

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

African American Studies Course Syllabus

Course Overview:

This course takes a thematic approach to the study of African American History. This class will help students analyze the influence Black Americans have had on the American experience as a whole. It will also help them understand how the American experience influenced a uniquely African American culture. Class time involves teacher-guided lecture, discussion, collaborative learning activities, problem solving, writing activities, and creative projects. Emphasis will be placed upon the development of the skills needed to succeed in the future, such as personal reflection, analysis of ideas, organization, study skills and public speaking. The class strives to meet the New Jersey Student Learning Standards' mission of providing learners with the opportunity of inquiry based learning that helps them "produce and critically consume information in our global society."

The course content below follows the [New Jersey Student Learning Standards for Social Studies](#).

Course Content and Outline:

	Topics	Timeline
Unit 1: Power and Privilege	Concept of Race Founding Documents Early American Slavery	3 Weeks
Unit 2: Systemic Institutions	Educational Institutions Prison System Banking Industry Religious Institutions Entertainment Industry	4 Weeks
Unit 3: Rebellion, Protest, and Reform	Slave Uprisings Reconstruction Supreme Court Cases - <i>(Dred Scott; Brown v. BOE)</i> Civil Rights Movement - <i>MLK & Malcolm X</i> Legislation - Civil Rights Act, Voting Rights Act, John Lewis Voting Rights Act	4 Weeks
Unit 4: Reactions of White Supremacy	Violence towards African Americans KKK & other white supremacist organizations Reliance in the face of extreme setbacks	2 Weeks

Unit 5: Pop Culture	Music/Entertainment Hair Food African American Vernacular English Cultural Appropriation	5 Weeks
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Course Expectations and Skills

1. Develop literacy in civics as it is reflected in the governmental systems of global history.
2. Actively engage in studying current events.
3. Consider multiple perspectives to evaluate issues of the past and today.
4. Analyze and interpret historical events of the past in light of contemporary history.
5. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
6. Develop skills in reading comprehension, research, communication and technology.
7. Gain practice to succeed on standardized testing such as ACT, SAT, and NJSLA.
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
9. Develop skills in Cornell note-taking and outlining, guided practice and repetition.
10. Utilize technology to refine 21st century skills through database research and multimedia presentations.

Materials Needed

- Chromebook
- Notebook and/or three-ring binder with lined paper
- Daily planner/Student organizer
- Pen or pencil

Resources

“How To Be An Anti-Racist” - by Ibram X. Kendi

“The New Jim Crow: Mass Incarceration In The Age of Colorblindness” - Michelle Alexander

Grading Scale

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 35%
- Minor Assessments: 25%
- Classwork/Participation: 40%

Teacher Information

TBA

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African American Studies

Unit # 1

Power and Privilege

Updated: August 2022

Unit Overview:

In the opening unit, students will study how race is a socially constructed idea but has been used over time to influence relationships and decision making. Students will examine early African history and its connection to the Atlantic slave trade. They will investigate the system of dehumanization within the institution of slavery and how the concept of dehumanization was used to restrict the rights of free African American in the new United States government. Despite oppression through enslavement and legal processes, African Americans created their own cultural identity and began fighting for the legal freedom and equality the new United States government promised.

Essential Questions	Enduring Understandings
<ol style="list-style-type: none">1. What is the difference between race, ethnicity, and nationality?2. How can one's identity impact their human experience?3. What is power and how is it gained, used, and justified?4. Why is it important to study varying perspectives on historical and cultural events?5. Who were the major leaders, inventors, and prominent figures in African countries prior to colonization?6. What part did racism play in the Atlantic slave trade?7. How did dehumanization and superiority influence slavery?8. How were enslaved people able to create a distinct culture separate from their oppressors?9. How did the founding documents (Declaration of Independence, Constitution, Bill of Rights) impact the lives of both free and enslaved African Americans?10. What is racism and how has it continued to manifest in the United States?	<ol style="list-style-type: none">1. Humans are made up of many identities that impact their experience in life.2. The ways in which people identify, or are perceived in their identity, influences the interactions they have with others in both positive and negative ways.3. Societies create governments to maintain order through laws; those who make the laws have the most influence in a society.4. Examining different perspectives of history helps to uncover a more complete story.5. African kingdoms had various religious traditions, major technological advancements, and an influential culture.6. Europeans will profit greatly from the Atlantic slave trade as the African labor they acquire will produce crops such as tobacco and cotton.7. Africans tribes and Europeans would use slavery as a form of captivity, commerce and labor.8. Enslaved people utilized African culture through language, music, and stories and passed these traditions down generationally as a means of survival and communication.9. The United States government used slavery as an economic building block and did not extend legal rights to enslaved or free African Americans despite the many contributions African Americans made in the fight for that independence.10. Racist stereotypes continue to influence decision making in various institutions and impact the lives of African Americans today.

