks	<i>Prentice Hall African-American History 2nd Edition</i>	Students will evaluate the origins and tactics of early civil rights groups, including the Niagara Movement, the National Association for the Advancement of Colored People, the Urban League, the Women's Club Movement, as well as the development of the Black Elite. Students will describe the atmosphere of increased racism during the 1920s affecting African-Americans, gain a clearer understanding of the varieties of tactics employed by African-Americans to improve their situation in the 1920s, including the actions of the NAACP, Marcus Garvey, and Pan-Africanism. Lastly, students will define the impact of the characteristics and the important works, authors, and artists, of the Harlem Renaissance and understand the role of African-Americans in sports during the 1920s, as well as the difficulties they faced.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	AAH.24, AAH.25, AAH.26, AAH.27 AAH.28

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	Prentice Hall African-American History 2nd Edition				
<b>Standards</b>	AAH.24, AAH.25, AAH.26				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Vocabulary-Migration, Renaissance				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> <li>• Statement of Standards</li> <li>• Daily Agenda</li> <li>• Essential Question – What do you consider to be a cultural revolution?</li> </ul>				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Jigsaw – African-Americans in the Early 20 <sup>th</sup> century				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Anticipation Guide – Discuss with students: How do the opinions of Washington and DuBois differ on social equality for African-Americans?				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine - Headlines				

## Grade 9-12 African-American History: Quarter 2, Unit 1 - Week 1

<b>African-Americans and the Harlem Renaissance 1915-1928: Week 1</b>	
<b>Essential Question(s)</b>	How did African-American people respond to the challenges and opportunities of the early 20 <sup>th</sup> century?
<b>Student Outcomes</b>	<p>Students can explain the views, approach and background of Booker T. Washington for advancement of blacks in early twentieth century America.</p> <p>Students can explain the views, approach and background of W. E. B. Du Bois for advancement of blacks in early twentieth century America.</p> <p>Students can explain the origins and tactics of early civil rights groups, including the Niagara Movement, the National Association for the Advancement of Colored People, the Urban League, the women's club movement, as well as the development of the black elite.</p> <p>Students can explain the factors and motivations behind the rush of migration in the early twentieth century, as well as conditions for black families in urban areas like Chicago and Harlem.</p>
<b>Texts</b>	<p>Text Book: Prentice Hall African-American History 2nd Edition, Chapters 16 &amp; 17</p> <p><b>Required Texts from Q1 Text Packet:</b></p> <ul style="list-style-type: none"> <li>• Chapter 16, Section 1, pp.434-439: Race and Social Change</li> <li>• <b>Recommended Protocol(s): Image Analysis, Read Aloud, Found Poems</b></li> </ul> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Article and Question Set: Chapter 16, Sections 2, pp.440-446: New Black Organizations</li> <li>• Article and Question Set: Chapter 16, Section 5, p.462: Seeing the Past-The Chicago Defender</li> <li>• Article and Question Set: Chapter 17, Section 2, Black Organizations in the 1920s</li> </ul>
<b>Text Specific and Text Dependent Questions</b>	<ol style="list-style-type: none"> <li>1. On what specific issues did Booker T. Washington and W. E. B. Du Bois agree and disagree in their efforts to promote the advancement of African-Americans?</li> <li>2. What was the Niagara Movement and why was it formed?</li> <li>3. What stand did members of the Niagara Movement take on racial issues in America?</li> <li>4. What were the purposes and aims of the NAACP?</li> <li>5. What was the American Negro Academy and what were its goals?</li> <li>6. What role did black women play in efforts to foster progress among African-Americans?</li> <li>7. What were the defining characteristics of the black upper class?</li> <li>8. Why did some black leaders urge black voters to support Woodrow Wilson?</li> <li>9. How did African-Americans contribute to U. S. participation in World War I?</li> <li>10. Why did Du Bois come to regret his support of U.S. intervention in World War I?</li> <li>11. Why was there so much racial violence in the early twentieth century?</li> <li>12. What factors contributed to the racial violence in Chicago in 1919?</li> <li>13. Why did so many African-Americans leave the South in the 1910s and 1920s?</li> <li>14. How did Harlem come to be the "Negro Capital of the World"?</li> </ol>
<b>Suggested Classroom Strategies</b>	<p><b>Character Charts (Appendix B, p.43):</b> W. E. B. Du Bois/ Booker T. Washington</p> <p><b>SPAR Debate (Appendix B, p.142):</b> W. E. B. Du Bois/ Booker T. Washington</p>
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p><b>Read the following passages and then address the task below:</b></p>

**Excerpt from Returning Soldiers, from The Crisis, by W.E.B. DuBois, 1919**

We are returning from war! ... We return from the slavery of uniform which the world's madness demanded us to don to the freedom of civil garb. We stand again to look America squarely in the face and call a spade a spade. We sing: This country of ours, despite all its better souls have done and dreamed, is yet a shameful land.

It *lynches*. ...  
It *disfranchises* its own citizens. ...  
It *encourages* ignorance. ...  
It *steals* from us. ...  
It *insults* us. ...

This is the country to which we Soldiers of Democracy return. This is the fatherland for which we fought! But it is our fatherland. It was right for us to fight. The faults of our country are our faults. Under similar circumstances, we would fight again. But by the God of Heaven, we are cowards...if now that that war is over, we do not marshal every ounce of our brain and brawn to fight a sterner, longer, more unbending battle against the forces of hell in our own land.

*We return.*  
*We return from fighting.*  
*We return fighting.*

**Dream Deferred By Langston Hughes**

What happens to a dream deferred?  
Does it dry up  
Like a raisin in the sun?  
Or fester like a sore—  
And then run?  
Does it stink like rotten meat?  
Or crust and sugar over—  
like a syrupy sweet?  
Maybe it just sags  
like a heavy load.  
Or does it explode?

Citing specific passages from each piece of text and inferring the author's meaning, compose an essay that explains how these two pieces of literature help express the feelings that many African-Americans had during and around the time of the Harlem Renaissance. Does that feeling still exist with African-Americans today? Why or why not?

**As you write, follow the directions below.**

- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- Use evidence from the sources to support your response.

