

**Winslow Township School District**  
**College Prep African American History**  
**Unit 6: Racism and New Opportunities**

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**Overview:** Reconstruction had been an effort to heal the US after years of conflict and war. As part of the healing, many Americans wanted to improve the lives of African Americans and protect their rights. These efforts were somewhat successful during Reconstruction, but after the period ended discrimination actually increased. As war raged across the globe, the fight for African American freedom and inclusivity began to rise.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p><a href="#">Unit 6</a></p> <p><b>Racism and New Opportunities</b></p>	<ul style="list-style-type: none"> <li>● 6.1.12.CivicsDP.13.a</li> <li>● 6.1.12.GeoPP.13.a</li> <li>● 6.1.12.EconEM.13.a</li> <li>● 6.1.12.HistoryCC.13.a</li> <li>● 6.1.12.HistoryCC.13.c</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● identify the rights black citizens lost after Reconstruction</li> <li>● explain the significant court cases that legalized segregation in the US</li> <li>● list ways in which the black vote was restricted</li> <li>● identify the rise of racial violence in the 1900s</li> <li>● explain the Progressive movement and what it achieved</li> <li>● explain why some blacks protested the Progressive movement</li> <li>● list the goals Black Progressive organizations wanted to achieve</li> <li>● explain why blacks moved to the West in the 1870s and 1880s</li> <li>● identify the achievements of Black</li> </ul>	<ul style="list-style-type: none"> <li>● What rights did Black citizens lose after the end of Reconstruction?</li> <li>● What court cases helped legalize segregation in the US?</li> <li>● What barriers were raised to keep African Americans from voting?</li> <li>● What caused a rise in racial violence in the 1900s?</li> <li>● What was the Progressive movement, and what did Progressives want to achieve?</li> <li>● Why did some black activists protest the Progressives?</li> <li>● What goals were Black Progressive organizations founded to achieve?</li> <li>● Why did many Black southerners move west in the 1870s and 1880s?</li> <li>● What were some achievements of Black cowhands in the Old west?</li> </ul>

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		<p>cowhands in the Old West</p> <ul style="list-style-type: none"> <li>● define Buffalo soldiers</li> <li>● identify black colleges and universities</li> <li>● list black writers and their areas of expertise</li> <li>● list prominent black businesses of the time</li> <li>● identify the achievements of black scientists</li> <li>● explain how WWI started</li> <li>● describe the roles blacks played in WWI</li> <li>● list the reasons why thousands of southern blacks migrated north</li> <li>● explain the events of the Red Summer of 1919</li> <li>● explain black nationalism</li> <li>● describe the Harlem Renaissance</li> <li>● identify key figures of the Harlem Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>● Who were the Buffalo soldiers, and for what were they known?</li> <li>● Where were black colleges and universities founded?</li> <li>● In what types of writing did Black writers and poets excel?</li> <li>● What were some prominent Black-owned businesses of the early 20th century?</li> <li>● What achievements could black scientists and explorers claim?</li> <li>● How did World War I begin?</li> <li>● What roles did African Americans play in WWI?</li> <li>● What led thousands of southern blacks to migrate to the North?</li> <li>● What events led up to the Red Summer of 1919?</li> <li>● How did Black nationalism and social gains lead to changes in the US?</li> <li>● Why was Harlem home to an outpouring of African American cultural expression?</li> <li>● Who were some key writers and poets of the Harlem Renaissance?</li> <li>● What roles did Black performers and musicians play in the Harlem Renaissance?</li> </ul>
<b>Unit 6: Enduring Understandings</b>	<ul style="list-style-type: none"> <li>● In the late 1800s and early 1900s, blacks lost many rights that they had once enjoyed</li> <li>● Supreme Court cases in the late 1800s established a legal precedent for segregation</li> <li>● State and local officials sought ways to keep African American citizens from voting, especially in the South</li> <li>● Lynching and race riots increased during the Jim Crow era</li> <li>● Booker T. Washington encouraged black workers to seek education and try to win acceptance from whites through hard work</li> <li>● W.E.B DuBois and the Niagara Movement argued that talented blacks</li> </ul>		

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could improve their own lots in life

- Blacks founded groups like the National Urban League, the NAACP, and labor unions to increase and protect their rights
- Thousands of Exodusters moved to Kansas to escape discrimination and make new lives
- blacks played many roles in the settling of the West
- The buffalo soldiers were all-black regiments of the US Army that won recognition for their service, bravery, and discipline
- Many universities were founded to fill the educational needs of black students after the Reconstruction
- Black writers and poets expressed their views of discrimination
- Black business owners achieved success and fame in many fields
- Black scientists and inventors improved the lives of people of all races
- Though the US remained neutral in the early years of WWI, many Americans—including blacks—pushed for the country to join the war effort
- Brave African Americans served as both soldiers and nurses in WWI
- The Great Migration was a mass movement of African Americans out of the South to escape discrimination and segregation
- During the Red Summer of 1919, African Americans across the country faced terrible violence and increased discrimination
- The Black nationalism movement sought to promote feelings of unity and strength in the black community
- An emphasis on black culture during the 1910s led to a new arts movement called the Harlem Renaissance
- Writers like Langston Hughes and Zora Neale Hurston expressed new ideas about black culture in their writings
- During the Harlem Renaissance, black performers gained national reputations in such styles as vaudeville and jazz

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Curriculum Unit 6	Performance Expectations		Pacing	
			Days	Unit Days
	6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).		
	6.1.12.GeoPP.13.a	Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities		
	6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).		
	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.		
	6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.		
	6.1.12.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.		
	<b>Assessment, Re-teach and Extension</b>			

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Unit 6	
Core Ideas	Performance Expectations
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12.CivicsDP.13.a Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
Since most choices involve a little more of one thing and a little less of something else, economic decision-making includes weighing the additional benefit of the action against the additional cost.	6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

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**Unit 6**

**Assessment Plan**

1. Textbook Section Summaries
2. Book Report: Langston Hughes
3. Movie Review: “Harlem Nights”

Alternative Assessments:

1. Review questions
2. textbook assessments
3. Poster Project: Segregation
4. Jim Crow research assignment

**Resources**

- Textbook, “African American History”
- History of Lynching  
<https://www.facinghistory.org/resource-library/video/origins-lynching-culture-united-states>
- The Great Migration  
<https://www.archives.gov/research/african-americans/migrations/great-migration>
- Harlem Renaissance  
<https://www.history.com/topics/roaring-twenties/harlem-renaissance>  
 Buffalo Soldiers  
<https://www.youtube.com/watch?v=26DIZAGABu0>

**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
- History of Lynching: video and photo analysis
- Research: Buffalo Soldiers
- PBS.org: Langston Hughes
- Poetry assignment: Poem about black history
- Great Migration Map and coloring 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**

- 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).

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.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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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 assignments. 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.