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLS -Social Studies	CCSS
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<ol style="list-style-type: none"> 1. Examine the concept of race and how the definition influences interactions and policy making. 2. Evaluate the wide ranges of responses to slavery from the perspectives of victim, perpetrator, bystander, and collaborator. 3. Explain the impact European colonization had on various African nations. 4. Compare and contrast the slave trade in African with the Atlantic Slave Trade. 5. Describe the treatment of enslaved people in the Americas. 6. Analyze how Africans and future generations of African Americans adapted to conditions in America and created a distinct African American culture. 7. Describe the ways in which African American resisted slavery. 8. Discuss what the founding documents (Declaration of Independence, Constitution, Bill of Rights) meant to both free and enslaved African Americans. 9. Evaluate the role of Africans Americans in the Revolutionary War 	<ol style="list-style-type: none"> 1. 6.2.12.HistoryUP.3.a 2. 6.2.12.HistoryUP.4.c 3. 6.2.12.HistoryUP.3.a 4. 6.2.12.HistoryCC.3.c 5. 6.2.12.HistoryCC.1.b 6. 6.2.12.HistoryCC.1.d 7. 6.2.12.HistoryCC.1.f; 8. 6.2.12.HistoryCC.1.g 9. 6.1.12.HistoryCA.2.a 10. 6.1.12. CivicsDP.3.c 11. 6.1.12.HistoryUP.2.c 12. 6.1.12.HistoryUP.2.a 	<p><i>Specific standards for literacy will be added to individual lesson plans.</i></p> <p>Literacy in History Standards</p> <p>Writing in History Standards</p>
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Socratic Seminars <ul style="list-style-type: none"> ○ What influence did Phillis Wheatly have on George Washington? ● Discussions <ul style="list-style-type: none"> ○ Why did the founding fathers keep slavery in the Constitution? ● Analysis of primary and secondary sources <ul style="list-style-type: none"> ○ See text resources list ● Vocabulary ● Small group cooperative learning <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Jigsaw activities ○ Projects ● Essays/Writing/DBQ's <ul style="list-style-type: none"> ○ Compare/Contrast the institution of 	<ul style="list-style-type: none"> ● Letter- "Growing Up With Racism" - by Lisa Delpit ● Biographies of Ayuba Suleiman Diallo of Bondu ● Autobiography of Olaudah Equiano ● American Slavery in Comparative Perspective - by Steven Mintz ● A Poem Links Unlikely Allies in 1775: Phillis Wheatley and George Washington - by James G. Basker ● Founding Documents <ul style="list-style-type: none"> ○ Declaration of Independence ○ Constitution ○ Bill of Rights 	<ul style="list-style-type: none"> ● Stanford History Education Group <ul style="list-style-type: none"> ○ Slavery in the Constitution Lesson ● Gilder Lehrman Institute of American History <ul style="list-style-type: none"> ○ African American History Resources ○ Phillis Wheatly and George Washington ○ American Slavery in Comparative Perspective ● Facing History and Ourselves <ul style="list-style-type: none"> ○ Concept of Race Lesson ● National Museum of African American History and Culture: <ul style="list-style-type: none"> ○ Transatlantic Slave Trade ○ Founding Documents

slavery in various locations in the Americas.		
Unit 1 Lesson Resources Folder		

List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [ELL](#)
- [Gifted and Talented](#)

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> - Vocabulary - Warm Up activities - Reading of informational text and note taking - EdPuzzles - Socratic Seminars - Critical analysis of primary and secondary sources with guided questions - Graphic organizers - DBQ 	<ul style="list-style-type: none"> - Quizzes - Unit Test - Power and Privilege - Research Project/Presentation

Interdisciplinary Connections
<p>English Language Arts</p> <ul style="list-style-type: none"> ● Reading of primary and secondary source texts to better understand historical content. <ul style="list-style-type: none"> ○ LA.K-12.NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● Develop appropriate writing responses to questions related to the unit. <ul style="list-style-type: none"> ○ LA.K-12.NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <p>Mathematics</p> <ul style="list-style-type: none"> ● Interpreting graphs and charts that provide and understanding of the Atlantic Slave Trade and the movement of people. <ul style="list-style-type: none"> ○ MA.S-ID.A.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. <p>Art</p>

- Examining various art from the early colonial period from both Africa and and colonies to understand the cultural history of the period.
 - **VA.K-2.1.5.2.R:** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

Technology and 21st Century Themes & Skills

- Evaluate current events as it relates to race and policy making.
 - **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
 - **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Computer Science

- Create visual presentations to help others better understand the movement of people during the Atlantic Slave Trade and the increase in the number of enslaved workers in the Americas.
 - **8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

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African American Studies Unit # 2

Systemic Institutions

Updated: August 2022

Unit Overview:

In the second unit, students will study the systemic institutions of the United States which have historically held influence over people of color. Students will examine the racial inequality and inequity perpetuated by Jim Crow laws, redlining, public schooling, criminal justice systems, affirmative action, and numerous social programs throughout the history of the United States. Students will evaluate the intentional and unintentional challenges posed to African Americans in local, state, and federal legislation - in addition to the historic progress made by African American citizens against these challenges throughout history and into the present day.