**Standards**

AAH.24, AAH.25, AAH.26, AAH.27 AAH.28

## Grade 9-12 African-American History: Quarter 2, Unit 2 - Week 2

<b>African-Americans and the Harlem Renaissance 1915-1928: Week 2</b>	
<b>Essential Question(s)</b>	<p>How did the creativity expressed by African-Americans during the Harlem Renaissance impact white Americans and their perceptions of African-Americans?</p> <p>Why was this great cultural explosion in Harlem, New York? Where did other similar movements rise??</p> <p>What effects do the arts have on a community and culture? How do culture and community affect the arts?</p>
<b>Student Outcomes</b>	<p>Students can explain the atmosphere of increased racism during the 1920s affecting black Americans.</p> <p>Students can explain the varieties of tactics employed by blacks to improve their situation in the 1920s, including the actions of the NAACP, Marcus Garvey, and Pan-Africanism.</p> <p>Students can explain the difficulties and the organizing of working-class blacks.</p> <p>Students can explain the characteristics and the important works, authors, and artists, of the Harlem Renaissance.</p> <p>Students can explain the role of blacks in sports during the 1920s, as well as the difficulties they faced.</p>
<b>Texts</b>	<p>Text Book: Prentice Hall African-American History 2nd Edition, Chapters 17</p> <p><b>Required Texts from Q1 Text Packet:</b></p> <ul style="list-style-type: none"> <li>• Chapter 17, Section 4, pp.485-495: The Harlem Renaissance</li> <li>• <b>Recommended Protocol(s): Image Analysis, Read Aloud, Found Poems</b></li> </ul> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Article and Question Set: Chapter 17, Section 4, p.486: The Harlem Renaissance Timeline</li> <li>• Article and Question Set: Chapter 17, Section 4, p.492: Seeing the Past-The Cotton Club</li> <li>• Article and Question Set: Chapter 17, Section 4, pp.490-491: White People and the Harlem Renaissance</li> </ul>
<b>Text Specific and Text Dependent Questions</b>	<ol style="list-style-type: none"> <li>1. What was “scientific racism”? What fears did it reflect?</li> <li>2. Why was the Ku Klux Klan so popular and powerful in the 1920s?</li> <li>3. How did the NAACP change in the 1920s?</li> <li>4. Why did the Universal Negro Improvement Association and Marcus Garvey appeal to so many African Americans?</li> <li>5. What was the attitude of most labor unions to black workers in the 1920s?</li> <li>6. What role did A. Philip Randolph play with the Brotherhood of Sleeping Car Porters?</li> <li>7. Why did the Pullman Porters form their own union?</li> <li>8. What subjects and issues concerned black writers and poets during the Harlem Renaissance?</li> <li>9. What role did Harlem play in the advent of the Jazz Age?</li> <li>10. How did the Harlem Renaissance impact African-American life outside of the arts in areas such as politics, sports, and other social circles?</li> <li>11. What was the "New Negro"?</li> <li>12. Why was it so difficult for professional black athletes to earn a living in the 1920s?</li> <li>13. What role did black athletes play in college sports in the 1920s?</li> </ol>
<b>Suggested Classroom Strategies</b>	<p><b>Character Charts (Appendix B p.43):</b> Langston Hughes/Countee Cullen</p> <p><b>SPAR Debate (Appendix B p.142):</b> White People and the Harlem Renaissance</p>
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p><b>Read the following passages and then address the task below:</b></p>

	<p>Read and analyze the poem, "Harlem" by Langston Hughes. Hughes wrote the poem referencing the plethora of black artists who emerged during this time period. African-American artists were not well received in America and often had to go to Europe to achieve a level of success before coming back to America to experience moderate success.</p> <p>Link to poem:  <a href="https://www.poetryfoundation.org/poems-and-poets/poems/detail/46548">https://www.poetryfoundation.org/poems-and-poets/poems/detail/46548</a></p> <p><b>As you write, follow the directions below.</b></p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	AAH.24, AAH.25, AAH.26, AAH.27 AAH.28

## Grade 9-12 African-American History: Quarter 2, Unit 1 Vocabulary/Identification

### **Tier 2 Vocabulary**

Nationalism, Abolitionists, Constitution, Nat Turner, Dred Scott, Civil War, Slave Rebellion, Fugitive Slave Act

### **Tier 3 Vocabulary**

principles, Divine, Reproach, Liberty, Discourse, Freedom, Impunity, "Reds"/communists, Red Scare, A. Mitchell Palmer, xenophobia, Nicola Sacco/Bartolomeo Vanzetti, Madison Grant, The Passing of the Great Race, Lothrop Stoddard, The Rising Tide of Color, The Birth of a Nation, Thomas Dixon, The Clansman, Ku Klux Klan, Woodrow Wilson, Metro Goldwyn Mayer, "Big Bill" Thompson, William J. Simmons, D. C. Stephenson, James Weldon Johnson, Walter White, Dyer Anti-Lynching Bill, "white primaries", Nixon v. Herndon, Ossian Sweet, Clarence Darrow and Arthur Garfield Hayes, Marcus Garvey, Universal Negro Improvement Association, Black Moses, Black Cross Nurses, Negro World, Black Star Line



## Grade 9-12 African-American History: Quarter 2, Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 2 African-American Life During the Great Depression and World War II 1929-1950	2 weeks	<i>Prentice Hall African American History 2nd Edition</i>	<p>Students will be able to explain the general causes of, and governmental responses to the Great Depression, the economic effects of the Great Depression on African-Americans in the cities and rural areas and understand the varieties of protests continued by African-Americans during the Great Depression, including issues of economic concerns, challenging racial discrimination, and organized labor protests.</p> <p>Lastly, students will determine the effects of the roles, changes for, and continued discrimination of African-Americans in the military during World War II, understand the role of African-Americans in America during the war, including as workers and with continued protest, and understand the positive and negative effects of the Cold War on African-Americans, both in politics and social life.</p>	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	AAH.29, AAH.30, AAH.31 AAH.32, AAH.33, AAH.34

	<b>SAMPLE DAILY FRAMEWORK</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Texts</b>	Prentice Hall African-American History 2nd Edition				
<b>Standards</b>	AAH.29, AAH.30, AAH.31				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Academic Vocabulary and Language-depression, bull market, Hooverilles				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> <li>• Statement of Standards</li> <li>• Daily Agenda</li> <li>• Essential Question – What causes an entire country to falter economically?</li> </ul>				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Annotating and Paraphrasing – “separate but equal” doctrine				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Town Hall Circle – Challenging Racial Discrimination in the Courts				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine: Think Puzzle Explore (Black Protest during the Great Depression)				

