

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025. **By 2025,**

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The plan ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students and across content areas. Destination 2025, the Comprehensive Literacy Improvement Plan, and TN State Standards establish common goals and expectations for student learning across schools and are the underpinning for the development of the curriculum frameworks/maps.

Purpose - This curriculum framework or map is meant to help teachers and their support providers (e.g., coaches, leaders) on their path to effective, college and career ready (CCR) aligned instruction and our pursuit of Destination 2025. It is a resource for organizing instruction around the TN State Standards, which define what to teach and what students need to learn at each grade level. The framework is designed to reinforce the grade/course-specific standards and content—the major work of the grade (scope)—and provides a *suggested* sequencing and pacing and time frames, aligned resources—including complex texts, sample questions and tasks, and other planning tools. Our hope is that by curating and organizing a variety of standards-aligned resources, teachers will be able to spend less time wondering what to teach and searching for quality materials (though they may both select from and/or supplement those included here) and have more time to plan, teach, assess, and reflect with colleagues to continuously improve practice and best meet the needs of their students.

The map is meant to support effective planning and instruction to rigorous standards; it is *not* meant to replace teacher planning or prescribe pacing 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. Teachers who are knowledgeable about and intentionally align the learning target (standards and objectives), topic, text(s), task, topic, and needs (and assessment) of the learners are best-positioned to make decisions about how to support student learning toward such mastery. Teachers are therefore expected—with the support of their colleagues, coaches, leaders, and other support providers—to exercise their professional judgement aligned to our shared vision of effective instruction, the Teacher Effectiveness Measure (TEM) and related best practices. However, while the framework allows for flexibility and encourages each teacher/teacher team to make it their own, our expectations for student learning are non-negotiable. We must ensure all of our children have access to rigor—high-quality teaching and learning to grade level specific standards, including purposeful support of literacy and language learning across the content areas. It is essential for students to strategically leverage their literacy skills to comprehend informational texts and explicitly demonstrate competence in thinking, reading, writing, and communicating.

Integration of literacy skills is critical for student success in post-secondary education and to prepare students, teachers must regularly engage students with:

- (1) Regular practice with complex text and vocabulary.
- (2) Reading, writing, and speaking grounded in evidence from texts.
- (3) Using literacy skills to gain knowledge and demonstrate competence in rigorous activities and tasks.

Effective Social Studies instruction should model and teach students to effectively manage and analyze information using literacy skills and strategies. This requires consistent demonstration and practice of how to use literacy skills with Social Studies content.

Document–Based Questions (DBQs) and Text Dependent Questions (TDQs) are included in the suggested activities throughout this

document. “Best Practice” requires student to regularly engage with challenging texts and requires students to substantiate their answers using evidence taken from the text/passage.

“The implementation of Common Core State Standards is a full-school endeavor, not just a project for math and ELA teachers. The Common Core State Standards, in addition to the English Language Arts (ELA) Standards, includes Literacy (reading and writing) standards for the “specialized disciplines” of history, social studies, science, and technical subjects for grades 6-12. Teachers of all grades and subjects can integrate math and literacy skills and activities into their disciplines in order to harness the power of the Common Core to improve student learning across the board.”

Source: TN Core

http://www.tncurriculumcenter.org/social_studies

To support literacy and language learning across the content areas and support deeper knowledge building in the content area, throughout this curriculum map, you will see high-quality texts from both the textbook(s) and external/supplemental texts to ensure students are reading appropriately complex, worthwhile material. These texts have been evaluated by district staff to ensure that they meet criteria for text complexity--Quantitative, Qualitative, and Reader & Task Factors. Lexile Levels are listed on the Curriculum Maps, and additional information is cited, where available.

Common Scale for Band Level Text Difficulty Ranges

Common Core Bands	Text-Analyzer Tools					
	ATOS	DRP	FK	Lexile	SR	RM
2nd–3rd	2.75–5.14	42–54	1.98–5.34	420–820	0.05–2.48	3.53–6.13
4th–5th	4.97–7.03	52–60	4.51–7.73	740–1010	0.84–5.75	5.42–7.92
6th–8th	7.00–9.98	57–67	6.51–10.34	925–1185	4.11–10.66	7.04–9.57
9th–10th	9.67–12.01	62–72	8.32–12.12	1050–1335	9.02–13.93	8.41–10.81
11th–CCR	11.20–14.10	67–74	10.34–14.2	1185–1385	12.30–14.50	9.57–12.00

Key

ATOS: ATOS (Renaissance Learning); **DRP:** Degrees of Reading Power (Questar); **FK:** Flesch Kincaid (public domain, no mass analyzer tool available); **Lexile:** Lexile Framework (MetaMetrics); **SR:** Source Rater (ETS); **RM:** Pearson Reading Maturity Metric (Pearson Education)

What is a DBQ/TDQ?

Document-Based Questions (DBQs) and Text-Dependent Questions (TDQs) are for all students, from elementary school through high school. They are a type of authentic assessment and a way for students to interact with historical records and information. DBQs/TDQs, may not only be in the form of an actual question, but rather in the form of tasks or activities that require students to read, analyze, gather information, complete scaffolding responses, assimilate or synthesize information from the listed resources, text or documents.

Throughout this map, the suggested activities are designed to help students gain strength in content knowledge and to provide opportunities at high levels of thinking as they develop life skills.

**If hyperlinks in this document are not active due to digital translation issues, the user should copy and paste the link into the address bar of a web browser such as Google Chrome or Mozilla Firefox.*

Vocabulary Instruction

Effective vocabulary development occurs both incidentally and through explicit instruction. Mastery requires daily immersion in word-rich environments, while teaching and modeling word learning strategies—from the use of context clues and concept maps (to connect related ideas) to understanding the nuance of words: origin, root, and/or affixes. In all content areas, terms should be integrated into tasks and reinforced over time and across contexts.

