

Winslow Township School District
College Prep African American History
Unit 3: African Americans Help Create a New Nation

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Overview: To understand the role of African Americans, both enslaved and free, in the development of the United States, we must look at the creation of the United States, beginning with the 13 colonies. This unit will journey through the arrival of African Americans in the colonies, how the country developed with a concentration on African Americans, and the development of politics and government that influence the lives of African Americans for generations.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p>Unit 3</p> <p>African Americans Help Create a New Nation</p>	<ul style="list-style-type: none"> ● 6.1.12.GeoGI.1.a ● 6.2.12.HistoryCC.1.e ● 6.1.12.HistoryCC.1.a ● 6.1.12.CivicsPI.1.a ● 6.2.12.EconET.3.a ● 6.1.12.CivicsPI.2.b ● 6.1.12.GeoPP.2.a ● 6.1.12.GeoPP.2.b ● 6.1.12.HistoryUP.2.c ● 6.1.12.HistoryCA.2.a 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● explain the role of slavery in the developing economy ● identify the roles of slavery ● compare and contrast African American livelihood in the various regions of the New World ● identify the roles African Americans played in the Revolutionary War ● describe the changing attitudes towards African Americans post American war ● address the question of slavery in the Constitution ● identify the cultural, religious, and educational factors of African American culture ● explain the importance of slavery and cotton in the southern economy 	<ul style="list-style-type: none"> ● Why was slavery central to the economy of southern colonies? ● What roles did enslaved people play in the middle colonies? ● What roles did African Americans play in the American Revolution? ● How did people’s attitudes toward African Americans change after the American Revolution? ● What opportunities were available in free Black communities? ● How was the question of slavery addressed in the writing of the Constitution? ● How did Black Americans manage to keep African culture alive? ● What role did religion play in African American culture? ● What led to the creation of African

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		<ul style="list-style-type: none"> ● identify the roles blacks played in Western expansion ● explain the significance of the Underground Railroad ● describe the ways slaves revolted 	<p>American schools?</p> <ul style="list-style-type: none"> ● What were some advances made by African Americans? ● How did the increasing importance of cotton affect the South? ● What were the results of the ban on foreign slave trade? ● What were some key elements of slave life and culture? ● What opportunities and restrictions did free Blacks in the North and South face? ● What roles did free blacks play in westward expansion in the early 1800s? ● Why did some African Americans resort to violent slave revolts? ● How did the Underground Railroad allow blacks to resist slavery? ● What were the arguments for and against the resettlement of blacks in Africa?
<p>Unit 3: Enduring Understandings</p>	<ul style="list-style-type: none"> ● The southern colonies were home to the largest number of African slaves, due in part to the plantation system. ● In the middle colonies, slavery was less common than in the South. ● Slavery was relatively rare in the New England colonies. ● African Americans sided with both the colonists and Britain during the Revolutionary War. ● Many Americans began to call for an end to slavery after the American Revolution, leading to the end of slavery in the North. ● Free Blacks had to work hard to overcome limited opportunities and discrimination. ● Debates over slavery helped shape the US Constitution. ● Enslaved people worked to keep elements of their traditional African culture alive in the Americas ● Most Africans in the US became Christian, but they often had to form their own churches in which to worship ● Opportunities for schooling for black students were limited in the early US ● African Americans made significant contributions to the arts and sciences in the New World ● a cotton boom led to a growing reliance on slave labor in the southern states ● most southern enslaved people faced many difficulties, including poor living conditions and harsh punishments ● slave culture centered on family, religion, and African traditions ● free blacks in the South often experienced discrimination and limited rights 		

