



# **Social Studies**

## **African-American Studies**

**2024-2025**

**Aligned with Ohio's Learning Standards  
for Social Studies (2018) and the College,  
Career, and Civic Life (C3) Framework**

**Department of Academic Services  
Office of Teaching and Learning  
Curriculum Division**

**COLUMBUS CITY SCHOOLS**

## Curriculum Map

### Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Units;
- Standards/Learning Targets; and
- Timeframes.



### Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Units;
- Standards/Learning Targets;
- Timeframes;
- Big Ideas and Essential Questions; and
- Strategies and Activities.



### Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Content Elaborations;
- Sample Assessments;
- Instructional Strategies; and
- Instructional Resources.

## Year-at-a-Glance

### Semester X

Grading Period 1	<b>Unit 1. A Rich Legacy in Africa</b> 4.5 weeks	<b>Unit 2. Lost in America</b> 4.5 weeks
	Introduction - Why Study Black History? - C3 Framework Dimensions 1-4  HMH <i>African American History</i> , Chapter 1. Beginnings in Africa AAS Learning Target 1	HMH <i>African American History</i> , Chapter 2 - The Atlantic Slave Trade AAS Learning Target 2  HMH <i>African American History</i> , Chapter 3. African Americans Help Create a New Nation AAS Learning Target 3
Grading Period 2	<b>Unit 3. Challenges to Enslavement</b> 4.5 weeks	<b>Unit 4. Emancipation and Reconstruction</b> 4.5 weeks
	HMH <i>African American History</i> , Chapter 4. African Americans in the New Republic AAS Learning Targets 2, 3  HMH <i>African American History</i> , Chapter 5. Steps to Freedom AAS Learning Target 4	HMH <i>African American History</i> , Chapter 6. Blacks in the Reconstruction Era AAS Learning Target 4

### Semester Y

Grading Period 3	<b>Unit 5. Freedom Without Equality</b> 4.5 weeks	<b>Unit 6. Stand up for Your Rights</b> 4.5 weeks
	HMH <i>African American History</i> , Chapter 7. The Separation of the Races AAS Learning Target 5  HMH <i>African American History</i> , Chapter 8. A New Century and New Opportunities AAS Learning Target 6	HMH <i>African American History</i> , Chapter 9. The Great Depression and WW II AAS Learning Target 6  HMH <i>African American History</i> , Chapter 10. First Steps Toward Equality AAS Learning Target 7
Grading Period 4	<b>Unit 7. Civil Rights Movement</b> 4.5 weeks	<b>Unit 8. Black Lives Matter</b> 4.5 weeks
	HMH <i>African American History</i> , Chapter 11. The Movement Continues AAS Learning Target 7  HMH <i>African American History</i> , Chapter 12. A Time of Transition AAS Learning Target 7	HMH <i>African American History</i> , Chapter 13. African Americans in Modern America AAS Learning Target 8

## Scope and Sequence

Grading Period I	Unit I. A Rich Legacy in Africa				4.5 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	Introduction - Why Study Black History?	<p><a href="#">C3 Dimension 1. Construct compelling questions that focus on enduring issues and concerns.</a></p> <p><a href="#">C3 Dimension 2. Apply disciplinary concepts and tools to address compelling questions.</a></p> <p><a href="#">C3 Dimension 3. Gather and evaluate sources and use evidence to support claims.</a></p> <p><a href="#">C3 Dimension 4. Communicate conclusions and take informed action.</a></p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>How do we generate and investigate compelling questions?</li> <li>How do we know what to believe?</li> <li>What do we do when sources disagree?</li> <li>How do we think like historians and social scientists?</li> <li>Should we question everything?</li> <li>How do we make a strong argument?</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm web: why is it important to study Black history?</li> <li>Generate compelling questions about African-American history</li> <li>K-W-L Chart on African-American history</li> <li>Myths vs. Realities discussion</li> <li>Negative stereotypes and distorted views of African Americans discussion</li> <li>News analysis: how are African Americans portrayed in the media?</li> <li>Taking action: Black Lives Matter discussion</li> </ul>	
	HMH African American History Chapter I. Beginnings in Africa	<p><a href="#">AAS I. Analyze the social, cultural, political, and economic characteristics of early African civilizations and empires and their enduring impact on world history.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>What are the causes and effects of historical events and patterns?</li> </ul> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>What does it mean to value and respect diversity?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>Does might make right?</li> <li>How has global power shifted over time?</li> </ul>	<ul style="list-style-type: none"> <li>K-W-L chart on Africa</li> <li>African civilizations and empires timeline</li> <li>Ancient/Medieval empires multimedia presentation or website</li> <li>Mapping West African trade</li> <li>Olaudah Equiano autobiography reading and analysis</li> <li>Images of enslaved Africans and slave ships analysis</li> </ul>	

Grading Period I	Unit 2. Lost in America				4.5 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	HMH <i>African American History</i> Chapter 2. The Atlantic Slave Trade	<a href="#">AAS 2. Describe patterns of life for enslaved and free Africans, including strategies for resistance to enslavement, and cultural and economic contributions of Africans in early America.</a>	<b>Change</b> <ul style="list-style-type: none"> <li>What are the causes and effects of historical events and patterns?</li> </ul> <b>Justice</b> <ul style="list-style-type: none"> <li>Do we have a right to break unjust laws?</li> <li>What happens when justice is denied?</li> </ul> <b>Power</b> <ul style="list-style-type: none"> <li>Does might make right?</li> </ul>	<ul style="list-style-type: none"> <li>Graphic organizer - social, political, cultural, economic of impact of slavery</li> <li>Plot chart - development of slavery in America</li> <li>Cotton gin significance discussion</li> <li>Runaway slave notices analysis</li> <li>Phillis Wheatley poetry</li> <li>Slave narrative readings</li> <li>Rebellion research - Stono, Gabriel, Vesey, Turner</li> <li>Evaluate a plantation's website</li> </ul>	
	HMH <i>African American History</i> Chapter 3. African Americans Help Create a New Nation	<a href="#">AAS 3. Evaluate the successes and limitations of the American Revolution and early national period with regard to rights and opportunities for African Americans.</a>	<b>Change</b> <ul style="list-style-type: none"> <li>What makes a movement or revolution successful?</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>What does it mean to have a democracy?</li> <li>Who has the right to self-government?</li> </ul> <b>Justice</b> <ul style="list-style-type: none"> <li>How does the Constitution establish justice?</li> <li>Are laws applied fairly?</li> </ul> <b>Power</b> <ul style="list-style-type: none"> <li>What makes a government legitimate?</li> <li>How is power attained and maintained?</li> </ul>	<ul style="list-style-type: none"> <li>Locke, the Declaration, and Frederick Douglass readings</li> <li>Dunmore's proclamation and decisions for enslaved people</li> <li>Research an African American of the American Revolution</li> <li>1779 Freedom Petition analysis</li> <li>Slavery at the Constitutional Convention</li> <li>Impact of the 3/5 compromise</li> <li>Research presidents and Supreme Court justices who enslaved people</li> <li>Arguments for and against the Electoral College</li> </ul>	

Grading Period 2	Unit 3. Challenges to Enslavement				4.5 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	HMH <i>African American History</i> Chapter 4. African Americans in the New Republic	<u><a href="#">AAS 2. Describe the patterns of life for enslaved and free Africans, including strategies for resistance to enslavement, and cultural and economic contributions of African Americans in early America.</a></u> <u><a href="#">AAS 3. Evaluate the successes and limitations of the American Revolution and early national period with regard to rights and opportunities for African Americans.</a></u>	<b>Change</b> <ul style="list-style-type: none"> <li>What are the causes and effects of historical events and patterns?</li> </ul> <b>Justice</b> <ul style="list-style-type: none"> <li>Do we have a right to break unjust laws?</li> <li>What happens when justice is denied?</li> </ul>	<ul style="list-style-type: none"> <li>Henry Bibb letter to William Gatewood</li> <li>Research on free African American communities</li> <li>Graphic organizer on experiences of free African Americans</li> <li>Character sketch on a free African American</li> </ul>	
	HMH <i>African American History</i> Chapter 5. Steps to Freedom	<u><a href="#">AAS 4. Explain the central role of slavery in causing the Civil War, the experience of African Americans during the war, and achievements and limitations of Reconstruction.</a></u>	<b>Change</b> <ul style="list-style-type: none"> <li>What makes a movement or revolution successful?</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>What is the difference between a freedom fighter and a terrorist?</li> </ul> <b>Diversity</b> <ul style="list-style-type: none"> <li>How have diverse groups struggled for equality?</li> </ul> <b>Power</b> <ul style="list-style-type: none"> <li>Why is it important to speak truth to power?</li> </ul>	<ul style="list-style-type: none"> <li>African American spirituals - the role of music in communicating ideas</li> <li>Abolitionist biography or multimedia presentation</li> <li>William and Ellen Craft and Henry "Box" Brown fugitive slave narrative</li> <li>Letter from Jourdan Anderson to former enslaver</li> <li>Breaking immoral laws - the Fugitive Slave Act</li> <li>Declarations of secession, Cornerstone Speech, and Confederate Constitution on slavery</li> <li>Close reading - Men of Color, To Arms! and Gooding's letter to Lincoln</li> <li>Juneteenth and the Emancipation Proclamation</li> </ul>	

Unit 4. Emancipation and Reconstruction					4.5 weeks
Grading Period 2	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions		Strategies/Activities
	HMH <i>African American History</i> Chapter 6. Blacks in the Reconstruction Era	<a href="#">AAS 4. Explain the central role of slavery in causing the Civil War, the experience of African Americans during the war, and achievements and limitations of Reconstruction.</a>	<b>Democracy</b> <ul style="list-style-type: none"> <li>What does it mean to have a democracy?</li> <li>Why does democracy need education?</li> <li>Who has the right to self-government?</li> </ul> <b>Justice</b> <ul style="list-style-type: none"> <li>When do we have a right to revolution?</li> <li>How does the Constitution establish justice?</li> <li>Do we have a right to break unjust laws?</li> <li>What happens when justice is denied?</li> </ul>		<ul style="list-style-type: none"> <li>Research on African American colleges founded during Reconstruction</li> <li>1870 scenario: recently-freed African American deciding to stay or emigrate</li> <li>Booklet of laws sponsored by African American legislators during Reconstruction</li> <li>W.E.B. DuBois Chronology of Reconstruction timeline and research</li> </ul>