Basic Vocabulary (Tier 1) - Words that commonly appear in spoken language and are heard frequently in numerous contexts. Tier 1 words rarely require explicit instruction. (Ex: write, read and gather)

Academic Vocabulary (Tier 2) - High frequency words used across content areas. (Ex: expose, establish and verify.) Tier 2 words are general academic words and appear in all sorts of texts: informational, technical, and literary texts. Explicit instruction of the Tier 2 academic words, typically occurs within the context of the text and is required in order for students to know and use these words. Tier Two words often represent precise ways to say relatively simple things (Ex: “saunter” vs. “walk”). (For more information consult the *BUSD Grade Level Academic Vocabulary*, http://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf).

Content Vocabulary (Tier 3) - Words are used in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and are an integral part of content instruction. (Ex: lynching, abolitionist, slavery) Tier 3 words are what the standards refer to as “domain-specific” words are specific to a particular field of study (Ex: legislature, Angora, slavery) and key to understanding a new concept within a text. These words are often explicitly defined by the text, repeatedly used, and heavily front-loaded by the teacher.

Teaching Vocabulary for Mastery...

Vocabulary mastery means that students know and use the words accurately without hesitation. This requires explicit instruction: practice, review, and deep processing. Instruction must be cumulative; teachers must integrate the terms into complex tasks and require them to be used when discussing/using text. For an example of integrating explicit teaching of vocabulary strategies, watch this [video](#) of an 11th grade US History teacher using the close reading strategy for explicit use of academic vocabulary.

Here is another resource to provide support for vocabulary instruction: <http://www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger>

1. Create an interactive vocabulary wall.
2. Ensure oral discourse with a balance between student talk and teacher talk to promote meaningful language learning opportunities.
3. Develop student Vocabulary Journals that they can revisit and add entries to as their understandings develop.
4. Concept Sort by assisting students in identifying key vocabulary terms of an overarching concept or topic.
5. Provide a student-friendly definition of a word and have students suggest additional synonyms or antonyms.
7. Use the new words on multiple occasions and in multiple contexts.
9. Use the new vocabulary words in context of the lesson.
8. Provide questions that contain the new words so students must process its meaning in multiple ways.

Trouble with the Links? Try using Firefox or Google Chrome!

WIDA

WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards. *By referencing the provided MPIs and those MPIs within the given links, teachers have access to “I can” statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.*

WIDA

https://www.wida.us/standards/ELP_standardlookup.aspx

Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.

Example: Reading 9-12 Behavior of individuals & groups				
Entering: Locate visually supported information on social issues (e.g., from photographs, headlines, and bylines in newspapers, magazines, or on the Internet)	Beginning: Locate visually supported information on social issues (e.g., in newspaper, magazine, or website articles)	Developing: Compare and contrast visually supported information on social issues or inequities from various news sources	Expanding: Interpret visually supported information on social issues or inequities from various news sources	Bridging: Evaluate authenticity of information on social issues or inequities from various news sources
Example: Speaking 9-12 Social issues & inequities				
Entering: Name major social issues or inequities depicted in illustrations (e.g., war)	Beginning: Characterize major social issues or inequities depicted in illustrations (e.g., slavery)	Developing: Give examples or descriptions of social issues or inequities depicted in illustrations or political cartoons	Expanding: Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives	Bridging: Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives

AFRICAN AMERICAN HISTORY PACING GUIDE
(HIGH SCHOOL)

Time Suggested	Quarter 1/3	Time Suggested	Quarter 2/4
Week 1	The Influence of Geography on Slavery Big Idea: Although economics motivated the slave trade, other motivations existed.	Weeks 1-2	African Americans and the Harlem Renaissance Big Idea: Harlem was where cultural rebirth started and the place to be.
Weeks 2-3	The Growth of Slavery in America 1619-1860 Big Idea: Slavery spreads in the New World, economics of the South flourish, and conflict arises.	Weeks 3-4	African American Life During the Great Depression and World War II Big Idea: How does a de-segregated army return to a segregated America?
Weeks 4-5	African American Life 1619-1860 Big Idea: African American life survives in an unjust South.	Week 5	The Modern Civil Rights Movement Big Idea: What is the path to civil rights and equality?
Weeks 6-7	African Americans During the Civil War and Reconstruction Big Ideas: Reconstruction: successes & failures. Did African Americans achieve freedom?	Weeks 6-9	African American Issues in Contemporary Times Big Idea: Civil Rights issues remain a concern.
Week 8-9	African American Life After Emancipation through WWI Big Ideas: African American Life and the Emancipation - What was the reaction like after the signing?	Week 9	Close out/ Review/ Assessment

- Please note that these time frames are suggested/estimated times. Instructional timing may vary due to schedule complications, remediation efforts or other factors.

African Americans and the Harlem Renaissance
Weeks 1-2

Textbook Reference: Prentice Halls: African-American History 2nd Edition
TN State recommended Primary Documents and Supporting Readings:
Anchor Text: Seeing the Past “Madam C.J. Walker” (1185L) p. 420

