

Hoboken Public Schools

**African-American Culture in America
Curriculum
Grade 10-12**



African-American Culture in America

Grade 10-12

HOBOKEN PUBLIC SCHOOLS

Course Description

The teaching of African and African-American History and culture incorporates the contributions, culture and influences of Africans and African-Americans in shaping the United States and the world. This curriculum will accurately explain the impact of prejudice, discrimination, and stereotyping, and will describe the historical markers for Africans and African-Americans. This instruction is essential in promoting the appreciation of diversity and in nurturing the practice of democratic values and institutions in a pluralistic society, while helping young people build the sense of self-esteem necessary for success.

Africans and African-Americans have made and continue to make major contributions to the world's history and cultures. This legacy has its roots in ancient Africa and the adaptations are worldwide. The unique perspectives on freedom, justice, and equality are major portions of this evolving legacy. This curriculum is grounded in the following truths:

- All African-Americans are part of the American dream and reality;
- All African-Americans have the right to be educated about their history;
- All students must know the difference between historical facts, myths and factual vs. real information.

The African and African-American Curriculum incorporates a multicultural and multiethnic learning process with the continuing realization that the American dream should be shared by all.

The *African and African American Culture in America Curriculum* will enable students to learn about the origins, wealth of contributions, and courage of Africans and African-Americans from Colonial America to Modern America. This curriculum will explore significant phases of the African and Africa-American experiences.

It will be academically rigorous to ensure that learning the facts about Africans and African-Americans will facilitate respect, understanding, and appreciation of African-Americans in New Jersey's history, the nation, and the world.

Course Resources

Suggested textbook sources:

1. Holt, Thomas C. and Barkley Brown, Elsa. Major Problems in African-American History Volume 1: From Slavery to Freedom, 1619-1877. Boston: Wadsworth Cengage Learning. 2000o Johnson, Charles; Smith, Patricia, and the WGBH Series Research Team. Africans in America: America's Journey through
2. Slavery. WGBH Educational Foundation with exception of fictional material by Charles Johnson. Orlando. Harcourt Brace. 1998o Franklin, John Hope and Moss, Jr., Alfred. From Slavery to Freedom: A History of Negro Americans—6th Edition. New York. Alfred A. Knopf, Inc. 1988

Pacing Guide

Unit #	Unit Title	NJ Standards	Resources
1	Black People in Colonial America	See Below	See Below
2	America in Revolt...Freedom for All?	See Below	See Below
3	The New Nation: From Slavery to Freedom	See Below	See Below
4	African-Americans and the Civil War	See Below	See Below
5	Reconstruction: Success or Failure?	See Below	See Below
6	Life in the Early 20th Century	See Below	See Below
7	Jim Crow, Civil Rights, and African-American Resistance	See Below	See Below
8	Contemporary Issues in Modern America: Nike, Colin Kaepernick,	See Below	See Below

	and the Black Lives Matter Movement		
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Unit 1 - Black People in Colonial North America

Timeframe 1-2 weeks

Overview-This unit will focus on the evolution from indentured servitude to a race-based slavery system as well as the overall history and culture of African-Americans during the Colonial Era in North America. This unit will encompass the time frame of 1619 to 1775.

Resources

Suggested textbook sources:

1. Holt, Thomas C. and Barkley Brown, Elsa. Major Problems in African-American History Volume 1: From Slavery to Freedom, 1619-1877. Boston: Wadsworth Cengage Learning. 2000o Johnson, Charles; Smith, Patricia, and the WGBH Series Research Team. Africans in America: America's Journey through
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Other Sources

1. New York Historical Society: Slavery in New York Classroom Materials. JP Morgan Chase
2. Choices Program Curriculum
3. National Council for the Social Studies: MLL Lesson Plans
4. Document Based Questions
5. Informational Website sources: Info based Learning Database
6. Selected primary sources
7. Periodicals—JStor; New York Times; Washington Post
8. Films
9. Technology
10. 1619 Project, New York Times

Essential Questions

1. How did the arrival of Africans in Chesapeake affect the developing colonies in North America?

2. What factors led a change in status of blacks from servitude to slavery?
3. How was slavery different in different locations?
4. How did African American culture originate?
5. How did people resist slavery?
6. How did the economic, political, and social policies differ among the colonizing nations of England, Spain, France, and Portugal in the Americas?

Essential Learning Outcomes

1. The presence of black people in the United States is rooted in the arrival in 1619 of twenty Africans into Jamestown, Virginia.
2. Race-based slavery was not inevitable.
3. Slavery existed in every colony but was different in each one.
4. Slavery was legally defined.
5. Slaves and slavery enriched the American colonies.
6. Free and enslaved Africans and African-Americans lived side-by-side.
7. A unique culture developed among Africans and African-Americans.
8. People resisted enslavement in a multitude of ways.
9. Slavery evolved differently in the rest of the Americas.

Students will be able to:

1. Utilize facts and content-specific vocabulary.
2. Trace the development of race-based slavery.
3. Evaluate the factors that determined the way in which slaves lived.
4. Compare/Contrast the lives of slaves living in different regions and countries.
5. Summarize the connections between slavery and the economic growth of the colonies.
6. Provide examples of resistance to slavery.
7. Provide examples of the development of a unique African-American culture.

Technology Infusion

- Google Classroom
- Google Docs
- Google Forms
- Infobasedlearning.com
- PBS sites
- Wikis
- Podcasts
- We Video: documentaries
- Word clouds

Standards Addressed:

A. Civics, Government, and Human Rights

6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights. 6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

B. Geography, People, and the Environment

6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

C. Economics, Innovation, and Technology

6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.

6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.

6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

D. History, Culture, Perspectives

6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African-Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

NJ Student Learning Standards for Literacy in History/Social Studies 11-12

- LA.11-12.RH.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole
- LA.11-12.RH.11-12.2 - Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- LA.11-12.RH.11-12.3 - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- LA.11-12.RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)
- LA.11-12.RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

- LA.11-12.RH.11-12.6 - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence
- LA.11-12.RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- LA.11-12.RH.11-12.8 - Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- LA.11-12.RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- LA.11-12.RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR-text complexity band independently and proficiently.
- LA.11-12.WHST.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence
- LA.11-12.WHST.11-12.1.B - Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases
- LA.11-12.WHST.11-12.1.C - Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
- LA.11-12.WHST.11-12.1.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- LA.11-12.WHST.11-12.1.E - Provide a concluding paragraph or section that supports the argument presented.
- LA.11-12.WHST.11-12.2.A - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- LA.11-12.WHST.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- LA.11-12.WHST.11-12.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts

Differentiation

Modifications and/or Accommodations: Special Education: Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples,

modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.

