



# PISCATAWAY TOWNSHIP SCHOOLS

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**Content Area:** AP African American Studies

**Grade Span:** 11<sup>th</sup> – 12<sup>th</sup>

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## COURSE OVERVIEW

### Description

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. AP African American Studies is designed to be the equivalent of an introductory college or university course in African American Studies and related courses, including Africana Studies, African Diaspora Studies, and Black Studies.

### Goals

Throughout this course, students will learn to:

- Apply lenses from multiple disciplines to evaluate key concepts, historical developments, and processes that have shaped Black experiences and debates within the field of African American studies.
- Identify connections between Black communities in the United States and the broader African diaspora in the past and present.
- Compare and analyze a range of perspectives about the movements, approaches, organizations, and key figures involved in freedom movements, as expressed in text-based, data, and visual sources.
- Demonstrate understanding of the diversity and complexity of African societies and their global connections before the emergence of transatlantic slavery.
- Evaluate the political, historical, aesthetic, and transnational contexts of major social movements.
- Develop a broad understanding of the many strategies African American communities have employed to represent themselves authentically, promote advancement, and combat the effects of inequality.
- Identify major themes that inform literary and artistic traditions of the African diaspora.

### Scope and Sequence

Unit	Topic	Length
1	Origins of the African Diaspora	5 Weeks
2	Freedom, Enslavement, and Resistance	8 Weeks
3	The Practice of Freedom	5 Weeks
4	Movements and Debates	7 Weeks

### Resources

**Core Text:**

Freedom on My Mind: A History of African Americans, with Documents Third Edition by Deborah Gray White, Mia Bay, and Waldo E. Martin Jr., 2020.

## UNIT 1: Origins of the African Diaspora

<b>Summary and Rationale</b>	
<p>Unit 1 investigates the evolution of beliefs about Africa's history and the continent's continuous engagement with African diaspora populations. Africa is the ancestral home of African Americans and the cradle of humanity. Early African societies influenced subjects such as the arts, architecture, technology, politics, religion, and music. These breakthroughs are essential to the long history that shapes African American experiences and identities. Interdisciplinary research in African American studies dispels ideas of Africa as a region with an undocumented or unknown history, confirming early Africa as a diversified continent with sophisticated societies that were globally connected even before the Atlantic slave trade.</p>	
<b>Recommended Pacing</b>	
5 Weeks	
<b>State Standards</b>	
<b>Standard</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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 to address a question or solve a problem.
NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.
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.
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.

### Instructional Focus

#### Unit Enduring Understandings

- 1.1 What Is African American Studies?
- 1.2 The African Continent: A Varied Landscape
- 1.3 Population Growth and Ethnolinguistic Diversity
- 1.4 Ancestral Africa: Ancient Societies and African American Studies
- 1.5 The Sudanic Empires
- 1.6 Global Visions of the Mali Empire
- 1.7 Learning Traditions
- 1.8 Indigenous Cosmologies and Religious Syncretism
- 1.9 South Africa: Great Zimbabwe
- 1.10 East Africa: Culture and Trade in the Swahili Coast
- 1.11 West Central Africa: The Kingdom of Kongo
- 1.12 Kinship and Political Leadership
- 1.13 Global Africans

#### Unit Essential Questions

- What is African American Studies?
- How does African American studies reframe misconceptions about early Africa and its relationship to people of African descent?
- How did Africa’s varied landscape impact patterns of settlement and trade between diverse cultural regions.?
- What were the contributions of the early West African Empires?
- What were the geographical, cultural, and political factors that contributed to the rise and fall of the African city-states?
- What practices in early West African societies were developed and carried forward in African descended communities in the Americas?
- How did the influence of gold and trade shape the political, economic, and religious development of the ancient West African empires of Ghana, Mali, and Songhai?

#### Objectives

##### Students will know:

- The features that characterize African American studies.
- The geographic features of the African continent.
- How the Bantu expansion affected the linguistic diversity of West and Central Africa and the genetic heritage of African Americans.
- The features of and goods produced by complex societies that emerged in ancient East and West Africa.
- The institutional and community-based models of education present in early West African societies.
- How the Kingdom of Kongo’s Christian culture influenced early generations of African Americans.