TN State Social Studies Standards

Big Ideas, Questions & Vocabulary

Suggested DBQs, TDQs, Activities & Resources

<p>AAH.24 Assess the literary contributions made by African-Americans. (C)</p>	<p>Harlem was where cultural rebirth started and the place to be.</p> <p>Identify the subjects and issues that concerned African American writers and poets during the Harlem Renaissance.</p> <p>Understand the role of Harlem in the advent of the Jazz Age.</p> <p>AAH.24 What evidence explains the great cultural explosion in Harlem, New York?</p>	<p>TDQs & Daily Analysis - TLW analyze various primary sources and informational texts on a daily basis in an effort to strengthen their core reading, writing and critiquing skills. In preparation for College and Careers, teachers will utilize different resources as a means of increasing rigor in the classroom. As these sources are referenced, teachers are encouraged to: engage students in “Active Listening” by taking notes in graphic forms on their own paper, conducting short, sustained research of information and topics, citing/evaluating conclusions using evidence (from the primary and secondary sources), determining the meaning of words and phrases from historical texts and analyzing historians’ points of view. These are skills that will be vital in the post-secondary classroom.</p> <p>Using the anchor text students will read about African American Entrepreneurs and cite how in 1905 with \$1.50, she was able to start her business. What steps did Walker take to ensure her company’s success while other African American failed? Cite the reasons others failed.</p> <p>Anchor Text: Seeing the Past “Madam C.J. Walker” (1185L) p. 420 and Pp. 418-419 Literacy RH.11-12.1,3; WHST.11-12.2</p> <p>AAH.24 Reader’s Theater – Divide students into small groups and assign them to dramatically read a short poem by Langston Hughes. Students should analyze the poems meaning and point of view. Langston Hughes, “<i>I too, Sing America</i>” https://www.loc.gov/rr/program/journey/hughes-transcript.html</p>
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TDQ – Write an essay that details the contributions made by African Americans. Students should be able to show a general understanding of the literary contributions made by African Americans and using evidence from the sources cite issues of concern.

Primary source picture on Pp. 492- 493

Pp. 487 - 495

Links to poems:

<https://www.poets.org/poetsorg/poems/44733>

Literacy RH.11-12.1,2,4,5; WHST.11-12.1,1.B,2

AAH.24

Read and analyze the poem, “Harlem” by Langston Hughes. Hughes wrote that 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.

Link to poem:

<https://www.poetryfoundation.org/poems-and-poets/poems/detail/46548>

Textbook reference: Ch. 17 Section 4

Literacy RH.11-12.4,5; WHST.11-12.1,2

AAH.24

TDQ – Using the sources below, have students independently research one of the notable African-American writers during this period. Create a presentation that discusses the writer’s life, his or her literary contributions, and the impact on the American literary scene. The student should include examples and interpretations of the writer’s work in his or her presentation.

AAH.25 Describe the contributions of African-Americans to the performing arts, including Fisk Jubilee Singers, W.C. Handy, John Work III, and DeFord Bailey. (C,TN)

AAH.25

What evidence explains the impact American life had during this time period on African-American artists?

Use Textbook Reference: Ch. 17 Section 4 or

Additional Writers Links (NP – L):

“Harlem,” Langston Hughes—

<http://www.poetryfoundation.org/poem/175884>

<http://www.poetryfoundation.org/bio/langston-hughes>

<https://www.poets.org/poetsorg/poet/langston-hughes>

“We Wear the Mask” by Paul Laurence Dunbar—

<http://www.poetryfoundation.org/poem/173467>

“We Real Cool” by Gwendolyn Brooks—

<https://www.poets.org/poetsorg/poem/we-real-cool>

Jazz and the African-American Literary Tradition—

<http://nationalhumanitiescenter.org/tserve/freedom/1917beyond/essays/jazz.htm>

Informational text: The Biography of Paul Dunbar.

DBQ

According to the informational text below, cite the ways Dunbar was able to get his works recognized and published and how this increased exposure represented Black life in turn-of-the-century America.

<https://www.poetryfoundation.org/poems-and-poets/poets/detail/paul-laurence-dunbar>

Literacy RH.11-12.1; WHST.11-12.1,2

Model Lesson “The Birth of a Nation: 1915”, From the Gilder-Lehrman Collection. (Please register for the free access and resources at www.Gilder-Lehrman.org)

<https://www.gilderlehrman.org/history-by-era/jim-crow-and-great-migration/resources/birth-nation-1915>

<p>AAH.26 Describe the contributions of African-Americans to the visual arts, including Edmondson Williams. (C,TN)</p> <p>AAH.27 Evaluate the impact of the African-American media on American life. (C)</p>	<p>AAH.26 Cite evidence of the effects the arts have on a community and culture. How do culture and community affect the arts?</p> <p>AAH.27 What evidence shows the impact of the African-American media on American life? Explain why Ida B. Wells is significant?</p>	<p>AAH.25 Have students listen to the real audio performance of the “Jubilee Songs” found on the PBS website. Discuss with your class the “Tone” of the author’s words. DBQ - What message did this music convey to audiences? Ex: the themes, rhythms, harmony? Then ask students to bring in music they feel strongly about, whether positively or negatively, and discuss what makes it special to them. Ask students to consider the following: What do the words and music say? What is the subject of the music, and what are the singers’/musicians’ attitudes toward the subject? How do they get this attitude across? Can this music change attitudes or moods? Justify your responses based on your evidence. Fisk Jubilee Singers— http://www.fiskjubileesingers.org/our_history.html http://www.pbs.org/wgbh/amex/singers/ Literacy WHST.11-12.6,9</p> <p>AAH.26 Introduce students to the work of sculptor and former slave, Edmondson Williams. Read about his life and his work. Then have students independently research other African-American visual artists like Gordon Parks and Jacob Lawrence. Create a presentation depicting the artist’s life, work, and contributions this person made to American society. Literacy WHST.11-12.6,2 Textbook reference: Ch. 17 Section 4 Links: Edmondson Williams— http://ww2.tnstate.edu/library/digital/EDMONDS.HTM http://www.aaregistry.org/historic_events/view/william-edmondson-down-home-artist-forging-beauty-stone</p>
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AAH.28 Analyze reactions to the Harlem Renaissance. (C)

AAH.28 Even though Harlem Renaissance artists faced many obstacles as they sought acceptance in the literary world, there were some white people who supported Harlem Renaissance writers such as Charlotte Osgood Mason. Research white patronage of artists during the Harlem Renaissance.

AAH28

How was creativity expressed by African-Americans during the Harlem Renaissance impact white Americans and their perceptions of African-Americans?

How did the Harlem Renaissance impact African-American life outside of the arts in areas such as politics, sports, and other social circles?