English Language Learners: Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified.

Students at Risk of School Failure: Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.

Gifted Students: Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

Suggested Assessments:

1. Document Based Questions
2. Essays
3. Debates/Discussions
4. Projects
5. Performances/Skits
6. Argument & Expository Writing Prompts

Learning Activities:

- Close reading
- Primary source analysis
- Small and large group discussion
- Cooperative learning
- Debates/Discussions
- Research
- Writing exercises
- Peer reviews
- View films
- Analyze images
- Conduct interviews
- Analyze statistics
- Policy analysis and recommendations

- Presentations
- Organize and visually represent information

21st Century Learning Connections:

21st Century Themes:

- Global Awareness,
- Financial, economic, business and entrepreneurial literacy,
- Civic literacy,
- Health literacy
- Environmental Literacy

21st Century Skills:

- Critical Thinking & Problem Solving
- Creativity and Innovation Collaboration,
- Teamwork and Leadership Cross-Cultural Understanding
- Interpersonal Communications
- Communication
- Media Fluency Accountability, Productivity and Ethics

Unit 2 - America in Revolt...Freedom for All?

Timeframe 2-3 Weeks

Overview-This unit will focus on the colonies decision to declare independence from England and its effects on African-Americans, freed and slaves. The unit will also observe the role of African-Americans during the American Revolution.

Resources

Suggested textbook sources:

1. Holt, Thomas C. and Barkley Brown, Elsa. Major Problems in African-American History Volume 1: From Slavery to Freedom, 1619-1877. Boston: Wadsworth Cengage Learning. 2000 to Johnson, Charles; Smith, Patricia, and the WGBH Series Research Team.
2. Africans in America: America's Journey through Slavery. WGBH Educational Foundation with exception of fictional material by Charles Johnson. Orlando. Harcourt Brace. 1998 o Franklin, John Hope and Moss, Jr., Alfred.
3. From Slavery to Freedom: A History of Negro Americans—6th Edition. New York. Alfred A. Knopf, Inc. 1988

Other Sources

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4. Document Based Questions
5. Informational Website sources: Info based Learning Database
6. Selected primary sources
7. Periodicals—JStor; New York Times; Washington Post
8. Films
9. Technology

Essential Questions

1. What impact did the Age of Enlightenment have on the development of the colonies and the road to revolution?
2. How did colonial experiences influence the Founders' views about rights and government?
3. How revolutionary was the American Revolution?
4. How can slavery and freedom co-exist?
5. How did African-Americans respond to the calls for independence?
6. How did the American Revolution affect the institution of slavery?

Essential Learning Outcomes

1. The Age of Enlightenment profoundly influenced the Founding Fathers and their attitudes toward the practice of slavery.
2. The Age of Enlightenment profoundly influenced Black Americans.
3. Slavery and freedom were intertwined.
4. Black Americans participated fully in the American Revolution and in the political, economic, and social changes it brought about in the world.
5. The freedoms brought about by the American Revolution did not fully include Black Americans.

Students will be able to:

1. Utilize facts and content-specific vocabulary.
2. Draw evidence from primary sources to explain the impact of the Enlightenment
3. Analyze the Declaration of Independence
4. Summarize why the Declaration of Independence was a revolutionary document
5. Effects of the American Revolution on Black Americans

Technology Infusion

- Google Classroom
- Google Docs

- Google Forms
- Infobasedlearning.com
- PBS sites
- Wikis
- Podcasts
- We Video: documentaries
- Word clouds

Standards Addressed

A. Civics, Government, and Human Rights

- 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African-Americans, and Native Americans.
- 6.1.12.A.1.a Explain how British North America colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- 6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.
- 6.1.12.A.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration.
- 6.1.12.A.3.i Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.
- 6.1.12.1.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg address) contributed to demanding equality for all.
- 6.2.12.A.2.b Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.

B. Geography, People, and the Environment

- 6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
- 6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
- 6.2.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

C. Economics, Innovation, and Technology

- 6.1.8.C.2.a Relate slavery and indentured servitude to Colonial labor systems.
- 6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.

6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

6.2.12.C.1.b Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.

D. History, Culture, Perspectives

6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (i.e., rural farmers, urban craftsmen, northern merchants, and southern planters), African-Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.D.4.b Explain efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1.12.D.2.a Analyze contributions and perspectives of African-Americans, Native Americans, and women during the American Revolution.

6.1.12.D.2.e Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

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LA.11-12.WHST.11-12.1.C - Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims

LA.11-12.WHST.11-12.1.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.11-12.WHST.11-12.1.E - Provide a concluding paragraph or section that supports the argument presented.

LA.11-12.WHST.11-12.2.A - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension

LA.11-12.WHST.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.11-12.WHST.11-12.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts

LA.11-12.WHST.11-12.2.D - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers

LA.11-12.WHST.11-12.2.E - Provide a concluding paragraph or section that supports the argument presented.

LA.11-12.WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.WHST.11-12.5 -Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

LA.11-12.WHST.11-12.6 - Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information

LA.11-12.WHST.11-12.7 -Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Differentiation-Modifications and/or Accommodations:

Special Education: Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.

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Gifted Students: Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

Suggested Assessments:

1. Document Based Questions
2. Essays
3. Debates/Discussions
4. Projects
5. Performances/Skits
6. Argument & Expository Writing Prompts

Learning Activities:

- Close reading
 - Primary source analysis
 - Small and large group discussion
 - Cooperative learning
 - Debates/Discussions
 - Research
 - Writing exercises
 - Peer reviews
 - View films
 - Analyze images
 - Conduct interviews
 - Analyze statistics
 - Policy analysis and recommendations
 - Presentations
 - Organize and visually represent information

21st Century Learning Connection

21st Century Themes:

- Global Awareness
- Financial, economic, business and entrepreneurial literacy,
- Civic literacy
- Health literacy
- Environmental Literacy

21st Century Skills:

- Critical Thinking & Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork and Leadership
- Cross-Cultural Understanding and Interpersonal Communications
- Communication and Media Fluency
- Accountability,
- Productivity and Ethics

Unit 3 - The New Nation: From Slavery to Freedom

Timeframe 3-4 Weeks

Overview-This unit will begin with the Constitution before moving on to explore the challenges African-Americans faced during the antebellum period. The unit ends with the battle to end slavery as waged by African-Americans, and others.

