

**Winslow Township School District**  
**Honors African American History**  
**Unit 5: The Great Depression and World War II**

**Unit 5: The Great Depression and World War II**

**Overview:** This unit will focus on the Great Depression and World War II with emphasis on the continuation of African Americans' plight into American society. Students will examine the causes of the Great Depression, how it impacted black communities, the government's response to the economic crisis and how the government began to use black bodies for scientific research and experiments. Students will learn about the meaning of freedom for black culture and society during the years between 1930 and 1950, as well as the start of World War II and what it means for a budding revolutionary time in America.

| Overview  | Performance Expectations  | Unit Focus   | Essential Questions   |
|---|---|--|---|
| <p><a href="#">Unit 5</a></p> <p><b>The Great Depression and World War II</b></p> | <ul style="list-style-type: none"> <li>● 6.1.12.GeoHE.9.a</li> <li>● 6.1.12.A.9.a</li> <li>● 6.1.12.HistoryUP.9.a</li> <li>● 6.1.12.CivicsPR.10.b</li> <li>● .1.12.HistoryCA.10.a</li> <li>● 6.1.12.CivicsHR.11.a</li> <li>● 6.1.12.HistoryCC.11.c</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● discuss the reasons why the American economic system collapsed into the Great Depression during the 1930s</li> <li>● compare and contrast the different individual and group forms of resistance to derogatory images of African Americans in mainstream American culture and society in the 1930s</li> <li>● describe the different ways in which the New Deal created new opportunities for African Americans both in terms of economic development and in the cultural arena</li> <li>● explain the purpose of the Tuskegee Study and evaluate its lasting impact on race relations and black health care status</li> </ul> | <ul style="list-style-type: none"> <li>● Why did African Americans abandon their long association with the Republican party in favor of the Democratic Party?</li> <li>● How did black radicalism influenced Roosevelt's New Deal policies and programs?</li> <li>● How did black people respond to and survive the Great Depression?</li> <li>● How did the experience of black women during the Depression reflect their race, class, and gender status?</li> <li>● How did the New Deal adversely affect black sharecroppers, tenants, and farmers?</li> <li>● What role did racism play in the Tuskegee experiment and the "Scottsboro Boys" case?</li> </ul> |

**Winslow Township School District**  
**Honors African American History**  
**Unit 5: The Great Depression and World War II**

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|  |  | <ul style="list-style-type: none"> <li>● delineate the significant role that organized labor played in the radicalization of black Americans during the 1930s</li> <li>● discuss the issues that were at the core of the Scottsboro case and the consequences of the US Supreme Court decisions delivered in the case</li> <li>● describe the ways in which local leaders and parents provided support for cultural training and educational institutions for their communities</li> <li>● analyze the ways in which black artists used their diverse artistic talents and skills to support social justice struggles at home and abroad</li> <li>● distinguish the differences between the music genres or styles</li> <li>● analyze the ways in which popular presentations of African Americans in popular culture may have reinforced negative stereotypes</li> <li>● describe the similarities and differences between prominent Black Chicago Renaissance authors, activities, musicians, and performers</li> <li>● discuss the ways in which black graphic artists offered different ways to view or express the ways in which they</li> </ul> | <ul style="list-style-type: none"> <li>● How did black activists and scholars respond to the idea of voluntary self-segregation?</li> <li>● What impact did the Great Depression and the Works Progress Administration have on the development of black religious institutions and a new black expressive culture?</li> <li>● What were some of the significant contributions that Black artists, writers, and filmmakers had on the development of urban popular culture in Chicago?</li> <li>● What were some of the differences between Big Band and Bebop music?</li> <li>● Who were some of the major Hollywood Black stars?</li> <li>● What were some of the unique cultural features of the Black Chicago Renaissance?</li> <li>● How did WWII change the status of African Americans in the military?</li> <li>● What were some of the consequences of so many black servicemen fighting in Europe against fascism and Nazism?</li> <li>● How did the Tuskegee Airmen contribute to the Allied forces?</li> <li>● How did black women participate in the campaign to desegregate the US military?</li> <li>● What did the “Double V” campaign</li> </ul> |
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**Winslow Township School District**  
**Honors African American History**  
**Unit 5: The Great Depression and World War II**