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	<ul style="list-style-type: none">● While blacks in the North often had better opportunities available to them than free blacks in the South, they still faced discrimination● Free African Americans played many important roles in settling in the West● some slaves and free blacks carried out slave revolts with the help of conductors on the Underground Railroad● the colonization movement sparked controversy among Black and white Americans	
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Curriculum Unit 3	Performance Expectations		Pacing	
			Days	Unit Days
African Americans Help Create a New Nation	6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).	2	23
	6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.	3	
	6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.	2	
	6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.	3	
	6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.	2	
	6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	2	
	6.1.12.GeoPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.	3	
	6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).	2	
	6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.	2	
	Assessment, Re-teach and Extension		2	

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Unit 2	
Core Ideas	Performance Expectations
Economic globalization affects economic growth, labor markets, human rights guarantee, the environment, resource allocation, income distribution, and culture.	6.1.12.GeoGI.1.a Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
Resources of an area affect what is produced and opportunities for employment.	6.2.12.EconET.3.a Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.	6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

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	6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

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Unit 3

Assessment Plan

1. 13 colonies Map: practice and quiz
2. Color outline of regional map
3. Regional Map project
4. Textbook Section Summaries

Alternative Assessments:

1. Review questions
2. Map quiz
3. Graphic organization: geographical differences
4. Essay: Opinion on slave revolts

Resources

- Textbook, “African American History”
- 13 Colonies Map
<https://www.history.com/topics/colonial-america/thirteen-colonies>
- Slave Life
<https://www.ushistory.org/us/27b.asp#:~:text=Life%20on%20the%20fields%20meant,overseer%20was%20oftentimes%20the%20worst.>
- African Americans in the Revolutionary War
<https://www.youtube.com/watch?v=Z3p-uo03CtE&t=9s>

Majoring in African American Studies

<https://www.bestcolleges.com/humanities/why-major-in-african-american-studies/#:~:text=An%20African%20American%20studies%20major,they%20continue%20to%20face%20today.>

Careers in African American Studies

<https://www.onlinecollegereport.com/what-can-you-do-with-an-african-american-studies-degree/>

<https://afam.clas.ufl.edu/the-major-and-minor/career-paths-for-african-american-studies-majors/>

Activities

- Definitions with examples/ sentence summary
- 13 colonies map
- Regional differences project
- Graphic organizer: 13 colonies
- Research activities: Slave revolts
- Reading: Primary sources on slave life
- Youtube.com video clips of slavery in the US/ AA in the Revolutionary War
- Value of Cotton: research activity

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Instructional Best Practices and Exemplars	
1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations	6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates
9.1 Personal Financial Literacy - Income and Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills	
<p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1). 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.</p> <p>Additional opportunities to address 9.1, 9.2 & 9.4: Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy. https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</p>	

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: Listen to audio recordings instead of reading text Learn content from audiobooks, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes Be given a study guide to assist in preparing for assessments Use visual presentations of verbal material, such as word webs and visual organizers Use manipulatives to teach or demonstrate concepts Have curriculum materials translated into native language

Response accommodations: Use sign language, a communication device, Braille, other technology, or native language other than English Dictate answers to a scribe Capture responses on an audio recorder Use a spelling dictionary or electronic spell-checker Use a word processor to type notes or give responses in class Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: Work or take a test in a different setting, such as a quiet room with few distractions Sit where he learns best (for example, near the teacher, away from distractions) Use special lighting or acoustics Take a test in small group setting Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: Take more time to complete a task or a test Have extra time to process oral information and directions Take frequent breaks, such as after completing a task

Scheduling accommodations: Take more time to complete a project Take a test in several timed sessions or over several days Take sections of a test in a different order Take a test at a specific time of day

Organization skills accommodations: Use an alarm to help with time management Mark texts with a highlighter Have help coordinating assignments in a book or planner

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

English Language Learners

All WIDA Can Do Descriptors can be found at this link:
<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
- Listening Speaking
 - Reading Writing
 - Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high-level challenges related to the topic.

- Students can complete extended research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

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Interdisciplinary Connections

CCSS.ELA Standards

CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.10-By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Integration of Computer Science and Design Thinking NJSL 8

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.