

Winslow Township School District
College Prep African American History
Unit 4: Steps to Freedom

Unit 4: Steps to Freedom

Overview: In the early 1800s reform movements swept the nation. Reformers sought to improve conditions for White Americans in factories, prisons, and crowded cities. In addition, a growing number of reformers turned their attention to the issue of slavery. Both black and white Americans grew increasingly vocal in their opposition to the South’s “peculiar institution”. These reformers demanded a change—and they would be heard.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p>Unit 4</p> <p>Steps to Freedom</p>	<ul style="list-style-type: none"> ● 6.1.12.GeoPP.2.a ● 6.1.12.HistoryCC.2.b ● 6.1.12.HistoryUP.2.a ● 6.1.12.HistoryUP.2.b ● 6.1.12.HistoryUP.2.c ● 6.1.12.HistoryCA.2.a ● 6.1.12.CivicsDP.3.c ● 6.1.12.EconET.3.a ● 6.1.12.HistoryUP.3.a ● 6.1.12.HistoryUP.3.b ● 6.1.12.HistoryCA.3.a ● 6.1.12.HistoryCA.3.b 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify the origins of the antislavery movement ● list some black abolitionists and the methods they used ● list some white abolitionists and the methods they used ● explain how the expansion of slavery increased tensions in the North and South ● explain the reactions to the Fugitive Slave Act ● describe the arguments both for and against slavery ● identify the events that led to the Civil War ● describe the role blacks played in the Civil War ● define the Emancipation Proclamation 	<ul style="list-style-type: none"> ● What were the origins of the antislavery movement, and what led to its growth in the early 1800s? ● Who were some black abolitionists and what methods did they use? ● Who were some white abolitionists and what methods did they use? ● How did the expansion of slavery create rising tensions between the north and south? ● How did black and white northerners react to the Fugitive Slave Act? ● What conflicts intensified the debate over slavery into a crisis? ● What further events led the nation to split apart? ● What events led to the outbreak of the war between the Union and the Confederacy? ● In what ways did African Americans

Winslow Township School District
College Prep African American History
Unit 4: Steps to Freedom

			<p>contribute during the Civil War?</p> <ul style="list-style-type: none"> • What led Lincoln to issue the Emancipation Proclamation?
<p><i>Unit 4: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • in the late 1800s, the Second Great Awakening contributed to the growth of the abolition movement, a campaign to end slavery • Abolitionists included both black and white Americans • some abolitionists called for militant efforts to end slavery, while others used more peaceful methods to spread their message • disputes over the expansion of slavery as new states entered the Union led to rising tensions between northerners and southerners • the Missouri Compromise of 1820 and the Compromise of 1850 sought to resolve sectional disputes over the expansion of slavery • The Fugitive Slave Act, the Kansas-Nebraska Act, the Dred Scott decision, and John Brown’s raid heightened tensions over slavery • the 1800 presidential election of Abraham Lincoln led several southern states to secede and form the Confederate States of America • The Civil War began on April 12, 1861, when Confederate forces attacked Fort Sumter in South Carolina • During the war, black men served as soldiers, spies, and laborers; black women served as spies, nurses, and support personnel • On January 1, 1863, President Lincoln issued the Emancipation Proclamation, freeing all slaves in rebel areas in the US • On April 9, 1865, the Union the Civil War 		

Winslow Township School District
College Prep African American History
Unit 4: Steps to Freedom

Curriculum Unit 4	Performance Expectations		Pacing	
			Days	Unit Days
	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	23
	6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).	2	
	6.1.12.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.	2	
	6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.	2	
	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	
	6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.	1	
	6.1.12.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.	1	
	6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).	2	

Winslow Township School District
College Prep African American History
Unit 4: Steps to Freedom

	6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments	1	
	6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).	2	
	6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.	2	
	Assessment, Re-teach and Extension		2	

Winslow Township School District
College Prep African American History
Unit 4: Steps to Freedom

Unit 4	
Core Ideas	Performance Expectations
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.
Chronological sequencing serves as a tool for analyzing past and present events.	6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war. 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War. 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.
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
Resources impact what is produced and employment opportunities.	6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
Complex interacting factors influence people’s perspective.	6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments
Evidence from multiple relevant historical sources and interpretations	6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

Winslow Township School District
College Prep African American History
Unit 4: Steps to Freedom

can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
--	---

Winslow Township School District
College Prep African American History
Unit 4: Steps to Freedom

Unit 4

Assessment Plan

<ol style="list-style-type: none"> 1. Textbook Section Summaries 2. Abolitionists Diagram 3. Research: The Liberator 	<p>Alternative Assessments:</p> <ol style="list-style-type: none"> 1. Review questions 2. Compare and contrast: black and white abolitionists 3. Civil War packet: maps, battle outlines, summaries 4. Blacks in Action: Union soldiers’ activity 5. Movie clips: Glory 6. Juneteenth research and activity
Resources	Activities
<ul style="list-style-type: none"> • Textbook, “African American History” • Civil War Guide https://www.history.com/topics/american-civil-war • Abolitionists https://www.biography.com/people/groups/abolitionists • African Americans in the Civil War https://www.archives.gov/education/lessons/blacks-civil-war#:~:text=By%20the%20end%20of%20the,30%2C000%20of%20infecti on%20or%20disease. Glory Movie Clips https://www.youtube.com/watch?v=FFWLkCnT50s <p>Majoring in African American Studies https://www.bestcolleges.com/humanities/why-major-in-african-american-studies/#:~:text=An%20African%20American%20studies%20major,they%20contin ue%20to%20face%20today.</p> <p>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/</p>	<ul style="list-style-type: none"> • Definitions with examples/ sentence summary • 13 colonies map • Regional differences project • Graphic organizer: abolitionists • Research activities: Emancipation Proclamation, Dred Scott, Fugitive Slave Act • Reading: The Liberator • Youtube.com video clips of slavery Civil War, Juneteenth • Research: Abraham Lincoln

Winslow Township School District
College Prep African American History
Unit 4: Steps to Freedom

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.</p> <p>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).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>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).</p> <p>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:</p> <p>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>	

Winslow Township School District
College Prep African American History
Unit 4: Steps to Freedom

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

Winslow Township School District
College Prep African American History
Unit 4: Steps to Freedom

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](#)

Winslow Township School District
College Prep African American History
Unit 4: Steps to Freedom

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.