Content Vocabulary (Tier 3):

Harlem Renaissance, HBCUs, NAACP, Carl Van Vechten, Zora Neale Hurston, Langston Hughes, Ethel Waters, Eighteenth Amendment, the Cotton Club, rent party, Paul Robeson, urban communities, visual arts, racial identity

Academic Vocabulary (Tier 2):

AAH.27

Ida B. Wells was an outspoken newspaper journalist. She wrote about lynching regularly in her newspaper. She was threatened by local whites and the KKK. That did not deter her from writing about efforts to end lynching practices in the south. Research the life of Ida B. Wells and write a two-page paper describing her contributions to American life. How did her efforts impact lynching? What eventually happened to her? [Literacy WHST.11-12.6,2](#)

Ida B. Wells—

http://www.pbs.org/wnet/jimcrow/stories_events_wells.html

<http://www.gateschili.org/webpages/cwhite/resources.cfm?subpage=14121>

<http://www.thefreelibrary.com/The+Memphis+Diary+of+Ida+B.+Wells.-a020051245>

Freedom Journal—

http://www.pbs.org/blackpress/news_bios/newbios/nwsppr/freedom/freedom.html

<http://www.blackpast.org/aah/freedom-s-journal-1827-1829>

AAH.28

Choose one Harlem Renaissance writer and analyze how white patronage assisted artists with their careers. Create a presentation that discusses the white patron, the Harlem Renaissance writer he/she supported, how the patron provided support, and how the support impacted the literary career of the writer. Be prepared to present to the class.

[Literacy WHST.11-12.6,7](#)

As an extension activity, have students read the work of some of the African-American artists who benefited from white patronage. Discuss the merits of the work, the prevailing themes found in the work, the dialect, and the impact the work had on America.

[Literacy RH.11-12.1](#)

Reference links:

Charlotte Osgood Mason—

stereotype, sculpt, literate, rationalize, impact, abuse, discriminate, abuse, depress, benefitted, renaissance

<http://xroads.virginia.edu/~ma01/grand-jean/hurston/chapters/patron.html>

Carl Van Vechten—

[http://artsedge.kennedy-](http://artsedge.kennedy-center.org/interactives/harlem/faces/carl_vanvechten.html)

[center.org/interactives/harlem/faces/carl_vanvechten.html](http://artsedge.kennedy-center.org/interactives/harlem/faces/carl_vanvechten.html)

<http://www.newyorker.com/magazine/2014/02/17/white-mischief-2>

African American Life During the Great Depression and World War II

Weeks 3-4

Textbook Reference: Prentice Hall: African-American History 2nd Edition

TN State recommended Primary Documents and Supporting Readings:

Anchor Text:

“Harder Times for Black America” Pp. 505-509

TN State Social Studies Standards

Big Ideas, Questions & Vocabulary

TDQs, DBQs, Suggested Activities & Resources

AAH.29 Analyze the impact of the Great Depression and the New Deal on the lives of African-Americans. (C,H,P)

How does a de-segregated army return to a segregated America?

AAH.29

How did the African-American community survive the Great Depression?

Did the New Deal and the Great Depression offer African-Americans a chance at prosperity?

AAH.29

Textbook Reference: Unit 5, Ch. 18-20, p. 502-595.

Have students read, “Harder Times for Black America” pp. 505-507

After reading, students should record in graphic form how black women survived in Chicago. What does the text say they did without money?

What does the text say rural women did to survive? Using evidence from the text, could these survival techniques be used today? Using evidence write a claim substantiated by the text.

Literacy RH.11-12.2,4; WHST.11-12.2.4

Read the excerpt from “Ghost Town – Almost: The Depression Hits a Negro Town” by Isabel Thompson and Louise T. Clarke. Write an objective summary of the excerpt, which originally appeared in the Journal of Negro Life in 1935. In addition, write a reflection paragraph discussing what effects the Great Depression appears to have had on black people. Did prejudice make the Great Depression hit black families even harder than white families? Explain. **Literacy WHST.11-12.6,7**

AAH.30 Evaluate the continued quest for civil rights in America. (C,P)

AAH.31 Describe the effects of African-American “pop” culture of the 1930’s and 1940’s. (C)

AAH.30

In what ways did the United States federal government attempt to combat racial discrimination and empower the black community during the Great Depression?

AAH.31

What were the effects of the African-American “pop” culture in the ‘30s and ‘40s?

AAH.29

View the images in the Time Magazine gallery, “Historic Images of African-American Life During the Depression.” Write two paragraphs describing the images found in the gallery. What impressed you the most about the images? [Literacy WHST.11-12.6,7](#)

Use the links below and Textbook Ch. 18

The Great Depression and African-Americans, reference links–
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/race/>
http://www.pbs.org/wnet/jimcrow/stories_events_depression.html
http://www.amistadresource.org/plantation_to_ghetto/the_great_depression.html
<http://content.time.com/time/photogallery/0,29307,2106839,00.html>

AAH.30

Analyze the complaint of a black sharecropper to the NAACP on abuse of the Administration of Agricultural Relief on p. 538. Utilizing that primary source and your background knowledge from Ch. 18, construct a written response to the TBQ writing task. [Literacy WHST.11-12.6,1](#)

AAH.30

Explain how each of the following terms and people is significant to understanding black protest during the Great Depression: biracial, Walter White, Charles Hamilton Houston, Thurgood Marshall, “separate but equal” doctrine, Terrell law, Daisy Adams Lampkin, Juanita Mitchell, Ella Baker. [Literacy WHST.11-12.6,1](#)