Unit 5. Freedom Without Equality				4.5 weeks
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
HMH <i>African American History</i> Chapter 7. The Separation of the Races	<a href="#">AAS 5. Analyze the political and social developments that led to institutionalized racism and describe institutionalized racist practices in post-Reconstruction America.</a>	<b>Diversity</b> <ul style="list-style-type: none"><li>What does it mean to value and respect diversity?</li><li>How have diverse groups struggled for equality?</li></ul> <b>Democracy</b> <ul style="list-style-type: none"><li>Does government work for the people?</li></ul> <b>Justice</b> <ul style="list-style-type: none"><li>Are laws applied fairly?</li><li>What happens when justice is denied?</li></ul>	<ul style="list-style-type: none"><li>Jim Crow photographs and signs</li><li>Primary source analysis - Jim Crow and segregation</li><li>Four-column chart - segregation, limited ballot access, prohibition of interracial marriage, and limited protection of civil rights</li><li>Attorney for Homer Plessy on the Separate Car Act</li><li>Political cartoons on the Ku Klux Klan</li><li>3-2-1 on African Americans during Reconstruction</li></ul>	
HMH <i>African American History</i> Chapter 8. A New Century and New Opportunities	<a href="#">AAS 6. Describe patterns of African-American life in the first half of the 20th century and their contributions to the American experience, including the Great Migration, Harlem Renaissance, World War I and postwar intolerance, the Great Depression, and World War II.</a>	<b>Change</b> <ul style="list-style-type: none"><li>What are the causes and effects of historical events and patterns?</li><li>What social, political, and economic challenges has the U.S. faced?</li></ul> <b>Diversity</b> <ul style="list-style-type: none"><li>What does it mean to value and respect diversity?</li><li>How have diverse groups struggled for equality?</li></ul> <b>Justice</b> <ul style="list-style-type: none"><li>Are laws applied fairly?</li></ul>	<ul style="list-style-type: none"><li>African Americans in WW I primary sources</li><li>Graphic organizer - 1920s race riots</li><li>African American traveling with the Green Book</li><li>Maps and graphic organizer - Great Migration</li><li>Venn diagram on Booker T. Washington and W.E.B. DuBois</li><li>Marcus Garvey and UNIA debate</li><li>Harlem Renaissance infographics or mini-documentaries</li></ul>	



Unit 6. Stand Up for Your Rights					4.5 weeks
Grading Period 3	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions		Strategies/Activities
	HMH <i>African American History</i> Chapter 9. The Great Depression and World War II	<a href="#">AAS 6. Describe patterns of African-American life in the first half of the 20th century and their contributions to the American experience, including the Great Migration, Harlem Renaissance, World War I and postwar intolerance, the Great Depression, and World War II.</a>	<b>Change</b> <ul style="list-style-type: none"> <li>What are the causes and effects of historical events and patterns?</li> <li>What social, political, and economic challenges has the U.S. faced?</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>What does it mean to have a democracy?</li> </ul> <b>Power</b> <ul style="list-style-type: none"> <li>How is power attained and maintained?</li> </ul>		<ul style="list-style-type: none"> <li>African Americans in the Civilization Conservation Corps primary source analysis</li> <li>Mapping inequality - redlining in Columbus, Ohio</li> <li>Museum exhibit - African Americans in WW II.</li> </ul>
	HMH <i>African American History</i> Chapter 10. First Steps Toward Equality	<a href="#">AAS 7. Summarize the struggle for racial equality and the extension of civil rights that occurred in the United States in the post-World War II period.</a>	<b>Justice</b> <ul style="list-style-type: none"> <li>When do we have a right to revolution?</li> <li>Are laws applied fairly?</li> <li>Do we have a right to break unjust laws?</li> </ul> <b>Power</b> <ul style="list-style-type: none"> <li>What makes a government legitimate?</li> <li>How is power attained and maintained?</li> <li>Why is it important to speak truth to power?</li> </ul>		<ul style="list-style-type: none"> <li>K-W-L Chart on Civil Rights</li> <li>Civil rights and Bill of Rights discussion</li> </ul>

Grading Period 4	Unit 7. Civil Rights Movement				4.5 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
	HMH <i>African American History</i> Chapter 11. The Movement Continues	<a href="#">AAS 7. Summarize the struggle for racial equality and the extension of civil rights that occurred in the United States in the post-World War II period.</a>	<b>Justice</b> <ul style="list-style-type: none"> <li>When do we have a right to revolution?</li> <li>Are laws applied fairly?</li> <li>Do we have a right to break unjust laws?</li> </ul> <b>Power</b> <ul style="list-style-type: none"> <li>What makes a government legitimate?</li> <li>How is power attained and maintained?</li> <li>Why is it important to speak truth to power?</li> </ul>	<ul style="list-style-type: none"> <li>Multimedia museum exhibit on civil rights event</li> <li>Children's biography or mini-documentary about a civil rights leader</li> <li>I Have a Dream speech analysis</li> <li>Freedom movement organization research</li> </ul>	
	HMH <i>African American History</i> Chapter 12. A Time of Transition	<a href="#">AAS 7. Summarize the struggle for racial equality and the extension of civil rights that occurred in the United States in the post-World War II period.</a>	<b>Democracy</b> <ul style="list-style-type: none"> <li>What is the difference between a freedom fighter and a terrorist?</li> </ul> <b>Diversity</b> <ul style="list-style-type: none"> <li>How have diverse groups struggled for equality?</li> </ul> <b>Justice</b> <ul style="list-style-type: none"> <li>When do we have a right to revolution?</li> <li>Are laws applied fairly?</li> <li>What happens when justice is denied?</li> </ul>	<ul style="list-style-type: none"> <li>Close reading - Letter from a Birmingham Jail and The Ballot or the Bullet</li> <li>Hexagon learning on Civil Rights and Black Power Movements</li> <li>Black Power Movement primary source analysis</li> </ul>	

	Unit 8. Black Lives Matter				4.5 weeks
	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
Grading Period 4	HMH <i>African American History</i> Chapter 13. African Americans in Modern America	<a href="#">AAS 8. Analyze ongoing efforts for racial justice in the United States including Affirmative Action, movements for reparations, and the Black Lives Matter movement.</a>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>How can we be involved in the change process?</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Does government work for the people?</li> <li>How should governments balance majority rule with minority rights?</li> </ul> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>What does it mean to value and respect diversity?</li> <li>How can we achieve unity through diversity?</li> <li>How have diverse groups struggled for equality?</li> </ul> <p><b>Justice</b></p> <ul style="list-style-type: none"> <li>When do we have a right to revolution?</li> <li>Are laws applied fairly?</li> <li>What happens when justice is denied?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>Why is it important to speak truth to power?</li> </ul>	<ul style="list-style-type: none"> <li>Affirmative Action Supreme Court cases</li> <li>Letter to Dr. King about current issues in American society</li> <li>Perspectives on racial equality, reparations, and affirmative action from the Points of View Reference Center</li> <li>Reparations panels</li> <li>Jim Crow and mass incarceration comparison</li> <li>Essay or video on better relationships between police departments and communities</li> <li>Interview a Black Lives Matter activist</li> <li>Comparing March on Washington, Million Marches of the 90s and Black Lives Matter Movement</li> <li>Poem, song, literary piece or public service on the importance injustices and racism</li> </ul>	

**Curriculum and Instruction Guide**
**Unit 1. A Rich Legacy in Africa**
**Unpacked Standards / Clear Learning Targets**

**C3 Framework Dimension 1. Construct compelling questions that focus on enduring issues and concerns.**

*Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.*

**Essential Understanding**

Beginning the inquiry process with compelling questions

**Extended Understanding**

Developing original compelling questions

**Academic Vocabulary**

**Tier 2**

compelling questions  
enduring issues

**Ultimate Learning Target**  
**Type: Skill**

**Broad Learning Target:**

- The student can construct compelling questions that focus on enduring issues and concerns.

**Underpinning Knowledge Learning Target:**

- The student can explain points of agreement and disagreement experts have about a compelling question.

**Underpinning Reasoning Learning Targets:**

- The student can explain how a question reflects an enduring issue in the field.
- The student can explain how supporting questions contribute to an inquiry.
- The student can explain how, through engaging source work, new compelling and supporting questions emerge.

**Underpinning Skills Learning Target:**

- The student can determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

## Content Elaborations

### From the *College, Career, and Civic Life Framework*:

Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns. They deal with curiosities about how things work; interpretations and applications of disciplinary concepts; and unresolved issues that require students to construct arguments in response. In contrast, supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines, and require students to construct explanations that advance claims of understanding in response.

## Instructional Strategies

Brainstorm a list of compelling questions students have about African-American Studies. Sort and organize these compelling questions into categories. For each compelling question, create 2-3 supporting questions.

Use the Question Formulation Technique to help students learn to develop and ask their own questions about economics.

## Instructional Resources

College , Career, and Civic Life Framework (C3) Framework – <http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

C3 Teachers – database of inquiries covering various topics in social studies: <http://www.c3teachers.org/inquiries/>

Compelling and Supporting Questions C3 Videos: <https://youtu.be/0MNeeJ4bpSM> and <https://youtu.be/3BUdJwYksns>

Right Question Institute – Using the Question Formulation Technique, students learn to develop and ask their own questions. <http://rightquestion.org/education/>

Points of View Reference Center (INFOhio) – An extensive database containing thousands of articles supporting pro and con sides of current issues. Helps students develop arguments to support positions with evidence. <https://www.infohio.org/students//er/grade/g912>.

## Unpacked Standards / Clear Learning Targets

<p><b>C3 Framework Dimension 2. Apply disciplinary concepts and tools to address compelling questions.</b></p> <p><i>Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.</i></p>	<p><b><u>Essential Understanding</u></b> Using disciplinary skills and tools of history</p> <p><b><u>Extended Understanding</u></b> Application of skills and tools to address compelling questions</p>	<p><b><u>Academic Vocabulary</u></b></p> <p><b>Tier 2</b> disciplinary concepts compelling questions</p> <p><b>Tier 3</b> historical evidence historical sources historical interpretation</p>
<p><b>Ultimate Learning Target</b> <b>Type: Reasoning</b></p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can apply disciplinary concepts and tools to address compelling questions.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can summarize key developments and turning points in the struggle for racial equality in African-American history.</li> <li>- The student can explain the contributions of individuals and groups in the struggle for racial equality.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can analyze change and continuity in historical eras.</li> <li>- The student can analyze multiple and complex causes and effects of events in the past.</li> <li>- The student can distinguish between long-term causes and triggering (short-term) events.</li> <li>- The student can analyze how historical contexts shaped and continue to shape people's perspectives.</li> <li>- The student can explain how the perspectives of people in the present shape interpretations of the past.</li> <li>- The student can analyze the relationship between historical sources and the secondary interpretations made from them.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</li> <li>- The student can critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</li> </ul>	

**Content Elaborations****From the *College, Career, and Civic Life Framework*:**

Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Students might begin with key events or individuals introduced by the teacher or identified by educational leaders at the state level, and then investigate them further. Or they might take a source from a seemingly insignificant individual and make connections between that person and larger events, or trace the person’s contributions to a major development. Scholars, teachers, and students form an understanding of what is and what is not significant from the emergence of new sources, from current events, from their locale, and from asking questions about changes that affected large numbers of people in the past or had enduring consequences. Developing historical knowledge in connection with historical investigations not only helps students remember the content better because it has meaning, but also allows students to become better thinkers.

**Instructional Strategies**

Use [K-W-L Charts](#) (Know, Want to Know, Learned) to support effective pre-reading, during reading, and post-reading analysis of primary and secondary sources.

Create a [Thesis-Proof Chart](#) to consider a thesis and look for information that either supports or refutes a thesis.

Have students use a [History Frame](#) to map out the elements of historical events: Where and when did the event take place? Who was involved? What was the problem or goal that set events in motion? What were the key events? how was it resolved? and so what?