- How the function of kinship along with the varied roles women played in early West and Central African societies.
- The reasons why Africans went to Europe and Europeans went to Africa before the onset of the transatlantic slave trade.
- How early forms of enslaved labor by the Portuguese shaped slave-based economies in the Americas.

**Students will be able to:**

- Identify and explain a source’s claim(s), evidence, and reasoning.
- Identify and explain the context of a specific event, development, or process.
- Support a claim or argument using specific and relevant evidence.
- Formulate a defensible claim.
- Explain how course concepts, developments, and processes relate to the discipline of African American studies.
- Describe and draw conclusions from patterns, trends, and limitations in data, making connections to relevant course content.
- Describe the causes of Bantu expansion across the African continent.
- Identify and explain patterns, connections, or other relationships (causation, changes, continuities, comparison).
- Explain the connection between the Sudanic empires and early generations of African Americans.
- Explain how Mali’s wealth and power created opportunities for the empire to expand its reach to other societies within Africa and across the Mediterranean.
- Describe the function and importance of Great Zimbabwe’s stone architecture.
- Explain how the adoption of Christianity affected economic and religious aspects of the Kingdom of Kongo.
- Compare the political and military leadership of Queen Idia of Benin and Queen Njinga of Ndongo-Matamba.
- Describe the legacy of Queen Idia of Benin’s and Queen Njinga of Ndongo-Matamba’s leadership.

## Resources

**Core Text:**

- Freedom on My Mind: A History of African Americans, with Documents Third Edition by Deborah Gray White, Mia Bay, and Waldo E. Martin Jr., 2020.

**Suggested Resources:**

- Black Studies National Conference program, 1975
- *Medicine and Transportation* by Thelma Johnson Streat, 1942–1944
- “Outcast” by Claude McKay, 1922
- Map showing the major climate regions of Africa.
- Map showing the movement of Bantu people, languages, and technologies.
- Image of Aksumite coin showing King Ezana, c. 300–340.
- Image of Nok sculpture, c. 900 BCE–200 CE.
- Map of Africa’s kingdoms and empires.
- Catalan Atlas by Abraham Cresques, 1375.
- Image of Mali equestrian figure, 13th–15th century.
- “The Sunjata Story - Glimpse of a Mande Epic,” a griot performance of The Epic of Sundiata (video, 20:00).
- “Osain del Monte - Abbilona” (video, 4:00; from 36:00–40:00).

- Images of Great Zimbabwe’s walls and stone enclosures, 12th–15th century.
- Map showing Indian Ocean trade routes from the Swahili Coast.
- “Excerpt of letter from Nzinga Mbemba to Portuguese King João III,” 1526, World History Commons.
- Image of triple crucifix, 16th–19th century.
- Image of Illustration of Queen Njinga, 1754
- Image of Queen Mother Pendant Mask: Iyoba, 16th century
- Chafariz d’El Rey (The King’s Fountain), 1570–1580

## UNIT 2: Freedom, Enslavement, and Resistance

<b>Summary and Rationale</b>	
<p>Unit 2 investigates the concept of race and how it evolved in tandem with enslavement systems, affecting the establishment of racial classifications in the United States and having far-reaching consequences for African American families. Students will study how policies have impacted Black communities, as well as the many techniques employed by Black communities to achieve, oppose, and overcome these obstacles. Students will learn how culture practices among enslaved and free Afro-descendants took many forms and served social, spiritual, and political purposes. The unit also analyzes rebellions and resistance movements, such as the Haitian Revolution, with the learning goal of illustrating the techniques used by nineteenth-century Black activists to advocate for social justice and reform.</p>	
<b>Recommended Pacing</b>	
8 Weeks	
<b>State Standards</b>	
<b>Standard</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
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.