Resources

Suggested textbook sources:

1. Holt, Thomas C. and Barkley Brown, Elsa. Major Problems in African-American History Volume 1: From Slavery to Freedom, 1619-1877. Boston: Wadsworth Cengage Learning. 2000
- o Johnson, Charles; Smith, Patricia, and the WGBH Series Research Team. Africans in America: America's Journey through Slavery. WGBH Educational Foundation with exception of fictional material by Charles Johnson. Orlando. Harcourt Brace. 1998
- o Franklin, John Hope and Moss, Jr., Alfred. From Slavery to Freedom: A History of Negro Americans—6th Edition. New York. Alfred A. Knopf, Inc. 1988

Other Sources

1. New York Historical Society: Slavery in New York Classroom Materials. JP Morgan Chase
2. Choices Program Curriculum
3. National Council for the Social Studies: MLL Lesson Plans
4. Document Based Questions
5. Informational Website sources: Info based Learning Database
6. Selected primary sources
7. Periodicals—JStor; New York Times; Washington Post
8. Films
9. Technology

Essential Questions

1. How did the Framers address the issue of slavery?
2. Why did slavery expand so rapidly in the early years of the Republic?
3. What is the connection between slavery and the economic growth of the United States?
4. How were the lives of African-Americans shaped by the regions in which they lived?
5. In what ways were freedom and slavery intertwined?
6. In what ways did African-Americans, and others, fight for freedom and equal rights?
7. What arguments did white Americans and others make in defense of and in opposition to slavery?
8. Was the Civil War inevitable?

Essential Learning Outcomes

1. The Framers desire to secure a new government was more important than the desire to stamp out slavery.
2. Technological innovations and westward expansion contributed to the growth of slavery.

3. The labor of enslaved people was central to making the United States a wealthy nation.
4. Lives of African-Americans were shaped by their environment.
5. As slavery grew, so did racism and legal and social restrictions on African-Americans, free or slave.
6. African Americans used a multitude of means to fight for their freedom.
7. White Americans created complex defenses of slavery but others opposed slavery.
8. The anti-slavery movement was heterogeneous.
9. Slavery drove the nation apart and towards war.

Students will be able to:

1. Utilize facts and content-specific vocabulary.
2. Explain how property rights and compromises impacted the creation of the Constitution.
3. Summarize how the Framers addressed the issue of slavery and its subsequent impact on African-Americans.
4. Trace the development and expansion of slavery.
5. Identify examples of the economic impact of slavery on wealth creation in the United States.
6. Compare and contrast the lives of enslaved African-Americans from various regions.
7. Compare and contrast the lives of free African-Americans with those held in bondage.
8. Provide examples of African-American culture.
9. Analyze arguments for and against slavery.
10. Demonstrate how African-Americans and others resisted slavery and fought for equal rights.
11. Explain how slavery caused the Civil War.
12. Identify turning points in the lead up to the Civil War.
13. Analyze key documents and key events as they relate to the
14. Rights of African-Americans and the dissolution of the Union.

Technology Infusion

- Google Classroom
- Google Docs
- Google Forms
- Infobasedlearning.com
- PBS sites
- Wikis
- Podcasts
- We Video: documentaries
- Word clouds

Standards Addressed

A. Civics, Government, and Human Rights

6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.

6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.

6.1.12.A.2.b Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

6.1.12.A.2.c Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.

6.1.12.A.2.d Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.

6.1.12.A.3.f. Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.

6.1.12.A.3.h Analyze the various rationales provided as a justification for slavery. 6.1.12.A.3.i

Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement. 6.1.12.A.4.a Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e. the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. 6.1.12.1.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls, Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg address) contributed to demanding equality for all.

B. Geography, People, and the Environment

6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the exploration on the expansion and economic development of the United States.

6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

6.1.12.B.2.b Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

C. Economics, Innovation, and Technology

6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country. 6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

D. History, Culture, Perspectives

6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African-Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.D.4.b Explain efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.

6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

6.1.12.D.2.e Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

6.1.12.D.3.c Assess how states' rights (i.e. Nullification) and sectional interests influence party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850)

NJ Student Learning Standards for Literacy in History/Social Studies 11-12

LA.11-12.RH.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole

LA.11-12.RH.11-12.2 - Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

LA.11-12.RH.11-12.3 - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LA.11-12.RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)

LA.11-12.RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LA.11-12.RH.11-12.6 - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence

LA.11-12.RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

LA.11-12.RH.11-12.8 - Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

LA.11-12.RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LA.11-12.RH.11-12.10 -By the end of grade 12 read and comprehend history/social studies texts in the grades 11-CCR-text complexity band independently and proficiently.

LA.11-12.WHST.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence

LA.11-12.WHST.11-12.1.B - Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases

LA.11-12.WHST.11-12.1.C - Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims

LA.11-12.WHST.11-12.1.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.11-12.WHST.11-12.1.E - Provide a concluding paragraph or section that supports the argument presented.

LA.11-12.WHST.11-12.2.A - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension

LA.11-12.WHST.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.11-12.WHST.11-12.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts

LA.11-12.WHST.11-12.2.D - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers

LA.11-12.WHST.11-12.2.E - Provide a concluding paragraph or section that supports the argument presented.

LA.11-12.WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

LA.11-12.WHST.11-12.6 - Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information

LA.11-12.WHST.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

LA.11-12.WHST.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

LA.11-12.WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research.

LA.11-12.WHST.11-12.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

Modifications and/or Accommodations:

Special Education: Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.

English Language Learners: Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified.

Students at Risk of School Failure: Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.

Gifted Students: Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

Suggested Assessments:

1. Document Based Questions
2. Essays
3. Debates/Discussions
4. Projects
5. Performances/Skits
6. Argument & Expository Writing Prompts

Learning Activities:

- Close reading
- Primary source analysis
- Small and large group discussion
- Cooperative learning
- Debates/Discussions
- Research
- Writing exercises
- Peer reviews
- View films
- Analyze images
- Conduct interviews
- Analyze statistics
- Policy analysis and recommendations
- Presentations
- Organize and visually represent information

21st Century Learning Connection

21st Century Themes:

- Global Awareness,
- Financial, economic, business and entrepreneurial literacy, Civic literacy,
- Health literacy
- Environmental Literacy

21st Century Skills:

- Critical Thinking & Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork and Leadership
- Cross-Cultural Understanding and Interpersonal Communications X,
- Communication and Media Fluency
- Accountability, Productivity and Ethics

Unit 4 - African-Americans and the Civil War

Timeframe 3-4 Weeks

Overview-The unit will focus on the Civil War and African-American participation in their emancipation.