Students analyze a variety of primary source types using a three step process: [observe, reflect, and question](#).

When conducting an OUT ([Opening Up the Textbook](#)), the teacher juxtaposes a short excerpt from the course's textbook with an additional document or two. These documents are chosen to open up the textbook's story and engage students in comparing and crosschecking sources.

## Sample Assessments and Performance Tasks

Students can demonstrate the results of original research by writing a traditional research paper or historical investigation paper. A historical investigation paper is a written account of between 1,500 and 2,000 words divided into six sections: a plan of the investigation, a summary of evidence, an evaluation of sources, an analysis, a conclusion, and a bibliography or list of sources.

Create an original video documentary using primary and secondary sources, including photographs, texts, audio narration, and sound track.

National History Day is a year-long program that engages students in authentic learning. Students learn history by doing history. Students conduct historical research that leads to imaginative exhibits, documentaries, original performances, websites and scholarly papers. Based on the annual theme, students can select a relevant topic in African-American history. <http://www.ohiohistoryday.org> and <http://nhd.org>.

## Instructional Resources

Reading Like a Historian Lessons for African-American History

- Why did the founding fathers keep slavery in the Constitution? - <https://sheg.stanford.edu/slavery-constitution>
- Why do historians refer to the slave trade within the U.S. as the Second Middle Passage? - <https://sheg.stanford.edu/second-middle-passage>
- Was Nat Turner a hero or a madman? - <https://sheg.stanford.edu/nat-turner>
- Did Lincoln free the slaves or did the slaves free themselves? - <https://sheg.stanford.edu/emancipation-proclamation>
- How accurate is the textbook's description of sharecropping? - <https://sheg.stanford.edu/sharecropping>
- Were African Americans free during Reconstruction? - <https://sheg.stanford.edu/reconstruction>
- Who was a stronger advocate for African Americans, Washington or DuBois? - <https://sheg.stanford.edu/booker-t-washington-dubois>
- What caused the Chicago race riots of 1919? - <https://sheg.stanford.edu/chicago-race-riots-1919>
- Why was Marcus Garvey a controversial figure? - <https://sheg.stanford.edu/marcus-garvey>
- Why did the Montgomery Bus Boycott succeed? - <https://sheg.stanford.edu/montgomery-bus-boycott>
- Civil Rights Act of 1964: Was JFK a strong supporter of civil rights? - <https://sheg.stanford.edu/civil-rights-act-1964>

The Making of African-American Identity (National Humanities Center) – a comprehensive and rich collection containing hundreds of primary sources and readings designed for classroom use and organized around themes and framing questions.

Volume 1: <http://nationalhumanitiescenter.org/pds/maai/index.htm>

Volume 2: <http://nationalhumanitiescenter.org/pds/maai2/index.htm>

Volume 3: <http://nationalhumanitiescenter.org/pds/maai3/index.htm>



## Unpacked Standards / Clear Learning Targets

**C3 Framework Dimension 3. Gather and evaluate sources and use evidence to support claims.**

*Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.*

**Essential Understanding**

Using sources for evidence to support claims

**Extended Understanding**

Evaluating sources and refining claims from evidence

**Academic Vocabulary**

**Tier 2**  
evaluate  
sources  
claims

**Ultimate Learning  
Target Type: Skill**

**Broad Learning Target:**

- The student can gather and evaluate sources and use evidence to support claims.

**Underpinning Skills Learning Target:**

- The student can gather relevant information from multiple sources representing a wide range of views.
- The student can use the origin, authority, structure, context, and corroborative value of the sources to guide the selection of sources.
- The student can evaluate the credibility of a source by examining how experts value the source.
- The student can develop claims and counterclaims while pointing out the strengths and limitations of both.
- The student can identify evidence that draws information from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- The student can refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Content Elaborations****From the *College, Career, and Civic Life Framework*:**

Students should use various technologies and skills to find information and to express their responses to compelling and supporting questions through well-reasoned explanations and evidence-based arguments. Through the rigorous analysis of sources and application of information from those sources, students should make the evidence-based claims that will form the basis for their conclusions.

In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims will often be tentative and probing. As students delve deeper into the available sources, they construct more sophisticated claims and counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence students have selected from the sources they have consulted.

**Instructional Strategies**

Have students curate a collection of resources on a selected topic or issue. Based on a set of criteria, have students evaluate and rank the credibility of each source.

A [Structured Academic Controversy](#) is a discussion that moves students beyond either/or debates to a more nuanced historical synthesis. The SAC method provides an alternative to the "debate mindset" by shifting the goal from winning classroom discussions to understanding alternative positions and formulating historical syntheses.

In the [Philosophical Chairs](#) strategy, one student from each team will provide a summary of the viewpoints presented during the discussion by his/her team. A student in the neutral zone must take notes on both sides of the argument, and if his/her position changes, he/she must explain why he/she came to a new conclusion.

[Defeating Counterarguments Class Challenge](#): Students are put into groups of three and the whole class is given an argument that they must defend along with a counterargument. The groups have three minutes to come up with the best response to the counterargument that they can muster.

**Sample Assessments and Performance Tasks**

What type of evidence would support the following claim: \_\_\_\_\_?

Read the statement below. Which claim does the statement support?

Read the sources below. Then, choose the claim that historians could make based on these sources.

Using the data provided, support or refute the following claim: \_\_\_\_\_.

Using the sources below, construct a claim about \_\_\_\_\_ and provide two pieces of evidence that support it.

**Instructional Resources**

Reading Like a Historian: Evaluating Sources - <http://sheg.stanford.edu/evaluating-sources>

Civic Online Reasoning (Stanford History Education Group) - <https://cor.stanford.edu/>

Points of View Reference Center (INFOhio) - <https://www.infohio.org/students//er/grade/g912>.

Logic in Argumentative Writing - <https://owl.english.purdue.edu/owl/resource/659/01/>

The Writing Center at UNC-Chapel Hill: Evidence - <http://writingcenter.unc.edu/handouts/evidence/>

Thesis-Proof Chart (Reading Quest) - <http://www.readingquest.org/thesis.html>

## Unpacked Standards / Clear Learning Targets

### C3 Framework Dimension 4. Communicate conclusions and take informed action.

*Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.*

#### Essential Understanding

Communicate arguments with sound reasoning and evidence

#### Extended Understanding

Take informed action based on reasoned arguments

#### Academic Vocabulary

##### **Tier 2**

conclusions  
evidentiary  
claims  
counterclaims  
deliberative

##### **Tier 3**

individual action  
collective action

### Ultimate Learning Target Type: Skill

#### Broad Learning Target:

- The student can communicate conclusions and take informed action.

#### Underpinning Skills Learning Targets:

- The student can construct arguments using precise claims, evidence and sound reasoning from multiple sources.
- The student can acknowledge counterclaims and evidentiary weaknesses of an argument.
- The student can critique the credibility and validity of claims, evidence and reasoning in arguments.
- The student can present arguments with meaningful ideas and perspectives on issues to a range of audiences outside the classroom.
- The student can use print and oral technologies and digital technologies to communicate ideas.

#### Underpinning Reasoning Learning Targets:

- The student can assess options for individual and collective action to address local, regional, and global problems.
- The student can apply a range of deliberative and democratic strategies to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Content Elaborations****From the *College, Career, and Civic Life Framework*:**

Having worked independently and collaboratively through the development of questions, the application of disciplinary knowledge and concepts, and the gathering of sources and use of evidence and information, students formalize their arguments and explanations. Products such as essays, reports, and multimedia presentations offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students' primary audiences will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.

Social studies is the ideal staging ground for taking informed action because of its unique role in preparing students for civic life. In social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions; and create and sustain groups. It is important to note that taking informed action intentionally comes at the end of Dimension 4, as student action should be grounded in and informed by the inquiries initiated and sustained within and among the disciplines. In that way, action is then a purposeful, informed, and reflective experience.

**Instructional Strategies**

Invite a group of policy makers and community leaders to a class forum and discuss recent efforts to address issues of systemic racism.

Start a social media hashtag/campaign in support or opposition to a public policy.

Write an editorial or create a public service announcement highlighting a social justice issue in the community or nation.

Write a letter or email to a legislator on a pending bill.

Create print or digital posters for publication/distribution advocating for a particular public policy change.

Provide testimony to the city council or school board for how local officials can address issues of racial prejudice, bias, and discrimination.

Prepare and deliver lessons to introduce African-American history to middle or elementary school students.

**Sample Assessments and Performance Tasks**

Identify two strategies that you could use to address systemic racism at the state or national level.

Which action below would be appropriate for addressing a social justice issue in your local community?

How could you use social media to take informed action on racial prejudice, bias, and discrimination?

**Instructional Resources**

Classroom Tools for Presentations and Slideshows - <https://www.graphite.org/top-picks/best-classroom-tools-for-presentations-and-slideshows>

PVLEGS - <http://pvlegs.com> - emphasize effective speaking and listening skills: Poise, Voice, Life, Eye Contact, Gestures, Speed

C3 Teachers: Taking Informed Action video - [https://youtu.be/PC6J4tc3\\_TY](https://youtu.be/PC6J4tc3_TY)

Civic Action Project (Constitutional Rights Foundation) - <https://www.crfcap.org/mod/page/view.php?id=205>

## Unpacked Standards / Clear Learning Targets

**African-American Studies Learning Target 1. Analyze the social, cultural, political, and economic characteristics of early African civilizations and empires and their enduring impact on world history.**

**Essential Understanding**

Characteristics of early civilizations and empires in Africa

**Extended Understanding**

Enduring impact of African civilizations and empires on world history

**Academic Vocabulary**

**Tier 2**

social  
cultural  
political  
economic  
civilizations  
empires  
enduring impact

**Ultimate Learning Target  
Type: Reasoning**

**Broad Learning Target:**

- The student can analyze the social, cultural, political, and economic characteristics of early African civilizations and empires and their enduring impact on world history.

**Underpinning Knowledge Learning Targets:**

- The student can describe the social and cultural and social characteristics of early African civilizations and empires.
- The student can describe the political characteristics of early African civilizations and empires.
- The student can describe the economic characteristics of early African civilizations and empires.
- The student can explain contributions of early African civilizations and empires to world civilizations.
- The student can describe the process of the European slave trade in Africa.

**Underpinning Skills Learning Targets:**

- The student can evaluate evidence of Africa as the cradle of human civilization.
- The student can compare the trans-Saharan trade in Africa and the Atlantic slave trade imposed by Europeans.

**Underpinning Reasoning Learning Targets:**

- The student can analyze the impact of the European slave trade on African civilizations and people.
- The student can analyze the enduring impact of African civilizations and empires on world history.

**Content Elaborations**

Black history starts not in America, but in ancient Africa. West Africa is the ancestral homeland of most African Americans, and was the center of the global trade in human beings from the 16th-19th centuries. Knowing the history of this region is important to gain a full understanding of the people who became the first African Americans.

