



PISCATAWAY TOWNSHIP SCHOOLS

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African American Experience

Content Area: African American Experience

Grade Span: 10th – 12th

Revised by: Garin Hilton

Presented by: Janine Albanese

Approval date: August 2022

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COURSE OVERVIEW

Description

A full year is devoted to The African American Experience. The purpose of the course is to enhance students' comprehension of the political, social, economic, and cultural components that compose the African American Experience. This course utilizes the humanities, such as literature and art, to inform and engage students in extensive dialogue, discussion, and study on the contemporary, historical, and global impact of the African American Experience. It will take the unique approach of allowing the many voices and personal accounts of the African American community to drive the course, while anchoring the discourse, awareness, and understanding of these accounts in the research and study of the historical events in which these stories of study are rooted. The course's ultimate objective is to help students comprehend the world around them by using their critical thinking abilities to develop their own conclusions based on the offered sources. With this context, it is intended that students will be better able to comprehend their roles and responsibilities in advancing knowledge, equity, empowerment, and inclusion as "citizens of the world" in this culturally diverse mosaic, all while acquiring the skills necessary to become involved citizens pushing toward an equitable democracy.

Goals

- That all students would have a deeper comprehension, clarity, and respect for the various facets and characteristics that comprise the African American culture and identity.
- Students will have a deeper comprehension of the complexities of the issues, challenges, and advancements that comprise the contemporary experience of the African American community.
- Students will get a more comprehensive and in-depth understanding of how the historical character of the social, economic, political, educational, and cultural experiences of African Americans have a direct relationship and impact on contemporary concerns and situations.
- Students will develop a "Global Perspective" on the concerns and experiences of African Americans by connecting, comparing, and contrasting these experiences with the current and historical experiences of individuals in Africa and the larger African Diaspora.
- To help students become more accountable "Global Citizens".
- To build "college level" critical thinking, deconstructive writing, and cognitive development abilities through continual discourse and debate interaction.
- Develop "Team Building" skill sets and methodologies at the college level through project-based evaluations provided throughout the year.
- Develop college level "independent study" skills.
- For all students to comprehend that the African American Experience is both a uniquely American and universally human experience that must be shared, understood, and respected.

Scope and Sequence		
Unit	Topic	Length
1	<p>What is Black History and why study it?</p> <p>Students will discover tactics for engaging in and preparing for collaborative discussions throughout the course of Unit 1. In addition to learning the purpose for studying Black History, students will also get familiar with the geography of the African diaspora featured throughout the course. This lesson will assist all students develop a feeling of community and an appreciation for the importance of learning Black History.</p>	4 Weeks
2	<p>How has the diversity of African cultures affected the identity and culture of African Americans?</p> <p>Students will research and analyze the origins and culture of the first African groups, as well as their impact on subsequent civilizations during this unit. Students will discover how these African cultures influenced Black Identity around the world.</p>	4 Weeks
3	<p>How did laws and economic policies impact the wealth of African Americans, and how did they overcome these obstacles?</p> <p>Students will investigate, research, and synthesize how economic policies and practices have effected Black communities throughout this unit. Students will investigate how policies have impacted Black communities and the various strategies that Black communities have used to succeed, resist, and overcome these challenges.</p>	4 Weeks
4	<p>What obstacles to equity have Black people faced historically and currently?</p> <p>Students will examine the practices and institutions in our society that challenge the social, intellectual, economic, and political growth of Black communities in this unit. Students will examine various methods and means by which Black communities have resisted and persevered in their pursuit of equality and equity.</p>	4 Weeks
5	<p>What is the long-term legacy of Black Cultural Icons in various arenas of social life?</p> <p>Students will examine the contributions made by African-Americans in various fields of society during this unit. Each student will select a sociocultural interest area (such as health and law or the arts and sciences) and research the accomplishments of Black people throughout history and now, paying particular attention to local Black people who have become 'change makers' in their communities.</p>	4 Weeks