## Grade 9-12 African-American History: Quarter 2, Unit 2 - Week 1

<b>African-American Life During the Great Depression and World War II 1929-1950: Week 1</b>	
<b>Essential Question(s)</b>	<p>How did the African-American community survive the Great Depression?</p> <p>Did the New Deal end the Great Depression offer African-Americans a chance at prosperity?</p> <p>In what ways did the United States federal government attempt to combat racial discrimination and empower the black community during the Great Depression?</p> <p>How did the war effort affect the Great Migration?</p> <p>How were black farmers affected by the Great Depression compared to urban blacks?</p>
<b>Student Outcomes</b>	<p>Students can explain the general causes of, and governmental responses to, the Great Depression.</p> <p>Students can explain the economic effects of the Great Depression on blacks in the cities and rural areas.</p> <p>Students can explain the political realignment of blacks during the New Deal, as well as Roosevelt's plans effect on them, including both positive and negative features.</p> <p>Students can explain the varieties of protests continued by blacks during the Great Depression, including issues of economic concerns, challenging racial discrimination, and organized labor protests.</p> <p>Students can explain the role and influence of the Communist Party on blacks at this time.</p> <p>Students can explain the development and importance of swing, big band and bebop in music for blacks.</p> <p>Students can explain the role and presentation of blacks in popular culture, including comic strips, movies, and radio.</p> <p>Students can explain the characteristics, developments, artists, and authors of the Chicago Renaissance, as well as how some participants actively attempted to better conditions for blacks as a whole.</p> <p>Students can explain how sports figures contributed to black culture during the period.</p> <p>Students can explain the development of black religious culture during the 1930s and 1940s, including the Nation of Islam and the Peace Mission Movement.</p>
<b>Texts</b>	<p>Text Book: Prentice Hall African-American History 2nd Edition, Chapters 18 &amp; 19</p> <p><b>Required Texts from Q1 Text Packet:</b></p> <ul style="list-style-type: none"> <li>• Chapter 18, Section 1, pp.504-509: The Great Depression, 1929-1933</li> <li>• <b>Recommended Protocol(s): Image Analysis, Read Aloud, Found Poems</b></li> </ul> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Article and Question Set: Chapter 18, Section 1, pp.507-508: Black Businesses in the Depression-Collapse and Survival</li> <li>• Article and Question Set: Chapter 18, Section 2, p.513: "Separate but Equal"</li> <li>• Article and Question Set: Chapter 18, Section 3, pp.516-525: African Americans and the New Deal</li> <li>• Article and Question Set: Chapter 19, Section 3, pp.546-551: The Black Chicago Renaissance</li> <li>• Article and Question Set: Chapter 19, Section 6, pp.561-563: Black Religious Culture</li> </ul>
<b>Text Specific and Text Dependent Questions</b>	<ol style="list-style-type: none"> <li>1. What factors caused the Great Depression of the 1930s?</li> <li>2. How did the Depression affect African-Americans?</li> <li>3. What was the fate of black-owned businesses during the Depression?</li> <li>4. What steps did Herbert Hoover take in response to the economic crisis?</li> <li>5. How did the NAACP change in the 1930s?</li> <li>6. What was the Terrell law? What steps did the NAACP take to oppose it?</li> <li>7. What role did African-American women play in the NAACP in the 1930s?</li> <li>8. How did the second New Deal differ from the first New Deal?</li> <li>9. Why did African-Americans shift their political allegiance to the Democratic party?</li> <li>10. How did the New Deal affect African-Americans?</li> </ol>

	<p>11. What was the Scottsboro case and what were its consequences?  12. What role did the Communist Party and organized labor play in radicalizing black Americans during the 1930s?  13. What was the purpose of the Tuskegee Study?  14. Who participated in the Tuskegee Study and why did they continue with the program?</p>
<p><b>Suggested Classroom Strategies</b></p>	<p><b>Give One, Get One (Appendix B, p.83):</b> Please utilize the text dependent and text specific questions above</p>
<p><b>Assessment(s)</b></p>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p><b>Read the following passages and address the task below:</b></p> <p>Stephen Ambrose identified the lamentable American irony of World War II writing, “The world’s greatest democracy fought the world’s greatest racist with a segregated army.” (Ambrose, <i>Citizen Soldier</i>) During the global conflict, African-American leaders and organizations established the “Double V” campaign, calling for victory against foreign enemies overseas and victory against racism at home.</p> <p>Source: <a href="http://www.nationalww2museum.org/assets/pdfs/african-americans-in-world.pdf">http://www.nationalww2museum.org/assets/pdfs/african-americans-in-world.pdf</a></p> <p><b>April 4, 1995, Philadelphia, Pennsylvania</b>  <b>Interviewer: Giles R. Wright</b></p> <p><i>A seventy-seven year-old black native Philadelphian, Reginald W. Maddox, recalled a particular incident of racial discrimination he experienced while serving in the navy during World War II. He described this incident in the following manner:</i></p> <p>After we finished our basic training at the Great Lakes Naval Training Station near Chicago, we were sent to the Millington Naval Air Station in Tennessee. At this base, several miles north of Memphis, I underwent training as an aviation machinist mate for about six months. At the completion of this training, around October of 1943, I, along with eleven other black seamen, was transferred to the naval air base at Pasco, Washington. In order to get there, we took a bus to Memphis where we were to get a train that would carry us to Seattle. We arrived at the train station and, after getting off the bus, marched to an area close to the entrance to the station’s restaurant for whites. As we stood there, we could see into this restaurant. And inside we saw a group of about thirty fellows dressed in brown shirts with large white letters that said “PW.” These letters reached from the shoulder to the waist, front and back. We didn’t know who they were. One of us asked the white seaman in charge of us who they were. And we were told that they were German prisoners of war. This caught everyone’s attention for a moment or two. And someone said, “Daggone Germans can go in there and we can’t. Isn’t this something.” And we were thinking that here we have on the uniform of this nation and the people who we are fighting against — who might have to shoot at us and we at them — are able to go into a restaurant that we can’t enter. But they were white, and white was right. So, we didn’t think about it too long because we knew we were in the South where there were the regular signs everywhere saying “White” and “Colored.” So we marched on off, went around the back, upstairs, to the station’s colored restaurant, and waited for our train.</p> <p>Source: <a href="http://www.njstatelib.org/research_library/new_jersey_resources/digital_collection/reginald_maddox/">http://www.njstatelib.org/research_library/new_jersey_resources/digital_collection/reginald_maddox/</a></p>

	<p>Citing evidence from the above passages and your own knowledge of history compose an essay that addresses each of the following questions:</p> <p>How did soldiers overcome feelings of resentment they may have had? What problems did they face while at war? What issues did African-American veterans face when they returned home from the war? How did their post-World War II experience compare with those African-American veterans returning home after World War I?</p> <p><b>As you write, follow the directions below.</b></p> <ul style="list-style-type: none"><li>• Address all parts of the prompt.</li><li>• Include information and examples from your own knowledge of social studies.</li><li>• Use evidence from the sources to support your response.</li></ul>
<b>Standards</b>	AAH.29, AAH.30, AAH.31