The history of West Africa is best framed within the broader context of the history and geography of the African continent. Archaeological evidence points to Africa as the cradle of civilization, and the center of powerful early civilizations and empires. Emerging in the Nile River valley in the fourth millennium BCE, ancient Egypt is the earliest civilization in Africa, and one of the two earliest civilizations in world history. Civilization arose as agriculture replaced hunting and gathering. The Nubians established an independent kingdom known as Kush at the end of the second millennium BCE, and later took control of upper Egypt. Located in modern-day Ethiopia, Axum emerged as a nation during the first century.

Trade was central to the economic and cultural development of West African kingdoms such as Ghana (4th-12th centuries CE), Mali (13th-16th centuries CE), and Songhai (14th-16th centuries CE). Their wealth was primarily from the gold they mined, which attracted traders from Europe and the Middle East. These traders brought goods (e.g., salt, tools, cloth) and introduced Islam to the West African empires. Timbuktu became a leading commercial and cultural setting. It attracted scholars from many places due to its long and rich history of learning in religion, mathematics, music, law and literature.

Slavery existed in Africa long before the arrival of Europeans. Africans became slaves through debt or from being captured in warfare. For centuries, Africans were sold by their rulers to Arab traders who moved them across the Sahara to North Africa to sell in Mediterranean countries. Many Africans died during the transport across the desert. Unlike the Atlantic slave trade, this form of slavery was not race-based. The trans-Saharan slave trade contributed to the development of powerful African states on the southern fringes of the Sahara and in the East African interior. Rulers who sold slaves grew wealthy.

Although Africans aided Europeans in enslaving and in trading slaves, the practice was race-based and economically motivated. Europeans and many American colonists enslaved Africans to provide a source of cheap labor. Lasting for more than three centuries, the Atlantic slave trade inflicted devastation on the enslaved Africans it tore from their homelands. The largest forced migration in history, the Atlantic slave trade brought millions of Africans 3,000 miles across the Atlantic Ocean to the Americas.



## Instructional Strategies

Use a K-W-L (Know, What to Know, Learned) chart to introduce students to the study of African civilizations. Complete the K and W columns at the beginning of the unit, and the L column at the end of the unit.

Create a timeline (paper or multimedia) showing African civilizations and empires. Timelines can include images, maps, and text narrative. They should discuss the social, cultural, political, and economic characteristics of civilizations and empires.

Divide the class into groups and have them research ancient and Medieval African empires and civilizations. Have students create a multimedia presentation or website to summarize their findings. Have each group share their presentations, while the rest of class takes notes.

Use maps of Africa West Trade routes to illustrate how West African empires became centers of trade and wealth.

Read, analyze, and discuss first hand accounts of enslavement from Olaudah Equiano's autobiography, *The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, The African*.

View, analyze, and discuss images depicting enslaved Africans and slave ships (such as [the Brookes](#)).

## Sample Assessments and Performance Tasks

Complete the graphic organizer below by recording key information on the features of Egyptian civilization.

Which important contribution to the advancement of civilization was developed in ancient Egypt between 3000 B.C.E. and 2500 B.C.E.?

Explain why it is important to begin the study of African-American history in ancient Africa.

Which is an example of how trade influenced cultural developments in West Africa?

On the Venn diagram below, compare the practice of the slave trade within Africa before European arrival to the Atlantic slave trade.

What perspective of Europeans contributed to the practice of slavery in the United States?

**Instructional Resources**

*HMH African American History*, Chapter 1. Beginnings in Africa

*Stamped: Racism, Antiracism, and You*, Jason Reynolds and Ibram X. Kendi, Chapter 1

Wonders of the African World (PBS) - <http://www.pbs.org/wonders/index.html>

The Story of Africa (BBC) - <http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index.shtml>

Exploring Africa (Michigan State University) - <http://exploringafrica.matrix.msu.edu/>

West African Kingdoms (BBC) - [http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index\\_section4.shtml](http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section4.shtml)

Trekking to Timbuktu: Timbuktu: A Center of Trade (EDSITEment) -  
<http://edsitement.neh.gov/lesson-plan/lesson-3-trekking-timbuktu-timbuktu-center-trade-teacher-version>

Salt Worth Its Weight in Gold (CommonLit) - <https://www.commonlit.org/en/texts/salt-worth-its-weight-in-gold>

West African Society at the Point of European Contact - <https://www.commonlit.org/en/texts/west-african-society-at-the-point-of-european-contact>

Lesson Plans for the Transatlantic Slave Trade (In Motion) - <http://www.inmotionaame.org/education/detail.cfm?migration=1>

Olaudah Equiano Recalls the Middle Passage (CommonLit) - <https://www.commonlit.org/en/texts/olaudah-equiano-recalls-the-middle-passage>

## Unit 2. Lost in America

### Unpacked Standards / Clear Learning Targets

**African-American Studies Learning Target 2. Describe patterns of life for enslaved and free Africans, including strategies for resistance to enslavement, and cultural and economic contributions of African Americans in early America.**

#### Essential Understanding

Living and working conditions for enslaved and free African Americans in early America

#### Extended Understanding

Cultural and economic contributions of African Americans in early America

#### Academic Vocabulary

enslaved  
resistance  
cultural  
economic  
chattel slavery

#### Ultimate Learning Target Type: Knowledge

#### Broad Learning Target:

- The student can describe patterns of life for enslaved and free Africans, including strategies for resistance to enslavement, and cultural and economic contributions of Africans in early America.

#### Underpinning Knowledge Learning Targets:

- The student can describe the slave trade from Africa to the Americas.
- The student can trace the arrival of Africans in the European colonies in the 17th century and the rapid increase of slave importation in the 18th century.
- The student can demonstrate the impact of slavery on the development of the European colonies in North America.
- The student can explain the shift from indentured servitude to chattel slavery in the American colonies.
- The student can describe the principal ways the labor of enslaved people was organized and controlled in the American colonies and United States.
- The student can discuss the nature, persistence and impact of the spiritual beliefs and cultures of enslaved people.
- The student can describe the contributions of enslaved and free Africans to economic development in different regions of the United States.
- The student can explain strategies for resistance to enslavement, ranging from violence to smaller, everyday means.
- The student can explain the growth of free African-American communities and the limits of freedom even in “free” states.

**Content Elaborations**

**Adapted from [\*Teaching Hard History: A Framework for Teaching American Slavery\*](#):**

The Middle Passage was the voyage of enslaved people from the west coast of Africa to the Americas, usually via the Caribbean. Enslaved people endured traumatic conditions on slavers' ships, including cramped quarters, meager rations and physical and sexual assault.

Slavery, which Europeans practiced before they invaded the Americas, was important to all colonial powers and existed in all North American colonies. Slavery and the slave trade were central to the development and growth of the colonial economies and what is now the United States. Enslaved people produced the major agricultural and mineral exports of the colonial era, including tobacco, rice, sugar, indigo, silver and gold.

The experience of slavery varied depending on time, location, crop, labor performed, size of slaveholding and gender. The labor that enslaved people were forced to do was often very dangerous and physically taxing, regardless of the type of work or geographic location. Most enslaved people performed heavy labor growing crops such as cotton, rice and tobacco. The invention of the cotton gin in 1793 had a dramatic effect on the profitability of short-staple cotton. The cotton gin allowed two enslaved laborers to remove the seeds from 50 pounds of cotton in a single day. Before its invention, a single enslaved laborer could clean an average of only one pound of cotton each day.

"Slavery was an institution of power," designed to create profit for the enslavers and break the will of the enslaved and was a relentless quest for profit abetted by racism. Enslaved people resisted the efforts of their enslavers to reduce them to commodities in both revolutionary and everyday ways. Violent rebellions by enslaved people were rare in continental North America. In 1739, a group of enslaved people in South Carolina participated in the Stono Rebellion. In 1831, Nat Turner, an enslaved man from Southampton County, Virginia, orchestrated a rebellion. Seeking freedom, enslaved people killed at least 50 white people. Everyday acts of resistance were common. These included working slowly, breaking tools, feigning illness, feigning ignorance to avoid work and running away for short periods. Religion—which stressed the self-esteem, dignity and humanity of enslaved people—also proved a means of resistance. Working to build and maintain kinship networks was another "everyday" form of resistance. Many enslaved people resisted by learning to read and write European languages.

Many enslaved African and Indigenous people used Christian rituals as tools of resistance so they could continue their cultural beliefs and practices. Others developed hybrid traditions that blended their cultural forms of spirituality and religion with Protestant and Catholic rituals and beliefs. These new forms of religious expression continue to thrive across what is now the United States. Enslaved Africans created two of America's most enduring musical forms: spirituals and blues music.

In most Northern states, a combination of gradual emancipation laws, court decisions and other laws prohibiting slavery began the process of eliminating slavery after the Revolution. Racism delayed and drew out plans for emancipation so that formerly enslaved people were denied legal equality and economic opportunities.

## Instructional Strategies

Create a graphic organizer to show the social, cultural, political, and economic impact of slavery on the development of the United States and on enslaved African Americans.

Use a series of [Plot Chart graphic organizers](#) to trace the development of slavery in America. Start by filling in the “Somebody” box and have students complete the remaining boxes.

Discuss the significance of the invention of the cotton gin on slavery in America. Was a nonviolent end to slavery possible before the invention of the cotton gin? After?

Have students examine runaway slave notices. What do the notices show about runaway enslaved persons and the institution of slavery? How likely is it that the information found in these notices is accurate?

Read poems by Phillis Wheatley. Discuss the concepts of decentering and dislocation and how Wheatley’s poetry relates to these concepts.

Read, analyze, and discuss [Solomon Northrup's \*Twelve Years a Slave\*](#).

Read, analyze, and discuss excerpts from [Slave Narratives from the Federal Writers' Project, 1936-1938](#), a collection of first-person accounts of slavery and 500 black-and-white photographs of former enslaved persons.

Read Henry Bibb’s letter to William Gatewood, Detroit, March 23, 1844 from [Narrative of the Life and Adventures of Henry Bibb, an American Slave, Written by Himself](#). Discuss: To whom is Bibb writing his letter? What is Bibb's purpose in writing the letter? How does Bibb describe enslavement? What is Bibb's attitude toward the person to whom he is writing the letter?

Divide the class into groups to research one of the following slave rebellions: Stono, Gabriel, Vesey, and Turner. Have students present their research to the class in one of the following formats: a meeting in which the conspirators discuss their plans, the trial of the conspirators, or a discussion of the rebellion among free Blacks in the North.

Evaluate the website of a former Southern plantation that is now used as a museum or historic site. What information is provided about slavery? What information is left out? What recommendations would you provide the organization managing the site to improve education about slavery?

Have students research life for [free African Americans in the Antebellum United States](#). Have students create a graphic organizer to summarize the economic, political and social experiences of free African Americans. Have students create a character sketch of an individual. On a basic drawing or stick figure, describe their thoughts (head), feelings (heart), and actions (hands/feet).

## Sample Assessments and Performance Tasks

Read the passage below. Which historical event is described in this passage?

What was the impact of the cotton gin on the system of slavery in America?

Which statement best describes the experience of slavery on plantations in the American South?

How did enslaved people resist enslavement? Select all the correct answers.

Explain two ways that enslaved Africans contributed to cultural practices that are evident in the United States today.