<p>AAH.32 Analyze the impact of racism in America during World War II. (C)</p>	<p>AAH.32 What role did race play during World War II?</p>	<p>AAH.31 Jackie Robinson broke the color barrier in major league baseball in 1947. It was no easy feat. He faced many obstacles to becoming the first African-American to play in the major league. Discuss some of the obstacles he faced. Why was Robinson chosen to be the one to break the color barrier? How did his presence in the major league affect African-Americans during that time? Write a one-page informational essay discussing Robinson's accomplishments and the obstacles he faced. Textbook Reference: Ch. 19, Section 5 Jackie Robinson— http://www.biography.com/people/jackie-robinson-9460813 http://www.history.com/topics/black-history/jackie-robinson Literacy WHST.11-12.6,2</p> <p>AAH.31 During the 30s and 40s, African-Americans began to appear on the silver screen. The actors and actresses usually took roles that portrayed them in stereotypical and subservient roles. Choose an actor or actress who appeared in the movies or on television during this time period. What movies is the actor or actress known for? What notable accomplishments did he/she make? What were some obstacles faced and how did the person overcome them? Literacy WHST.11-12.6,7 Textbook Reference: Ch. 19, Section 4 Hattie McDaniel— http://www.history.com/this-day-in-history/mcdaniel-wins-oscar http://www.biography.com/people/hattie-mcdaniel-38433 Paul Robeson – http://www.loc.gov/exhibits/treasures/tri203.html http://www.theguardian.com/stage/2003/sep/03/theatre http://www.biography.com/people/paul-robeson-9460451</p>
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AAH.33 Describe and evaluate the contributions of African-Americans during World War II. (C,H)

AAH.33
How did the war effort affect the Great Migration?

Bill “Bojangles” Robinson—

<http://www.biography.com/people/bill-bojangles-robinson-9460594>

Shirley Temple & Bill “Bojangles” Robinson—

<http://www.npr.org/2014/02/14/276986764/shirley-temple-and-bojangles-two-stars-one-lifelong-friendship>

AAH.32

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. *Literacy WHST.11-12.6,2*

Textbook Reference: Ch. 20

Leon Bass – World War II African-American soldier, Concentration Camp Liberator – <http://historymatters.gmu.edu/d/142/>

<http://www.npr.org/templates/story/story.php?storyId=97552131>

African-Americans in the Navy –

<http://www.pacificwarmuseum.org/your-visit/african-americans-in-wwii/>

Mabel Staupers –

<http://www.amistadresearchcenter.org/archon/?p=creators/creator&id=523>

<http://www.ajc.com/news/business/profile-of-a-famous-nurse-mabel-keaton-staupers/nQMSf/>

<http://www.nursingworld.org/MabelKeatonStaupers>

<http://www.blackpast.org/aah/staupers-mabel-keaton-1890-1989>

AAH.33

AAH.34 Explain how World War II laid the groundwork for the modern Civil Rights Movement. (C,P)

AAH.34

How did WWII lay the groundwork for the modern Civil Rights Movement?

Content Vocabulary (Tier 3):

Great Depression, New Deal, Civil Rights, Movement, NAACP, W.E.B. DuBois, Crisis Magazine, Amos 'n' Andy, Tuskegee Airmen, Jim Crow

Academic Vocabulary (Tier 2):

Impact, segregate, employ

What was the typical experience for the African-American soldier during World War II? Who were the Tuskegee Airmen? How were they trained? Write an informational essay about the Tuskegee Airmen and the contributions that they made during World War II. [Literacy WHST.11-12.6,7](#)

Textbook Reference: Ch. 20, Section 3

The Tuskegee Airmen –

<http://www.redtail.org/the-airmen-a-brief-history/>

<http://www.nps.gov/tuai/index.htm>

<http://www.tuskegeeairmennationalmuseum.org/home>

http://www.tuskegee.edu/about_us/legacy_of_fame/tuskegee_airmen.asp

X

<http://www.history.com/topics/world-war-ii/tuskegee-airmen>

AAH.34

Write an argumentative essay arguing that the racial discrimination experienced during World War II laid the groundwork for the Civil Rights Movement. Cite evidence from the Leon Bass texts to support your claims. [Literacy WHST.11-12.6,1](#)

Reference links:

Leon Bass – World War II African-American soldier, Concentration Camp Liberator – <http://historymatters.gmu.edu/d/142/>

<http://www.npr.org/templates/story/story.php?storyId=97552131>

<http://www.opendoorpublications.com/wp-content/uploads/2012/04/Good-Enough-excerpt.pdf>

<https://www.facinghistory.org/chunk/2335>

WWII Prejudices Groundwork For Civil Rights Movement—

<http://www.nationalww2museum.org/learn/education/for-students/ww2-history/at-a-glance/african-americans-in-ww2.html?referrer=https://www.google.com/>

<https://bcnn1wp.wordpress.com/2014/07/23/racial-discrimination-in-the-military-helped-lay-the-foundation-for-the-civil-rights-movement/>

The Modern Civil Rights Movement

Week 5

Textbook Reference: Prentice Halls: African-American History 2nd Edition

TN State recommended Primary Documents and Supporting Readings:

The Civil Rights Act of 1964 (1450L) http://library.clerk.house.gov/reference-files/PPL_CivilRightsAct_1964.pdf

TN State Social Studies Standards

Big Ideas, Questions & Vocabulary

Suggested DBQs, Activities & Resources

AAH.35 Explain how legal victories prior to 1954 inspired and propelled the Civil Rights Movement. (P)

What is the path to civil rights and equality?

AAH.35

What legal victories prior to 1954 inspired and propelled the Civil Rights Movement?

How did the Supreme Court's ruling on cases such as *Gaines v. Canada* and *Sweatt V. Painter* help to lay the foundation for *Brown v. Board of Education* and the ruling against separate but equal?

Textbook Reference: Ch. 21 (p. 596-631) and Ch. 22 (632-671)**AAH.35**

Legal precedents set in previous cases that had gone before the Supreme Court were significant during the Civil Rights Movement. For instance, *Sweatt v. Painter* and *Gaines v. Canada* were important legal victories that paved the way for the success of *Brown v. Board of Education*. What were the facts in both of the cases preceding *Brown v. Board of Education*? What were the facts in both cases? What were the significant facts about the cases and how did they propel movement in *Brown v. Board of Education*? How were they instrumental in securing legal victory? Write a two-three page paper describing the impact of legal precedents on the filing of *Brown v. Board of Education*. Use MLA format.