6	<p>How have African-Americans persisted and/or become agents of change?</p> <p>Students will examine the ways in which Black individuals and/or groups participate in a variety of direct and indirect forms of resistance throughout the course of this unit.</p>	4 Weeks
7	<p>How have the Black youth made a difference and led in society?</p> <p>Students will evaluate information from numerous sources in order to assess the ways in which young people have contributed to change and their impact on societal developments in local, state, and larger contexts in this unit.</p>	4 Weeks
8	<p>How has Black History influenced our local history?</p> <p>Students will learn about the Black community's impact on both local and national events in this unit. Students will conduct research and analysis on some aspects of our local Tri-State history.</p>	4 Weeks

Resources

Text:

- West African Historic Overview (Pre-15th Century: The Great Kingdoms
- The Black History Book by DK
- The Middle Passage by Olaudah Equiano
- Narrative of the Life of Frederick Douglass
- Let Nobody Turn Us Around: An African American Anthology by Manning Marable
- The Warmth of Other Suns: The Epic Story of America’s Great Migration by Isabel Wilkerson
- Tulsa 1921 by Karlos Hill
- From Jim Crow to Civil Rights: The Supreme Court and the Struggle for Racial Equality
- The Portable Harlem Renaissance Reader by David Lewis
- Black Arts Movement by James Edward Smethhurst
- Black History Book by DK
- Harlem Shadows by Claude McKay
- The New Negro by Alain Locke

Suggested Resources:

- Miseducation of the Negro by Carter G. Woodson,
- The Fire Next Time by James Baldwin
- A Chance In The World, Thomas Nelson by Steve Pemberton
- The Maroons of Jamaica by Mavis Campbell
- African and Caribbean Politics from Kwame Nkruma to the Grenada Revolution by Manning Marable
- Routes of Passage, Rethinking the African Diaspora Vol 1, by Ruth Simms
- The 13 th Ava DuVrenay
- The Khalief Browder Story
- Fela Documentary
- Paul Robeson: Here I Stand
- James Baldwin: I Am Not Your Negro

UNIT 1:

Summary and Rationale	
What is Black History and why study it?	
Students will discover tactics for engaging in and preparing for collaborative discussions throughout the course of Unit 1. In addition to learning the purpose for studying Black History, students will also get familiar with the geography of the African diaspora featured throughout the course. This lesson will assist all students develop a feeling of community and an appreciation for the importance of learning Black History.	
Recommended Pacing	
Week 1: Introductions; Class Values & Expectations Week 2: Defining Blackness and Identity Week 3: Genealogy Project Introductions, Presentation Guidelines Week 4: Genealogy Presentations	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RL.11-12.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
NJSLSA.R8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Instructional Focus

Unit Enduring Understandings

- Students will understand how important the power of identity is to the growth of self and culture.
- Students will know what makes up their cultural identity.
- Students will learn about the different cultures and traditions of Africa, both in the past and the present, and how they relate to the different cultures and images of African Americans.
- Students will be able to identify countries of the African diaspora.

Unit Essential Questions

- What is identity? How does it Guide our lives?
- Why are Narratives powerful?
- What does it mean to be African American?
- What is the African American Identity & Culture?
- What does it mean to be black?
- How do talks with others help me understand myself and others better?
- What is the geography of Africa?

Objectives

Students will know:

- How to construct a classroom that appreciates everyone and is receptive to the thoughts and ideas of all students.
- The cultural connections that the current and historical events, elements and experiences of African Americans have with people of African descent in other countries and the continent of Africa itself.
- Students will comprehend the significance of studying Black History and diversity within African and African American Culture
- Elements of Culture that are shared by Africans and African Americans
- That history has short term and long term effects and is multi-causal
- How the makeup of everyone's unique identity is what makes each human being intertwined.
- Black History must be studied in order to comprehend the history of the United States.
- History is told from a variety of angles and points of view based on one's personal experiences.
- Critical thinking requires historical perspective.
- How they should be proud of themselves and who they are while also respecting the dignity of people who are different from them.
- The influence of their dominant culture and experiences on their identity.
- How the composition of one's unique individuality is what binds each individual together.