## Instructional Focus

### Unit Enduring Understandings

- 2.1 African Explorers in America
- 2.2 Departure Zones in Africa and the Slave Trade to the U.S.
- 2.3 Capture and the Impact of the Slave Trade on West African Societies
- 2.4 Architecture and Iconography of a Slave Ship
- 2.5 Resistance on Slave Ships
- 2.6 Slave Auctions
- 2.7 The Domestic Slave Trade and Forced Migration
- 2.8 Labor, Culture, and Economy
- 2.9 Slavery and American Law: Slave Codes and Landmark Cases
- 2.10 The Concept of Race and the Reproduction of Status
- 2.11 Faith and Song Among Free and Enslaved African Americans
- 2.12 Music, Art, and Creativity in African Diasporic Cultures
- 2.13 Black Pride, Identity, and the Question of Naming
- 2.14 The Stono Rebellion and Fort Mose
- 2.15 Legacies of the Haitian Revolution
- 2.16 Resistance and Revolts in the U.S.
- 2.17 Black Organizing in the North: Freedom, Women's Rights, and Education
- 2.18 Maroon Societies and Autonomous Black Communities
- 2.19 Diasporic Connections: Slavery and Freedom in Brazil
- 2.20 African Americans in Indigenous Territory
- 2.21 Emigration and Colonization
- 2.22 Anti-Emigrationism: Transatlantic Abolitionism and Belonging in America
- 2.23 Radical Resistance
- 2.24 Race to the Promised Land: Abolitionism and the Underground Railroad
- 2.25 Legacies of Courage in African American Art and Photography
- 2.26 Gender and Resistance in Slave Narratives
- 2.27 The Civil War and Black Communities
- 2.28 Freedom Days: Commemorating the Ongoing Struggle for Freedom

### Unit Essential Questions

- How did the distribution of distinct African ethnic groups during the era of slavery shape the development of African American communities in the U.S.?
- What events led to the abolition of legal enslavement in the United States?
- What were the economic effects of enslaved people's commodification and labor, within and outside of African American communities?
- What was the purpose of narratives written by formerly enslaved Africans and who were the key features?



- How did American law impact the lives and citizenship rights of enslaved and free African Americans between the 17<sup>th</sup> and 19<sup>th</sup> centuries?
- How did partus sequitur ventrem impact African American families and inform the emergence of racial taxonomies in the United States?
- How did slave codes develop in response to African Americans' resistance to slavery?
- What influence and musical innovations did enslaved Africans and their descendants contribute to the development of American music genres?
- What causes led to the shifts in the numbers of enslaved Africans in Brazil and the United States during the 19th century?
- How did 19th-century emigrationists aim to achieve the goal of Black freedom and self-determination?
- What techniques did Black women activists use to advocate for social justice and reform?
- Why is Black women's activism historically and culturally significant?
- How did the expansion of slavery in the U.S. South impact relations between Black and Indigenous peoples?
- What was the historical and cultural significance of the Haitian Revolution?
- What were African American soldiers' motivations for enlisting during the U.S. Civil War and the inequities they faced?
- How did Black soldiers' service impact Black communities during and after the U.S. Civil War?
- Why is Juneteenth historically and culturally significant?

## Objectives

### Students will know:

- The diverse roles Africans played during colonization of the Americas in the 16th century.
- The scale and geographic scope of the transatlantic slave trade.
- How the transatlantic slave trade destabilized West African societies.
- The methods by which Africans resisted their commodification and enslavement individually and collectively during the Middle Passage.
- How the rise in cotton as a cash crop drove the growth of the domestic slave trade in the United States and displaced enslaved African American families.
- How slave labor systems enabled the formation of African American musical and linguistic practices.
- The causes that led to the emergence and growth of African American faith traditions.
- How African Americans combined influences from African cultures with local sources to develop new musical and artistic forms of self-expression.
- What changing demographics and popular debates about African Americans' identity influenced the terms they used to identify themselves in the 19th century and beyond.
- The effects of the asylum offered by Spanish Florida to enslaved people in the 17<sup>th</sup> and 18th centuries.
- The daily forms of resistance demonstrated by enslaved people.
- The connections between enslaved resistance within the U.S. and political developments outside of the U.S.
- The enslaved and free African American men and women's contributions during the U.S. Civil War.
- How free Black people in the North and South organized to support their communities.
- The broader context of the abolitionist movement in which the Underground Railroad operated.
- The significance of Harriet Tubman's contributions to abolitionism and African Americans' pursuit of freedom.