## Instructional Resources

HMH *African American History*, Chapter 2. The Atlantic Slave Trade; Chapter 4. African Americans in the New Republic

*Stamped: Racism, Antiracism, and You*, Jason Reynolds and Ibram X. Kendi, Chapters 2-7

The 1619 Project - <https://pulitzercenter.org/lesson-plan-grouping/1619-project-curriculum>

The Atlantic Slave Trade in Two Minutes (Slate) -

[http://www.slate.com/articles/life/the\\_history\\_of\\_american\\_slavery/2015/06/animated\\_interactive\\_of\\_the\\_history\\_of\\_the\\_atlantic\\_slave\\_trade.html](http://www.slate.com/articles/life/the_history_of_american_slavery/2015/06/animated_interactive_of_the_history_of_the_atlantic_slave_trade.html)

Stowage on the Slave Ship Brookes, 1788 - <https://www.tolerance.org/classroom-resources/texts/hard-history/stowage-on-the-slave-ship-brookes>

Rooted in Africa, Raised in America: The Traditional Arts and Crafts of African-Americans Across Five Centuries (National Humanities Center) -

<http://nationalhumanitiescenter.org/tserve/freedom/1609-1865/essays/africa.htm>

The Slave Experience: Education, Arts, and Culture (PBS) - <https://www.thirteen.org/wnet/slavery/experience/education/history.html>

Slavery and Abolition in America (CommonLit) - <https://www.commonlit.org/en/text-sets/slavery-and-abolition-in-america>

Slave Communities & Resistance (American Social History Project) - <https://herb.ashp.cuny.edu/exhibits/show/slavecommunities>

The Making of African American Identity, Volume I, 1500-1865 (National Humanities Center) - <http://nationalhumanitiescenter.org/pds/maai/index.htm>

Slave Voyages (Emory Center for Digital Scholarship) - <https://slavevoyages.org/>

Life of a Slave on a Southern Plantation (CommonLit) - <https://www.commonlit.org/en/texts/life-of-a-slave-on-a-southern-plantation>

## Unit 3. Challenges to Enslavement

### Unpacked Standards / Clear Learning Targets

**African-American Studies Learning Target 3. Evaluate the successes and limitations of the American Revolution and early national period with regard to rights and opportunities for African Americans.**

**Essential Understanding**

How the American Revolution and early national period impacted African Americans

**Extended Understanding**

Evaluate the successes and limitations of the Revolution and early national period for African Americans

**Academic Vocabulary**

successes  
limitations  
American Revolution  
U.S. Constitution  
Early national period

**Ultimate Learning Target  
Type: Reasoning**

**Broad Learning Target:**

- The student can evaluate the successes and limitations of the American Revolution and early national period with regard to rights and opportunities for African Americans.

**Underpinning Knowledge Learning Targets:**

- The student can describe the roles that slavery and African Americans played in the Revolutionary War.
- The student can explain the revolutionary hopes of enslaved and free African Americans and the gradual abolition of slavery in the northern states.

**Underpinning Reasoning Learning Targets**

- The student can demonstrate the ways that the Constitution provided direct and indirect protection to slavery and imbued enslavers and slave states with increased political power.
- The student can explain how the Revolutionary War affected the institution of slavery in the new nation and the ways that slavery shaped domestic and foreign policy in the early Republic.

## Content Elaborations

Adapted from [\*Teaching Hard History: A Framework for Teaching American Slavery\*](#):

The Declaration of Independence addressed slavery in several ways, including author Thomas Jefferson's indictment of the crown's initiation of the slave trade (deleted from the final draft) and the charge that the king had "excited domestic insurrection among us."

Free and enslaved people used the language of the Revolution to argue for their own rights. African American and Indigenous participation in the war was largely in pursuit of freedom rather than loyalty to a particular side.

Black soldiers participated in the early Revolutionary battles of Lexington, Concord and Bunker Hill, but General George Washington opposed including them in the Continental Army. After the British offered freedom to black men, Washington relented. He raised a black regiment to reinforce the Continental Army, and thousands of black men fought in the Continental Army or at sea. The British actively recruited free and enslaved black men. Though the British promised freedom in return for service, black Loyalists faced an uncertain future as the British retreated at the end of the war. Many fled and others were captured and re-enslaved.

Articles 1, 4 and 5 of the U.S. Constitution offer direct protection of slavery.

- Article 1, Section 2, Paragraph 3 – The "three-fifths" clause counted three-fifths of the enslaved population to determine a state's representation in Congress.
- Article 1, Section 9, Paragraph 9 – The slave trade clause prohibited Congress from banning the international slave trade before 1808. It did not require Congress to ban the trade at that time. This clause exempted the slave trade from the Congressional power to regulate interstate commerce.
- Article 4, Section 2, Paragraph 3 – The "fugitive slave" clause required that people who escaped enslavement be returned to their enslavers even if they had fled to another state.
- Article 5 – This article prohibited any amendment of the slave trade or head tax clauses before 1808.

Articles 1, 2, 4 and 5 of the Constitution also offer indirect protection of slavery.

- Article 1, Section 8, Paragraph 15 – This section empowered the use of the militia to suppress rebellions, including rebellions by enslaved people.
- Article 1, Section 9, Paragraph 5 – This section prohibited taxes on exports. This prevented Congress from indirectly taxing slavery by taxing products produced by enslaved laborers.
- Article 2, Section 1, Paragraph 2 – This section included the three-fifths clause as part of the Electoral College, giving white people in slave states a disproportionate influence in the election of the president.
- Article 4, Section 3, Paragraph 1 – This section established a process to admit new states—both slave and free—to the Union.
- Article 4, Section 4 – This section guaranteed that the U.S. government would protect states from "domestic Violence," including rebellions by enslaved people.
- Article 5 – This section required three fourths of the states to ratify any amendment to the Constitution. This gave slave states a veto over any constitutional changes so long as they were not greatly outnumbered by free states.

The Constitution created a federal government without the power to interfere in the domestic institutions of the states. This ensured that the federal government could not emancipate enslaved people in particular states.



**Instructional Strategies**

As a class, read the section about the Declaration of Independence from the textbook. Read the second paragraph of the Declaration of Independence aloud. Ask students to imagine themselves as an African American, Native American, or poor white person – man or woman – who is hearing the Declaration for the first time in 1776. Have them write a response in the form of a speech, letter, or diary entry.

Present students with the scenario of enslaved people living on a plantation in Virginia in the lead up to the American Revolution, facing a choice of whether to run away to fight for the British, or to stay. Have students read and examine the following sources: [“A Proclamation of the Earl of Dunmore”](#) and [“The Death of General Warren at the Battle of Bunker’s Hill, June 17, 1775” \(ca. 1815\)](#). Students can use the provided sources as evidence to justify their decision.

Have students read and list the main ideas in John Locke's theory of natural rights and revolution. Then, have students read Jefferson's first two paragraphs in the Declaration of Independence. Using a Venn Diagram, have students answer the following question: What similarities and differences do you see? Then, have students read Frederick Douglass's speech, [“What to the Slave Is the Fourth of July?”](#) Have students write a letter to Thomas Jefferson expressing their views on Jefferson's ideas about equality and slavery.

Research an African American figure from the American Revolution. Create a character sketch of the individual with a basic drawing or stick figure showing the thoughts (head), feelings (heart), and actions (hands/feet). Create a social media infographic supporting the creation of a statue or museum exhibit for this figure.

Have students read [“1779 Freedom Petition to the New Hampshire State Legislature”](#) and answer the text dependent questions that follow. What arguments did enslaved colonists make for their rights?

Analyze the positions of delegates to the Constitutional Convention to permit slavery, despite the contradiction to principle of “all men are created equal” established in the Declaration of Independence. Have students create a graphic organizer to examine multiple arguments from delegates along with historians' interpretations.

Discuss the impact of the  $\frac{3}{5}$  compromise. Some individuals have argued that the  $\frac{3}{5}$  compromise actually limited the power of slave states because it reduced their population count in the official census. This view assumes that slave states were entitled to count the entire slave population. Have students refute this position by showing how the  $\frac{3}{5}$  compromise actually gave more power to slave states than they should be entitled to based on the nature of the chattel slavery system.

Between 1787 and 1860, the majority of U.S. presidents and Supreme Court justices enslaved people. Have students research presidents and justices during this time period to determine the role that slavery played in their lives and political decisions.

The Electoral College has affected elections since its founding. Have students research election results to explore this impact and examine arguments for and against retaining the Electoral College.

## Sample Assessments and Performance Tasks

Compare and give examples of the motives that caused some Africans to fight for the British while others fought for the colonists.

Rewrite the opening sentences of the Declaration of Independence to include the rights of all African Americans.

What is Crispus Attucks noted for?

The delegates to the Constitutional Convention had to reach several compromises. How did the Great Compromise, Three-Fifths Compromise, or Electoral College provide direct or indirect protection to slavery and political power of slave owners?

## Instructional Resources

HMH *African American History*, Chapter 3. African Americans Help Create a New Nation

*Stamped: Racism, Antiracism, and You*, Jason Reynolds and Ibram X. Kendi, Chapters 8-10

The Deleted Passage of the Declaration of Independence (Black Past) -

<https://www.blackpast.org/african-american-history/declaration-independence-and-debate-over-slavery/>

Lord Dunmore's Proclamation (Gilder Lehrman) - <https://www.gilderlehrman.org/history-resources/spotlight-primary-source/lord-dunmores-proclamation-1775>

Black Soldiers in the Revolutionary War (U.S. Army) - [https://www.army.mil/article/97705/black\\_soldiers\\_in\\_the\\_revolutionary\\_war](https://www.army.mil/article/97705/black_soldiers_in_the_revolutionary_war)

Protections for Slavery Embedded in the Founding Documents (Teaching Hard History) - <https://youtu.be/2a5AIXI0IWs>

Slavery in the Constitution (Teaching Hard History) - <https://www.tolerance.org/podcasts/teaching-hard-history/american-slavery/slavery-in-the-constitution>

Slavery in the Constitution (Reading Like a Historian) - <https://sheg.stanford.edu/history-lessons/slavery-constitution>

Why we shouldn't forget that U.S. presidents owned slaves (PBS NewsHour) - <https://www.pbs.org/newshour/show/shouldnt-forget-u-s-presidents-owned-slaves>

## Unit 4. Emancipation and Reconstruction

### Unpacked Standards / Clear Learning Targets

**African-American Studies Learning Target 4. Explain the central role of slavery in causing the Civil War, the experience of African Americans during the war, and achievements and limitations of Reconstruction.**

#### Essential Understanding

How slavery led to the Civil War and how the Civil War ended slavery

#### Extended Understanding

Evaluating the achievements and limitations of Reconstruction

#### Academic Vocabulary

achievements

limitations

Civil War

13th Amendment

14th Amendment

15th Amendment

Reconstruction

**Ultimate Learning Target  
Type: Reasoning**

#### Broad Learning Target:

- The student can explain the central role of slavery in causing the Civil War, the experience of African Americans during the war, and achievements and limitations of Reconstruction.

