

Winslow Township School District
Honors African American History
Unit 4: Searching for Safe Spaces

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Overview: Following the Civil War and the Reconstruction, the African American people found themselves searching, yet again for identity and acceptance within the United States. Following the Civil War and Reconstruction, there was a resurgence of antiblack hate and the rise of white supremacy was at its peak. This unit will look at white supremacy, the discrimination and violence that penetrated the black community, challenges the black community faced, and how migration to the North would develop a new African American identity fueled by art, music, literature, and a new sense of freedom.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p>Unit 4</p> <p>Searching for Safe Spaces</p>	<ul style="list-style-type: none"> ● 6.1.12.HistoryCC.4.a ● 6.1.12.HistoryUP.4.a ● 6.1.12.CivicsDP.5.a ● 6.1.12.HistoryCC.5.a ● 6.1.12.HistoryUP.5.a ● 6.1.12.HistoryCA.5.a ● 6.1.12.CivicsDP.6.b ● 6.1.12.HistoryCA.6.a ● 6.1.12.EconNM.8.a ● 6.1.12.HistoryCC.8.a ● 6.1.12.HistoryCC.8.c 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● explain the role of African Americans in the political system in the late 19th century ● discuss the methods employed to disenfranchise black voters ● describe the emergence of laws and costumes that required racial segregation ● analyze the scope and extent of racial violence and brutality in maintaining white supremacy ● explain how law enforcement and the court system affected African Americans ● explain how scientific and scholarly ideas were used to support and promote racism ● compare and contrast the main purposes 	<ul style="list-style-type: none"> ● How were black people prevented from voting despite the 15th amendment? ● How did white Americans justify segregation? ● Why did the South experience an epidemic of violence and lynching in the late 19th century? ● Why didn't more black people leave the South in this period? ● Why did black colleges and universities emphasize learning trades and acquiring skills? ● How compatible was the educational philosophy of the late 19th century with the era's racial ideology? ● To what use could a black person put an education? ● What purpose did the black church

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		<p>of education according to Booker T. Washington to those of his critics</p> <ul style="list-style-type: none"> ● analyze the ways in which African Americans used religious faith and church services to benefit themselves and their communities ● explain what motivated African-American men to serve in the US military forces that fought against Native Americans, the Spanish, and the Filipinos ● describe opportunities that both existed and were denied to African Americans in business, professions, entertainment, and athletics ● describe Booker T. Washington’s program for the advancement of African Americans ● describe W.E.B DuBois’s program for the advancement of African Americans ● explore the defining characteristics of the black elite ● evaluate the contributions of African Americans to US military forces in the early 20th century ● analyze the reasons for the widespread outbreak of race riots during the first quarter of the 20th century ● explain why African Americans began to 	<p>serve?</p> <ul style="list-style-type: none"> ● What were the strengths and weaknesses of the black church? ● What roles did black clergymen play in late 19th America? ● Why did black soldiers serve in the US military forces? How well did they serve? ● Did black people derive any benefits from the expansion of segregation and Jim Crow? ● How did segregation affect amateur and professional athletics in the US? ● How were the strategies promoted by Booker T. Washington differs from those of W. E.B DuBois? ● How did middle class and prosperous black people try to contribute to progress for their race? ● Why did most African Americans support US participation in WWI? ● What factors contributed to race riots and violence in the WWI era? ● Why did many black people leave the South in the 1920s? ● Why did migrants decide to leave or to stay? ● How did white supremacy change prior to the 1920s ? ● Why did so many African-American
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		<p>leave the rural South in the early 20th century, and describe the types of lives they made for themselves in urban communities</p> <ul style="list-style-type: none"> ● describe the various forms of intolerance that dominated in the 1920s ● analyze the competing strategies and effectiveness of black organizations in the 1920a ● explain the origins and development of the Brotherhood of Sleeping Car Porters ● identify the most significant people involved in the Harlem Renaissance and explain their lasting contributions ● describe both the opportunities and discrimination experienced by black athletes in the 1920s 	<p>leaders reject Marcus Garvey?</p> <ul style="list-style-type: none"> ● How did black nationalism of the Universal Negro Improvement Association differ from the white nationalism of the KKK? ● What economic opportunities existed for African Americans who had migrated to northern cities? ● Why did the literary and artistic movement known as the Harlem Renaissance emerge? ● What was distinctive about black writers, artists, and musicians? ● Did African Americans have any reason to be optimistic by the late 1920s?
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<i>Unit 4: Enduring Understandings</i>	<ul style="list-style-type: none"> ● with the end of the Civil War and slavery in 1865, more than 4 million African Americans had looked to the future with hope and anticipation ● 40 years later, more than 9 million African Americans lived in the US, with more than 8 million in the South ● the rise of white supremacy began to crush the black community ● the US government abandoned black people to white southerners and their state and local governments ● the federal government that had affirmed their rights as citizens during the Reconstruction ignored the legal, political, and economic situation that entrapped most black southerners ● although the 13th amendment abolished slavery, thousands of black people were trapped to peonage or labored as sharecroppers and renters, indebted to white landowners and merchants ● the 14th amendment had guaranteed the rights of citizenship that included due process of law ● no state could deprive a person of life, liberty, or property without a court proceeding ● the amendment also ensured each citizen equal protection of the law ● but the Supreme Court had ruled that racial segregation in public places did not infringe on the right to equal protection of the law ● the 15th amendment stipulated that race could not be used to deprive a man 		