Students will be able to:

- Analyze and express how cause and effect has affected their lives, as well as the lives of their peers.
- Detail the elements of culture.
- Develop historical empathy through learning and participating in the presentation of the identities of their peers.
- Compare, Contrast and Connect African Culture to African American Culture past and present,
- Analyze the diversity of African and African American cultures.
- Collaborate and discuss the perceptions and images of African and African culture, positive and negative.
- Compare and contrast African Culture past and present.

Resources

Text:

West African Historic Overview (Pre-15th
Century: The Great Kingdoms
The Black History Book

Suggested Resources:

NJ Amistad Curriculum
Schomburg Center for Research in Black Culture
PBS: Wonders of the African World
Africa's Greatest Civilizations by Henry Lous Gates

UNIT 2:

Summary and Rationale	
<p style="text-align: center;">How has the diversity of African cultures affected the identity and culture of African Americans?</p> <p>Students will research and analyze the origins and culture of the first African groups, as well as their impact on subsequent civilizations during this unit. Students will discover how these African cultures influenced Black Identity around the world.</p>	
Recommended Pacing	
<p>Week 1: Geography of Africa Week 2: Prehistory and Ancient History Week 3: Empire and Expansion (1 - 800 CE) Week 4: Faiths and Trade (800 - 1510)</p>	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The Geography of Africa. • African societal frameworks enabled great levels of ingenuity, productivity, intellect, invention, and creativity. • Ancient Africa made significant contributions to humanity and civilization. • African kingdoms possessed a variety of religious traditions, both cultural and structural. • African origins and customs have had an impact on global Black identities. • Western involvement and attitudes in Africa have hampered comprehension of African diaspora history. 	

- Students will research and understand the Cultural traditions and norms of African Empires and Cultures and contrast them with alternative historical and cultural depictions to understand motive and intentionality of creating narratives.
- Students will research current culture and traditions in Africa from African voices with a focus on the areas of West African Tribal Culture, Music, Religion and Customs.
- Students will understand the diverse cultures and traditions of African in the past and Present and connect them to African American cultural diversity and image.

Unit Essential Questions

- What is the geography of Africa?
- How many cultures and languages exist in Africa?
- What were the most powerful Empires?
- What African Cultural traditions can be identified in African American culture?
- What are the dominant elements of African Cultures today?
- How does media and literature shape our image and understanding of culture? For better or worse?
- How did African Civilizations develop new technologies to adapt to their environment?
- What were the cultural structures of the different tribal African communities?
- What role did religion play in African Culture?
- How did trade lead to West African wealth and success?
- How was culture thriving in Africa before the slave trade?

Objectives

Students will know:

- The cultural connections that the current and historical events, elements and experiences of African Americans have with people of African descent in other countries and the continent of Africa itself.
- The current and historical traditions and cultures within Africa and compare and connect them to the historical and current African American culture
- The geography of Africa.
- The history of West, Central, East and Sub-Saharan African Empires
- Students will be aware of the achievements and significance of Ancient African Kingdoms. Students will comprehend how the achievements of those ancient African Kingdoms influenced the culture and traditions of our country today.
- The diversity within African and African American Culture
- Elements of Culture that are shared by Africans and African Americans

Students will be able to:

- Compare and contrast African Culture past and present
- Detail the elements of culture
- Compare, Contrast and Connect African Culture to African American Culture past and present
- Analyze, Discuss and deconstruct in detail how narratives were created and utilized in publications, literature and media (past and present) as methods to justify creating perceptions of African and African American cultures
- Analyze the diversity of African and African American cultures
- Detail how the African Kingdoms created technological advancements for African countries
- Identify and detail the impact of African leaders and cultural artists in West and Southern Africa

Resources

Text:

- West African Historic Overview (Pre-15th Century: The Great Kingdoms
- The Black History Book
- The Middle Passage by Olaudah Equiano
- Narrative of the Life of Frederick Douglass, An American Slave
- Molefi Kete Asante, African American History: A Journey of Liberation