Resources

Suggested textbook sources:

1. Holt, Thomas C. and Barkley Brown, Elsa. Major Problems in African-American History Volume 1: From Slavery to Freedom, 1619-1877. Boston: Wadsworth Cengage

- Learning. 2000 Johnson, Charles; Smith, Patricia, and the WGBH Series Research Team. Africans in America: America's Journey through
2. Slavery. WGBH Educational Foundation with exception of fictional material by Charles Johnson. Orlando. Harcourt Brace. 1998 Franklin, John Hope and Moss, Jr., Alfred. From Slavery to Freedom: A History of Negro Americans—6th Edition. New York. Alfred A. Knopf, Inc. 1988

Other Sources

1. New York Historical Society: Slavery in New York Classroom Materials. JP Morgan Chase
2. Choices Program Curriculum
3. National Council for the Social Studies: MLL Lesson Plans
4. Document Based Questions
5. Informational Website sources: Info based Learning Database
6. Selected primary sources
7. Periodicals—JStor; New York Times; Washington Post
8. Films
9. Technology

Essential Questions

1. How did slavery cause the Civil War?
2. What was Lincoln's primary objective at the beginning of the Civil War?
3. How did President Lincoln's policy toward slavery change as the war progressed?
4. How did Frederick Douglass and other African-Americans influence President Lincoln's attitudes and policies?
5. How did African-Americans respond to the outbreak of the Civil War?
6. What difficulties did African-Americans face as a result of the Civil War?
7. What contributions did African-Americans make during the Civil War?

Essential Learning Outcomes

1. Slavery was the leading cause of the Civil War.
2. President Lincoln's primary objective when the Civil War began was the reunification of the country.
3. President Lincoln's attitude towards slavery and governmental policies evolved over the course of the Civil War.
4. African-Americans like Frederick Douglass influenced President Lincoln's attitude towards slavery and his governmental policies.
5. African-Americans actively fought for their freedom and supported the Union effort in numerous ways.
6. African-Americans faced death for supporting the Union cause.
7. Governmental policies helped to end slavery.

Students will be able to:

1. Utilize facts and content-specific vocabulary.
2. List and rank the immediate causes of the Civil War.
3. Trace President Lincoln's and the Union's evolution in policies and attitudes towards slavery, racial equality and the Civil War.
4. The role of African American leaders and others in the evolution of the Union's approach to the war.
5. African Americans responses to, and contributions during, the Civil War.
6. The Civil War ended slavery and preserved the Union.
7. Landmark speeches and documents such as the Emancipation Proclamation and the Gettysburg Address.
8. Summarize President Lincoln's and the Union's evolution in policies and attitudes towards slavery, racial equality and the Civil War.
9. Explain the evolution.
10. Summarize African-American responses to, and contributions during, the Civil War.
11. Explain how the Civil War ended slavery and saved the Union.
12. Explain how select events were turning points in the War.
13. Analyze Landmark speeches and documents such as the Emancipation Proclamation and the Gettysburg Address.
14. Summarize the Civil War Amendments and the Bill of Rights.
15. Describe the experience of African-Americans in the changing South.

Technology Infusion

- Google Classroom
- Google Docs
- Google Forms
- Infobasedlearning.com
- PBS sites
- Wikis
- Podcasts
- We Video: documentaries
- Word clouds

Standards Addressed**Civics, Government, and Human Rights**

- 6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
- 6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
- 6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights. 6.1.12.A.3.f. Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
- 6.1.12.A.3.h Analyze the various rationales provided as a justification for slavery.

6.1.12.A.3.i Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.

6.1.12.1.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg address) contributed to demanding equality for all.

Economics, Innovation, and Technology

6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the exploration on the expansion and economic development of the United States.

6.1.8.B.5.a Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and the outcome of the Civil War.

6.1.12.B.2.b Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

Geography, People, and the Environment

6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

History, Culture, Perspectives

6.1.8.D.4.b Explain efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.

6.1.8.D.5.c Examine the roles of women, African-Americans, and Native Americans in the Civil War.

6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.1.12.D.2.a Analyze contributions and perspectives of African-Americans, Native Americans, and women during the American Revolution.

6.1.12.D.2.e Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

6.1.12.D.3.c Assess how states' rights (i.e. Nullification) and sectional interests influence party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850)

NJ Student Learning Standards for Literacy in History/Social Studies 11-12

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LA.11-12.RH.11-12.3 - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LA.11-12.RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)

LA.11-12.RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LA.11-12.RH.11-12.6 - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence

LA.11-12.RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

LA.11-12.RH.11-12.8 - Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

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LA.11-12.RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR-text complexity band independently and proficiently.

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LA.11-12.WHST.11-12.1.B - Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases

LA.11-12.WHST.11-12.1.C - Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims

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LA.11-12.WHST.11-12.1.E - Provide a concluding paragraph or section that supports the argument presented.

LA.11-12.WHST.11-12.2.A - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension

LA.11-12.WHST.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.11-12.WHST.11-12.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts

LA.11-12.WHST.11-12.2.D - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers

LA.11-12.WHST.11-12.2.E - Provide a concluding paragraph or section that supports the argument presented.

LA.11-12.WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

LA.11-12.WHST.11-12.6 - Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information

LA.11-12.WHST.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Differentiation

Modifications and/or Accommodations:

Special Education: Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.

English Language Learners: Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified.

Students at Risk of School Failure: Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.

Gifted Students: Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

Suggested Assessments:

1. Document Based Questions
2. Essays
3. Debates/Discussions
4. Projects
5. Performances/Skits
6. Argument & Expository Writing Prompts

Learning Activities:

- Close reading
- Primary source analysis
- Small and large group discussion
- Cooperative learning
- Debates/Discussions
- Research
- Writing exercises
- Peer reviews
- View films
- Analyze images
- Conduct interviews
- Analyze statistics
- Policy analysis and recommendations
- Presentations
- Organize and visually represent information

21st Century Learning Connection

21st Century Themes:

- Global Awareness
- Financial, economic, business and entrepreneurial literacy,
- Civic literacy,
- Health literacy
- Environmental Literacy

21st Century Skills:

- Critical Thinking & Problem Solving
- Creativity and Innovation Collaboration
- Teamwork and Leadership
- Cross-Cultural Understanding and Interpersonal Communications
- Communication and Media Fluency Accountability,
- Productivity and Ethics

Unit 5 - Reconstruction: Success or Failure?

