Winslow Township School District

College Prep African American History

Unit 8: The Movement Continues and African Americans in Modern America

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Overview: The early years of the Civil Rights Movement were productive, with activists winning many victories that helped secure equality for African Americans. Over time, however, advances slowed. As people grew dissatisfied with the movement's progress, they began applying new tactics, and the nature of the movement changed. The 1970s and 1980s proved to be a time of transition as African Americans tested their new political strength and a new era of African American progressivism took shape.

Overview	Performance Expectations	Unit Focus	Essential Questions
Unit 8 **The Great Depression, WWII, and Steps to Equality**	• 6.1.12.CivicsDP.13.a • 6.1.12.EconEM.13.a • 6.1.12.HistoryCC.13.a • 6.1.12.HistoryCC.13.c • 6.1.12.HistorySE.14.a • 6.1.12.HistorySE.14.b	Students will be able to: • list laws that were passed to protect blacks' civil rights • describe the violence blacks were faced with • identify the reasons young black activists were dissatisfied with the movement • identify and explain Muslim organizations and leaders who were influential during the movement • describe how the movement changed black culture • connect the movement to the literature created during the time • identify achievements by African Americans during the movement • list the political achievements of the	• What laws were passed to protect African Americans' civil rights? • Why did the civil rights movement expand north? • What sorts of violence did civil rights workers face? • Why did some young Black activists grow dissatisfied with the movement? • In what new directions did the movement grow in the mid to late 1960s? • What Muslim organizations and individuals were influential in the movement? • How did the movement lead to changes in black culture? • How was the quest for civil rights reflected in literature?

		movement ● explain the arguments for and against affirmative action ● describe conservatism and the varying opinions of black leaders ● define nationalism ● define apartheid ● explain the issue of apartheid in South Africa and activists' reactions ● address the issue of poverty within the urban communications ● identify challenges that face African Americans ● define Afrocentrism ● highlight important features of modern black culture	● What achievements were made by African Americans in the performing arts during the civil rights era? ● What were some of the key political gains made by African Americans in the late 1970s and 1980s? ● What are the arguments for and against affirmative action? ● What policies did conservative leaders support? ● How did the black community respond to conservatism? ● How did nationalism bring about changes in Africa? ● What was apartheid, and how did it shape life in South Africa? ● What led activists around the world to protest apartheid, and what was the result of their protests? ● What steps did Americans take to address the issue of urban poverty? ● What social challenges did African Americans experience? ● What is Afrocentrism, and what has been its impact? ● What are some characteristics of recently arrived African immigrants? ● What are some highlights of modern African American culture?

			● How have African Americans used activism to fight discrimination, and what have their efforts accomplished? ● What problems did the impact of Hurricane Katrina reveal? ● What role did the message of change play in the 2008 presidential election? ● Who are some African Americans in recent positions of leadership? ● What are some of the challenges and opportunities facing African Americans today?

Unit 8: Enduring Understandings	● The Civil Rights Act of 1964 and Voting Rights Act of 1965 protected the rights of African Americans ● Resentment with civil rights legislation led to increased racism in the North and an expansion of the civil rights movement ● Opponents of civil rights increasingly grew violent and attacked activists who campaigned on behalf of African Americans ● Frustration with slow progress and growing racial tension led some civil rights activists to turn militant in the late 1960s ● An increase in black nationalism led to the creation of the Black Power movement and groups like the Black Panthers ● Muslim activists, including the Nation of Islam and Malcolm X, supported the principles of black nationalism ● Changes in personal styles and in the teaching of African American subjects in the 1960s reflected an increasing pride in African American heritage, inspired in part by the accomplishments of prominent black athletes		

	• much of the literature of the civil rights period was intended to further social change • African Americans excelled in the performing arts, making great leap forward in acting, music, and dance • African Americans entered politics in growing numbers in the 1970s and 1980s • Affirmative action became a key issue in the 1970s • Some African American leaders promoted conservative politics in the 1980s and 1990s • Many African Americans opposed changes brought about during the conservative era • The rise of nationalist movements in Africa following WWII led to independence for most African countries • The South Africa government's policy of racial segregation led to opposition and violence • International protests eventually led to the end of apartheid in South Africa • In the 1960s and 1970s government officials focused on ways to address poverty in the US inner cities • Continuing desegregation and improving education were among the key social issues facing African Americans in the 1970s and 1980s • Afrocentrism is a separatist black nationalist movement that rejects the traditional Eurocentric view of world history • Many recent African immigrants are highly educated and familiar with urban life and end to live in large cities • African Americans have contributed much to contemporary culture • Activists have continued to fight racial discrimination by promoting community participation and protest • Emergency response to Hurricane Katrina revealed some racial inequalities	

	that many Americans are attempting to address ● In 2008 Barack Obama became the first African American elected president of the US ● Today African Americans serve in leadership positions in government, politics, journalism, community service, and many other fields ● African Americans have made significant strides toward racial equality and social justice in the last few decades, though some challenges still remain	

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Curriculum Unit 8	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)	4	22
	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)	3	
	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.	4	
	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.	3	
	6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.	3	
	6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.	3	
	Assessment, Re-teach and Extension		2	

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Unit 8	
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)
Economic globalization affects economic growth, labor markets, human rights guarantee, the environment, resource allocation, income distribution, and culture.	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.
Historical sources and evidence provide an understanding of different points of view about historical events.	6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

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<table>
<tr><th colspan="2">Unit 8</th></tr>
<tr><th colspan="2">Assessment Plan</th></tr>
<tr><td>1. Textbook Section Summaries
2. Essay: Black Nationalism
3. Book Report: Malcolm X
4. Section quiz</td><td>Alternative Assessments:
1. Review questions
2. textbook assessments
3. Black Movements: Graphic Organizer
4. Case Study: Barack Obama</td></tr>
<tr><th>Resources</th><th>Activities</th></tr>
<tr><td>● Textbook, “African American History”
● Black Nationalism
https://kinginstitute.stanford.edu/encyclopedia/black-nationalism
● Black Panthers
https://www.archives.gov/research/african-americans/black-power/black-panthers#:~:text=The%20Black%20Panther%20Party%20for,defense%2C%20particularly%20against%20police%20brutality.
● Malcolm X
https://www.youtube.com/watch?v=ZaVIucxNeTY
President Barack Obama
https://barackobama.com/
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</td><td>● Definitions with examples/ sentence summary
● Graphic Organizer: Black movements
● Malcolm X video clips
● Video clips: Farrakhan
● Blacks in Politics today: research and discussion
● Current events: Black Lives Matter</td></tr>
</table>

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/	
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

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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	Modifications for Gifted Students
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	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 NJSLS 8
8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.