Suggested Resources:

- Africa's Greatest Civilizations by Henry Lous Gates
- The History of the Caribbean by Eric Williams
- Destruction of Black Civilization: Great Issues of a Race from 4500 B.C. to 2000 by Chancellor Williams
- The Unified Black Movement in Brazil by David Covin
- African and Caribbean Politics from Kwame Nkruma to the Grenada Revolution
- Routes of Passage, Rethinking the African Diaspora Vol 1, by Ruth Simms, 2002

UNIT 3:

Summary and Rationale	
How did laws and economic policies impact the wealth of African Americans, and how did they overcome these obstacles?	
Students will investigate, research, and synthesize how economic policies and practices have effected Black communities throughout this unit. Students will investigate how policies have impacted Black communities and the various strategies that Black communities have used to succeed, resist, and overcome these challenges.	
Recommended Pacing	
Week 1 & 2: Enslavement and Rebellion (1510-1700) Week 3 & 4: Revolution and Resistance (1700-1900)	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.HistoryUP.2.c:	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.GeoPP.2.b:	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
6.1.12.HistoryUP.2.a:	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
6.1.12.HistoryCA.2.a:	Research multiple perspectives to explain the struggle to create an American identity.
6.1.12.CivicsDP.3.c:	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
6.1.12.HistoryUP.3.b:	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The importance of differentiating between the word “slave” and “enslaved” • How the Global Enslavement trade created cultures of racism and dehumanization that exist throughout the diaspora today • The issues of colorism and how they are apparent and present in today time • How free labor was utilized to build the economies of the countries in which people of African Descent were placed in • An in depth understanding of what systemic and structural racism is 	

Unit Essential Questions

- What was the intention of the Global Enslavement trade?
- How did the system create and normalize a free labor system in countries?
- How did the issue of colorism and classism based off color become prevalent throughout the world?
- What were the consequences to the African continent then and now?
- How has it caused cultural divides among people of African descent? How has it unified people of African descent?

Objectives

Students will know:

- The Consequences to the African Continent and its impact of spreading Systemic and Structural Racism.
- Colorism, Ethnocentrism and Economic Oppression throughout the Diaspora.
- Elements/remnants that continue to exist today.
- The role of African countries in the global enslavement trade.
- How Bartolome' Des Las Cass text "The Only Way" was used as a justification for the Global Enslavement Trade.
- How the enslavement trade created the cultures of ethnocentrism, racism and colorism.
- The economic impact of free labor in the United States.
- The depth of the moral and ethical debate and discourse around enslavement.
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Students will be able to:

- Analyze, discuss and debate the impact of enslavement from a present day and historical perspective.
- Discuss how prevalent colorism is today.
- Analyze and create a case study around the racial dissention between Haiti and the Dominican Republic.
- Analyze how enslavement had a negative impact on Africa which led to its colonization.
- Analyze how enslavement had negative impact on developing authentic African American identities and comparing those with people of African descent across the diaspora.
- Connect past and present consequences to African Americans and the African Diaspora.
- Compare and contrast the impact of Enslavement between the United States and Brazil.
- Analyze the difference in the growth of black culture in Jamaica, St. Lucia and other predominantly Black islands versus those countries where people of African descent are still in the minority.

Resources

Text:

- West African Historic Overview (Pre-15th Century: The Great Kingdoms
- The Black History Book by DK
- Destruction of Black Civilization: Great Issues of a Race from 4500 B.C. to 2000 by Chancellor Williams
- Molefi Kete Asante, African American History: A Journey of Liberation

Suggested Resources:

- The History of the Caribbean by Eric Williams
- The Unified Black Movement in Brazil by David Covin
- African and Caribbean Politics from Kwame Nkruma to the Grenada Revolution
- Routes of Passage, Rethinking the African Diaspora Vol 1, by Ruth Simms, 2002

UNIT 4:

Summary and Rationale	
What obstacles to equity have Black people faced historically and currently?	
Students will examine the practices and institutions in our society that challenge the social, intellectual, economic, and political growth of Black communities in this unit. Students will examine various methods and means by which Black communities have resisted and persevered in their pursuit of equality and equity.	
Recommended Pacing	
Week 1: Reconstruction, Black Codes, & Jim Crow Week 2: Black Wall Street, Early Pioneers, and the Rise of Black Towns Week 3: The Great Migration Week 4: Supreme Court Decisions & Amendments	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.EconET.3.a:	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
6.1.12.CivicsDP.3.a:	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).
6.1.12.CivicsDP.4.a:	Compare and contrast historians’ interpretations of the impact of the 13th, 14th, and 15th Amendments on African American’s ability to participate in influencing governmental policies.
6.1.12.CivicsDP.4.b:	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
6.1.12.GeoSV.4.a:	Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
6.1.12.GeoPP.4.a:	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
6.1.12.HistoryCC.4.a:	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
6.1.12.EconNE.8.a:	Analyze the push-pull factors that led to the Great Migration.
6.1.12.HistoryUP.4.a:	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
6.1.12.HistoryCC.4.b:	Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people’s lives, and work.
6.1.12.HistoryCA.4.a:	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

Instructional Focus

Unit Enduring Understandings

- Student will understand how systems, structures and institutions have the power to create positive and negative outcomes for population masses.
- Students will understand how the system of enslavement was implemented in the various systems and structures that came about after.
- Students will understand the impact of Jim Crow on the African American family, educational system and community.
- How the issues of mass incarceration today have their roots in the discriminatory systems of sharecropping and Jim Crow.
- The intention and consequences of the educational system towards African Americans in the past and in comparison, to the challenges faced today.

Unit Essential Questions

- What are the systems and institutions that came in place of enslavement?
- What were the challenges that African Americans faced economically after slavery?
- What were the challenges faced in the education sector?
- Why is Sharecropping called "Slavery By any other name?"
- What was the impact of Jim Crow? What are its remnants today?
- In what ways has Jim Crow and education (Separate but equal) impacted the Black community historically and in the present?
- What are the shifts and changes and similarities in the Black family then and now?
- How do the institutions that replaced enslavement in the United States compare to those that replaced enslavement throughout the African diaspora?
- How did Black communities respond to racism and unequal treatment by law enforcement and policies?
- How did Black communities contribute to the repeal of racist laws and policies?
- Did Reconstruction equip the newly released peoples with the required support system?
- What tactics have protestors used to change legal inequalities?

Objectives

Students will know:

- The complex structure, system and economic impact of enslavement and sharecropping and mass incarceration
- The social, economic, political and cultural impact of Jim Crow.
- A detailed description of the construction and culture of the African American community and their cultural diversity across the country.
- The Great Migration, Gullah Culture and Black Wall Street.
- The systems of education, pre and post Brown vs Board, in America and their impact on children in the African American Community and in comparison to educational systems in the African Diaspora.

Students will be able to:

- Compare and contrast the institutions of today that maintain those historical element's of discrimination.
- Differentiate between the impact of Du Jure and De Facto. Discrimination.
- Compare and contrast Du Jure and De facto with current issues and the impact of discrimination in America.

- Students will then compare and contrast it with the diversity of the African America community today in terms of culture and class.
- Compare and contrast the educational institutions to those in African as well as Brazil, London and the West Indies in their historical and current forms.

Resources

Text:

- Let Nobody Turn Us Around: An African American Anthology by Manning Marable
- The Warmth of Other Suns: The Epic Story of America's Great Migration by Isabel Wilkerson
- Tulsa 1921 by Karlos Hill
- From Jim Crow to Civil Rights: The Supreme Court and the Struggle for Racial Equality
- The African American Experience by Kai Wright
- Black Fortunes by Shomari Willis

Suggested Resources:

- Slave By Another Name, PBS
- Reconstruction: America After the Civil War – PBS

UNIT 5:

Summary and Rationale	
What is the long-term legacy of Black Cultural Icons in various arenas of social life?	
Students will examine the contributions made by African-Americans in various fields of society during this unit. Each student will select a sociocultural interest area (such as health and law or the arts and sciences) and research the accomplishments of Black people throughout history and now, paying particular attention to local Black people who have become 'change makers' in their communities.	
Recommended Pacing	
Week 1 & 2: The Harlem Renaissance Week 3 & 4: The Black Arts Movement & The Use of Art as Resistance	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.HistoryCC.3.a:	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
6.1.12.HistoryCC.8.c:	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand the power of ideas and how ideas create movements • That intellectual movements are often driven by art and cultural development • That revolution and rebellion are often created out of questioning reality • That liberation movements took place throughout the world 	
Unit Essential Questions	

- Why is the Harlem Renaissance known as the New Negro Movement?
- Why is art of all forms often considered a form of revolution?
- How did the intellectual and artistic movements for liberation across the African diaspora compare and contrast to that of the Harlem Renaissance?
- Why was the movement for the Black Identity considered a revolutionary movement?

Objectives

Students will know:

- The concepts around liberation and thought movements.
- To what degree culture and art impact the creation of a movement.
- The various movements to end enslavement.
- Who were the first Black thought leaders to speak and write on liberation.
- The current/modern day movements around freedom, equity, inclusion and human rights today and the influence of culture, writers, art, organizations and thought leaders.
- The impact of artists such as Marvin Gaye, Gil Scott Herron, Nikki Giovanni, James Baldwin, Richard Wright, Nina Simone and others were on the contemporary movements and international artists such as Fela, Bob Marley and Hugh Masekela.

Students will be able to:

- Explain what makes movements effective.
- Compare and Contrast the Harlem renaissance to movements across the African Diaspora.
- Compare and contrast with movements in Jamaica, Haiti and Brazil.
- Contrast with historical movements including the New Negro Movement and compare and contrast them with the Negritude and Pan Africanism movements.

Resources

Text:

- The Portable Harlem Renaissance Reader by David Lewis
- Black Arts Movement by James Edward Smethhurst
- Black History Book by DK
- Harlem Shadows by Claude McKay
- The New Negro by Alain Locke

Suggested Resources:

Passing by Nella Larsen
 Their Eyes Were Watching God by Zora Neale Hurston
 Against the Odds: The Artists of the Harlem Renaissance
 Summer of Soul Documentary (1969)

UNIT 6:

Summary and Rationale	
How have African-Americans persisted and/or become agents of change?	
Students will examine the ways in which Black individuals and/or groups participate in a variety of direct and indirect forms of resistance throughout the course of this unit.	
Recommended Pacing	
Week 1: The Immortal Life of Henrietta Lacks & Comparing the Philosophies of W.E.B. Du Bois, Washington, Garvey	
Week 2: Civil Rights Movement	
Week 3: SNCC & The Black Panthers	
Week 4: Shirley Chisholm and the Re-emergence of Black Political Agency	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.HistoryCC.8.c:	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
6.1.12.HistoryUP.9.a:	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
6.1.12.HistoryCC.8.a:	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
6.1.12.CivicsDP.13.a:	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.EconEM.13.a:	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
6.1.12.HistoryCC.13.a:	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
6.1.12.HistoryUP.13.a:	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.HistoryCC.13.c:	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
6.1.12.HistoryCA.14.a:	Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.

Instructional Focus

Unit Enduring Understandings

- Students will understand the social, economic and political causes of the Civil Rights, Black Power and Cultural movements of the 1960's.
- Students will understand the elements of the movements of the 1960's and compare them to the elements and factors of the present day movements including Black Lives Matter.
- Students will be able to understand the similar and differentiating factors between the historical and present day movements for civil rights and equality in America and those movements across the African Diaspora.
- Students will be able to understand the differences between the philosophies of W.E.B. Du Bois, Booker T. Washington, and Marcus Garvey.
- Students will be able to understand the scientific contribution of Henrietta Lacks and the subsequent changes due to malpractice of her cells.
- Students will be able to identify and analyze the contributions of Shirley Chisholm and its effect on the political area then and now.