**Students will be able to:**

- Explain the significance of the roles *ladinos* played as the first Africans to arrive in the territory that became the United States.
- Identify the primary slave trading zones in Africa from which Africans were forcibly taken.
- Describe the conditions of the three-part journey enslaved Africans endured during the slave trade.
- Describe the features of slave ship diagrams created during the era of the slave trade.
- Explain how abolitionists and Black artists have utilized slave ship diagrams during and since the era of slavery.
- Describe the nature of slave auctions in the 19th-century U.S. South.
- Explain how African American authors advanced the causes of abolition and equality in their writings about slave auctions.
- Describe the range and variety of specialized roles performed by enslaved people.
- Explain how racial concepts and classifications emerged alongside definitions of status.
- Explain the multiple functions and significance of spirituals.
- Explain the impacts of the Haitian Revolution on African diaspora communities and Black political thought.
- Describe the characteristics of maroon communities and the areas where they emerged across the African diaspora.
- Describe the purposes of maroon wars throughout the African diaspora.
- Describe features of the enslavement of Africans in Brazil.
- Explain how transatlantic abolitionism influenced anti-emigrationists' political views about the potential for African Americans belonging in American society.
- Describe the features of 19<sup>th</sup> century radical resistance strategies promoted by Black activists to demand change.
- Describe the role and scale of the Underground Railroad in providing freedom-seeking routes.
- Explain the significance of visual depictions of African American leaders in photography and art during and after the era of slavery.
- Explain how enslaved women used methods of resistance against sexual violence.
- Explain how gender impacted the genre and themes of slave narratives in the 19th century.
- Explain the impact of Black women's enslavement narratives on political movements in the 19th century.

**Resources****Core Text:**

- Freedom on My Mind: A History of African Americans, with Documents Third Edition by Deborah Gray White, Mia Bay, and Waldo E. Martin Jr., 2020.

**Suggested Resources:**

- Juan Garrido's petition, 1538
- Juan Garrido on a Spanish expedition, 16th century
- Departure zones and destinations of captive Africans, 1500-1900 CE.
- Map showing the regional origins of enslaved people forcibly transported to North America.
- Excerpt from The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus
- Vassa, the African. Written by Himself by Olaudah Equiano, 1789 (selection from chapter 2)
- "On Being Brought from Africa to America" by Phillis Wheatley, 1773
- Stowage of the British slave ship Brookes, early 19th century

- Stowage by Willie Cole, 1997
- Plea to the Jurisdiction of Cinquè and Others, 1839
- Sketches of the captive survivors from the Amistad trial, 1839
- Solomon Northup's description of the New Orleans Slave Market, 1841
- "The Slave Auction" by Frances Ellen Watkins Harper, 1854
- Map showing cotton expansion and the growth of slavery in the U.S. South
- Broadside for an auction of enslaved persons at the Charleston Courthouse, 1859
- Broadside advertising "Valuable Slaves at Auction" in New Orleans, 1859
- Rice fanner basket, c. 1863
- Excerpts from the South Carolina slave code, 1740
- Articles 1–10 from the Louisiana slave code, 1724
- Article 1, Section 2 and Article 4, Section 2 of the U.S. Constitution, 1787
- Excerpts from Dred Scott's plea and Chief Justice Roger B. Taney's opinion in Dred Scott v. Sanford, 1857
- Laws of Virginia, Act XII, General Assembly, 1662
- "Am I not a Woman and a Sister" from The Liberator, 1849
- My Bondage and My Freedom by Frederick Douglass, 1855
- Contemporary gospel performance of "Steal Away"
- Lyrics of "Steal Away," mid-19th century.
- Gourd head banjo, c. 1859
- Storage jar by David Drake, 1858
- Selections of letters written to newspapers from Call and Response, 1831–1841 (pp. 87–89, includes letters from various named and anonymous authors that were originally published between 1831 and 1841 including Freedom's Journal, The Liberator, The Colored American, and the Minutes of the Fifth Annual Convention for the Improvement of the Free People of Color in the United States)
- Letter from Governor of Florida to His Majesty, 1739
- Excerpt from an Account of the Stono Rebellion, 1739 (first paragraph)
- Fort Mose Artifacts, Florida Museum of Natural History
- Watercolor of Fort Mose, Florida Museum of Natural History
- The Preliminary Declaration from the Constitution of Haiti, 1805
- Frederick Douglass's lecture on Haiti at the Chicago World's Fair, 1893
- L'Ouverture, 1986, To Preserve Their Freedom, 1988, and Strategy, 1994, from The Life of Toussaint L'Ouverture series by Jacob Lawrence
- Letter from Thomas Jefferson to Rufus King, 1802
- "Why Sit Here and Die" by Maria W. Stewart, 1832
- Leonard Parkinson, a Captain of the Maroons, 1796
- Maroon War in Jamaica, 1834
- The Hunted Slaves by Richard Ansdell, 1862
- The Maroons in Ambush on the Dromilly Estate in the Parish of Trelawney, Jamaica by F.J. Bourgoïn, 1801
- Escravo Africano - Mina and Escrava Africano - Mina by José Christiano de Freitas Henriques Junior, 1864, [www.slaveryimages.org](http://www.slaveryimages.org)
- Festival of Our Lady of the Rosario, Rio de Janeiro, Brazil by Carlos Julião, c. 1770, [www.slaveryimages.org](http://www.slaveryimages.org)
- Arkansas Petition for Freedmen's Rights, 1869
- Abraham, a Black Seminole leader, 1863
- Gopher John, a Black Seminole leader and interpreter, 1863
- Diary entry recounting the capture of 41 Black Seminoles by Gen. Thomas Sidney Jesup, 1836