#### Underpinning Knowledge Learning Targets:

- The student can describe the impact of the 1860 election of Abraham Lincoln and the subsequent decision that several slave states made to secede from the Union to ensure the preservation and expansion of slavery.
- The student can describe Union policies concerning slavery and African American military service
- The student can describe how free black and enslaved communities were affected by the Civil War.
- The student can explain the terms of the 13th, 14th, and 15th Amendments (Reconstruction Amendments).
- The student can explain that slavery continued in many forms in many forms through most of the 19th century.
- The student can describe the ways that people who were enslaved tried to claim their freedom after the Civil War.

#### Underpinning Reasoning Learning Targets:

- The student can analyze the growth of the abolitionist movement in the 1830s and the slaveholding states' view of the movement as a physical, economic and political threat.
- The student can analyze the expansion of slavery as a key factor in the domestic and foreign policy decisions of the United States in the 19th century.
- The student can analyze how the federal government's policies during Reconstruction affected the lives of formerly enslaved people.
- The student can explain how white Southerners attempted to define freedom for freed African Americans during Reconstruction.

**Content Elaborations**

**Adapted from [\*Teaching Hard History: A Framework for Teaching American Slavery\*](#):**

William Lloyd Garrison and black allies launched the radical abolitionist movement in 1831, promoting immediate abolition as an alternative to gradual emancipation or colonization. Influential advocates included Frederick Douglass, Sojourner Truth, many others who had escaped enslavement and the publishers of many black newspapers. Even so, scholars estimate that abolitionists never accounted for more than one percent of the population, meaning that support for enslavement continued to be widespread among the white settler population. Southern lawmakers and cultural leaders reacted to the growth of Northern abolition with an increased commitment to defending slavery as a positive good and with political actions to prevent the spread of the abolitionist message in the South.

After Abraham Lincoln's election in 1860, the first seven states to secede from the Union were South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana and Texas. In their declarations to the world explaining why they seceded, slavery and the political conflict over slavery were the central factors.

During the Civil War, enslaved African Americans fled to Union lines in such numbers that the military accepted them as contraband property, a classification that negated any legal claims of ownership by enslavers and set important precedents for more general emancipation. It was largely through the persistence of the African American community that Union policy on black military service changed. Eventually, the 180,000 black soldiers who served, including the 98,500 formerly enslaved men, provided a crucial service to the Union Army.

The Emancipation Proclamation was the culmination of evolving Union policy. Lincoln's proclamation freed enslaved people in areas of seceded states not under Union control. The Emancipation Proclamation was the result of several factors: Lincoln's developing opposition to slavery, the changing sentiment in the North about the necessity of ending slavery as a way to end the war, the valor of the African American soldiers who fought for freedom, and the self-emancipation of hundreds of thousands of enslaved Southerners who had already fled to Union lines.

The Reconstruction Amendments (13th, 14th, and 15th) extended new constitutional protections to African Americans. The new constitutional protections extended under the Reconstruction Amendments include:

- abolishing slavery (13th) ;
- defining and extending citizenship to all persons born or naturalized in the U.S. (14th);
- prohibiting the states from denying due process and equal protection of the law to all persons (14th); and
- preventing the denial of voting rights based on race, color, or previous condition of servitude (15th).

These amendments did not result in immediate equality as Jim Crow laws were enacted to enforce racial segregation,

The Freedmen's Bureau was a large bureaucracy created after the Civil War to help African Americans who had been enslaved. It provided services including legal aid, food, housing and education.

## Instructional Strategies

Read the article [African American Spirituals](#) from the Library of Congress. The article is about the many functions of spirituals in African enslaved culture. Have students read and analyze the song lyrics: "[Free at Last](#)" and "[We Shall Overcome](#)." Discuss the similarities and differences between these songs, and the role of music in communicating ideas, opinions and social protest. Have students write an original song protesting slavery or advocating for emancipation.

Research an African American abolitionist and write a one-page biography or multimedia presentation summarizing his or her contributions to abolitionism.

Read the true story of [William and Ellen Craft and Henry "Box" Brown](#). Create a diary entry from the perspective of an enslaved person traveling to freedom.

Use a close reading strategy, such as the [Four Reads strategy](#), to analyze the [letter from Jourdan Anderson](#) to his former enslaver.

Discuss and debate the ethics of breaking an immoral law like the Fugitive Slave Act of 1850, and relate it to modern, real-life situations.

Read, analyze and discuss Dred Scott case excerpts from Justice Taney's opinion and Justice Curtis' dissent in [Scott v. Sanford](#). Summarize each excerpt and evaluate the flaws in Taney's reasoning concerning Black citizenship as explained by Curtis.

Read the [declarations of secession](#) (Georgia, Mississippi, South Carolina, Texas, Virginia), the [Cornerstone Speech](#) by Confederate Vice President Alexander Stephens, and [The Constitution of the Confederate States](#). Highlight all of the references to protecting slavery (directly or indirectly). Students can then write a social media post explaining why slavery was central to the Civil War using evidence from these primary sources.

Use a close reading strategy, such as the [Four Reads strategy](#), to analyze two primary sources: [Men of Color, To Arms! by Frederick Douglass](#) and [James Henry Gooding's Letter to Abraham Lincoln](#).

Using multiple sources, research Juneteenth and the misconception that the Emancipation Proclamation freed enslaved people. Create an advertisement to show the news enslaved people learned on June 19, 1865.

Conduct research and create a multimedia presentation about an African American college founded during the Reconstruction Era.

Assign the following scenario: If you were a recently-freed African American in Reconstruction, identify three reasons you would want to stay in the U.S.. In the same role, identify three reasons for emigrating from the U.S. Divide students into four groups and assign them one the following countries: Sierra Leone, Liberia, and Haiti. Have students conduct research and evaluate the pros and cons of being a freed person in 1870 immigrating to their assigned country.

Create a booklet of laws sponsored by African American legislators during the Reconstruction era. The booklet should have sections on topics of education, transportation and labor. Include the impact of the laws and whether or not these laws are still on the books.

Read and discuss [W.E.B. DuBois "Chronology of Reconstruction"](#) (ca. 1935). Select an event from the timeline and conduct further research.

## Sample Assessments and Performance Tasks

How did the abolitionist movement contribute to the southern resentment and secession?

Which statement reflects the experiences of African American soldiers in the Civil War?

Which political change resulted from the end of the Civil War?

The boxes below show the terms of the 13th, 14th, and 15th Amendments. Move the boxes to the correct column on the chart.

Imagine that you are an African-American living in the South during Reconstruction. What political rights do you have now that you did not have before the Civil War ended? How have many white Southerners in your state attempted to keep the old order in place? Do you believe the federal government has done enough to protect your rights during Reconstruction?

## Instructional Resources

HMH *African American History*, Chapter 5. Steps to Freedom; Chapter 6. Blacks in the Reconstruction Era

*Stamped: Racism, Antiracism, and You*, Jason Reynolds and Ibram X. Kendi, Chapters 8-14

Does it Matter Who Freed the Slaves? - <http://www.c3teachers.org/inquiries/emancipation/>

Is Freedom Free? - <http://www.c3teachers.org/wp-content/uploads/2015/09/Freedom.pdf>

Who Freed the Slaves? - <https://herb.ashp.cuny.edu/exhibits/show/who-freed-the-slaves>

Black Soldiers in the Civil War (CommonLit) - <https://www.commonlit.org/en/texts/black-soldiers-in-the-civil-war>

The Emancipation Proclamation (CommonLit) - <https://www.commonlit.org/en/texts/the-emancipation-proclamation>

Freedmen and Southern Society Project - <http://www.freedmen.umd.edu/>

Teaching Juneteenth (Teaching Tolerance) - <https://www.tolerance.org/magazine/teaching-juneteenth>

Reconstruction: America After the Civil War (PBS) - <https://www.pbslearningmedia.org/collection/reconstruction-america-after-the-civil-war/>

The Reconstruction Amendments (PBS) - <https://wosu.pbslearningmedia.org/resource/ilwnet17-soc-us-reconamend/the-reconstruction-amendments/>

Reconstruction (CommonLit) - <https://www.commonlit.org/en/texts/reconstruction>

## Unit 5. Freedom Without Equality

### Unpacked Standards / Clear Learning Targets

**African-American Studies Learning Target 5. Analyze the political and social developments that led to institutionalized racism and describe institutionalized racist practices in post-Reconstruction America.**

**Essential Understanding**

Institutionalization of racism following Reconstruction

**Extended Understanding**

Long-term impact of Jim Crow laws and institutionalized racism

**Academic Vocabulary**

Institutionalized racism  
Jim Crow  
Plessy v. Ferguson  
Redemption  
Ku Klux Klan  
White Supremacy

**Ultimate Learning Target  
Type: Reasoning**

**Broad Learning Target:**

- The student can analyze the political and social developments that led to institutionalized racism and describe institutionalized racist practices in post-Reconstruction America.

**Underpinning Knowledge Learning Targets**

- The student can describe the provisions of Jim Crow laws.
- The student can summarize the Supreme Court ruling in *Plessy v. Ferguson*.
- The student can describe the violence used by the Ku Klux Klan.
- 

**Underpinning Reasoning Learning Targets:**

- The student can explain the impact of the Compromise of 1877 and the removal of federal troops from the former Confederacy.
- The student can explain the relationship between the end of Reconstruction and the “redemption” of the South
- The student can discuss the ways that the legacies of slavery and white supremacy continue to affect life in what is now the United States.

## Content Elaborations

The removal of federal troops from the South accompanied the end of Reconstruction and helped lead to the restoration of the Democratic Party's control of state governments. With the redemption of the South, many reforms enacted by Reconstruction governments were repealed.

Racial discrimination was further institutionalized with the passage of Jim Crow Laws. These state laws and local ordinances enforced discriminatory policies that included:

- racial segregation;
- limited ballot access;
- prohibition of interracial marriage; and
- limited protection of civil rights for African Americans.

The U.S. Supreme Court affirmed segregation in the *Plessy v. Ferguson* decision.

The rise of the Ku Klux Klan and other nativist organizations brought increased violence against African Americans.

## Instructional Strategies

Use photographs of Jim Crow era signs that required segregation in theaters, bus stations, water foundations, etc. to give examples of racial segregation.

Have students work in small groups to analyze a series of primary sources (documents, maps, photographs, political cartoons, speeches, etc.) about [Jim Crow and Segregation](#). Primary source analysis sheets are available from the [National Archives](#) and [Library of Congress](#).

Create a four-column chart with the following categories: racial segregation, limited ballot access, prohibition of interracial marriage, and limited protection of civil rights for African Americans. Using primary sources, have students identify examples of each category in laws of southern states.

Imagine you are the attorney for Homer Plessy. How would you use the 13th and 14th amendments to support your claim that the Separate Car Act is unconstitutional?

Have students work in small groups to analyze a series of political cartoons about the Ku Klux Klan. Primary source analysis sheets are available from the [National Archives](#) and [Library of Congress](#).

Have students complete a 3-2-1 activity by describing: 3 ways that life improved for African Americans during Reconstruction, 2 problems that African Americans still faced, and 1 reason that white southerners resented Reconstruction.



## Sample Assessments and Performance Tasks

Which choices below show examples of how racism was institutionalized in America in the late 1800s?

Complete the chart by matching post-Reconstruction developments with their effects on race relations. Move the boxes to the correct spaces on the chart.