Literacy WHST.11-12.6,7

Textbook reference: Ch. 21 Section 1

Reference links:

The Civil Rights Act of 1964 (1450L)

http://library.clerk.house.gov/reference-files/PPL_CivilRightsAct_1964.pdf

Brown v. Board of Education –

<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/121brown/index.htm>

http://www.streetlaw.org/en/landmark/cases/brown_v_board_of_education

<http://www.americanhistory.si.edu/brown/resources/biblio-teachers.html>

Gaines v. Canada—

http://www.pbs.org/wnet/jimcrow/stories_events_gaines.html

<p>AAH.36 Describe the impact of <i>Brown V. Board of Education</i> of Topeka, Kansas and evaluate the resistance and reaction to it. (H,P)</p> <p>AAH.37 Define various methods used to obtain civil rights. (C,H)</p>	<p>AAH.36 What was the impact of <i>Brown v. Board of Education</i> on the Civil Rights Movement?</p> <p>AAH.37 What was “Freedom Summer?” How did it affect the Civil Rights Movement? How did it affect America? What role did students and children play in the Civil Rights Movement?</p>	<p>http://americanhistory.si.edu/brown/history/3-organized/power-of-precedent.html Sweatt v. Painter— https://www.law.cornell.edu/supremecourt/text/339/629 http://www.npr.org/sections/thetwo-way/2012/10/10/162650487/sweatt-vs-texas-nearly-forgotten-but-landmark-integration-case https://www.oyez.org/cases/1940-1955/339us629</p> <p>AAH.36 Create a presentation that explains <i>Brown v. Board of Education</i>. What impact did the case have on the Civil Rights Movement? Evaluate resistance to and reaction to the case and its eventual ruling. The case sparked a flurry of emotions in the American public, both positive and negative. Be sure to include those in your presentation. Be prepared to present to the class. <i>Literacy WHST.11-12.6,7</i> Textbook reference: Ch. 21 Section 1 <i>Brown v. Board of Education</i> – http://www.oyez.org/cases/1950-1959/1952/1952_1/ http://www.oyez.org/cases/1950-1959/1954/1954_1/ http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/121brown/index.htm http://www.streetlaw.org/en/landmark/cases/brown_v_board_of_education http://www.americanhistory.si.edu/brown/resources/biblio-teachers.html The Aftermath of <i>Brown v. Board of Education</i>— http://www.tolerance.org/magazine/number-25-spring-2004/department/brown-v-board-american-legacy http://www.loc.gov/exhibits/brown/brown-aftermath.html</p> <p>AAH.37</p>
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<p>AAH.38 Identify various organizations and their role in the Civil Rights Movement, including the Highlander Folk School. (C,H,P,TN)</p>	<p>AAH.38 What was the philosophy of non-violent direct action? Where did it come from? Was it effective? Why or why not? Why was media attention important for the Civil Rights Movement?</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>Literacy WHST.11-12.6,3</p> <p>Textbook reference: Ch. 21</p> <p>Library of Congress Civil Rights History Project oral history interviews – http://www.loc.gov/collection/civil-rights-history-project/</p> <p>Emmett Till – http://www.pbs.org/wgbh/amex/till/ http://www.cbsnews.com/news/justice-delayed-but-not-denied/ 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/</p> <p>AAH.37</p> <p>Analyze the primary source document concerning the letter to Mayor W. A. Gayle on p. 631. Define the methods used by the Montgomery Women’s Political Council to try an enact change. Write responses to the TBQ questions under the writing task. Literacy WHST.11-12.6,1</p> <p>AAH.38</p> <p>When people think of the Civil Rights Movement, they usually think of places like Selma, Alabama and Atlanta, Georgia. In Tennessee, the Highlander Folk School was a social service training ground. What impact did the Highlander Folk School have on the Civil Rights Movement? What contribution did it make? Write a one-page paper discussing the contributions the Highlander Folk School made to the Civil Rights Movement. Use MLA format. Literacy WHST.11-12.6,7</p>
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<p>AAH.41 Summarize the Civil Rights Movement in Tennessee, including the integration of Clinton High School, sit-ins in Nashville and the activities of Diane Nash and Jim Lawson. (C,H,P,TN)</p>	<p>AAH.41 What role did the Memphis Sanitation Workers Strike of 1968 play in the overall Civil Rights Movement? Were 'Memphis Black Mondays' an effective protest? How? Why? What was their impact?</p> <p><u>Content Vocabulary (Tier 3):</u> Freedom Riders, Freedom Summer, Civil Rights Movement, Vietnam War, Brown v. Board of Education, all deliberate speed</p> <p><u>Academic Vocabulary (Tier 2):</u> impact, employ, segregate, precedent</p>	<p>Adam Clayton Powell— http://www.biography.com/people/adam-clayton-powell-jr-9445619</p> <p>AAH.40 The Vietnam War and the Civil Rights Movement occurred simultaneously. When did the White House back the efforts of soldiers abroad to defend rights of freedom? The Vietnam War presented opportunities to accentuate the idea of going overseas to fight for another group's rights while being denied those same rights at home. Large numbers of African-Americans served in the military during the Vietnam War. In collaborative pairs, research how the Vietnam War impacted the Civil Rights Movement at home. Create a presentation depicting connections as well as causes and effects the war had on the Civil Rights Movement. Be prepared to present it to the class. Literacy WHST.11-12.7</p> <p>Textbook reference: Ch. 22 http://www.americansc.org.uk/Online/Vietnam_Civil_Rights.htm http://www.pbs.org/wgbh/amex/eyesontheprize/story/16_vietnam.html http://www.kentuckypress.com/live/title_detail.php?titleid=3501#.VIJem3arTIU</p> <p>AAH.41 Write an argumentative essay discussing whether or not Memphis Black Mondays and the Memphis Sanitation Workers Strike of 1968 were effective protests. What effects, if any, did each have on the Civil Rights Movement? What was their impact? Explain. How? Why? Literacy WHST.11-12.2</p> <p>'Memphis Black Mondays' – http://crdl.usg.edu/export/html/tmpl/memphiscrp/crdl_tmpl_memphiscrp_000214.html?Welcome http://books.google.com/books?id=FSxUFpj_9dwC&pg=PA48&pg=PA48&dq=black+mondays+Memphis&source=bl&ots=WtQcaH7reS&sig=e</p>
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		<p>http://thememphis13.com/wp-content/uploads/Barger-School-Desegregation.pdf</p> <p>Memphis Civil Rights photo collection –</p> <p>http://crdl.usg.edu/cgi/crdl?query=cl%3Amemphis& cc=1</p> <p>Memphis Sanitation Workers Strike of 1968 –</p> <p>http://www.iamamanthemovie.com/</p> <p>http://crdl.usg.edu/events/memphis_sanitation_strike/</p> <p>http://dlxs.lib.wayne.edu/iamaman/</p> <p>http://www.chrysler.org/ajax/load-collection-item/59</p>
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African American Issues in Contemporary Times