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"> 1. What is the difference between inequality and inequity? 2. What systemic institutions in the United States have perpetuated inequality and inequity? 3. How did the “separate but equal” precedent established by <i>Plessy v. Ferguson</i> allow state governments to pass the Jim Crow Laws? 4. How did Jim Crow laws negate the rights of African Americans? 5. What is “redlining” and how did FDR’s New Deal policies allow for racist housing policies? 6. How does racism impact real estate and economic opportunity in the US? 7. How did <i>Brown v. Board of Ed.</i> overturn racist precedent, and what was the result in living standards for African Americans over time? 8. How has the public education system changed since <i>Brown v. Board of Ed.</i>, and is there racial inequity in public schools today? 9. How have HBCUs impacted the development of education for African American students? 10. What role does race play in the US criminal justice system? 11. How has the US economy and banking structure hindered African American opportunity? 12. How has African American representation in the entertainment industry evolved over time? 13. What role has religion played in the acceptance and development of African American culture? 	<ol style="list-style-type: none"> 1. While inequality and inequity have both negatively impacted African Americans through history, these terms are not interchangeable. 2. The US government and its institutions have created both inequality and inequity through history 3. The “Separate but Equal” doctrine of <i>Plessy v. Ferguson</i> allowed for the creation of racist state laws. 4. Jim Crow laws violated the Constitutional rights of African Americans 5. Although well intentioned, social welfare programs have perpetuated racial inequity in the US 6. Opportunity in the United States has been historically impacted by issues of race. 7. The Supreme Court’s decision on the matter of <i>Brown v. Board of Ed.</i> overturned the inherently racist “Separate but Equal” doctrine, and was an crucial early step in the fight for civil rights in the United States. 8. Despite the Supreme Court’s decision on the matter of <i>Brown v. Board of Ed.</i>, the fight for racial equity in the American public education system continues to this day. 9. HBCUs, as defined by the Higher Education Act of 1965 have historically improved the ability of students of color to gain higher education. 10. Racism continues to influence decision making in various criminal justice institutions and impact the lives of African Americans today. 11. Federal, State, and Local economic institutions have engaged in racist practices, hindering African American economic progress. 12. African American representation in the entertainment industry has, and continues to evolve, over time. 13. The development and acceptance of African American culture has been hindered by various examples of religious bigotry. (ex: forced conversion of slaves, Islamophobia, etc.)

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies	CCSS
<ol style="list-style-type: none"> 1. Examine the concept of race and how the definition influences interactions and policy making. 2. Analyze how Africans and future generations of African Americans adapted to conditions in America and created a distinct African American culture. 3. Describe how systemic institutions of the United States have historically impacted African Americans. 4. Evaluate the impact of Supreme Court decisions and precedents for evidence of bias and racism 5. Explain how federal and state legislation have limited the rights of African Americans throughout US history 6. Analyze evidence of racism, bias, and inequity in the US criminal justice system 7. Evaluate the role of organized religion on the development and acceptance of African American Culture. 8. Discuss how the portrayal and acceptance of African Americans in the entertainment industry has changed over time. 9. Analyze the changing relationships between race and systemic institutions of the United States over time. 	<ol style="list-style-type: none"> 1. 6.1.5.HistoryCC.11: 2. 6.1.12.HistoryUP.2.b: 3. 6.1.12.CivicsDP.6.b: 4. 6.1.12.HistoryCC.13.c: 5. 6.1.12.CivicsPI.3.a: 6. 6.1.12.EconNE.6.a: 7. 6.1.12.EconNE.9.d: 8. 6.1.12.HistoryCA.10.a: 9. 6.1.12.HistoryCA.14.b: 	<p><i>Specific standards for literacy will be added to individual lesson plans.</i></p> <p>Literacy in History Standards</p> <p>Writing in History Standards</p>

Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Socratic seminars <ul style="list-style-type: none"> ○ What power did the Supreme Court have in the enforcement of <i>Brown v. Board of Ed?</i> ● Discussions <ul style="list-style-type: none"> ○ How does racial inequity become systemic? ● Analysis of primary and secondary sources <ul style="list-style-type: none"> ○ See text resources list ● Vocabulary ● Small group cooperative 	<ul style="list-style-type: none"> ● OpEd: White People Have a Race, Too - by Janey E. Helms ● OpEd: The Deadly Toll of Environmental Racism - by Laura J. Steinberg ● OpEd: How Our Healthcare System Fails Black Americans - by Martin Summers ● "What Race Isn't: Teaching About Racism" - by Aurora Levins Morales (in <i>Race, Class, and Gender in the United States</i>) ● Founding Documents <ul style="list-style-type: none"> ○ Declaration of 	<ul style="list-style-type: none"> ● Stanford History Education Group <ul style="list-style-type: none"> ○ WEB DuBois & Booker T Washington Lesson ○ Liberator and the Black Press Lesson ○ NAACP Letters Lesson ● Gilder Lehrman Institute of American History <ul style="list-style-type: none"> ○ The Fifteenth Amendment Celebrated: In Depth Analysis ○ American Slavery and Abolition Through Hollywood Resources ○ Political and Social Legacies of the 60s

<p>learning</p> <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Jigsaw activities ○ Projects ● Essays/Writing/DBQ's <ul style="list-style-type: none"> ○ Compare/ Contrast racial inequity in various systemic institutions of the United States <p>Unit 2 Lesson Resources Folder</p>	<p>Independence</p> <ul style="list-style-type: none"> ○ Constitution ○ Bill of Rights 	<p>Video</p> <ul style="list-style-type: none"> ○ Challenging Segregation in Public Education ● Learning for Justice <ul style="list-style-type: none"> ○ The Color of Law: Creating Racially Segregated Communities Lesson (Redlining) ○ The Color of Law: Developing the White Middle Class ○ Mass Incarceration as a Form of Racialized Social Control
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List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [ELL](#)
- [Gifted and Talented](#)

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> - Vocabulary - Warm Up activities - Reading of informational text and note taking - EdPuzzles - Socratic Seminars - Critical analysis of primary and secondary sources with guided questions - Graphic organizers - DBQ 	<ul style="list-style-type: none"> - Quizzes - Unit Test - Systemic Institutions - Research Project/Presentation

Interdisciplinary Connections
<p>English Language Arts</p> <ul style="list-style-type: none"> ● Reading of primary and secondary source texts to better understand historical content. <ul style="list-style-type: none"> ○ LA.K-12.NJLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● Develop appropriate writing responses to questions related to the unit. <ul style="list-style-type: none"> ○ LA.K-12.NJLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <p>Mathematics</p>

- Interpreting graphs and charts that provide an understanding of racial demographics throughout the systemic institutions of the United States.
 - **MA.S-ID.A.2:** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Technology and 21st Century Themes & Skills

- Evaluate current events as it relates to race and policy making.
 - **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
 - **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Computer Science

- Create visual presentations to help classmates better understand systemic institutions of the United States and how they have created racial inequity throughout American History
 - **8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
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- [Climate Change](#)

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African American Studies Unit # 3

Rebellion, Protests, and Reform

Updated: August 2022

Unit Overview:

In the third unit, students will have the opportunity to study rebellions, protests, and reforms of BIPOC in America. Students will examine certain unjust laws, as they pertain to race, class, and other societal constructs. Students will learn and investigate how these laws and social constructs lead to unity, upheaval, and the uprising and organization of the African American community. Students will discover the lengths African Americans went to fight for certain laws to be created or repealed. African Americans and their allies are still protesting and attempting to reform laws present-day. Students will be able to make connections on the present-day similarities of these protests and reforms to create change, justice, and equity to those demonstrations in the past.

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"> 1. What are ways to get attention and create change? 2. How can an individual's place in society affect how he/she lives, behaves, or is treated? 3. What are effective methods of protest? 4. Who were the major leaders of society and government, both present-day and past? 5. What laws were built on racism ? 6. Why is the philosophy of Martin Luther King, Jr. preferred over Malcolm X in American society? 7. What are some modern day reforms that African Americans and BIPOC are attempting to get passed in legislatures? 8. What are/were the societal conditions that caused BIPOC to rebel? 9. What impact has Black Lives Matter had on modern day policies? 10. What does the significance of protests and rebellions now being filmed have on Americans' response to racism, discrimination, police brutality, and to credibility to the African American community. 	<ol style="list-style-type: none"> 1. America has seen most of its change through means of protest. 2. An individual's place in society, whether it is their socioeconomic status, race, gender, etc. often determines how much respect one automatically commands in American society. 3. Many forms of protests have been historically viewed as barbaric or had negative feedback while they were occurring, but now looked at as necessary, courageous, and admired by modern-day society. 4. America has historically elected wealthy white men to run and lead the country. 5. American society and racist societal norms served as a parallel to the laws that were ratified. 6. Martin Luther King, Jr is often romanticized and deemed peaceful and more agreeable to American white culture than Malcolm X. 7. The Crown Act, John Lewis Voting Rights Act, George Floyd Police Reform Acts are all acts that are being enacted at the state level or being stalled at the federal level. 8. Discrimination is not extinct rather is has evolved in different forms that may not be as brazen as those of Jim Crow or Civil Rights Era. Though, there are still forms of discrimination still occurring that are connected to conditions of the past. 9. Black Lives Matter has become more mainstream and causing conversations across races. 10. With the evolution of technology and the Smartphone, clear discrimination, prejudice, and racism are now being filmed, leaving little up to debate on egregious acts on BIPOC.