## Grade 9-12 African-American History: Quarter 2, Unit 2 - Week 2

<b>African-American Life During the Great Depression and World War II 1929-1950: Week 2</b>	
<b>Essential Question(s)</b>	What role did race play during World War II?
<b>Student Outcomes</b>	<p>Students can explain the origins of World War II as well as how America became involved.</p> <p>Students can explain the roles, changes, and continued discrimination of blacks in the military during World War II.</p> <p>Students can explain the role of blacks in America during the war, including as workers and with continued protest.</p> <p>Students can explain the positive and negative effects of the Cold War on blacks, both in politics and social life.</p> <p>Students can explain the developments of the Brown v. Board of Education case, as well as its importance and place in NAACP activism.</p>
<b>Texts</b>	<p>Text Book: Prentice Hall African-American History 2nd Edition, Chapter 20</p> <p><b>Required Texts from Q1 Text Packet:</b></p> <ul style="list-style-type: none"> <li>• Chapter 20, Section 2, pp.572-577: Race and the United States Armed Forces</li> <li>• <b>Recommended Protocol(s): Close Read, Annotating and Paraphrasing Sources</b></li> </ul> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Article and Question Set: Chapter 20, Sections 3, pp.578-581: The Beginning of Military Desegregation</li> <li>• Article and Question Set: Chapter 15, Section 4, p.420: Seeing the Past - African-American Soldiers in World War II</li> </ul>
<b>Text Specific and Text Dependent Questions</b>	<ol style="list-style-type: none"> <li>1. How did African-Americans use the World War II crisis to protest racial discrimination?</li> <li>2. What was Executive Order #8802 and how effective was it?</li> <li>3. What was the basis of the armed forces' racial policy?</li> <li>4. What role did African-American physicians and nurses play in the struggle to desegregate the U.S. military during World War II?</li> <li>5. What kinds of discrimination did blacks in the military face?</li> <li>6. How did African-American soldiers in World War II differ from those who served in World War I?</li> <li>7. What steps did the government take to counter claims of discrimination in the armed forces?</li> <li>8. Who were the Tuskegee Airmen?</li> <li>9. How did military experience shape African-American soldiers?</li> <li>10. How did the war contribute to accelerated black migration to the cities?</li> <li>11. How did the war worsen tensions and competition over housing and jobs between black and white Americans?</li> <li>12. How did the tactics of the Congress of Racial Equality (CORE) differ from those of existing civil rights groups?</li> <li>13. How did the Cold War shape American society in the 1950s?</li> <li>14. How did the views of W. E. B. Du Bois and Ralph Bunche differ on the issue of American foreign policy?</li> <li>15. What role did the 1948 campaign and politics have in President Truman's decision to order the military desegregated?</li> </ol>
<b>Suggested Classroom Strategies</b>	<p><b>Give One, Get One (Appendix B, p.83):</b> Please utilize the text dependent and text specific questions above</p> <p><b>SPAR Debate (Appendix B, p.142):</b> Black People on the Home Front</p>
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p>

	<p><b>Read the following passages and address the task below:</b></p> <p>What was the typical experience for the African-American soldier during World War II? How were they trained? How were they treated on the battlefield? How were they treated when they returned to America? What lessons did these soldiers learn? How did their experiences impact their view of America, the country for which they had willingly sacrificed their life? Write an informational essay about the typical experience for African-American soldiers during World War II.</p> <p><b>Textbook Reference: Chapter 20</b>  Leon Bass – World War II African-American Soldier, Concentration Camp Liberator -  <a href="http://historymatters.gmu.edu/d/142/">http://historymatters.gmu.edu/d/142/</a>  <a href="http://www.npr.org/templates/story/story.php?storyId=97552131">http://www.npr.org/templates/story/story.php?storyId=97552131</a></p> <p>African-Americans in the Navy –  <a href="http://www.pacificwarmuseum.org/your-visit/african-americans-in-wwii/">http://www.pacificwarmuseum.org/your-visit/african-americans-in-wwii/</a></p> <p>Mabel Staupers –  <a href="http://www.amistadresearchcenter.org/archon/?p=creators/creator&amp;id=523">http://www.amistadresearchcenter.org/archon/?p=creators/creator&amp;id=523</a>  <a href="http://www.ajc.com/news/business/profile-of-a-famous-nurse-mabel-keaton-staupers/nQMSf/">http://www.ajc.com/news/business/profile-of-a-famous-nurse-mabel-keaton-staupers/nQMSf/</a>  <a href="http://www.nursingworld.org/MabelKeatonStaupers">http://www.nursingworld.org/MabelKeatonStaupers</a>  <a href="http://www.blackpast.org/aah/staupers-mabel-keaton-1890-1989">http://www.blackpast.org/aah/staupers-mabel-keaton-1890-1989</a></p> <p><b>As you write, follow the directions below.</b></p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	AAH.32, AAH.33, AAH.34

## Grade 9-12 African-American History: Quarter 2, Unit 2 Vocabulary/Identification

### Tier 2 Vocabulary

Impact, segregate, employ, Hooverilles, biracial, “separate but equal” doctrine, statutes, Terrell law, Negro Women’s Franchise League, New Deal, First New Deal, Agricultural Adjustment Act (AAA), National Industrial Recovery Act (NIRA), National Recovery Administration (NRA), Black Cabinet, Second New Deal, Works Progress Administration (WPA), Federal Theater Project, Committee for Industrial Organization (CIO), Railway Labor Act, International Labor Defense (ILD), National Negro Congress (NNC), Tuskegee Study, placebo

### Tier 3 Vocabulary

Great Depression, New Deal, Civil Rights, Movement, NAACP, W.E.B. DuBois, Crisis Magazine, Amos ‘n’ Andy, Tuskegee Airmen, Jim Crow, Marvel Cooke, Ella Baker, “The Bronx Slave Market”, Binga Bank, Jesse Binga, Atlanta Life Insurance Company, Alonzo Franklin Herndon, North Carolina Mutual Life Insurance Company, Charles Clinton Spaulding, Dr. Daniel Hale Williams, Dr. Matilda A. Evans, Reconstruction Finance Corporation, “Hooverilles”, Herbert Hoover, Charles Houston, Thurgood Marshall, Walter White, Gaines v. Canada, Sipuel v. Board of Regents of the University of Oklahoma, Sweatt v. Painter, John J. Parker, Terrell Law, Nixon v. Herndon, Smith v. Allwright, Daisy Adams Lampkins, Juanita Mitchell, Negro Women’s Franchise League, City-Wide Young People’s Forum, Young Negroes’ Cooperative League

## Grade 9-12 African-American History: Quarter 2, Unit 3

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 3 The Modern Civil Rights Movement 1950-1970	2 weeks	<i>Prentice Hall African-American History 2nd Edition</i>	<p>Students will identify and evaluate the facts, leadership, tactics, and effects of various civil rights activities, including but not limited to the Montgomery Bus Boycott, the Little Rock Nine, sit-ins, the Freedom Rides, the Albany Movement, the March on Washington, Freedom Summer, and Bloody Sunday, understand African-Americans' changing position in politics through the 1950s and early 1960s including the Civil Rights Act of 1964 and the Voting Rights Act of 1965 and identify the origins, ideas, personalities and effects of the Black Power Movement.</p> <p>Students will describe the main points of Lyndon B. Johnson's War on Poverty, how it affected African-Americans, and what happened to it, understand the changing nature of the civil rights movement in the late 1960s and define the political and cultural developments for African-Americans during the late 1960s and 1970s, including the Black Arts Movement and new political offices.</p>	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	AAH.35, AAH.36, AAH.37 AAH.38, AAH.39, AAH.40, AAH.41

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	Prentice Hall African-American History 2nd Edition				
<b>Standards</b>	AAH.35, AAH.36, AAH.37 AAH.38, AAH.39				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Identification - What is the Civil Rights Movement?				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> <li>• Statement of Standards</li> <li>• Daily Agenda</li> <li>• Essential Question – What happens when a large portion of the population becomes fed up with the status quo?</li> </ul>				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Close Read – The Civil Rights Act of 1964				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Found Poems – The Civil Rights Act of 1964				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine: 3-2-1 (The Civil Rights Act of 1964)				