Which factors enabled racism to become institutionalized in the United States following the end of Reconstruction?

Explain two effects of Jim Crow laws.

Which statement shows how the removal of federal troops after Reconstruction changed the South?

Read the primary excerpts below from the post-Reconstruction South. How did these policies contribute to institutionalized racism?

How did poll taxes exclude African Americans from voting in the post-Reconstruction South? How did grandfather clauses prevent African Americans from voting while protecting the voting rights of poor white people?

## Instructional Resources

*HMH African American History, Chapter 7. The Separation of the Races*

*Stamped: Racism, Antiracism, and You*, Jason Reynolds and Ibram X. Kendi, Chapters 15-17

An Outrage (Teaching Tolerance) - <https://www.tolerance.org/classroom-resources/film-kits/an-outrage>

Jim Crow and Segregation - <https://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights/>

Violence and Backlash (Facing History) - <https://www.facinghistory.org/reconstruction-era/lessons/violence-and-backlash>

The Rise and Fall of Jim Crow - <https://www.thirteen.org/wnet/jimcrow/index.html>

*Plessy v. Ferguson* (CommonLit) - <https://www.commonlit.org/en/texts/plessy-vs-ferguson>

The Story of Ida B. Wells (CommonLit) - <https://www.commonlit.org/en/texts/the-story-of-ida-b-wells>

Before Rosa Parks: Ida B. Wells (Teaching Tolerance) - <https://www.tolerance.org/classroom-resources/tolerance-lessons/before-rosa-parks-ida-b-wells>

## Unit 6. Stand up for Your Rights

### Unpacked Standards / Clear Learning Targets

**African-American Studies Learning Target 6. Describe patterns of African-American life in the first half of the 20th century and their contributions to the American experience, including the Great Migration, Harlem Renaissance, World War I and postwar intolerance, the Great Depression, and World War II.**

#### Essential Understanding

African American life and contributions to the American experience in the first half of the 20th century

#### Extended Understanding

Evaluating the progress and limitations of African Americans rights in the first half of the 20th century.

#### Academic Vocabulary

Great Migration  
Harlem Renaissance  
Postwar intolerance  
Great Depression  
Double V

#### **Ultimate Learning Target Type: Knowledge**

#### Broad Learning Target:

- The student can describe patterns of African-American life in the first half of the 20th century and their contributions to the American experience, including the Great Migration, Harlem Renaissance, World War I and postwar intolerance, the Great Depression, and World War II.

#### Underpinning Knowledge Learning Targets:

- The student can explain reasons for the Great Migration.
- The student can describe the social changes resulting from the Great Migration.
- The student can summarize African-American experiences and contributions to World War I.
- The student can cite examples of racial intolerance in the United States in the post-World War I era.
- The student can describe the characteristics of the Harlem Renaissance.
- The student can describe the social changes resulting from the Harlem Renaissance.
- The student can summarize the effects of the Great Depression on African Americans.
- The student can explain the impact and limitations of New Deal policies for African Americans.
- The student can explain how mobilization impacted African Americans in World War II.

**Content Elaborations**

During World War I, African-American soldiers volunteered to fight abroad for democracy, hoping for an end to racism and discrimination at home. While at home the Pan-Africanism movement and the Universal Negro Improvement Association were gaining support, urging people of African descent to unite together for the purposes of social, political, and economic empowerment. African Americans were continuing to seek refuge from the injustices they faced daily.

The Great Migration was the mass movement of African Americans who fled the rural South for the urban North. They sought to escape discrimination and secure better-paying jobs. The Great Migration helped transform northern cities economically (e.g., as workers and consumers) and culturally (e.g., art, music, and literature).

The Great Migration heightened racial tensions due to increased competition for jobs, housing, and public services. Evidence of racial tension throughout the nation included:

- enforcement of Jim Crow legislation that continued in the South during the postwar era;
- lynchings and threats of racial violence;
- racial intolerance and the revival of the Ku Klux Klan across the United States; and
- urban race riots.

The Harlem Renaissance was a celebration of African American culture and contributed to social change. The themes of African American art and literature gave pride to people of African heritage and increased awareness of the struggles related to intolerance and life in large urban centers. Jazz flourished during the Harlem Renaissance and became an established American music genre.

African American owned businesses experienced an all-time high before the Stock Market crash on October 29, 1929. The Election of 1932 was one of the largest political shifts in history, as African American voters dropped their loyalty to Republicans and began supporting the Democratic Party. The African American population overwhelmingly supported Franklin D. Roosevelt.

The benefits of New Deal programs were unevenly distributed furthering the divide between social classes and minorities. Redlining was a practice established during the federal government's project to create maps of every city in the country. The maps were color-coded by the Home Owners Loan Corporation and the Federal Housing Administration. These color codes were designed to indicate where it was safe to insure mortgages. Neighborhoods where African-Americans lived were colored red to indicate to appraisers that these neighborhoods were too risky to insure mortgages.

Many African Americans fought (in segregated units) World War II, battling against Hitler's regime of oppression while still facing discrimination in their own country. African Americans found themselves with conflicting feelings about supporting the war effort, since their own country did not offer them the freedom the U.S. was fighting for overseas. The Double Victory campaign, begun by the Pittsburgh Courier newspaper in 1942, was designed to address this issue.

**Instructional Strategies**

Have students work in small groups to analyze a series of photographs about the experience of African Americans during World War I, both at home and abroad. Primary source analysis sheets are available from the [National Archives](#) and [Library of Congress](#).

Discuss the causes and the effects of the race riots that occurred in the South during the 1920s. Have students create a cause and effect graphic organizer to summarize the key ideas.

Use maps to trace the patterns of migration during the Great Migration. Have students create a graphic organizer of push and pull factors.

Take the perspective of an African American (real or fictional) traveling in the U.S. Conduct research to create a digital map, and record a voice-over that narrates your journey, what you experienced, and how you used the Green Book as you traveled.

Use a Venn diagram to compare the viewpoints of Booker T. Washington and W.E.B. DuBois. Based on the information in the Venn diagram, construct a claim and support it with evidence.

Divide the class into two groups to conduct a debate on Marcus Garvey and the Universal Negro Improvement Association. One group of students will be supporters of Garvey and the UNIA while the other group will be opponents of Garvey and the UNIA. Have students work as a group to prepare their arguments.

Create a series of multimedia infographics or a mini-documentary highlighting the life and works of talented authors, poets, musicians, and entertainers of the Harlem Renaissance. Include photographs, biographical information, famous works of the artist/author, samples of their work, and an analysis of how this person's work relates to students' lives today.

Read, analyze, and discuss the African American participation in the Civilian Conservation Corps (CCC) using the primary sources on the [African Americans and the Civilian Conservation Corps](#) website. Have students take on the role of a news reporter who has arrived in a specific city where the CCC is working. Based on analysis of the primary sources, construct a news story that includes quotes, data, and other information.

Use the [Mapping Inequality website](#) to show redlining patterns in Columbus, Ohio. Have students locate their own neighborhood on the map. Discuss the long-term impact of redlining on neighborhoods in Columbus. Note that there were no highways at this time, but when the highways were constructed in the 1960s and 1970s, they often cut through many of the "red" neighborhoods.

Create and display a multimedia museum exhibit about African Americans on the World War II home front. Images should be accompanied by student-written captions and short essays that help the viewer interpret the photographs.

## Sample Assessments and Performance Tasks

Describe the population shift involved in the Great Migration. Explain how this migration impacted the domestic affairs of the United States during the first three decades of the twentieth century.

What effect did racism have on relief efforts of the New Deal?

Evaluate the impact of the Double V campaign on the Civil Rights Movement.

Analyze the similarities between the Harlem Renaissance and the European Renaissance of the 1500s.

Which statement below best supports the goal of the Pan-Africanism movement of the early 20th century?

## Instructional Resources

*HMH African American History, Chapter 8. A New Century and New Opportunities; Chapter 9. The Great Depression and World War II*

*Stamped: Racism, Antiracism, and You*, Jason Reynolds and Ibram X. Kendi, Chapters 18-20

The reemergence of the KKK (Khan Academy) -

<https://www.khanacademy.org/humanities/us-history/rise-to-world-power/1920s-america/a/the-reemergence-of-the-kkk>

The Great Migration (Digital Public Library of America) - <https://dp.la/primary-source-sets/the-great-migration>

The Scottsboro Boys (CommonLit) - <https://www.commonlit.org/en/texts/the-scottsboro-boys>

The Harlem Renaissance (CommonLit) - <https://www.commonlit.org/en/texts/the-harlem-renaissance>

Jesse Owens (CommonLit) - <https://www.commonlit.org/en/texts/the-harlem-renaissance>

Marian's Revolution (CommonLit) - <https://www.commonlit.org/en/texts/marian-s-revolution>

Teaching With Documents: Photographs of the 369th Infantry and African Americans during World War I (National Archives) -

<http://www.archives.gov/education/lessons/369th-infantry/activities.html>

Mapping Inequality - Redlining (New American History) - <https://dsl.richmond.edu/panorama/redlining/>

Fighting for the Right to Fight (National WWII Museum) - <https://www.nationalww2museum.org/sites/default/files/2017-07/fftrtf-education-packet.pdf>

## Unit 7. Civil Rights Movement

### Unpacked Standards / Clear Learning Targets

**African-American Studies Learning Target 7. Summarize the struggle for racial equality and the extension of civil rights that occurred in the United States in the post-World War II period.**

**Essential Understanding**

Key developments in the Civil Rights Movement

**Extended Understanding**

Ongoing fight for racial and gender equality and civil rights

**Academic Vocabulary**

Equality  
Civil rights

**Ultimate Learning Target**  
**Type: Knowledge**

**Broad Learning Target:**

- The student can summarize the struggle for racial equality and the extension of civil rights that occurred in the United States in the post-World War II period.

**Underpinning Knowledge Learning Targets:**

- The student can identify organizations that struggled for equal opportunities and to end segregation.
- The student can identify key civil rights and describe their approaches/philosophies of achieving change.
- The student can describe the methods used by civil rights organizations to change laws and policies.
- The student can explain the reasons for the rise of the Black Power movement.

**Content Elaborations**

Following World War II, movements began to highlight the need to secure the same freedoms and opportunities for groups of marginalized Americans that other Americans enjoyed.

Civil Rights organizations fought for equal opportunities for African Americans and to end segregation. Organizations such as the National Association for the Advancement of Colored People (NAACP), the Southern Christian Leadership Conference (SCLC), and the Student Nonviolent Coordinating Committee (SNCC) sought to change long-standing policies and laws.

Many Civil Rights activists demonstrated to affect political and social change. These activists mobilized to carry out demonstrations to bring light to the injustices plaguing the nation. Examples of these actions included:

- the Montgomery Bus Boycott;
- the March on Washington; and
- the Freedom Rides.

Their actions helped to bring about legislative Civil Rights Act and Voting Rights Acts and judicial change including *Brown v. Board of Education*.

The Black Power Movement of the 1960s and 1970s was a political and social movement whose advocates believed in racial pride, self-sufficiency, equality for all people of Black and African descent, economic empowerment, and the creation of Black political and cultural institutions. Organizations such as the Black Panther Party, the Black Women's United Front, and the Nation of Islam represented this movement.