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies	CCSS
<ol style="list-style-type: none"> 1. Examine the concept of race and how the definition influences interactions and policy making. 2. Describe the ways African Americans resisted via forms of protests and 	<ol style="list-style-type: none"> 1. 6.3.8.CivicsPR.3 2. 6.3.8.CivicsPR.7 3. 6.3.8.CivicsPD.3 4. 6.3.8.CivicsPI.2 5. 6.1.12.CivicsDP.5.a 	<p style="text-align: center;"><i>Specific standards for literacy will be added to individual lesson plans.</i></p>

<p>rebellion.</p> <ol style="list-style-type: none"> 3. Describe and analyze how certain laws promoted and assisted in racism and discrimination. 4. Examine the history of police and how police and the BIPOC community have an untrustworthy relationship. 5. Compare and contrast the protests from the Jim Crow and Civil Rights Era to modern day protests. 6. Analyze the impact, (whether positive or negative) that Civil Rights leaders had on American society. 7. Analyze and determine American laws on the federal level and its loopholes that aided in the advancement and oppression of African Americans. 	<ol style="list-style-type: none"> 6. 6.1.12.HistoryCC.13.c 7. 6.1.12.CivicsDP.4.a 	<ul style="list-style-type: none"> • Literacy in History Standards • Writing in History Standards
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> • Socratic Seminars <ul style="list-style-type: none"> ◦ <i>The Innocence Project: How the 13th Amendment Kept Slavery Alive</i> • Discussions <ul style="list-style-type: none"> ◦ How has the law perpetuated an overwhelming sense of anger, unity, and action amongst the African American community? • Analysis of primary and secondary sources <ul style="list-style-type: none"> ◦ See text resources list • Vocabulary • Small group cooperative learning <ul style="list-style-type: none"> ◦ Think-Pair-Share ◦ Jigsaw activities ◦ Projects • Essays/Writing/DBQ's <ul style="list-style-type: none"> ◦ Compare/ Contrast the different ideologies of Civil Rights leaders 	<ul style="list-style-type: none"> • Henry Lewis Gates Jr: PBS: Did African-American Slaves Rebel? • Claire Corbould: <i>The Conversation</i>The Fury in US Cities Is Rooted in a Long History of Racist Policing, Violence, and Inequality • Keeyanga Yamahtta Taylor: <i>The New Yorker</i> The Unknown History of Black Uprisings 	<ul style="list-style-type: none"> • Stanford History Education Group <ul style="list-style-type: none"> ◦ Freedoms Journal Lesson ◦ Zoot Suit Riots Lesson • Gilder Lehrman Institute of American History <ul style="list-style-type: none"> ◦ Civil Rights, Legislation, Equality ◦ Black Voices In American Historiography • Vox: <ul style="list-style-type: none"> ◦ Wade-Ins ◦ Why the US Government Killed Fred Hampton ◦ The Story Behind The Iconic Olympics Protest • Learning for Justice <ul style="list-style-type: none"> ◦ The Civil Rights Act 1964: Making Our Nation Whole ◦ Community Organizing, Youth Leadership, SNCC ◦ Jim Crow North

Unit 3 Lesson Resources Folder		
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List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [ELL](#)
- [Gifted and Talented](#)

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> - Vocabulary - Warm Up activities - Reading of informational text and note taking - EdPuzzles - Socratic Seminars - Critical analysis of primary and secondary sources with guided questions - Graphic organizers - DBQ 	<ul style="list-style-type: none"> - Quizzes - Unit Test - Systemic Institutions - Research Project/Presentation

Interdisciplinary Connections
<p>English Language Arts</p> <ul style="list-style-type: none"> • Reading of primary and secondary source texts to better understand historical content. <ul style="list-style-type: none"> ○ LA.K-12.NJLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Develop appropriate writing responses to questions related to the unit. <ul style="list-style-type: none"> ○ LA.K-12.NJLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <p>Mathematics</p> <ul style="list-style-type: none"> • Interpreting graphs and charts that provide an understanding of racial demographics throughout the systemic institutions of the United States. <ul style="list-style-type: none"> ○ MA.S-ID.A.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. <p>Technology and 21st Century Themes & Skills</p> <ul style="list-style-type: none"> • Evaluate current events as it relates to race and policy making. <ul style="list-style-type: none"> ○ 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations. ○ 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media. <p>Computer Science</p>