Unit Essential Questions

- What was the difference between the Black Power and Civil Rights movements?
- What progress did each movement make? Where were their failures?
- Why were the movements more "regional" in nature rather than national?
- What role did music have in telling the narratives of the Black Power and Civil Rights movements?
- What were the differences and similarities between the Civil Rights and Black power movements in America to those movements across the African Diaspora
- What are the current movements taking place in America and Globally? How do they compare with those in the 1960's?
- How did the perseverance and contribution of the Lacks family improve the healthcare system in America on a micro and macro level?
- How did Shirley Chisholm's race pave the way for women and people of of color in politics?

Objectives

Students will know:

- The ideas, achievements and advancements brought forth due to the Civil Rights, Desegregation and Black Power movements in America.
- The Organizations that led movements including the SCLC, SNCC, The Black Panther Party and Nation of Islam
- The diversity of the Movement of Black Lives Matter.
- How all Black movements were diversified in class and culture.
- How Henrietta Lacks immortal cells laid the groundwork for the biggest medical advancements in human history.
- Who Black leaders beyond MLK and Malcolm X were with a focus on Huey Newton, Fred Hampton, Angela Davis, Kenneth Gibson, and Shirley Chisholm.

Students will be able to:

- Analyze, Discuss, Debate and compare and contrast with the Negritude Movement in Africa, Anti-Apartheid Movement in South Africa, and Pan Africanism Globally.
- Assess the current social, economic, political, educational and cultural state of affairs in America and determine what efforts are needed to advance human rights and civil rights issues

- Analyze how and why movements that once were predominantly African or African American have become more diversified.
- Discuss in detail how technology is the new form of Social Activism and how it has been effective

Resources

Text:

- Let Nobody Turn Us Around: An African American Anthology by Manning Marable
- Angela Davis: An Autobiography
- Black Power by Kwame Ture
- Souls of Black Folk by W.E.B. Du Bois
- “Atlanta Compromise” Speech by Booker T. Washinton
- Select Writings and Speeches by Marcus Garvey by Bob Blaisdell

Suggested Resources:

- James Baldin: I Am Not Your Negro Documentary
- The Vanguard PBS Documentary
- Chisholm 72’ – Unbought & Unbossed Documentary

UNIT 7:

Summary and Rationale	
How have the Black youth made a difference and led in society?	
Students will evaluate information from numerous sources in order to assess the ways in which young people have contributed to change and their impact on societal developments in local, state, and larger contexts in this unit.	
Recommended Pacing	
Week 1: Young Activists in the World Today Week 2: Freedom Writers & Hip Hop Artists Week 3: Athletes Use Their Voices Week 4: The Power of Controlling Your Own Narrative	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.HistoryCC.3.a:	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
6.1.12.CivicsPD.16.a:	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
6.1.12.EconNE.16.b:	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.1.12.HistoryUP.16.a:	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
6.1.12.HistoryCC.16.b:	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Instructional Focus	
Unit Enduring Understandings	

- Students will understand the impact and importance of controlling one’s narrative.
- Students will be able to identify contemporary activists and analyze their impact and effectiveness in today’s society.
- Students will be able to identify the importance of cultural identity that is gained from Historical Black Institutions.
- Students will be able to evaluate how African American organizations and professionals have evolved from aims of inclusion to proactive participants in equity, equality, and the defying of longstanding cultural stereotypes.
- Students will be able to analyze and determine the elements and factors that has increased the growth of African American leaders and wealth class.