## Instructional Strategies

Have students complete a K-W-L 3-column chart (Know, Want to Know, Learned) on the Civil Rights Movement. Complete the K and W columns at the beginning of the unit/lesson and the L column at the conclusion of the unit/lesson.

Discuss the meaning of the term “civil rights.” Using a copy of the Bill of Rights, review with students the rights granted to ALL Americans by the U.S. Constitution. Review with students the difference between *de jure* and *de facto* segregation. Brainstorm and create a class list of those rights that, either by law or practice, were not afforded to African Americans living in the United States prior to the 1950s. Why was this possible? What laws or practices were in place during this time period in the South? What set the stage for the Civil Rights Movement? What was the Civil Rights Movement fighting to gain?

Research one of the following historical events: the Montgomery Bus Boycott, the March on Washington, the Freedom Rides. Create a multimedia museum exhibit to show the impact of the event. Use video, audio, photographs, and other primary sources in the exhibit.

Create a children’s biography or mini-documentary about the life and work of a civil rights leader to use with elementary students.

Have students read or watch Dr. Martin Luther King’s [“I Have A Dream” speech](#) and evaluate whether the ideals of the speech have been realized in modern American society. Extend the activity to consider the extent to which these ideals impacted other groups in American society.

Use a close reading strategy, such as the [Four Reads strategy](#), to analyze Martin Luther King’s [“Letter from a Birmingham Jail”](#) and Malcolm X’s [“The Ballot or the Bullet.”](#)

Conduct research to find out which of the freedom movement organizations of the 1960s still exist today. Locate a local chapter of the organization, and review their website to see what activities the organization is involved with today. Has this organization changed its policies since the 1960s? Explain.

In [hexagon learning](#), students organize informational hexagons into categories of their choice, with hexagons being placed next to each other to highlight links between the factors described. Create a set of hexagons with names of organizations, leaders, laws, court cases, and events related to the Civil Rights and Black Power Movements. Have students work in groups to organize the hexagons into categories and make connections on a poster board. Students can draw lines, arrows, and make annotations to explain the categories and connections.

Have students work in small groups to analyze a series of primary sources (artwork, artifacts, diaries, letters, photographs, political cartoons, etc.) about the [Black Power Movement](#). Primary source analysis sheets are available from the [National Archives](#) and [Library of Congress](#).



## Sample Assessments and Performance Tasks

Which strategy below was used by the NAACP to challenge long-standing policies and discriminatory laws?

In the chart below, match the organization with the correct goals. Move the boxes to the correct spaces.

Which statement best expresses the concept of civil disobedience?

Why would James Farmer's statement be a credible source of information about a strategy used during the Civil Rights Movement?

Which characteristic of the United States Supreme Court is best illustrated by its decisions in the cases of *Plessy v. Ferguson* (1896) and *Brown v. Board of Education* (1954)?

## Instructional Resources

HMH *African American History*, Chapter 11. The Movement Continues; Chapter 12. A Time of Transition

*Stamped: Racism, Antiracism, and You*, Jason Reynolds and Ibram X. Kendi, Chapters 21-25

The Civil Rights Movement Text Set (CommonLit) - <https://www.commonlit.org/en/text-sets/the-civil-rights-movement>

Montgomery Bus Boycott (Reading Like a Historian) - <https://sheg.stanford.edu/history-lessons/montgomery-bus-boycott>

Little Rock Nine (Reading Like a Historian) - <https://sheg.stanford.edu/history-lessons/little-rock-nine>

Civil Rights Movement Photos (Reading Like a Historian) - <https://sheg.stanford.edu/history-lessons/civil-rights-movement-photos>

NAACP Letters (Reading Like a Historian) - <https://sheg.stanford.edu/history-lessons/naacp-letters>

NAACP: A Century in the Fight for Freedom (Library of Congress) - <https://www.loc.gov/exhibits/naacp/>

Civil Rights Movement in Context (HATs) - <https://sheg.stanford.edu/history-assessments/civil-rights-movement-context>

What Made Nonviolent Protest Effective during the Civil Rights Movement? (C3 Teachers) - <http://www.c3teachers.org/inquiries/civil-rights/>

Malcolm X "Message to the Grassroots" -

<https://www.blackpast.org/african-american-history/speeches-african-american-history/1963-malcolm-x-message-grassroots/>

## Unit 8. Black Lives Matter

### Unpacked Standards / Clear Learning Targets

**African-American Studies Learning Target 8. Analyze ongoing efforts for racial justice in the United States including Affirmative Action, movements for reparations, and the Black Lives Matter movement.**

#### Essential Understanding

Goals and strategies to address issues of racial injustice

#### Extended Understanding

Evaluation of systemic racism and anti racism efforts today

#### Academic Vocabulary

Affirmative Action  
Reparations  
Black Lives Matter  
antiracism

**Ultimate Learning Target  
Type: Reasoning**

#### Broad Learning Target:

- The student can describe ongoing efforts for racial justice in the United States including Affirmative Action, movements for reparations, and the Black Lives Matter movement.

#### Underpinning Knowledge Learning Targets:

- The student can explain the purpose of Affirmative Action.
- The student can trace the history of Affirmative Action policies in the United States.
- The student can explain arguments for reparations for African Americans.
- The student can give examples of systemic racism in the United States today.
- The student can summarize the origins of the Black Lives Movement.
- The student can explain how African Americans have responded to police brutality and shootings in the 2010s and 2020s.

**Content Elaborations**

Despite the gains made by African Americans during the Civil Rights Movement, serious problems remain unresolved.

Affirmative Action programs were designed to ensure equal opportunities for African Americans. These programs were created by the federal government to address wrongs and provide racial balance in the workplace and at schools. However, it continues to be a controversial issue, and its critics claim that giving preferential treatment to people based on race is contrary to equality under the law.

The idea of reparations for slavery has a long history that has been renewed in recent years. Reparations would be a sort of compensation for the free labor African Americans were forced to render during nearly 250 years of legalized slavery, followed by systems of oppression and discrimination that followed. Some supporters of reparations propose government financing of a national fund for educational and economic opportunities to benefit the entire African American community. Others favor direct payments to descendants of enslaved persons.

Black Lives Matter is an activist movement which began as a social media hashtag (#BlackLivesMatter) in 2013 after George Zimmerman was acquitted in the shooting death of Trayvon Martin, an unarmed African-American teenager in Florida. The movement became more widely known and popularized following two high profile deaths in 2014 of unarmed African American men (Eric Garner in New York and Michael Brown in Ferguson, Missouri). Neither of the police officers involved in their deaths were indicted. In the summer of 2020, mass protests emerged in cities across the United States after the killing of George Floyd by police in Minnesota. Supporters of Black Lives Matter want to see an end to systemic and institutionalized racism.

Police brutality, mass incarceration, lack of economic and political opportunities, and other forms of systemic racism continue to oppress African American communities today. Research has shown clear evidence of injustice and racial bias in the U.S. criminal justice system. This includes racial profiling in police stops, searches, and arrests for marijuana possession and other misdemeanors; disproportionate use of force and police shootings against African Americans and Latinos; and racial disparities in the seriousness of charges, bail-setting, plea bargaining, pre-trial dismissals, jury selection, sentencing, and incarceration.

**Instructional Strategies**

Have students research recent Affirmative Action cases such as *Gratz v. Bollinger* and *Grutter v. Bollinger*. Students should compare these decisions to earlier civil rights cases and explain how the Supreme Court decisions in these cases show the evolution of the U.S. Constitution.

Have students write a letter to Dr. Martin Luther King, Jr. describing current issues in our society. Students should provide King with a detailed “state of the union” and compare what is going on today with what took place in the United States during the time of King’s life. Have conditions improved or worsened? Why? Students should support their arguments with evidence and reasoning.

Use the [Points of View Reference Center](#) to read, analyze, and discuss different perspectives on current issues such racial equality, reparations, and affirmative action.

Read, analyze, and discuss multiple sources on slavery reparations. Conduct a small-group activity by dividing the class into “Reparations Panels.” Ask groups to imagine that they are members of a presidential panel appointed to make recommendations on reparations for slavery. Each group should prepare a written statement on how reparations should be implemented in the U.S.

Create a Venn diagram comparing Jim Crow and mass incarceration. Based on the information in the diagram, write a claim and support it with evidence.

Have students write an essay or create a short video on how they think police departments and minority groups can develop better relationships for the good of individual communities.

Interview an activist involved with Black Lives Matter movements to discuss the grievances, goals, and strategies of the movement. Discuss the use of #AllLivesMatter on social media and why it is considered an inappropriate and counterproductive to response to supporters of #BlackLivesMatter.

Create a chart to compare the reasons for the March on Washington in 1963, Million Marches of the 1990s, and the Black Lives Matter Movement. Were the motivations the same? If not, how did they differ? What did each accomplish?

Write a poem, song, or literary piece, or public service video explaining the importance of young people becoming active in fighting injustices and racism in their school and community.

## Sample Assessments and Performance Tasks

- What are the most salient similarities between Jim Crow and mass incarceration?
- Which statement below best supports an argument in favor of African Americans receiving paid reparations for slavery?
- Explain two arguments in favor of and two arguments against Affirmative Action.
- Which situation best illustrates the idea of affirmative action?
- What are some of the similarities and differences between the Civil Rights Movement of the 1950s and 1960s and Black Lives Matter?

## Instructional Resources

- HMH *African American History*, Chapter 13. African Americans in Modern America
- Stamped: Racism, Antiracism, and You*, Jason Reynolds and Ibram X. Kendi, Chapters 26-28
- Teaching “The New Jim Crow” (Teaching Tolerance) - <https://www.tolerance.org/magazine/publications/teaching-the-new-jim-crow>
- The Case for Reparations (The Atlantic) - <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
- Affirmative Action American Colleges After *Fisher v. Texas* (Constitutional Rights Foundation) - [https://www.crf-usa.org/images/pdf/gates/Affirmative\\_Action\\_Lesson\\_and\\_Materials.pdf](https://www.crf-usa.org/images/pdf/gates/Affirmative_Action_Lesson_and_Materials.pdf)
- Let’s Talk (Teaching Tolerance) - <https://www.tolerance.org/magazine/publications/lets-talk>
- How Southern socialites rewrote Civil War history - <https://www.vox.com/videos/2017/10/25/16545362/southern-socialites-civil-war-history>
- Equity Matters: Confronting Implicit Bias (Teaching Tolerance) - <https://www.tolerance.org/professional-development/webinars/confronting-implicit-bias>
- 2020 Curriculum Guide (Black Lives Matter at School) - <https://drive.google.com/drive/folders/ILGslwJwhXvpVnDgw0uC-n794l6EGzpuH>
- Reparations for Slavery (Constitutional Rights Foundation) - [https://www.crf-usa.org/brown-v board-50th-anniversary/reparations-for-slavery-reading.html](https://www.crf-usa.org/brown-v-board-50th-anniversary/reparations-for-slavery-reading.html)
- Resources for Educators (DC Area Educator for Social Justice) - <https://www.dcareaeducators4socialjustice.org/black-lives-matter/resources/>