- Create visual presentations to help classmates better understand systemic institutions of the United States and how they have created racial inequity throughout American History
 - **8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
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- [LGBT and Disabilities Law](#)
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- [Climate Change](#)

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

African American Studies Unit # 4

Reactions of White Supremacy

Updated: August 2022

Unit Overview:

This unit is designed to study the concept of white supremacy and how this idea has led to violent reactions to the progress of civil rights for African Americans. Students will examine events throughout American History including increased laws after slave uprisings and their impact on racial ideas today. They will determine the role the Ku Klux Klan had on southern politics and maintaining power for white people in the American south after the Civil War. Violence towards African Americans and their communities will be examined through history including the Tulsa City race riot of 1921, the lynching of Emmett Till, the murder of civil rights activist Medgar Evers, and the recent shooting at the Buffalo Tops super market. Students will analyze why the concept of white supremacy has continued to exist and how African Americans have constantly battled against the idea.

Essential Questions	Enduring Understandings
1. What is white supremacy and how has it	1. The concept of racial hierarchy and white

<p>influenced American society throughout history?</p> <ol style="list-style-type: none"> 2. How is political power used to support the idea of white supremacy? 3. How has the Constitution been used to oppose the notions of white supremacy? 4. How have African Americans fought against the notions of white supremacy? 5. What can be done to counter the ideas of white supremacy today? 	<p>supremacy has a long history that stems from the early institution of slavery and continues in the organizations of white supremacist groups today.</p> <ol style="list-style-type: none"> 2. Political power, particularly the right to vote, has restricted the role of African Americans as second class citizens throughout American history. 3. Civil Rights leaders throughout history have used their political rights under the Constitution to gain more access to political power, particularly the right to vote, to work against the racial hierarchy. 4. African American leaders have always organized to oppose white supremacy and during the era of the Civil Rights Movement, that organization was met with some success. 5. The notions of white supremacy and racial hierarchy still exist within society and individuals can make choices to combat those ideas.
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Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies	CCSS
<ol style="list-style-type: none"> 1. Define the idea of white supremacy and explain how the notion can be seen in American history. 2. Examine the response to slave uprisings and how more restrictive laws against enslaved people limited their ability for social advancement. 3. Determine the purpose of white supremacist groups such as the KKK and their role in history in maintaining a racial hierarchy. 4. Describe how African Americans leaders have used their Constitutional rights, such as the first amendment, to fight against white supremacy and toward social advancement. 5. Examine how violence was used to oppose political and social advancements of African Americans, including the lynching of Emmett Till and murder of Medgar Evers. 6. Compare the reactions to racial violence throughout history. 7. Analyze how the ideas of white supremacy still exist in American society today and what can be done to raise awareness. 	<ol style="list-style-type: none"> 1. 6.1.12.HistoryUP.2.c 2. 6.1.12.HistoryUP.2.b; 6.1.12.CivicsDP.3.c; 6.1.12.HistoryUP.3.b 3. 6.1.12.HistoryUP.2.c; 6.1.12.HistoryCA.2.a; 6.1.12.CivicsDP.4.a; 6.1.12.CivicsDP.5.a 4. 6.1.12.HistoryUP.2.b; 6.1.12.HistoryCA.2.a; 6.1.12.CivicsDP.4.a; 6.1.12.CivicsDP.6.b; 6.1.12.EconEM.13.a 5. 6.1.12.HistoryUP.3.a; 6.1.12.CivicsHR.8.a; 6.1.12.HistoryCC.8.a 6. 6.1.12.HistoryUP.3.a; 6.1.12.CivicsHR.8.a; 6.1.12.HistoryCC.8.a; 6.1.12.HistoryCC.13.c 7. 6.1.12.CivicsDP.14.a; 6.3.12.CivicsHR.1 	<p><i>Specific standards for literacy will be added to individual lesson plans.</i></p> <ul style="list-style-type: none"> • Literacy in History Standards • Writing in History Standards

Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Socratic Seminars <ul style="list-style-type: none"> ○ How has the response to racial violence changed over time? Comparing the Tulsa Riot to the Buffalo Shooting ● Discussions <ul style="list-style-type: none"> ○ What made KKK violence acceptable as a response to black men receiving enfranchisement? ● Analysis of primary and secondary sources <ul style="list-style-type: none"> ○ See text resources list ● Vocabulary ● Small group cooperative learning <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Jigsaw activities ○ Projects ● Essays/Writing/DBQ's <ul style="list-style-type: none"> ○ Explain how the Jan. 6th Capital Riot is both an extension of history and its own unique story. <p>Unit 4 Lesson Resources Folder</p>	<ul style="list-style-type: none"> ● Explainer Pamphlet: White Nationalism ● New York Colonial Governor Report of the 1712 Slave Revolt ● Historical analysis of New York City Slave Codes ● “Klansman Broke My Door Open” - Testimony from Abram Colby, African American legislator from GA. ● Tulsa Race Riot 2001 Commission Report 	<ul style="list-style-type: none"> ● Stanford History Education Group ● Gilder Lehrman Institute of American History ● Facing History and Ourselves <ul style="list-style-type: none"> ○ Explainer: White Nationalism ○ Violence and Backlash from the KKK Lesson ● American Social History Project <ul style="list-style-type: none"> ○ New York City Slave Codes ○ Governors Reports of NY Slave Revolt ● PBS NewsHour <ul style="list-style-type: none"> ○ Jan 6th connections to Civil War mob violence
<p>List of Accommodations and Modifications</p> <ul style="list-style-type: none"> ● Special Education ● 504 Students ● At Risk Students ● ELL ● Gifted and Talented 		

