

Winslow Township School District
College Prep African American History
Unit 7: The Great Depression, World War II, and Steps to Equality

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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><u>Unit 7</u></p> <p>The Great Depression, WWII, and Steps to Equality</p>	<ul style="list-style-type: none"> ● 6.1.12.GeoHE.9.a ● 6.1.12.HistoryCC.9.a ● 6.1.12.HistoryUP.9.a ● 6.1.12.CivicsPR.10.a ● 6.1.12.HistoryUP.11.a ● 6.1.12.CivicsDP.13.a ● 6.1.12.EconEM.13.a ● 6.1.12.HistoryCC.13.a ● 6.1.12.HistoryCC.13.c 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● explain the causes of the Great Depression ● explain the benefits of the New Deal ● describe the role African Americans played in WWII ● list the contributions made by blacks during the war and on the home front ● describe the discrimination blacks faced during WWII ● identify the opportunities that were available to black soldiers ● list prominent African Americans who contributed to the fight for equality ● identify the civil rights movement ● describe the process of desegregation in public schools and public transportation ● explain the rise and significance of 	<ul style="list-style-type: none"> ● What caused the shift from prosperity to depression in the US in the 1920s? ● What were the economic and social effects of the Great Depression? ● How did the New Deal bring relief to the American people? ● What parts did African Americans play in WWII? ● How did African Americans contribute to the war effort on the home front? ● What forms of discrimination did blacks face during WWII? ● What opportunities were available to black soldiers returning from WWII? ● How did prominent African Americans contribute to the fight for equality? ● What civil rights progress was made during the postwar period? ● What methods did civil rights activists

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		<p>Martin Luther King, Jr.</p> <ul style="list-style-type: none"> ● compare and contrast violent and nonviolent civil right movements ● identify key events in the early drive for voting rights ● explain how activists fought to integrate higher education 	<p>use to desegregate public schools?</p> <ul style="list-style-type: none"> ● What other events during this period led civil rights activists to call for change? ● In what ways did civil rights activists protest segregation in public transportation? ● What was the significance of Martin Luther King Jr. in the civil rights movement? ● How did the strategy of nonviolent protest help civil rights activists in their cause? ● What further protests occurred to fight discrimination on the road? ● What key events occurred in the early drive for voting rights? ● In what ways did activists fight to integrate higher education? ● What protests occurred in Albany, Birmingham, and Washington, D.C. ?
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<i>Unit 7: Enduring Understandings</i>	<ul style="list-style-type: none"> ● In the 1920s there was a shift from economic prosperity to economic depression ● The Great Depression affected the lives of Americans from all economic and social backgrounds ● Roosevelt’s New Deal brought some relief to the American people ● WWII began in Europe after Hitler invaded Poland in 1939 ● About 1 million blacks served in the armed forces during WWII ● African Americans made great contributions to the war effort on the home front ● Though steps toward equality were made during WWII, discrimination against African Americans continued ● New educational and employment opportunities were available to Black soldiers returning from WWII ● Prominent African Americans contributed to the fight for racial equality by using their recognition to gain acceptance for African Americans throughout the nation ● African Americans made many contributions to music, art, and literature during the 1930s and 1940s. ● In the 1950s few African Americans shared in the nation’s prosperity, and blacks continued to face segregation in many areas of society 		

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| | <ul style="list-style-type: none">● In 1954 the US Supreme Court ruled that segregation in public schools was illegal, but some white leaders fought school integration● Jackie Robinson broke the Major League Baseball color line in 1947● The 1955 murder of black teenager Emmett Till heightened Americans' awareness of the extreme racism that existed in the South● During the 1950s civil rights activists used boycotts and the courts to end segregation on public city buses● Martin Luther King Jr. emerged as a significant leader of the civil rights movement● Many civil rights activists in the 1950s and 1960s used nonviolent methods of protest such as sit-ins to fight segregation● The 1961 Freedom Rides challenged segregation in interstate travel● The Civil Rights Act of 1957 strengthened the enforcement of voting rights, but white southerners still kept many blacks from voting● Federal action forced southern universities to admit Black students● Nonviolent protests and several tragic killings of African Americans focused national attention on the civil rights movement in 1963 | |
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Curriculum Unit 7	Performance Expectations		Pacing	
			Days	Unit Days
	6.1.12.GeoHE.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.	3	22
	6.1.12.HistoryCC.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.	2	
	6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.	2	
	6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights	3	
	6.1.12.HistoryUP.11.a	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.	2	
	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).	2	
	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).	2	
	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.	2	
	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.	2	
	Assessment, Re-teach and Extension		2	

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Unit 4	
Core Ideas	Performance Expectations
Political and economic decisions throughout time have influenced cultural and environmental characteristics	6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
There are multiple and complex causes and effects of historical events.	6.1.12.HistoryCC.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
Complex interacting factors influence people’s perspective.	6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
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.

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Unit 7

Assessment Plan

1. Textbook Section Summaries
2. Great Depression project
3. Movie Review: “Emmett Till”
4. Field Trip: African American Museum–Washington, D.C.

Alternative Assessments:

1. Review questions
2. textbook assessments
3. Black Athletes: Jackie Robinson-Then and Now’s
4. Ruby Bridges reading and report
5. Worksheets on Civil Rights Movement

Resources

- Textbook, “African American History”
- Great Depression
<https://www.history.com/topics/great-depression/great-depression-history>
- Emmett Till
<https://www.pbs.org/wgbh/americanexperience/films/till/>
- Civil Rights Movement
<https://www.youtube.com/watch?v=URxwe6LPvkM>
- Ruby Bridges
<https://www.womenshistory.org/education-resources/biographies/ruby-bridges>

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
- Timeline of Great Depression
- Effects of Emmett Till: activity on B.L.M
- Black Activism: Then and Now
- Current events: school segregation and redlining

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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 9.2 & 9.4 :

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/>

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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.