Timeframe 3-4 Weeks

Overview-This unit will focus on the African-American change in status from slave to freedmen during and immediately after the period known as Reconstruction. During this unit, students will debate whether Reconstruction was a success or failure.

Resources

Suggested textbook sources:

1. Holt, Thomas C. and Barkley Brown, Elsa. Major Problems in African-American History Volume 1: From Slavery to Freedom, 1619-1877. Boston: Wadsworth Cengage Learning. 2000 Johnson, Charles; Smith, Patricia, and the WGBH Series Research Team. Africans in America: America's Journey through
2. Slavery. WGBH Educational Foundation with exception of fictional material by Charles Johnson. Orlando. Harcourt Brace. 1998 Franklin, John Hope and Moss, Jr., Alfred. From Slavery to Freedom: A History of Negro Americans—6th Edition. New York. Alfred A. Knopf, Inc. 1988

Other Sources

1. New York Historical Society: Slavery in New York Classroom Materials. JP Morgan Chase
2. Choices Program Curriculum
3. National Council for the Social Studies: MLL Lesson Plans
4. Document Based Questions
5. Informational Website sources: Info based Learning Database
6. Selected primary sources
7. Periodicals—JStor; New York Times; Washington Post
8. Films
9. Technology

Essential Questions

1. Why were the American Civil War and Reconstruction periods a turning point in African American history?
2. How did African-Americans shape their worlds after the end of slavery?
3. What role did the government; the courts and the legal system play in expanding freedom for African-Americans?
4. What role did the government; the courts and the legal system play in curtailing freedom for African-Americans?
5. What were the causes of the rise of Jim Crow?
6. Was Reconstruction a success or a failure?

Essential Learning Outcomes

1. The Civil War and Reconstruction were turning points for all Americans but especially so for African-Americans.
2. People responded differently to the end of slavery but all African-Americans exercised their new freedoms in a multitude of ways. (e.g. moving to a new home).

3. The federal government and the legal system used its powers to provide freedom and equal rights to African-Americans.
4. Governments and the legal system were used by White Americans to deny African-Americans their freedom and their equal rights.
5. Racism and the desire for economic and political power gave rise to Jim Crow.
6. Scholars continue to debate whether Reconstruction was a success or failure.

Students will be able to:

1. Utilize facts and content-specific vocabulary.
2. Provide examples of how the Civil War and Reconstruction were turning points.
3. Explain how the Civil War ended slavery and preserved the Union.
4. Provide examples of how African-Americans responded to the end of slavery.
5. Trace the phases of Reconstruction.
6. Summarize the role government and the legal system played in ending slavery and in expanding freedoms and securing rights for African-Americans.
7. Analyze the Civil War Amendments and the Bill of Rights.
8. Trace the rise of Jim Crow.
9. Explain the impact of Jim Crow on African-Americans.
10. Summarize the role violence, the government and the legal system played in denying African-Americans life, liberty and property.
11. Debate the success of Reconstruction.

Technology Infusion

- Google Classroom
- Google Docs
- Google Forms
- Infobasedlearning.com
- PBS sites
- Wikis
- Podcasts
- We Video: documentaries
- Word clouds

Standards Addressed

Civics, Government, and Human Rights

6.1.12.A.4.d Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African-Americans.

6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

Economics, Innovation, and Technology

6.1.12.B.4.b Analyze the impact of population shifts and migration patterns during the Reconstruction period.

Geography, People, and the Environment

6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.

History, Culture, Perspectives

6.1.12.D.4.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

NJ Student Learning Standards for Literacy in History/Social Studies 11-12

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LA.11-12.RH.11-12.2 -Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

LA.11-12.RH.11-12.3 - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LA.11-12.RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)

LA.11-12.RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LA.11-12.RH.11-12.6 - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence

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LA.11-12.RH.11-12.8 - Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

LA.11-12.RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LA.11-12.RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR-text complexity band independently and proficiently.

LA.11-12.WHST.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence

LA.11-12.WHST.11-12.1.B - Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases

LA.11-12.WHST.11-12.1.C - Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims

LA.11-12.WHST.11-12.1.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.11-12.WHST.11-12.1.E - Provide a concluding paragraph or section that supports the argument presented.

LA.11-12.WHST.11-12.2.A - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension

LA.11-12.WHST.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.11-12.WHST.11-12.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts

LA.11-12.WHST.11-12.2.D - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers

LA.11-12.WHST.11-12.2.E - Provide a concluding paragraph or section that supports the argument presented.

LA.11-12.WHST.11-12.4 -Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.WHST.11-12.5 -Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

LA.11-12.WHST.11-12.6 -Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information

LA.11-12.WHST.11-12.7 -Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

LA.11-12.WHST.11-12.8 -Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

LA.11-12.WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research.

LA.11-12.WHST.11-12.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

Modifications and/or Accommodations:

Special Education: Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.

English Language Learners: Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified.

Students at Risk of School Failure: Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.

Gifted Students: Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

Suggested Assessments:

1. Document Based Questions
2. Essays
3. Debates/Discussions
4. Projects
5. Performances/Skits
6. Argument & Expository Writing Prompts

Learning Activities:

- Close reading
- Primary source analysis
- Small and large group discussion
- Cooperative learning
- Debates/Discussions
- Research
- Writing exercises
- Peer reviews
- View films
- Analyze images
- Conduct interviews
- Analyze statistics

- Policy analysis and recommendations
- Presentations
- Organize and visually represent information

21st Century Learning Connection

21st Century Themes:

- Global Awareness,
- Financial, economic, business and entrepreneurial literacy,
- Civic literacy,
- Health literacy Environmental Literacy

21st Century Skills:

- Critical Thinking & Problem Solving
 - Creativity and Innovation
 - Collaboration, Teamwork and Leadership
 - Cross-Cultural Understanding and Interpersonal
 - Communications
 - Communication and
 - Media Fluency Accountability, Productivity and Ethics
-

Unit 6 - Life in the Early 20th Century

Timeframe 2-3 Weeks

Overview

This unit will focus on the African-American Experience from the turn of the century to the Great Depression and the New Deal. Particular attention will be given to the Harlem Renaissance and associated artistic movements in America's large cities such as Chicago and New York. This time period also offers a wonderful opportunity to allow students to research topics of their choice.