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|  |  | <p>reimagined themselves and their people</p> <ul style="list-style-type: none"> <li>● compare and contrast the works of prominent 20th century African American writers</li> <li>● analyze the contributions African American athletes made to American culture and the barriers that they overcame</li> <li>● identify some of the strongest characteristics of black religious culture</li> <li>● discuss the ways in which African Americans used the WWII crisis in order to protest against racial discrimination in America</li> <li>● analyze the strategies that blacks devised in order to end segregation in military hospitals and to win integration in the nursing profession</li> <li>● enumerate the contributions of the Tuskegee Airmen</li> <li>● explain the ways in which WWII made more visible the tensions and competition between white and black Americans over fair housing and equal opportunities for jobs</li> </ul> | <p>accomplish?</p> <ul style="list-style-type: none"> <li>● How did black civilians support black servicemen?</li> <li>● What institutional resources were African Americans able to marshal in their campaign against racism at home?</li> <li>● How did WWII affect black workers in America?</li> </ul> |
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**Winslow Township School District**  
**Honors African American History**  
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| <i>Unit 5:<br/>Enduring<br/>Understandings</i> | <ul style="list-style-type: none"> <li>● transformative changes occurred during the early 1930s</li> <li>● Great Migration and the New Deals, the NAACP came of age, black women found their voice, white left-wing leaders joined with black men and women in interracial alliances, organized labor bridged race chasm, and black voters switched allegiance from the Republican party to the Democratic</li> <li>● the first and second New Deals stimulated economic recovery and laid the basis for a strong national state that would challenge the nation’s racial caste system</li> <li>● the Tuskegee Syphilis experiment would forever fuel black ambivalence</li> <li>● memories of the Tuskegee experiment convinced many Americans to be wary and suspect the worst of federal government-sponsored health care projects</li> <li>● the years between 1940 and 1954 were a dynamic period of black activism and witnessed a rising international consciousness among African Americans</li> <li>● the black quest for racial justice in the military and on the home front became an integral part of the ongoing struggle for economic opportunity, political rights, and social justice</li> <li>● the rise of fascism in Europe alarmed black and white Americans who</li> </ul> |  |  |

**Winslow Township School District**  
**Honors African American History**  
**Unit 5: The Great Depression and World War II**

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|  | <p>correctly perceived ideologies based on racial tyranny and state dominance to be hostile to individual freedom and democracy</p> <ul style="list-style-type: none"><li>• African Americans continued to suffer from white terrorism and judicial injustice in spite of their balor with which they fought for America</li></ul> |  |
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**Winslow Township School District**  
**Honors African American History**  
**Unit 5: The Great Depression and World War II**

| Curriculum<br>Unit 5 | Performance Expectations                  |  | Pacing |              |
|----------------------|---|--|--------|--------------|
|                      |   |  | Days   | Unit<br>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      | 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.HistoryCC.11.c                     | 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 | 4      |              |
|                      | 6.1.12.CivicsHR.11.a                      | Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides  | 4      |              |
|                      | 6.1.12.A.9.a                              | Analyze how the actions and policies of the United States government contributed to the Great Depression.  | 3      |              |
|                      | 6.1.12.HistoryUP.9.a                      | Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.  | 3      |              |
|                      | 6.1.12.CivicsPR.10.b                      | Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).   | 4      |              |
|                      | .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).     | 4      |              |
|                      | <b>Assessment, Re-teach and Extension</b> |  | 2      |              |

**Winslow Township School District**  
**Honors African American History**  
**Unit 5: The Great Depression and World War II**

| Unit 5   |   |
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| 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.A.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).     |
| Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. | 6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).  |
| Governments around the world support universal human rights to varying degrees.  | 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides   |
| To better understand the historical perspective, one must consider historical context.   | 6.1.12.HistoryCC.11.c: 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 |

**Winslow Township School District**  
**Honors African American History**  
**Unit 5: The Great Depression and World War II**