## Grade 9-12 African-American History: Quarter 2, Unit 3 - Week 1

<b>The Modern Civil Rights Movement 1950-1970: Week 1</b>	
<b>Essential Question(s)</b>	How were the victories of the Civil Rights Movement achieved?
<b>Student Outcomes</b>	<p>Students can explain the background and conditions of the 1950s leading up to the emergence of the national Civil Rights Movement.</p> <p>Students can explain the origins, participants, facts, and outcome of the Montgomery Bus Boycott, as well as how this protest was different from, or similar to, earlier civil rights activism.</p> <p>Students can explain early activism by students and how they differed in tactics and methods from earlier activism.</p> <p>Students can explain the facts, leadership, tactics, and effects of various civil rights activities, including the Little Rock incident, the sit-ins, the Freedom Rides, the Albany Movement, the March on Washington, Freedom Summer, and Bloody Sunday.</p> <p>Students can explain blacks' changing position in politics through the 1950s and early 1960s.</p> <p>Students can explain the origins and results of the civil rights movement up to 1965, including the Civil Rights Act of 1964 and the Voting Rights Act of 1965.</p>
<b>Texts</b>	<p>Text Book: Prentice Hall African-American History 2nd Edition, Chapters 21 &amp; 22</p> <p><b>Required Texts from Q1 Text Packet:</b></p> <ul style="list-style-type: none"> <li>Chapter 21, Section 2, pp.605-609: The Montgomery Bus Boycott</li> </ul> <p><b>Recommended Protocol(s): Close Read, Annotating and Paraphrasing Sources</b></p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>Article and Question Set: Chapter 21, Section 1, pp.598-602: The Road to Brown</li> <li>Article and Question Set: Chapter 21, Section 4, pp.617-622: The Movement at High Tide</li> <li>Article and Question Set: Chapter 21, Section 4, pp.620: Violence and the Civil Rights Movement</li> <li>Article and Question Set: Chapter 22, Section 1, pp.634-636: Black Nationalism and White Backlash</li> </ul>
<b>Text Specific and Text Dependent Questions</b>	<ol style="list-style-type: none"> <li>How did the experience of the 1950s differ for white and black Americans?</li> <li>Why is the Brown v. Board of Education of Topeka one of the most important U.S. Supreme Court decisions of the twentieth century?</li> <li>How did white southerners' strategy of massive resistance affect the modern civil rights movement?</li> <li>What was the Montgomery Bus Boycott and what events ignited it?</li> <li>What role did black women and children play in the challenges to segregation and discrimination in their communities?</li> <li>What role did white northerners play in the boycott?</li> <li>What role did the Southern Christian Leadership Council (SCLC) play in the civil rights movement of the late 1950s?</li> <li>What did the Civil Rights Act of 1957 accomplish?</li> <li>How did black students play a significant role in advancing the cause of civil rights?</li> <li>How did the federal government support, and at times thwart, the freedom movement?</li> <li>What kinds of resistance did white authorities put up against the Albany movement?</li> <li>What tactics did civil rights activists employ in Birmingham in 1963?</li> <li>What were the main provisions of the Civil Rights Act of 1964?</li> <li>What were the main focus and strategies of the civil rights movement after passage of the Civil Rights Act of 1964?</li> <li>What were the main provisions of the Voting Rights Act of 1965?</li> </ol>
<b>Suggested Classroom Strategies</b>	<p><b>Big Paper - Building a Silent Conversation:</b> Peaceful Protest vs. By Any Means Necessary - Where do you stand?</p> <p><b>Storyboard (Appendix B, p.146):</b> African-American Churches/African-American Schools/African- American Communities</p> <p><b>SPAR Debate (Appendix B, p.142):</b> Separate but Equal</p>



**Assessment(s)**

*Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.*

**Read the following passages and address the task below:**

Fannie Lou Hamer's Speech to the Credentials Committee at the Democratic National Convention, July 22, 1964:

Mr. Chairman, and to the Credentials Committee, my name is Mrs. Fanny Lou Hamer, and I live at 626 East Lafayette Street, Ruleville, Mississippi, Sunflower County, the home of Senator James O. Eastland, and Senator Stennis.

It was the 31st of August in 1962 that 18 of us traveled 26 miles to the county courthouse in Indianola to try to register to try to become first-class citizens.

We was met in Indianola with, by policemen men, highway patrolmens and they only allowed two of us in to take the literacy test at the time. After we had taken this test and started back to Ruleville, we was held up by the city police and the state highway patrolmen and carried back to Indianola where the bus driver was charged that day with driving a bus the wrong color.

After we paid the fine among us, we continued on to Ruleville, and Reverend Jeff Sunny carried me four miles in the rural area where I had worked as a timekeeper and sharecropper for 18 years. I was met there by my children, that told me that the plantation owner was angry because I had gone down, tried to register.

After they told me, my husband came, and said that the plantation owner was raising cain because I had tried to register, and before he quit talking the plantation owner came, and said, "Fanny Lou, do you know — did Pap tell you what I said?"

And I said, "yes, sir."

He said, "Well, I mean that," said, "If you don't go down and withdraw your registration, you will have to leave," said, "Then if you go down and withdraw," said, "you still might have to go because we are not ready for that in Mississippi."

And I addressed him and told him and told him that, "I didn't try to register for you. I tried to register for myself."

I had to leave that same night.

On the 10th of September 1962, 16 bullets was fired into the home of Mr. and Mrs. Robert Tucker for me. That same night two girls were shot in Ruleville, Mississippi. Also Mr. Joe McDonald's house was shot in.

And in June the 9th, 1963, I had attended a voter registration workshop, was returning back to Mississippi. Ten of us was traveling by the Continental Trailway bus. When we got to Winona, Mississippi, which is Montgomery County, four of the people got off to use the washroom, and two of the people — to use the restaurant — two of the people wanted to use the washroom.

The four people that had gone in to use the restaurant was ordered out. During this time I was on the bus. But when I looked through the window and saw they had rushed out I got off of the bus to see what had happened, and one of the ladies said, "It was a state highway patrolman and a chief of police ordered us out."

I got back on the bus and one of the persons had used the washroom got back on the bus, too.

As soon as I was seated on the bus, I saw when they began to get the five people in a highway patrolman's car, I stepped off of the bus to see what was happening and somebody screamed from the car that the five workers was in and said, "Get that one there," and when I went to get in the car, when the man told me I was under arrest, he kicked me.

I was carried to the county jail, and put in the booking room. They left some of the people in the booking room and began to place us in cells. I was placed in a cell with a young woman called Miss Euvester Simpson. After I was placed in the cell I began to hear sounds of licks and screams. I could hear the sounds of licks and horrible screams, and I could hear somebody say, "Can you say, yes, sir, nigger? Can you say yes, sir?"

And they would say other horrible names.

She would say, "Yes, I can say yes, sir."

"So well say it."

She said, "I don't know you well enough."

They beat her, I don't know how long, and after a while she began to pray, and asked God to have mercy on those people. And it wasn't too long before three white men came to my cell. One of these men was a state highway patrolman and he asked me where I was from, and I told him Ruleville, he said, "We are going to check this." And they left my cell and it wasn't too long before they came back. He said, "You are from Ruleville all right," and he used a curse work, and he said, "We are going to make you wish you was dead."

I was carried out of that cell into another cell where they had two Negro prisoners. The State Highway Patrolmen ordered the first Negro to take the blackjack.