Resources

Suggested textbook sources:

1. Holt, Thomas C. and Barkley Brown, Elsa. Major Problems in African-American History Volume 1: From Slavery to Freedom, 1619-1877. Boston: Wadsworth Cengage Learning. 2000 Johnson, Charles; Smith, Patricia, and the WGBH Series Research Team. Africans in America: America's Journey through
2. Slavery. WGBH Educational Foundation with exception of fictional material by Charles Johnson. Orlando. Harcourt Brace. 1998 Franklin, John Hope and Moss, Jr., Alfred. From Slavery to Freedom: A History of Negro Americans—6th Edition. New York. Alfred A. Knopf, Inc. 1988

Other Sources

1. New York Historical Society: Slavery in New York Classroom Materials. JP Morgan Chase

2. Choices Program Curriculum
3. National Council for the Social Studies: MLL Lesson Plans
4. Document Based Questions
5. Informational Website sources: Info based Learning Database
6. Selected primary sources
7. Periodicals—JStor; New York Times; Washington Post
8. Films
9. Technology

Essential Questions

1. What socioeconomic and political factors caused the Great Migration?
2. In what ways did the emergence of large African American pockets in urban areas impact the socioeconomic, political, and cultural aspects of black life for the remainder of the 20th century?
3. Who or what was the “New Negro?”
4. How did the Harlem Renaissance and other movements help to change the culture of New York and the country, through art, literature, and music?
5. What is cultural appropriation?
6. How did major Black organizations confront racial discrimination, economic inequality and promote progress in the 1920s and 1930s?
7. What were the causes of the Great Depression and how did it affect African-Americans?
8. What was the New Deal and how did it impact African Americans?
9. How did the New Deal and it impact African-Americans?
10. How did African-Americans shape the New Deal and the politics of President Franklin Roosevelt and the Democratic Party?

Essential Learning Outcomes

1. African Americans moved to northern cities in large numbers in the early 20th Century.
2. The Great Migration changed the American geographic, political, economic and social landscape.
3. African American artists and political leaders began to embrace and promote racial pride.
4. Harlem, Chicago and other cities became centers of black cultural innovation and expression during the 1920s.
5. Black culture shaped the Arts throughout the United States and the world.
6. African Americans used numerous tools to continue their fight for social and political equality as well as for economic justice.
7. The Great Depression had a disproportionately negative impact on the African American community.
8. African Americans both shaped and were shaped by the New Deal
9. The New Deal transformed American politics.

Students will be able to:

1. Utilize facts and content-specific vocabulary.
2. Summarize causes and effects of the Great Migration.
3. Analyze maps as well as census and economic data.
4. Describe the philosophies of the “New Negro” and Pan-Africanism.

5. Identify artists and art associated with the Harlem Renaissance and cultural movements in other cities.
6. Analyze art.
7. Conduct and present research.
8. Identify examples of cultural diffusion.
9. Debate the concept of cultural appropriation.
10. Explain how Black organizations confronted racial discrimination, economic inequality and promoted progress in the 1920s and 1930s?
11. Identify key leaders and important organizations.
12. Identify causes of the Great Depression.
13. Demonstrate the effect of the Great Depression.
14. Identify New Deal programs.
15. Analyze voting records and patterns.
16. Explain the relationship between the New Deal and African Americans and other Black people in America.
17. Critique African American responses to the Great Depression and Jim Crow America.
18. Argue in favor of a particular response.

Technology Infusion

- Google Classroom
- Google Docs
- Google Forms
- Infobasedlearning.com
- PBS sites
- Wikis
- Podcasts
- We Video: documentaries
- Word clouds

Standards Addressed

Civics, Government, and Human Rights

- 6.1.12.A.5.a Relate industrial growth to the need for social and governmental reforms
- 6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African-Americans.
- 6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
- 6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., *Plessy v. Ferguson*) and state and local governmental policies.
- 6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.
- 6.1.12.A.10.a Evaluate the arguments regarding the role of the federal government during the New Deal era. 6.1.12.A.10.ab Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.

6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

Geography, People, and the Environment

6.1.12.B.5.a Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

Economics, Innovation, and Technology

6.1.12.C.5.a Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals. 6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.C.7.b Assess the immediate and long-term impact of women and African-Americans entering the workforce in large numbers during World War I. 6.1.12.C.8.a Analyze the push - pull factors that led to the Great Migration. 6.1.12.C.9.b Explain how economic indicators (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit) are used to evaluate the health of the economy.

6.1.12.C.10.a Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression. 6.1.12.C.10.b Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

History, Culture, Perspectives

6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

6.1.12.D.8.a Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.

6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.

6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

6.1.12.D.10.b Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents

6.1.12.D.10.c Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal. 6.1.12.D.10.d Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.

NJ Student Learning Standards for Literacy in History/Social Studies 11-12 LA.11-

12.RH.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting

insights gained from specific details to develop an understanding of the text as a whole.

LA.11-12.RH.11-12.2 - Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

LA.11-12.RH.11-12.3 - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LA.11-12.RH.11-12.4 -- Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)

LA.11-12.RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LA.11-12.RH.11-12.6 - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence

LA.11-12.RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

LA.11-12.RH.11-12.8 - Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

LA.11-12.RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LA.11-12.RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR-text complexity band independently and proficiently.

LA.11-12.WHST.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence

LA.11-12.WHST.11-12.1.B - Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases

LA.11-12.WHST.11-12.1.C - Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims

LA.11-12.WHST.11-12.1.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.11-12.WHST.11-12.1.E - Provide a concluding paragraph or section that supports the argument presented.

LA.11-12.WHST.11-12.2.A - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension

LA.11-12.WHST.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.11-12.WHST.11-12.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts

LA.11-12.WHST.11-12.2.D - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers

LA.11-12.WHST.11-12.2.E - Provide a concluding paragraph or section that supports the argument presented.

LA.11-12.WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

LA.11-12.WHST.11-12.6 - Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information

LA.11-12.WHST.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

LA.11-12.WHST.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

LA.11-12.WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research.

LA.11-12.WHST.11-12.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

Modifications and/or Accommodations:

Special Education: Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.

English Language Learners: Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified.

Students at Risk of School Failure: Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.