**Unit 5**

**Assessment Plan**

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| <ol style="list-style-type: none"> <li>1. Textbook Review Questions</li> <li>2. Midterm Exam/ Final Exam</li> <li>3. Tuskegee Experiment Research Paper</li> <li>4. Black Health Crisis Today: research and presentation</li> </ol> | <p>Alternative Assessments</p> <ol style="list-style-type: none"> <li>1. textbook assessments</li> <li>2. Great Depression activities</li> <li>3. WWII cause and effect chart</li> <li>4. Movie: Red Tails</li> <li>5. Research: Black Healthcare History</li> <li>6. Primary source readings</li> </ol> |
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| <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Textbook, “African American History”</li> <li>• Tuskegee Airmen<br/><a href="https://www.tuskegeearmen.org/">https://www.tuskegeearmen.org/</a></li> <li>• The Great Depression<br/><a href="https://www.history.com/topics/great-depression/great-depression-history#:~:text=Photo%20Galleries-.The%20Great%20Depression%20was%20the%20worst%20economic%20downturn%20in%20the,wiped%20out%20millions%20of%20investors.">https://www.history.com/topics/great-depression/great-depression-history#:~:text=Photo%20Galleries-.The%20Great%20Depression%20was%20the%20worst%20economic%20downturn%20in%20the,wiped%20out%20millions%20of%20investors.</a></li> <li>• Scottsboro Case<br/><a href="https://www.history.com/topics/great-depression/scottsboro-boys">https://www.history.com/topics/great-depression/scottsboro-boys</a></li> <li>• Tuskegee Experiment<br/><a href="https://www.cdc.gov/tuskegee/timeline.htm">https://www.cdc.gov/tuskegee/timeline.htm</a></li> </ul> <p>World War II<br/><a href="https://www.army.mil/article/233117/honoring_black_history_world_war_i_i_service_to_the_nation#:~:text=During%20WWII%2C%20more%20than%202.5,the%20Army%20during%20the%20War.">https://www.army.mil/article/233117/honoring_black_history_world_war_i_i_service_to_the_nation#:~:text=During%20WWII%2C%20more%20than%202.5,the%20Army%20during%20the%20War.</a></p> <p>Black Health Care<br/><a href="https://pubmed.ncbi.nlm.nih.gov/1885955/">https://pubmed.ncbi.nlm.nih.gov/1885955/</a></p> <p><b>Majoring in African American Studies</b></p> | <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Definitions with examples/ sentence summary</li> <li>• Graphic organizer: WWII</li> <li>• Cause and Effect: Great Depression</li> <li>• Comparison Essay: Scottsboro Boys and the Central Park Five</li> <li>• Black and Poverty: research on poverty in the 1930s-1940s</li> <li>• Research: Blacks in the Military</li> </ul> |
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**Honors African American History**  
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| <p><a href="https://www.bestcolleges.com/humanities/why-major-in-african-american-studies/#:~:text=An%20African%20American%20studies%20major,they%20continue%20to%20face%20today">https://www.bestcolleges.com/humanities/why-major-in-african-american-studies/#:~:text=An%20African%20American%20studies%20major,they%20continue%20to%20face%20today</a>.</p> <p><b>Careers in African American Studies</b></p> <p><a href="https://www.onlinecollegereport.com/what-can-you-do-with-an-african-american-studies-degree/">https://www.onlinecollegereport.com/what-can-you-do-with-an-african-american-studies-degree/</a></p> <p><a href="https://afam.clas.ufl.edu/the-major-and-minor/career-paths-for-african-american-studies-majors/">https://afam.clas.ufl.edu/the-major-and-minor/career-paths-for-african-american-studies-majors/</a></p> |  |
| <b>Instructional Best Practices and Exemplars</b>   |  |
| <ol style="list-style-type: none"><li>1. Identifying similarities and differences</li><li>2. Summarizing and note taking</li><li>3. Reinforcing effort and providing recognition</li><li>4. Homework and practice</li><li>5. Nonlinguistic representations</li></ol>  | <ol style="list-style-type: none"><li>6. Cooperative learning</li><li>7. Setting objectives and providing feedback</li><li>8. Generating and testing hypotheses</li><li>9. Cues, questions, and advance organizers</li><li>10. Manage response rates</li></ol> |

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**Honors African American History**  
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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 9.1, 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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**Honors African American History**  
**Unit 5: The Great Depression and World War II**

**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

**Winslow Township School District**  
**Honors African American History**  
**Unit 5: The Great Depression and World War II**

**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**  
**Honors African American History**  
**Unit 5: The Great Depression and World War II**

**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.