- The Condition, Elevation, Emigration, and Destiny of the Colored People of the United States, Politically Considered by Martin R. Delany, 1852
- “Emigration to Mexico” by “A Colored Female of Philadelphia,” The Liberator, 1832, from Call and Response
- “West India Emancipation” by Frederick Douglass, 1857
- “What to the Slave Is the Fourth of July’: Descendants Read Frederick Douglass’s Speech,” 2020 (video, 6:59)
- Appeal by David Walker, 1829
- “An Address to the Slaves of the United States” by Henry Highland Garnet, 1843
- Freedom on the Move: Rediscovering the Stories of Self-Liberating People
- Excerpt from Harriet, the Moses of Her People by Sarah H. Bradford, 1886 (p. 27–29)
- Harriet Tubman’s reflection in The Refugee by Benjamin Drew, 1856 (p. 30)
- I Go to Prepare a Place for You by Bisa Butler, 2021
- Photographs of Harriet Tubman throughout her life: carte-de-visite, 1868–1869; matte collodion print, 1871–1876; albumen print, c. 1908
- Excerpts from Incidents in the Life of a Slave Girl: Written by Herself by Harriet Jacobs, 1860 (sections V–VIII, XIV, XXI)
- Excerpt from The History of Mary Prince, a West Indian Slave by Mary Prince, 1831
- “The Colored Soldiers” by Paul Laurence Dunbar, 1895
- Civil War era photographs: Washerwoman for the Union Army in Richmond, VA, 1860s; or Photograph of Charles Remond Douglass, 1864
- General Order 3 issued by Maj. Gen. Gordon Granger, 1865
- Juneteenth celebration in Louisville, 2021
- Juneteenth celebration in West Philadelphia, 2019
- Juneteenth celebration in Galveston, 2021

## UNIT 3: The Practice of Freedom

<b>Summary and Rationale</b>	
<p>Unit 3 focuses primarily on Reconstruction, the expansion of Black institutions such as the UNIA, Historically Black Colleges and Universities, and the birth of the New Negro movement. This section investigates how Black women helped African Americans thrive during the rise and fall of Reconstruction. It also discusses the rise of Jim Crow and white supremacy ideology, as well as the historical figures of the Harlem Renaissance who created the groundwork for the political and social development that inspired the early civil rights movement.</p>	
<b>Recommended Pacing</b>	
5 Weeks	
<b>State Standards</b>	
<b>Standard</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.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.
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.
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.