Weeks 7-9

Textbook Reference: Prentice Halls: African-American History 2nd Edition
TN State recommended Primary Documents and Supporting Readings:

TN State Social Studies Standards	Big Ideas, Questions & Vocabulary	Suggested DBQs, Activities & Resources
<p>AAH.42 Identify and analyze how the changing political environment has impacted civil rights. (P)</p>	<p>Civil Rights issues remain a concern.</p> <p>AAH.42 How has the changing political environment impacted civil rights? How did American politics change after the election of the first African-American president?</p>	<p>Textbook Reference: Ch. 23 (p. 672-711) and Ch. 24 (712-745)</p> <p>AAH.42 Nearly eight years ago, Americans elected their first African-American president, Barack Obama. How has the election of a black president impacted access to quality educational opportunities, the wealth distribution gap, voting issues, incarceration rates, or other social issues affecting African-Americans? Although there are many political and business leaders within the community the number in comparison to the percentage of African-Americans that make up the general population is low. On the other hand, the percentages that make up the jail populations and general justice system encounters have an unusually high representation. Research the issues before Barack Obama became president and after he served two terms in office. Were there any</p>

<p>AAH.43 Describe how African-Americans have responded to or engaged in political conservatism. (P)</p>	<p>AAH.43 How have African-Americans responded to political conservatism? Have African-Americans engaged in political activism? If so, to what extent?</p>	<p>noticeable trends? Did the election of the first African-American president have the drastic impact on social issues affecting African-Americans at all? Explain. Present findings in a two-three page research paper discussing the impact of the election of the first African-American president. Literacy WHST.11-12.6,7</p> <p>Textbook reference: Ch. 23 Section 7 and Ch. 24</p> <p>Election of First Black President— http://www.history.com/this-day-in-history/barack-obama-elected-as-americas-first-black-president http://www.history.com/topics/us-presidents/barack-obama http://www.biography.com/people/barack-obama-12782369/videos/barack-obama-americas-first-african-american-president-5106755981 http://www.nytimes.com/2008/11/05/us/politics/05elect.html?pagewanted=all&r=0</p> <p>Paradox of the First Black President— http://nymag.com/daily/intelligencer/2015/10/paradox-of-the-first-black-president.html</p> <p>Statistics of Incarcerated African-Americans— http://www.naacp.org/pages/criminal-justice-fact-sheet http://www.huffingtonpost.com/2013/11/05/us-prison-population_n_4214626.html https://www.washingtonpost.com/news/wonk/wp/2013/08/13/wonkbook-11-facts-about-americas-prison-population/ http://www.bjs.gov/index.cfm?ty=tp&tid=922</p> <p>AAH.43 Write an argumentative paper arguing for or against reparations for ancestors of slaves. The paper should be at least two pages in length. Cite evidence from the text(s) to support your arguments. Fully support the claims you make in the paper as well as addressing the counterclaim. The debate has just as many arguing for reparations as there are those</p>
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<p>AAH.44 Compare and contrast the responses of African-Americans to the economic, social, and political challenges of contemporary America. (C,E,P)</p>	<p>AAH.44 To what extent has racial equality and harmony been achieved in the 21st century?</p>	<p>who are arguing against. Choose one of the articles (below) and summarize the writer's argument. Cite evidence from the text to discuss the writer's argument. Literacy WHST.11-12.1</p> <p>Textbook reference: CH. 23 Section 1 Black Conservatives— http://www.publiceye.org/magazine/v07n3/Blackcon.html</p> <p>Reparations for Ancestors of Slaves— http://abcnews.go.com/2020/story?id=124115 http://archive.frontpagemag.com/readArticle.aspx?ARTID=24317 http://www.forbes.com/sites/timworstall/2014/05/25/if-there-should-be-reparations-for-american-slavery-the-amount-should-be-around-about-nothing/ http://www.debate.org/opinions/should-the-u-s-pay-reparations-for-slavery http://www.nytimes.com/roomfordebate/2014/06/08/are-reparations-due-to-african-americans http://www.npr.org/programs/specials/racism/010827.reparations.html http://www.crf-usa.org/brown-v-board-50th-anniversary/reparations-for-slavery-reading.html http://www.carnegiecouncil.org/publications/picks/175.html</p> <p>AAH.44 Create a Venn Diagram comparing the responses of African-Americans to the economic and social challenges of contemporary America, for instance the Black Lives Matter Movement. As incidences of unarmed black men being killed by police rise (or are being portrayed more in the media), African-American responses are evident on two opposite sides of the issue. There are those who protest every police killing and then there are those who believe if the statement “Black Lives Matter” is true, then</p>
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AAH.45 Identify and evaluate major contemporary African-American issues confronting society, including affirmative actions, the educational achievement gap, poverty, AIDS, and crime. (C,E,P)