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of the right to vote

- white people regarded black Americans as an inferior race not entitled to those rights that the Constitution supposedly guaranteed
- white supremacy was debilitating, discouraging, and dangerous
- to combat white racism and improve the economic status of black people, educators like Samuel Chapman Armstrong and Booker T. Washington recommended agricultural and mechanical training for black Americans
- black men served with distinction in all-black military units
- as a reaction to segregation, blacks began to create their own schools, businesses, churches, hospitals, labor unions, and places of entertainment
- black people relied on their own experiences and imaginations to create new music
- in 1900 Booker T. Washington was the nation’s most influential black leader
- the Talented Tenth of black Americans, distinguished by their educational and economic resources, promoted self-help through a variety of organizations to enhance their own status and help less affluent black people
- as blacks served in the military and thousands of black southerners moved north, many white Americans became alarmed
- some white Americans responded with violence in race riots as they attempted to prevent black Americans from assuming a more equitable role in America
- during the 1920s, racial violence and lynching plagued the black community
- “experts” offered “proof” that people of color were inferior and threatened America’s ethnic purity
- the Klu Klux Klan became a formidable organization
- millions of white men joined the Klan and millions more supported it

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- the NAACP became an organization to be reckoned with as it fought for antilynching legislation in Congress and for civil and political rights in the courts
- its membership exceeds 100,000 in the 1920s
- the Harlem Renaissance was a cultural awakening in literature and the arts that was unprecedented in African-American history
- the renaissance allowed thoughtful and creative men and women to grapple with what it meant to be black in a society in which the white majority had defined black minority as inferior, incapable, and backward
- black musicians, dancers, singers, entertainers, and athletes made names for themselves and contributed to popular culture in a mostly urban environment

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Curriculum Unit 4	Performance Expectations		Pacing	
			Days	Unit Days
	6.1.12.HistoryCC.4.a	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.	4	36
	6.1.12.HistoryUP.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.	3	
	6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans	3	
	6.1.12.HistoryCC.5.a	Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.	3	
	6.1.12.HistoryUP.5.a	Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.	3	
	6.1.12.HistoryCA.5.a	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.	3	
	6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.	4	
	6.1.12.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.	3	
	6.1.12.EconNM.8.a	Analyze the push-pull factors that led to the Great Migration.	2	
	6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence	3	

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	6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.	3	
	Assessment, Re-teach and Extension		2	

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Unit 4	
Core Ideas	Performance Expectations
There are multiple and complex causes and effects of events from the past.	6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans
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.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
Complex interacting factors influence people's perspective.	6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

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Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.
There are multiple and complex causes and effects of events from the past.	6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence
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.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

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Unit 4

Assessment Plan

<ol style="list-style-type: none"> 1. Textbook Review Questions 2. Film Analysis 3. Primary Sources: Harlem Renaissance 4. Research: Black Colleges and Universities 	<p>Alternative Assessments</p> <ol style="list-style-type: none"> 1. textbook assessments 2. Documentary Guide: PBS.org “Black Church” 3. PowerPoint Presentation: Harlem Renaissance 4. Research: KKK and Racism Today 5. Video: Interview with KKK leader 6. Opinion essay: Black Universities 7. Primary source readings
Resources	Activities
<ul style="list-style-type: none"> • Textbook, “African American History” • White Supremacy https://www.adl.org/resources/glossary-terms/white-supremacy • Ku Klux Klan https://www.history.com/topics/reconstruction/ku-klux-klan-video • Booker T. Washington https://www.history.com/topics/black-history/booker-t-washington • HBCUs http://www.thehundred-seven.org/hbculist.html <p>Black Church https://www.pbs.org/wgbh/americanexperience/features/godinamerica-black-church/</p> <p>The Harlem Renaissance https://www.nga.gov/learn/teachers/lessons-activities/uncovering-america/harlem-renaissance.html</p> <p>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.</p>	<ul style="list-style-type: none"> • Definitions with examples/ sentence summary • Graphic organizer: black churches • Compare and Contrast: black universities and Ivy League • Movie: Black Klansmen • Primary Source Readings • Research: Blacks in the Military • They paved the way: research and discussion on famous blacks

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<p>Careers in African American Studies</p> <p>https://www.onlinecollegereport.com/what-can-you-do-with-an-african-american-studies-degree/</p> <p>https://afam.clas.ufl.edu/the-major-and-minor/career-paths-for-african-american-studies-majors/</p>	
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 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.Cl.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</p> <p>https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy.</p> <p>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 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.