### Instructional Focus

#### Unit Enduring Understandings

- 3.1 The Reconstruction Amendments
- 3.2 Social Life: Reuniting Black Families
- 3.3 Black Codes, Land, and Labor
- 3.4 The Defeat of Reconstruction
- 3.5 Disenfranchisement and Jim Crow Laws
- 3.6 White Supremacist Violence and the Red Summer
- 3.7 The Color Line and Double Consciousness in American Society
- 3.8 Uplift Ideologies
- 3.9 Lifting as We Climb: Black Women's Rights and Leadership
- 3.10 Black Organizations and Institutions
- 3.11 HBCUs and Black Education
- 3.12 The New Negro Movement and the Harlem Renaissance
- 3.13 Photography and Social Change
- 3.14 Envisioning Africa in Harlem Renaissance Poetry
- 3.15 The Birth of Black History
- 3.16 Genealogy of the Field of African American Studies
- 3.17 The Great Migration
- 3.18 Afro-Caribbean Migration
- 3.19 The Universal Negro Improvement Association

#### Unit Essential Questions

- How did the Reconstruction Amendments define standards of citizenship for African Americans?
- What were the effects of the Black codes and how did they undermine the ability of African Americans to advance after the abolition of slavery?
- Why were Reconstruction era reforms dismantled during the late 19th century?
- How did the introduction of Jim Crow laws impact African Americans after Reconstruction?
- How did the creation of HBCUs in the United States impact the educational and professional lives of African Americans nationally and internationally?
- Describe ways the New Negro movement emphasized self-definition, racial pride, and cultural innovation.
- How did African Americans use visual media in the 20<sup>th</sup> century to enact social change?
- In what ways did Black women promote the advancement of African Americans?
- What successes have African Americans made in promoting the economic stability and well-being of their communities in the early 20<sup>th</sup> century?

- What were the mission and methods of the Universal Negro Improvement Association (UNIA)?
- What were the causes and long-term effects of the Great Migration on Black communities and American culture?

## Objectives

### Students will know:

- How African Americans strengthened family bonds after abolition and the Civil War.
- How new labor practices impeded the ability of African Americans to advance economically after the abolition of slavery.
- The responses of African American writers and activists to racism and anti-Black violence during the Nadir.
- The causes of heightened racial violence in the early 20th century.
- How African Americans responded to white supremacist attacks in the early 20th century.
- Explain how W.E.B. Du Bois's groundbreaking text *The Souls of Black Folk* (1903) portrays Black humanity and the effects of
- The founding of historically Black colleges and universities (HBCUs) in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, including the role White philanthropists played.
- The strategies for racial uplift (or social advancement) proposed by African American writers, educators, and leaders at the turn of the 20th century.

### Students will be able to:

- Explain how Harlem Renaissance poets express their relationships to Africa in their poetry.
- Explain why New Negro renaissance writers, artists, and educators strove to research and disseminate Black history to Black students.
- Describe the development and aims of the Black intellectual tradition that predates the formal integration of African American studies into American colleges and universities in the mid-20<sup>th</sup> century.
- Explain the impact of the Great Migration on Black communities and American culture.
- Describe the reasons for the increase in Black Caribbean migration to the United States during the first half of the 20<sup>th</sup> century.
- Describe the effects of Afro-Caribbean migration to the U.S. in the early 20th century and the migration's effect on
- African American communities.
- Describe the impact of Marcus Garvey and the UNIA on political thought throughout the African diaspora.

## Resources

- The 13th, 14th, and 15th amendments to the U.S. Constitution, 1865, 1868, and 1870
- Engraved portrait of five African American legislators from Reconstruction Congresses, early 1880s
- Last Seen: Finding Family After Slavery Database
- Marriage Certificate with tintypes of Augustus L. Johnson and Malinda Murphy, 1874
- Picture postcard of a North Carolina Convict Camp, 1910
- Juvenile convicts at work in the fields, 1903
- Circular No. 8 from the Bureau of Refugees, Freedmen, and Abandoned Lands, 1866
- *Plessy v. Ferguson* Supreme Court ruling, 1896
- Segregated water fountains, n.d. Segregated restrooms, c. 1960
- Excerpt from *A Red Record* by Ida B. Wells-Barnett, 1895
- "If We Must Die" by Claude McKay, 1919
- Interactive map from *Visualizing the Red Summer*