The first Negro prisoner ordered me, by orders from the state highway patrolman for me, to lay down on a bunk bed on my face, and I laid on my face. The first Negro began to beat, and I was beat by the first Negro until he was exhausted, and I was holding my hands behind me at that time on my left side because I suffered from polio when I was six years old.

After the first Negro had beat until he was exhausted the state highway patrolman ordered the second Negro to take the blackjack. The second Negro began to beat and I began to work my feet, and the state highway patrolman ordered the first Negro had beat to sit upon my feet to keep me from working my feet. I began to scream and one white man got up and began to beat me my head and told me to hush. One white man — my dress had worked up high, he walked over and pulled my dress, I pulled my dress down and he pulled my dress back, back up. I was in jail when Medgar Evers was murdered.

All of this is on account of we want to register, to become first-class citizens, and if the freedom Democratic Party is not seated now, I question America. Is this America? The land of the free and the home of the brave where we have to sleep with our telephones off the hooks because our lives be threatened daily because we want to live as decent human beings, in America?

Thank you.

Citing evidence from the text above and using your own knowledge of history compose an essay that explains if this was a typical incident in the United States in 1964 or merely an isolated incident that rarely occurred. Additionally, cite at least three real impacts this incident had on the life of Mrs. Hamer.

**As you write, follow the directions below.**

- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- Use evidence from the sources to support your response.

**Standards**

AAH.35, AAH.36, AAH.37

## Grade 9-12 African-American History: Quarter 2, Unit 3 - Week 2

<b>The Modern Civil Rights Movement 1950-1970: Week 2</b>	
<b>Essential Question(s)</b>	How were the victories of the Civil Rights Movement achieved?
<b>Student Outcomes</b>	<p>Students can explain the origins, ideas, personalities and effects of the Black Power Movement, and the effects of inner city riots in the late 1960s.</p> <p>Students can explain the main points of Johnson’s War on Poverty, how it affected blacks, and what happened to it.</p> <p>Students can explain the changing nature of the civil rights movement in the late 1960s, including developments among Martin Luther King, Jr., students, and Black Power advocates.</p> <p>Students can explain the political and cultural developments for blacks during the late 1960s and 1970s, including the Black Arts Movement, new political offices, and effects on white presidents, including Johnson, Nixon, and Carter.</p>
<b>Texts</b>	<p>Text Book: Prentice Hall African-American History 2nd Edition, Chapter 22</p> <p><b>Required Texts from Q1 Text Packet:</b></p> <ul style="list-style-type: none"> <li>• Chapter 14, Section 1, pp.368-373: Politics</li> </ul> <p><b>Recommended Protocol(s): Close Read, Annotating and Paraphrasing Sources</b></p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Article and Question Set: Chapter 22, Section 1, pp.638-640: The Black Panther Party</li> <li>• Article and Question Set: Chapter 22, Section 1, pp.648-649: Vietnam Destroys the Great Society</li> <li>• Article and Question Set: Chapter 22, Section 6, pp.664-669: Black Elected Officials</li> </ul>
<b>Text Specific and Text Dependent Questions</b>	<ol style="list-style-type: none"> <li>1. Why did many African-Americans become more militant during the 1960s?</li> <li>2. What effect did black power have on white and black religious leaders in the 1960s?</li> <li>3. What were the goals of the Black Panther Party?</li> <li>4. What were the causes of the urban riots of the late 1960s?</li> <li>5. What were the sources of opposition to the Great Society programs?</li> <li>6. How did the Vietnam War affect the Great Society and African-Americans?</li> <li>7. What lessons did Martin Luther King learn from his actions in Chicago in 1966?</li> <li>8. Why did Martin Luther King oppose the war in Vietnam?</li> <li>9. How did black Americans respond to the assassination of Martin Luther King?</li> <li>10. How did the Black Power movement stimulate black culture?</li> <li>11. What characterized the second phase of the black student movement?</li> <li>12. What are the generally accepted goals of black studies?</li> <li>13. What were the contradictions in President Nixon’s policies toward African-Americans and civil rights?</li> <li>14. What policies did President Nixon pursue with respect to the Vietnam War between 1969 and 1973?</li> <li>15. What political gains did black Americans make during the 1970s?</li> <li>16. What was the overall economic status of African-Americans in the 1970s?</li> <li>17. What contributed to President Carter’s support among black people?</li> </ol>
<b>Suggested Classroom Strategies</b>	<p><b>Human Timeline:</b> The National Black Convention Movement of the Black Power Era</p> <p><b>Town Hall Circle:</b> African-Americans and the Vietnam War</p>
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p>

	<p><b>Read the following passages and address the task below:</b></p> <p>Various methods of organized resistance were used during the Civil Rights Movement. Assign students one method (lunch counter sit-ins, children’s crusades, protests, marches) and have them research the impact that method had on the Civil Rights Movement. Consider casualties and other negative outcomes. What were the benefits of each method? How were people recruited and trained to participate? Create a PowerPoint presentation discussing your assigned method of organized resistance.</p> <p><b>Textbook reference: Chapter 21</b>  <b>Biography: James Farmer (1920-1999) Civil Rights Activist, Founder of CORE Chicago, Theologian</b></p> <p>Library of Congress Civil Rights History Project oral history interviews –  <a href="http://www.loc.gov/collection/civil-rights-history-project/">http://www.loc.gov/collection/civil-rights-history-project/</a></p> <p>Emmett Till –  <a href="http://www.pbs.org/wgbh/amex/till/">http://www.pbs.org/wgbh/amex/till/</a>  <a href="http://www.cbsnews.com/news/justice-delayed-but-not-denied/">http://www.cbsnews.com/news/justice-delayed-but-not-denied/</a>  <a href="http://www.cbsnews.com/news/emmett-till-case-willie-louis-key-witness-in-the-1955-murder-of-teen-in-miss-dies-at-76-report-says/">http://www.cbsnews.com/news/emmett-till-case-willie-louis-key-witness-in-the-1955-murder-of-teen-in-miss-dies-at-76-report-says/</a></p> <p><b>As you write, follow the directions below.</b></p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
	<p><b>Standards</b></p>

## Grade 9-12 African-American History: Quarter 2 Unit 3 Vocabulary/Identification

### Tier 2 Vocabulary

impact, employ, segregate, precedent

### Tier 3 Vocabulary

Freedom Riders, Freedom Summer, Civil Rights Movement, Vietnam War, Brown v. Board of Education, All Deliberate Speed, Smith v. Allwright, Shelley v. Kramer, NAACP-Legal Defense Fund, Brown v. Board of Education of Topeka, Kansas, Constance Baker Motley, George Crawford, State of Missouri ex rel. Gaines v. Canada, Charles Houston, Clarence Blakeslee, Thurgood Marshall, Ada Lois Sipuel, Sipuel v. Board of Regents of the University of Oklahoma, Sweatt v. Painter, G. W. McLaurin, Leon A. Ransom, Briggs v. Elliot, Scott’s Branch School, R. W. Elliot, Rev. Joseph A. Delaine, Earl Warren, Second Reconstruction, Brown II, Jim Folsom, President Dwight Eisenhower, Jerry Falwell, White Citizen’s Council, James O. Eastland, “The Southern Manifesto”, Emmett Till, Carolyn Bryant, Mose Wright