Gifted Students: Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

Suggested Assessments:

1. Document Based Questions
2. Essays
3. Debates/Discussions
4. Projects
5. Performances/Skits
6. Argument & Expository Writing Prompts

Learning Activities:

- Close reading
- Primary source analysis
- Small and large group discussion
- Cooperative learning
- Debates/Discussions
- Research
- Writing exercises
- Peer reviews
- View films
- Analyze images
- Conduct interviews
- Analyze statistics
- Policy analysis and recommendations
- Presentations
- Organize and visually represent information

21st Century Learning Connection

21st Century Themes:

- Global Awareness,
- Financial, economic, business and entrepreneurial literacy,
- Civic literacy,
- Health literacy
- Environmental Literacy

21st Century Skills:

- Critical Thinking & Problem Solving
 - Creativity and Innovation Collaboration
 - Teamwork and Leadership
 - Cross-Cultural Understanding and
 - Interpersonal Communications
 - Communication and Media Fluency Accountability
 - Productivity and Ethics
-

Unit 7 - Jim Crow, Civil Rights, and African-American Resistance

Timeframe 2-3 Weeks

Overview-This unit will focus on the era of Jim Crow & the Civil Rights Era and the resistance mounted by the African-American community in the United States and around the world.

Resources

Suggested textbook sources:

1. Holt, Thomas C. and Barkley Brown, Elsa. Major Problems in African-American History Volume 1: From Slavery to Freedom, 1619-1877. Boston: Wadsworth Cengage Learning. 2000 Johnson, Charles; Smith, Patricia, and the WGBH Series Research Team. Africans in America: America's Journey through
2. Slavery. WGBH Educational Foundation with exception of fictional material by Charles Johnson. Orlando. Harcourt Brace. 1998 Franklin, John Hope and Moss, Jr., Alfred. From Slavery to Freedom: A History of Negro Americans—6th Edition. New York. Alfred A. Knopf, Inc. 1988

Other Sources

1. New York Historical Society: Slavery in New York Classroom Materials. JP Morgan Chase
2. Choices Program Curriculum
3. National Council for the Social Studies: MLL Lesson Plans
4. Document Based Questions
5. Informational Website sources: Info based Learning Database
6. Selected primary sources
7. Periodicals—JStor; New York Times; Washington Post
8. Films
9. Technology

Essential Questions

1. What was Jim Crow?
2. What were the causes and effects of Jim Crow?
3. What ideas helped support racism and racial segregation?
4. How did African-Americans combat Jim Crow?

5. What role did the government and the legal system have in curtailing and denying freedom and equal rights to African-Americans?
6. What role did the government and the legal system have in supporting and extending freedom and equal rights to African-Americans?
7. What role did religion play in African American communities?
8. Which is more important, social equality, political equality or economic equality?
9. Can you have social equality without political equality and economic equality?
10. What cultural and economic contributions did African Americans make?
11. Why did African-Americans continue to serve in the military during times of war?
12. Was connection might exist between racism and American imperialism?

Essential Learning Outcomes

1. Jim Crow laws and practices enforced and codified racial segregation and white supremacy.
2. Jim Crow reversed many of the gains of Reconstruction.
3. Jim Crow was based on violence.
4. Racism and the desire for economic and political power gave rise to Jim Crow.
5. "Scientific" ideas developed that justified racism.
6. Federal and State governments as well as the legal system used its powers to promote and protect freedom and equal rights of African-Americans.
7. Federal and State governments as well as the legal system were used by White Americans to deny African-Americans their freedoms and their equal rights.
8. African Americans continued their fight for equality.
9. Religion and religious institutions played a vital role in African-American communities.
10. African Americans debated how best to live in the Jim Crow Era America.
11. African Americans made significant contributions to America's cultural, economic and military life.
12. Racist ideas also supported American imperialism.

Students will be able to:

1. Utilize facts and content-specific vocabulary.
2. Identify issues that were of concern to black political leaders following Reconstruction, 1877.
3. Rank these issues in terms of perceived importance.
4. Identify causes and effects of Jim Crow.
5. Explain the impact social Darwinism and scientific racism has on African Americans.
6. Analyze the impact of violence, court cases and government policies on the African American community.
7. Summarize how African-Americans used the legal system to combat Jim Crow
8. Provide examples of how African-Americans continued their fight for freedom and equality.
9. Explain the role of religion in the African-American community.
10. Identify key issues in the debate between DuBois and Washington.
11. Analyze the philosophies of DuBois and Washington.
12. Debate the pros and cons of the philosophies of DuBois and Washington.
13. Identify the cultural, economic and military contributions of African-Americans.
14. Explain the connections between racism and imperialism.

15. Students will be able to define the Civil Rights Movement.
16. Students will be able to define the following Civil Rights figures/groups:
- Martin Luther King Jr.
 - Malcolm X
 - Marcus Garvey
 - Jackie Robinson
 - Rosa Parks
 - SNCC
 - NAACP
 - Medgar Evers

Technology Infusion

- Google Classroom
- Google Docs
- Google Forms
- Infobasedlearning.com
- PBS sites
- Wikis
- Podcasts
- We Video: documentaries
- Word clouds

Standards Addressed

Civics, Government, and Human Rights

6.1.12.A.5.a Relate industrial growth to the need for social and government reforms.

6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African-Americans.

6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

6.1.12.A.6.c Relate the creation of African American advocacy organization (i.e., the National Association for the Advancement of Colored People) to the United States Supreme Court decision (i.e., Plessy v. Ferguson) (Brown v. Board of Education) and state and local governmental policies.

6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War 1 and explain why the United States eventually entered the war.

Economics, Innovation, and Technology

6.1.12.C.5.a Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.

6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.C.7.b Assess the immediate and long-term impact of women and African-Americans entering the workforce in large numbers during World War 1.

Geography, People, and the Environment

6.1.12.B.5.a Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of the nationwide economy and the movement of populations. 6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and the quality of life in cities.

History, Culture, Perspectives

6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period. 6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War 1.

6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War 1. 6.1.12.D.7.c

Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War.

NJ Student Learning Standards for Literacy in History/Social Studies 11-12 LA.11-

12.RH.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

LA.11-12.RH.11-12.2 - Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

LA.11-12.RH.11-12.3 - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LA.11-12.RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)

LA.11-12.RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LA.11-12.RH.11-12.6 - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence

LA.11-12.RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

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LA.11-12.RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LA.11-12.RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

LA.11-12.WHST.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence

LA.11-12.WHST.11-12.1.B - Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases

LA.11-12.WHST.11-12.1.C - Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims

LA.11-12.WHST.11-12.1.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.11-12.WHST.11-12.1.E - Provide a concluding paragraph or section that supports the argument presented.