- Photograph of destruction in Greenwood after the Tulsa Race Massacre, 1921
- Excerpts from *The Souls of Black Folk* by W.E.B. Du Bois, 1903
- “We Wear the Mask” by Paul Laurence Dunbar, 1895
- “The Atlanta Exposition Address” by Booker T. Washington, 1895
- “How the Sisters Are Hindered from Helping” by Nannie Helen Burroughs, 1900
- “Lift Every Voice and Sing” by James Weldon Johnson and J. Rosamond Johnson, 1900
- Excerpts from *A Voice from the South: By a Black Woman of the South* by Anna Julia Cooper, 1892
- Banner used by the Oklahoma Federation of Colored Women’s Clubs, c. 1924
- Advertisement for Madam C.J. Walker products, 1906–1950
- Photograph of a convention of Madam C.J. Walker agents at Villa Lewaro, 1924
- Clock used by the Citizens Savings and Trust Company, 1920–2013
- Jubilee Singers of Fisk University, 1875
- George Washington Carver with students in his laboratory at Tuskegee Institute, 1902
- Howard University class in nursing, 1915
- Omega Psi Phi members with baskets of canned food for charity, 1964
- Excerpt from *The New Negro: An Interpretation* by Alain Locke, 1925
- “The Negro Artist and the Racial Mountain” by Langston Hughes, 1926
- Images from W.E.B. Du Bois’ exhibit at the 1900 Paris Exposition
- Images from James Van Der Zee’s “Portfolio of Eighteen Photographs, 1905-38
- “Heritage” by Gwendolyn Bennett, 1922
- “Heritage” by Countee Cullen, 1925
- *The Mis-Education of the Negro* by Carter G. Woodson, 1933
- “The Negro Digs Up His History” by Arturo A. Schomburg, in *The New Negro: An Interpretation* edited by Alain Locke, 1925
- Anonymous letter beckoning African Americans to leave the South, 1920
- The Migration Series by Jacob Lawrence, 1940–1941
- Map of the Great Migration from 1916–1930
- “Restricted West Indian Immigration and the American Negro” by Wilfred A. Domingo, 1924
- “Address to the Second UNIA Convention” by Marcus Garvey, 1921
- Marcus Garvey at his desk, 1924
- Marcus Garvey in Harlem, 1924



## UNIT 4: Movements and Debates

<b>Summary and Rationale</b>	
<p>Unit 4 examines several significant civil rights organizations that united African Americans of all backgrounds and points of view in an effort to eliminate racial discrimination and inequality. It concentrates on the Black Freedom Movement of the twentieth century and how Black artists, particularly Afro-futurists, contributed to the fight for racial equality through various forms of expression. Students will learn how their contributions to the fight against inequality by African Americans reached a global audience and strengthened comparable efforts by Afro-descendants outside the United States. It concludes by emphasizing the global impact of African American inventions and scientific discoveries in agriculture, technology, medicine, science, and engineering.</p>	
<b>Recommended Pacing</b>	
7 Weeks	
<b>State Standards</b>	
<b>Standard</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
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.
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

- 4.1 The Négritude and Negrismo Movements
- 4.2 Discrimination, Segregation, and the Origins of the Civil Rights Movement
- 4.3 The G.I. Bill, Redlining, and Housing Discrimination
- 4.4 Major Civil Rights Organizations
- 4.5 Black Women's Leadership in the Civil Rights Movement
- 4.6 The Arts and the Politics of Freedom
- 4.7 Faith and the Sounds of the Civil Rights Movement
- 4.8 Diasporic Solidarity: African Americans and Decolonization in Africa
- 4.9 The Black Power Movement
- 4.10 The Black Panther Party
- 4.11 Black Is Beautiful and the Black Arts Movement
- 4.12 Black Women and Movements in the 20<sup>th</sup> Century
- 4.13 Overlapping Dimensions of Black Life
- 4.14 The Growth of the Black Middle Class
- 4.15 Black Political Gains
- 4.16 Demographic and Religious Diversity in Contemporary Black Communities
- 4.17 The Evolution of African American Music
- 4.18 Black Achievements in Science, Medicine, and Technology
- 4.19 Black Studies, Black Futures, and Afrofuturism