## Grade 9-12 African-American History: Quarter 2, Unit 4

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 4 African-American Issues in Contemporary Times 1970-Present	3 weeks	<i>Prentice Hall African-American History 2nd Edition</i>	<p>Students will understand the overall economic conditions of African- Americans during this period, as well as the effects of the Reagan, George H. W. Bush, Clinton, and G. W. Bush presidencies on the African-American situation. Learners will define the origins, goals, and development of African-American political power and candidacies and positions, as well as the changing role of African- Americans within the Democratic Party.</p> <p>Students will describe some of the basic social and cultural developments among African-Americans around the turn of the 21st century, including the impact of economics, education, health, and religion, as well as African-American art, music, literature, African- American feminism, and Afrocentricity.</p> <p>Lastly, students will identify the origins, depth, and limitations of the fragmentation of the African-American community around the turn of the century and understand how issues of gender and sexuality have affected modern African-Americans.</p>	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	AAH.42, AAH.43, AAH.44, AAH.45, AAH.46, AAH.47,

	<b>SAMPLE DAILY FRAMEWORK</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Texts</b>	Prentice Hall African-American History 2nd Edition				
<b>Standards</b>	AAH.42, AAH.43, AAH.44, AAH.45, AAH.46, AAH.47				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Academic Vocabulary and Language - Conservatism, Affirmative Action, white collar, blue collar				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> <li>• Statement of Standards</li> <li>• Daily Agenda</li> <li>• Essential Question – What challenges do African-Americans face in contemporary America?</li> </ul>				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Close Read – Black Conservatives				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Harvard Visible Thinking Routine: Reporters Notebook (Affirmative Action)				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine: 3-2-1 (Bill Clinton)				

## Grade 9-12 African-American History: Quarter 2, Unit 4 - Week 1

African-American Issues in Contemporary Times 1970 - Present: Week 1	
<b>Essential Question(s)</b>	What role did race play in politics between 1980 and 2004?
<b>Student Outcomes</b>	Students can explain the origins, depth, and limitations of the fragmentation of the black community during the 1980s to the present. Students can explain the overall economic conditions of blacks during this period, as well as the effects of the Reagan, George H. W. Bush, Clinton, and G. W. Bush presidencies on their situation.
<b>Texts</b>	Text Book: Prentice Hall African-American History 2nd Edition, Chapter 23 <b>Required Texts from Q1 Text Packet:</b> <ul style="list-style-type: none"> <li>• Chapter 23, Section 5, pp. 686-688: Policing the Black Community</li> <li>• <b>Recommended Protocol(s): Image Analysis, Read Aloud, Found Poems</b></li> </ul> <b>Supplemental Texts:</b> <ul style="list-style-type: none"> <li>• Article and Question Set: Chapter 23, Section 1, pp.674-676: The Conservative Reaction</li> <li>• Article and Question Set: Chapter 23, Section 5, pp.689-693: The Clinton Years</li> </ul>
<b>Text Specific and Text Dependent Questions</b>	<ol style="list-style-type: none"> <li>1. How did Reagan and Bush try to dismantle the “Great Society” and undermine social welfare programs?</li> <li>2. What role did black conservatives play in the Republican Party in the 1980s and 1990s?</li> <li>3. What are the “Old” and “New” civil rights?</li> <li>4. What were the focal points of black activism during the Reagan and Bush years?</li> <li>5. How did Jesse Jackson rise within the Democratic Party?</li> <li>6. How did general white perceptions of young black men shape trends in criminal justice in the 1990s?</li> <li>7. What is police profiling and how did it affect African-Americans?</li> <li>8. What was the Rodney King episode and why was it important?</li> <li>9. Why were African-Americans so supportive of Bill Clinton’s presidency and attached to the Democratic Party?</li> <li>10. What were the results of the Personal Responsibility Act of 1996?</li> <li>11. How did George W. Bush win the presidential election in 2000?</li> <li>12. What were the key issues in the election of 2004?</li> </ol>
<b>Suggested Classroom Strategies</b>	<b>Barometer (Appendix B, p.23):</b> African-Americans and Hurricane Katrina
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p><b>Read the following passages and address the task below:</b> On December 19, 2014, President Barack Obama held an end of the year press conference. The following question was asked of him by April Ryan of the American Urban Radio Networks:          Question: Thank you, Mr. President. Last question, I guess. (Laughter.) Six years ago this month, I asked you what was the state of black America in the Oval Office, and you said it was the “the best of times and the worst of times.” You said it was the best of times in the sense that there was -- has never been more opportunity for African-Americans to receive a good education, and the worst of times for unemployment and the lack of opportunity. We're ending 2014. What is the state of black America as we talk about those issues as well as racial issues in this country?          Source: <a href="https://www.whitehouse.gov/the-press-office/2014/12/19/remarks-president-year-end-press-conference">https://www.whitehouse.gov/the-press-office/2014/12/19/remarks-president-year-end-press-conference</a>          Based on your knowledge of history, what you have learned in this class, and your own experiences, compose an essay the responds to the question posed to the President.</p> <p><b>As you write, follow the directions below.</b></p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>

## Grade 9-12 African-American History: Quarter 2, Unit 4 - Week 2

<b>African-American Issues in Contemporary Times 1970 - Present: Week 2</b>	
<b>Essential Question(s)</b>	What does it mean to be African-American at the beginning of the 21 <sup>st</sup> century?
<b>Student Outcomes</b>	Students can explain the varieties of black activism during the 1980s to the present, as well as the backlash against previous gains. Students can explain the origins, goals, and development of black political power and candidacies and positions, as well as the changing role of African-Americans within the Democratic Party.
<b>Texts</b>	Text Book: Prentice Hall African-American History 2nd Edition, Chapter 23 & 24 <b>Required Texts from Q1 Text Packet:</b> <ul style="list-style-type: none"> <li>• Chapter 23, Section 6, pp.694-704: Black Politics in the New Millennium</li> <li>• <b>Recommended Protocol(s): Image Analysis, Read Aloud, Found Poems</b></li> </ul> <b>Supplemental Texts:</b> <ul style="list-style-type: none"> <li>• Article and Question Set: Chapter 23, Section 7, pp.705-709: The 2008 Presidential Campaign</li> <li>• Article and Question Set: Chapter 23, Section 3, pp.734-737: Black Muslims</li> <li>• Article and Question Set: Chapter 24, Section 2, pp.719-721: Education One-Half Century After <i>Brown</i></li> </ul>
<b>Text Specific and Text Dependent Questions</b>	<ol style="list-style-type: none"> <li>1. What explains African-Americans growing economic security?</li> <li>2. Why are so many African-Americans less wealthy and less healthy than white Americans?</li> <li>3. What educational gains have African-Americans made since the Brown decision of the 1950s?</li> <li>4. Why has rap music achieved international popularity?</li> <li>5. What is the main philosophy of Afrocentricity?</li> <li>6. What types of academic programs have emerged for the study of African-Americans?</li> </ol>
<b>Suggested Classroom Strategies</b>	<b>Town Hall Circle (Appendix B, p.154):</b> Health and the African American Community <b>Graffiti Boards (Appendix B, p.86):</b> The Black Church and Black Muslims
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p><b>Read the following passages and address the task below:</b></p> <p>Select a rap/hip-hop song and assign students to dissect and annotate the lyrics utilizing the following steps</p> <ul style="list-style-type: none"> <li>• What is the base music – original or sampled? If sampled, what is the sample?</li> <li>• Describe the beats or rhythms and how it fits the song and why it is an important element.</li> <li>• Where is the artist from and what is his or her background? What ideas do the lyrics attempt to portray to the listener?</li> <li>• Is the song a commentary on the state of African-Americans in society today? If so, is it an accurate commentary?</li> <li>• If the song presents/describes a problem or issue, does the artist propose a solution? If so, what is that solution?</li> <li>• Do the lyrics reflect the ideals of historical African-American leaders?</li> <li>• What commentary does this song and artist make about the broader American or world society today?</li> <li>• Does this artist reflect the African-American community today? Why or why not?</li> </ul> <p><b>As you write, follow the directions below.</b></p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	AAH.44, AAH.45