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> - Vocabulary - Warm Up activities - Reading of informational text and note taking 	<ul style="list-style-type: none"> - Quizzes - Unit Test - Reactions of White Supremacy - Research Project/Presentation

- EdPuzzles
- Socratic Seminars
- Critical analysis of primary and secondary sources with guided questions
- Graphic organizers
- DBQ

Interdisciplinary Connections

English Language Arts

- Reading of primary and secondary source texts to better understand historical content.
 - **LA.K-12.NJSLSA.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Develop appropriate writing responses to questions related to the unit.
 - **LA.K-12.NJSLSA.W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Mathematics

- Interpreting graphs and charts that provide an understanding of the rise in violence against African Americans and others through different historical time periods..
 - **MA.S-ID.A.2:** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Art

- Examining various art including but not limited to political cartoons that show the backlash of the movement towards civil rights and lyrics and poetry that share the emotional reaction to violence against African Americans.
 - **VA.K-2.1.5.2.R:** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

Science

- Analyze why groups white society reacted to increased civil rights throughout history in violent ways because of the notion that resources, such as jobs, money, or political power, were being taken away from them.
 - **HS-ESS3-1:** Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

Technology and 21st Century Themes & Skills

- Evaluate current events as it relates to race and policy making.
 - **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
 - **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Computer Science

- Determine the impact new technologies have had in helping or hindering the goal of a more racially equitable American society.
 - **8.1.12.IC.3:** Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHRPSD\)](#)
- [Asian and Pacific Islander](#)
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African American Studies Unit # 5

Pop Culture

Updated: August 2022

Unit Overview:

The final unit is designed to study the development of African American culture and to examine how that culture has influenced mainstream pop culture. Students will study the history of various cultural aspects such as music, art, fashion, language, and food. They will understand how the history of the black experience (the history of slavery and systemic racism) has made an impact on African American culture. Students will study the work of various African American artists and cultural icons through history. They will analyze how African American culture has been appropriated through history as a part of mainstream pop-culture. For example, when a song is written by an African American musician but has been released by a white musician because music producers believed it would be more profitable. Finally, students will assess how perceptions of African American culture have changed over time.

Essential Questions

1. How has African American culture influenced mainstream American culture?

Enduring Understandings

1. African American culture has influenced nearly every facet and subset of mainstream American

<ol style="list-style-type: none"> 2. How has the acceptance of black culture changed over time in the US? 3. How did enslaved African Americans create their own distinct culture? 4. In what ways have African Americans influenced the styles of American Music? 5. How have African Americans been portrayed by mainstream entertainment throughout history? 6. How did enslaved African Americans contribute to the expansion of American cuisine and food culture overall? 7. How has African American Vernacular English developed over time? 8. What is code switching, and how does it reflect acceptance of larger African American culture? 9. How does cultural appropriation play a significant role in the misunderstanding of what is African American culture? 10. What is pop culture? 	<p>culture throughout US history.</p> <ol style="list-style-type: none"> 2. Growing acceptance of black culture has occurred in waves throughout history, and has often been a reflection of overall race relations in the US. 3. African Americans have created their own distinct culture through the influences of individual achievement, tribal and regional heritage, and interaction with other demographics within the US. 4. African American influence and contributions helped to create jazz, doo wop, R&B, and numerous other styles of music which have become popular in the US. 5. The portrayals and representations of African Americans in theater, film, and television have evolved over time to more accurately reflect African American culture and individuals. 6. Enslaved African Americans were the chefs for their owners, hence influencing the cuisine that has been integrated into American culture. 7. With the invention of social media, AAVE is beginning to become mainstreamed in American society. 8. Many African Americans often suppress their behaviors, language, and culture when in majority Caucasian settings, often for the negative connotation AAVE can have. 9. The history of cultural appropriation has led to an ignorance about what aspects of general American culture come from African American culture. 10. Students will have to understand and define the term pop culture to comprehend the unit as a whole.
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Unit Learning Targets/Goals/Outcomes:		
Learning Target	NJSL -Social Studies	CCSS
<ol style="list-style-type: none"> 1. Examine the concept of culture and how it affects an individual's daily life. 2. Determine if black culture is genuinely accepted in the United States. 3. Identify the different genres of music created by African Americans and how it has been attributed to society. 4. Analyze the songs of various African American musicians and what the song tells of the experience of black Americans at a point in history. 5. Identify the roles of African Americans in mainstream entertainment and determine 	<ol style="list-style-type: none"> 1. 6.1.12.HistoryCC.3.a 2. 6.1.12.CivicsDP.4.a 3. 6.1.12.HistoryCC.8.c 4. 6.1.12.HistoryCA.14.c 5. 6.1.12.HistorySE.14.a 6. 6.1.12.HistorySE.14.b 7. 6.1.12.HistoryCC.16.a 8. 6.1.12.HistoryCC.16.b 9. 6.1.12.HistoryUP.13.a 10. 6.1.12.CivicsDP.5.a 	<p><i>Specific standards for literacy will be added to individual lesson plans.</i></p> <ul style="list-style-type: none"> • Literacy in History Standards • Writing in History Standards