LA.11-12.WHST.11-12.2.A - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension

LA.11-12.WHST.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.11-12.WHST.11-12.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts

LA.11-12.WHST.11-12.2.D - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers

LA.11-12.WHST.11-12.2.E - Provide a concluding paragraph or section that supports the argument presented.

LA.11-12.WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

LA.11-12.WHST.11-12.6 - Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information

LA.11-12.WHST.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

LA.11-12.WHST.11-12.8 -Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

LA.11-12.WHST.11-12.9 -Draw evidence from informational texts to support analysis, reflection, and research.

LA.11-12.WHST.11-12.10 -Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

Modifications and/or Accommodations:

Special Education: Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.

English Language Learners: Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified.

Students at Risk of School Failure: Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.

Gifted Students: Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

Suggested Assessments:

1. Document Based Questions
2. Essays
3. Debates/Discussions
4. Projects
5. Performances/Skits
6. Argument & Expository Writing Prompts

Learning Activities:

- Close reading
- Primary source analysis
- Small and large group discussion
- Cooperative learning
- Debates/Discussions
- Research

- Writing exercises
- Peer reviews
- View films
- Analyze images
- Conduct interviews
- Analyze statistics
- Policy analysis and recommendations
- Presentations
- Organize and visually represent information

21st Century Learning Connection

21st Century Themes:

- Global Awareness,
- Financial, economic, business and entrepreneurial literacy,
- Civic literacy,
- Health literacy
- Environmental Literacy

21st Century Skills:

- Critical Thinking & Problem Solving
- Creativity and Innovation Collaboration
- Teamwork and Leadership
- Cross-Cultural Understanding and
- Interpersonal Communications
- Communication and Media Fluency Accountability
- Productivity and Ethics

Unit 8 - Contemporary Issues in Modern America: Nike, Colin Kapernick, and the Black Lives Matter Movement

Timeframe 2-3 Weeks

Overview-This unit covers issues that are being dealt with today in America. Focus will be placed on modern black political leaders and cultural icons. Particular attention will be placed on cultural expression via music, social media, and mass media

Resources

Suggested textbook sources:

1. Holt, Thomas C. and Barkley Brown, Elsa. Major Problems in African-American History Volume 1: From Slavery to Freedom, 1619-1877. Boston: Wadsworth Cengage Learning. 2000 Johnson, Charles; Smith, Patricia, and the WGBH Series Research Team. Africans in America: America's Journey through
2. Slavery. WGBH Educational Foundation with exception of fictional material by

Charles Johnson. Orlando. Harcourt Brace. 1998 Franklin, John Hope and Moss, Jr., Alfred. From Slavery to Freedom: A History of Negro Americans—6th Edition. New York. Alfred A. Knopf, Inc. 1988

Other Sources

1. New York Historical Society: Slavery in New York Classroom Materials. JP Morgan Chase
2. Choices Program Curriculum
3. National Council for the Social Studies: MLL Lesson Plans
4. Document Based Questions
5. Informational Website sources: Info based Learning Database
6. Selected primary sources
7. Periodicals—JStor; New York Times; Washington Post
8. Films
9. Technology

Essential Questions

1. How have African-Americans continued to play an important role in the political process and outcomes of the United States?
2. How has modern black culture developed as a form of popular expression in the United States?
3. How has America changed and developed over the last half century?
4. What is the difference, if any, between the Civil Rights Movement and the Black Lives Matter Movement?

Essential Learning Outcomes

1. African-Americans play a pivotal role in modern politics through leaders like Jesse Jackson and President Barack Obama, who both have invigorated the black community and others into political action and awareness.
2. Black culture has further developed new forms of popular expression through hip-hop, rap, R & B, slam poetry and comedy. This expression sometimes is seen as a form of protest against discrimination and racism that exist in American society.
3. Assess the changing roles of government: philosophy; limits; duties
4. Explain the relevance and connection of constitutional principles in the following documents
5. U.S. Constitution; Federalist Papers; Amendments to Constitution, emphasizing: Bill of Rights; Key Supreme Court decisions Marbury v. Madison, McCulloch v. Maryland, Miranda v. Arizona, Plessy v. Ferguson, Brown v. Topeka Board of Education
6. Analyze the evolution of American democracy, its ideas, institutions and political processes, including: Constitution and amendments; struggle for civil rights; expanding role of government
7. Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology)
8. Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economic systems in the United States and world

9. Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects
10. Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups; individuals fail to carry out their personal responsibilities
11. Describe major effects of changes in patterns of the movement of people, products and ideas
12. Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs
13. Determine the causes, consequences and possible resolutions of cultural conflicts

Students will be able to Identify the following people and terms:

1. Affirmative Action
2. Affordable Healthcare Act
3. Barack Obama
4. Black Lives Matter Movement
5. Colin Powell
6. Condoleezza Rice
7. Jesse Jackson
8. Michelle Obama
9. Million Man March
10. Rainbow Coalition
11. Rap
12. Rodney King
13. Boycott
14. Colin Kapernick
15. Corporate America

Technology Infusion

- Google Classroom
- Google Docs
- Google Forms
- Infobasedlearning.com
- PBS sites
- Wikis
- Podcasts
- We Video: documentaries
- Word clouds
- Social Media: Twitter & Tik -Tok

Standards Addressed

Civics, Government, and Human Rights

- 6.1.12.A.5.a Relate industrial growth to the need for social and government reforms.
- 6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African-Americans.

6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

6.1.12.A.6.c Relate the creation of African American advocacy organization (i.e., the National Association for the Advancement of Colored People) to the United States Supreme Court decision (i.e., Plessy v. Ferguson) (Brown v. Board of Education) and state and local governmental policies.

6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War 1 and explain why the United States eventually entered the war.

Economics, Innovation, and Technology

6.1.12.C.5.a Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.

6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.C.7.b Assess the immediate and long-term impact of women and African-Americans entering the workforce in large numbers during World War 1.

Geography, People, and the Environment

6.1.12.B.5.a Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of the nationwide economy and the movement of populations.

6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and the quality of life in cities.

History, Culture, Perspectives

6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War 1.

6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War 1.

6.1.12.D.7.c Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War.

NJ Student Learning Standards for Literacy in History/Social Studies 11-12

LA.11-12.RH.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole

LA.11-12.RH.11-12.2 - Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

LA.11-12.RH.11-12.3 - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LA.11-12.RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)

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- Interpersonal Communications
- Communication and Media Fluency Accountability
- Productivity and Ethics