## Grade 9-12 African-American History: Quarter 2, Unit 4 - Week 3

<b>African American Issues in Contemporary Times 1970 - Present: Week 3</b>	
<b>Essential Question(s)</b>	What does it mean to be African-American at the beginning of the 21st century?
<b>Student Outcomes</b>	Students can explain some of the basic social and cultural developments among blacks around the turn of the 21st century, including the impact of economics, education, health, and religion, as well as black art, music, literature, black feminism, and Afrocentricity. Students can explain the origins, depth, and limitations of the fragmentation of the black community around the turn of the century. Students can explain how issues of gender and sexuality have affected modern African-Americans.
<b>Texts</b>	Text Book: Prentice Hall African-American History 2nd Edition, Chapter 24 <b>Required Texts from Q1 Text Packet:</b> <ul style="list-style-type: none"> <li>• Chapter 24, Section 1, pp.714-721: Progress and Poverty</li> <li>• <b>Recommended Protocol(s): Image Analysis, Read Aloud, Found Poems</b></li> </ul> <b>Supplemental Texts:</b> <ul style="list-style-type: none"> <li>• Article and Question Set: Chapter 24, Section 2, pp.722-730: African Americans at the Center of Art and Culture</li> <li>• Article and Question Set: Chapter 24, Section 4, pp.738-743: Black Identity in the 21<sup>st</sup> Century</li> <li>• Article and Question Set: Chapter 15, Section 4, pp.420: Seeing the Past-Madam C. J. Walker</li> </ul>
<b>Text Specific and Text Dependent Questions</b>	<ol style="list-style-type: none"> <li>1. What explains African-Americans growing economic security?</li> <li>2. Why are so many African-Americans less wealthy and less healthy than white Americans?</li> <li>3. What educational gains have African-Americans made since the Brown decision of the 1950s?</li> <li>4. Why has rap music achieved international popularity?</li> <li>5. What is the main philosophy of Afrocentricity?</li> <li>6. What types of academic programs have emerged for the study of African-Americans?</li> <li>7. How has African-American religious life changed in the last several decades?</li> <li>8. What are the strengths and tensions within the black church today?</li> <li>9. Why has black identity become more complicated at the dawn of the 21<sup>st</sup> century?</li> <li>10. What were the accomplishments of Second Wave Feminism and what role did black women play in the movement?</li> <li>11. To what extent has racial equality and harmony been achieved in the 21st century?</li> <li>12. What is hip-hop culture, where did it come from, what does it portray, and what influence does it have on mainstream media in today's society?</li> <li>13. How has the Civil Rights movement changed in the 21st century?</li> <li>14. How has the role of African-American women changed over the last 50 years?</li> <li>15. Have African-American churches remained a constant force in the black community? How? Why?</li> <li>16. Why does the African-American prison population continue to increase in America?</li> </ol>
<b>Suggested Classroom Strategies</b>	<b>Town Hall Circle (Appendix B, p.154):</b> African American Identity in the 21 <sup>st</sup> Century
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>



	<p><b>Read the following passages and address the task below:</b></p> <p>How has immigration and migration impacted the lives of African-Americans in contemporary America? Create a presentation depicting the current situation of immigration in the U.S. Also, address how the changes have impacted African-Americans. Explain. Be prepared to present findings to the class. Literacy WHST.11-12.2</p> <p>Immigration -  <a href="http://www.nber.org/digest/may07/w12518.html">http://www.nber.org/digest/may07/w12518.html</a>  <a href="http://www.immigrationpolicy.org/perspectives/allies-not-enemies-how-latino-immigration-boosts-african-american-employment-and-wages">http://www.immigrationpolicy.org/perspectives/allies-not-enemies-how-latino-immigration-boosts-african-american-employment-and-wages</a>  <a href="http://borderbattles.ssrc.org/Hirschman/">http://borderbattles.ssrc.org/Hirschman/</a>  <a href="http://cis.org/node/553">http://cis.org/node/553</a></p> <p>Tom Brokaw/NBC News on modern feelings about race –  <a href="http://www.nbcnews.com/watch/nbcnews-com/race-in-america-how-far-have-we-come-294348355616">http://www.nbcnews.com/watch/nbcnews-com/race-in-america-how-far-have-we-come-294348355616</a></p> <p><b>As you write, follow the directions below.</b></p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
	<p><b>Standards</b></p> <p>AAH.46, AAH.47</p>

## Grade 9-12 African-American History: Quarter 2, Unit 4 Vocabulary/Identification

### Tier 2 Vocabulary

Initiative, conservative, argument, ethnicity, ethnic background, anti-miscegenation laws, autocratic, rights revolution, feminism,

### Tier 3 Vocabulary

Reparations, Wealth gap, Achievement gap, Affirmative Action, Civil Rights Movement, white-collar, incarceration, poet laureate, rap, hip-hop nation, gangsta rap, Afrocentricity, assimilation, Nation of Islam, Statistical Policy Directive 15, 1965 Hart-Cellar Act, Educational Amendments Act, Equal Rights Amendment

## Highly Suggested Supplemental Reading for African American History:

- The Meaning of the Fourth of July for the Negro, Frederick Douglass
- Uncle Tom's Cabin, Harriet Beecher Stowe
- Journal of a Residence on a Georgian Plantation in 1838-1839, Frances Anne "Fanny" Kemble (1863)
- The Lincoln–Douglas Debates
- Reminiscences of My Life in Camp with the 33<sup>rd</sup> United States Colored Troops, Susie King Taylor
- The Civil Rights of Freedmen, from–Mississippi Laws of the State, 1865 –This is an example of the Black Codes
- Of Mr. Booker T. Washington and Others (1903), W.E.B. DuBois
- The Black Woman Has Worked All of Her Life (1979), Fanny Christina Hill: This is an interview conducted by Sherna Berger Gluck
- U.S. Constitution -13th, 14th, and 15th Amendments
- The Brown v. Board of Education Opinion
- The Civil Rights Act of 1964