AAH.45

What is hip-hop culture? Where did it come from? What does hip-hop culture and its artists portray and what influence does the genre have on mainstream media in today's society?

just as much attention should be given to the issue when black people murder other black people. [Literacy WHST.11-12.7](#)

Textbook reference: Ch. 24

Black Lives Matter Movement—

<http://www.usatoday.com/story/news/nation-now/2015/11/21/illini-white-student-union-challenges-black-lives-matter/76165878/>

<https://www.washingtonpost.com/news/morning-mix/wp/2015/11/20/white-student-union-challenges-black-lives-matter-at-university-of-illinois/>

<http://blacklivesmatter.com/>

<http://www.nytimes.com/2015/09/04/opinion/the-truth-of-black-lives-matter.html>

Myrlie Evers National Geographic interview –

<http://news.nationalgeographic.com/news/2014/06/140625-myrlie-evers-widow-medgar-evers-civil-rights-history/>

AAH.45

Assign students to find current articles dealing with an issue—positive or negative—regarding the African American community today. Allow students to present a summary of the article and proposed solution or recommendation regarding the topic. [Literacy WHST.11-12.6,7](#)

Textbook Reference: Ch. 24 Section 1

Affirmative Action—

<http://abcnews.go.com/blogs/politics/2014/06/justice-sonia-sotomayor-defends-race-based-affirmative-action/> <http://www.ajc.com/weblogs/get-schooled/2014/jun/02/real-world-experience-shows-affirmative-action-tra/>

Closing the Achievement Gap—

<http://www.usnews.com/news/articles/2009/12/17/many-schools-find-ways-to-close-the-achievement-gap>

AAH.45

<p>AAH.46 Analyze the impact of immigration and migration on the lives of African-Americans in contemporary America. (C,G)</p> <p>AAH.47 Identify the major contributions of contemporary African-Americans in</p>	<p>AAH.46 How has the Civil Rights Movement changed in the 21st century?</p> <p>AAH.47 How has the role of African-American women changed over the last 50 years? Have African-American churches remained a constant force in the black community? How? Why?</p>	<p>Read articles about Donald Sterling’s recent comments and his removal as owner of the Los Angeles Clippers. Should the NBA have removed him from ownership or should his comments been viewed as an issue of free speech? How does this compare with other free speech issues? Donald Sterling – Literacy WHST.11-12.7 http://www.foxnews.com/sports/2014/06/23/nfl-great-michael-irvin-focus-on-donald-sterling-taped-comments-misses-point/ http://www.washingtonpost.com/blogs/early-lead/wp/2014/06/03/poll-public-closely-divided-on-whether-donald-sterling-should-sell-team/ http://www.mcphersonsentinel.com/article/20140529/Opinion/140529273/?Start=1</p> <p>AAH.46 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 Immigration— http://www.nber.org/digest/may07/w12518.html http://www.immigrationpolicy.org/perspectives/allies-not-enemies-how-latino-immigration-boosts-african-american-employment-and-wages http://borderbattles.ssrc.org/Hirschman/ http://cis.org/node/553</p> <p>Tom Brokaw/NBC News on modern feelings about race – http://www.nbcnews.com/watch/nbcnews-com/race-in-america-how-far-have-we-come-294348355616</p>
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business, education, the arts, politics, sports, science, technology, and society in general, including Wilma Rudolph, Tina Turner, and Oprah Winfrey. (C, TN)

Content Vocabulary (Tier 3):
Reparations Wealth gap, Achievement gap
Affirmative action, Civil Rights Movement

Academic Vocabulary (Tier 2):
Initiative, conservative, argument

AAH.47

Create a classroom talk show featuring one half of students as panelists for the show and the other half as the studio audience. Some suggested questions for the panel and audience participants may include “What factors have allowed African-Americans to make greater contributions to society? Who are the prominent African-Americans in modern America? Why should we consider them “prominent”? What are the most crucial problems facing African-Americans today? What are realistic solutions to these problems that can be enacted right now? [Literacy WHST.11-12.7](#)

Textbook reference Ch. 24 Sections 2 and 3

Additional Resources

Medgar Evers –

<http://civilrightsteaching.org/1159/>

<http://www.loc.gov/exhibits/brown/brown-aftermath.html>

Selma, Alabama –

<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/133SEMO/133selma.htm>

Freedom Summer –

<http://www.biography.com/news/civil-rights-act-1964-freedom-summer-50th-anniversary>

http://www.theroot.com/articles/history/2014/06/freedom_summer_what_was_it.html

http://www.theroot.com/articles/history/2014/06/freedom_rider_hank_thomas_civil_rights_activist_reflects_on_the_struggle.html

http://www.theroot.com/articles/history/2014/06/freedom_summer_by_the_numbers.html

Freedom Riders –

<http://www.pbs.org/wgbh/americanexperience/freedomriders/teachers-guide> <http://www.fhwa.dot.gov/highwayhistory/road/s29.cfm>

<http://www.npr.org/2006/01/12/5149667/get-on-the-bus-the-freedom-riders-of-1961>

Janie Forsyth –

<http://video.pbs.org/video/1559817617/>

<http://www.oprah.com/oprahshow/Oprah-Honors-Freedom-Riders>

<http://www.oprah.com/oprahshow/An-Emotional-Reunion-Video>

<http://newsroom.ucla.edu/stories/civil-rights-activists-still-remember-203453>

Memphis Sanitation Workers Strike of 1968 –

<http://www.iamamanthemovie.com/>

http://crdl.usg.edu/events/memphis_sanitation_strike/

<http://dlxs.lib.wayne.edu/iamaman/>

<http://www.chrysler.org/ajax/load-collection-item/59>

Memphis Sanitation Workers Strike of 1968 Timeline –

<http://www.afscme.org/union/history/mlk/1968-afscme-memphis-sanitation-workers-strike-chronology>