<p>how those roles contributed to the perception of blacks.</p> <ol style="list-style-type: none"> 6. Evaluate institutional policy (schools, athletic clubs, etc.) for evidence of racism. 7. Analyze the relationship of social media and its contribution to cultural appropriation. 8. Examine the idea of pop culture, and why it has become such a phenomena in American culture. 9. Compare and contrast the importance of African American hairstyles to the black community to the perception of mainstream American society. 10. Identify the traditional cuisines of African Americans and how the institution of slavery contributed to the nutrition, composition and popularity of soul food. 11. Determine the reasons for the popularity of code switching in the black community and analyze the acceptance of black culture from mainstream American society. 12. Analyze the lyrics and subject matter that is often composed in African American music and identify the joys, struggles, glorifications, etc. of the black community 13. Evaluate the impact on traditional caucasian southern cuisine that was prepared by enslaved blacks. 14. Discover the trend of not crediting African Americans properly for their various forms of artistry, that were appropriated or stolen by mainstream American culture. 15. Identify the major contributors of African American artforms. 		
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Socratic Seminars <ul style="list-style-type: none"> ○ How do the themes of identity, triumph, and luck relate to the article on Duke Ellington? ● Discussions <ul style="list-style-type: none"> ○ How can anti-racist policies be created for organizations and institutions? ● Analysis of primary and secondary sources <ul style="list-style-type: none"> ○ See text resources 	<ul style="list-style-type: none"> ● “We Real Cool” Poem by Gwendolyn Brooks ● Narrative of Madam CJ Walker ● Newsweek Article on Duke Ellington ● Response to Jennifer Cunningham; Code Switching Has Nothing To Do With Racism- By Zaniah Shobe ● New York Times Article - Civil Rights Investigation After Black Wrestler Had to 	<ul style="list-style-type: none"> ● Stanford History Education Group ● Gilder Lehrman Institute of American History <ul style="list-style-type: none"> ○ Enslaved Africans and Expressions of Freedom Lesson ● EdSitement <ul style="list-style-type: none"> ○ “We Real Cool” Gwendolyn Brooks Poetry Lesson ○ Freedom Riders and Music from the Civil

<p>list</p> <ul style="list-style-type: none"> ● Vocabulary ● Small group cooperative learning <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Jigsaw activities ○ Projects ● Essays/Writing/DBQ's <ul style="list-style-type: none"> ○ How have expressions of freedom been represented throughout African American art? <p>Unit 5 Lesson Resources Folder</p>	<p>Cut His Dreadlocks</p>	<p style="text-align: center;">Rights Movement</p> <ul style="list-style-type: none"> ● Bill of Rights Institute <ul style="list-style-type: none"> ○ Madam CJ Walker Lesson
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Interdisciplinary Connections
<p>English Language Arts</p> <ul style="list-style-type: none"> ● Reading of primary and secondary source texts to better understand historical content. <ul style="list-style-type: none"> ○ LA.K-12.NJLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● Develop appropriate writing responses to questions related to the unit. <ul style="list-style-type: none"> ○ LA.K-12.NJLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Art

- Examining various forms of art, including but not limited to music, paintings, film, fashion, and culinary style to understand the development of a unique African American culture through history.
 - **VA.K-2.1.5.2.R:** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

Mathematics

- Explain how African American culture is influenced by the conditions of systemic racism and individual experiences of the artists.
 - **MA.S-CP.A.5:** Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.

Technology and 21st Century Themes & Skills

- Evaluate current events as it relates to race and policy making.
 - **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
 - **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Computer Science

- Analyze how the increased access and influence of technologies has led to a greater understanding of African American culture and its roots in the black experience in American history.
 - **8.1.12.IC.3:** Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

State Mandates and Resources

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