Unit Essential Questions

- What is the fundamental difference in the ways African American narratives are presented when told through an African American lens?
- What are the factors that brought about the growth of a Black wealth class and culture? What are the elements of that culture?
- How can the Black wealth culture set a blueprint for others to follow?
- How have African American Professional organizations advanced African American communities?
- What is next in the advancements and achievements of the African American community in the 21st Century?
- Who creates change?
- Where does change come from?
- How does change happen?
- What are some of the similarities we notice between current activists today?
- What tools and strategies do the current activists and professionals use to create awareness and affect change?
-

Objectives

Students will know:

- How African Americans have taken control of their narratives in the areas of film, art and music.
- The historical and current impact of Historically Black Colleges and Institutions.
- The historical and current impact of African American Fraternities and Sororities and the rise of Black Professional Organizations such as BLSA, NDA, NSBE, Boule’, NBLA.
- The rise of Non-Profit and Philanthropic institutions and organizations
- The modern day Black middle- and upper-class culture.
- How African American professionals and students are going beyond America to build cultural, social, economic, political and educational bridges with people of Africa descent from other countries and African Countries.

Students will be able to:

- Discuss and analyze how this control has impacted the perceptions and images of African Americans on screen, music art and in reality
- Compare and contrast Black students at HBCU’s with the Black experience of students attending predominantly white institutions
- Understand the opportunities that Professional African American organizations can provide students today in advancing in life and careers
- Discuss and determine what form of service-based initiatives and organizations are needed today to advance African American issues

- Analyze the factors and elements that make up the Black middle and upper-class culture and compare and contrast their trajectory with that of the African American population that faces socio economic challenges.
- Detail educational, economic, political, social and cultural opportunities through exchanges with people of African descent from other countries.
- Analyze growth and expansion of African American leadership, imagery and influence.
- Compare and contrast the African American leadership to modern leaders throughout the African Diaspora.

Resources

Text:

- *Between the World and Me* by Ta-Nehisi Coates
- *The New Jim Crow* by Michelle Alexander
- *The Color of Law* by Richard Rothstein
- *No More Lies* by Dick Gregory
- *Autobiography of Malcolm X* by Alex Haley
- “The Dangers of A Single Story Narrative”, Ted Talk

Suggested Resources:

- *The Kalief Browder Story* (Netflix)
- *The 13th* Documentary by Ava Duvernay

UNIT 8:

Summary and Rationale	
How has Black History influenced our local history?	
Students will learn about the Black community's impact on both local and national events in this unit. Students will conduct research and analysis on some aspects of our local Tri-State history.	
Recommended Pacing	
Week 1: Field Trip Week 2: Black Organization of Students at RU Week 3: Black Historical People, Places, and Events in NJ Week 4: Final Project Presentations	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.GeoPP.14.b:	Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
6.1.12.EconEM.14.a:	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Instructional Focus	
Unit Enduring Understandings	

Students will be able to identify local history, people, and events that influenced the state, nation, and/or the world.
Students will be able to analyze the cause and effect of the BOS Conklin Takeover on NJ colleges and regional urban renewal.
Students will be able to apply the content and knowledge obtained during AAE to develop and present a plan for social awareness/advancement.

Unit Essential Questions

What effects did urban renewal have on black communities in North and Central Jersey?
How did all collegiate students benefit from the activism of BOS?
How can students contribute to social awareness and social advancement?

Objectives

Students will know:

- How to write a well-thought-out answer that includes their own conclusions and takeaways about the Compelling Question.
- The contributions of local and regional organizations and groups such as BOS.
- The effects of urban renewal on black and brown communities.
- How to choose the right media for their intended audience and purpose, and their decision will vary within each topic taught in the course.
- How Black History has affected their own state's history.

Students will be able to:

- Develop a well-thought-out answer that gives a student's own conclusions and takeaways around the main topics after considerable investigation, exploration, and discussion,
- Choose the right media for their intended audience and purpose, and their decision will vary within each topic taught in the course.
- Conduct study on black history in their own localities. Students will be able to explain the shifting variety as well as the explicit and implicit response.
- Decide how the community continues to evolve in a positive way in response to increasing demographics and diversity.

Resources

Text:

- *Five Days of Unrest and Shaped and Haunted Newark*, by Rick Rojas NY Times, 2017
- *Newark Experience: 1969: The Conklin Hall Takeover*, RU Research Guides
- *The Southern Most Ivy: Princeton*
- By Stefan Bradley

Suggested Resources:

Guest Speaker