### Unit Essential Questions

- What were the long-term effects of housing discrimination on African Americans in the second half of the 20<sup>th</sup> century?
- What actions led to the major advances in Black federal political leadership in the late 20<sup>th</sup> and early 21<sup>st</sup> centuries?
- What were the successes and challenges of the nonviolent resistance strategies that mobilized the civil rights movement?
- How did civil rights activism in the mid-20<sup>th</sup> century lead to federal legislative achievements?
- What actions did Black women leaders take to further the goals of the major civil rights organizations?
- How did artists, performers, poets, and musicians of African descent use their work to advocate for racial equality and bring international attention to the Black Freedom movement?
- How did the Black Is Beautiful and Black Arts movements influence the development of African American studies and ethnic studies?
- What factor did changing social conditions and African-based musical elements play in the influence of the evolution of African American music in the U.S.?

- What contributions did African Americans' make in the arena of scientific and technological advancements?
- How has economic growth in Black communities been hindered and promoted in the second half of the 20<sup>th</sup> century?

### Objectives

#### Students will know:

- The context of and connections between the négritude and negrismo movements in the first half of the 20th century.
- Why proponents of négritude and negrismo critiqued colonialism.
- The enduring forms of segregation and discrimination in daily life that African Americans faced in the first half of the 20th century.
- The coalitions that developed between African Americans, Whites, and other groups to advance civil rights.
- How faith and music inspired African Americans to combat continued discrimination during the civil rights movement.
- Examples of diasporic solidarity that emerged between African Americans and Africans in the 20th century.
- The impact of diasporic solidarity between African Americans and Africans in the 20th and 21st centuries.
- How Black Freedom movement strategies transitioned from civil rights to Black Power.

#### Students will be able to:

- Explain how Black writers have articulated the overlapping dimensions of Black lived experiences.
- Explain how the Black Panther Party pursued political, economic, and social reforms in the 20th century.
- Explain how the Black Is Beautiful and Black Arts movements influenced Black culture in the 1960s and 1970s.
- Explain why many Black women became disillusioned with their roles in the fights for civil and women's rights.
- Describe the leadership, multiracial membership, and essential strategies of the major civil rights organizations.
- Describe the growth of Black political representation in American politics in the late 20th century.
- Explain how the African American population has grown and become more diverse since 2000.
- Explain how religion and faith have played dynamic social, educational, and community building roles in African American communities.
- Describe African Americans' contributions to American medical care, training, and medical advancements.
- Explain how the discipline of African American studies has contributed to interdisciplinary academic studies.

### Resources

#### Core Text:

Freedom on My Mind: A History of African Americans, with Documents Third Edition by Deborah Gray White, Mia Bay, and Waldo E. Martin Jr., 2020.

#### Suggested Resources:

- Les Fétiches by Loïs Mailou Jones, 1938
- The Jungle (La Jungla) by Wifredo Lam, 1943

- Wifredo Lam, 1978
- Lois Mailou Jones, 1990
- Map of “Black Cleveland in 1960: Education, Housing, and Unemployment” from Harambee City
- “Nonviolence and Racial Justice” by Martin Luther King Jr., 1957
- John Lewis and Colleagues, Prayer Demonstration at a Segregated Swimming Pool, Cairo, Illinois, 1962
- “The Revolution Is at Hand” by John Lewis, 1963
- “Bigger Than a Hamburger” by Ella Baker, 1960
- Student Nonviolent Coordinating Committee Founding Statement, 1960
- SNCC Position Paper: Women in the Movement, 1964
- Dorothy Height meets with President Lyndon Johnson at the White House, 1963
- Speech in St. Louis by Josephine Baker, 1952
- “Little Rock” by Nicolás Guillén, 1959
- “Original Faubus Fables” by Charles Mingus, 1960 (video)
- Why We Can’t Wait by Martin Luther King Jr., 1964
- “Can’t Turn Me Around” (video)
- Interview of Martin Luther King Jr. during visit to newly independent Ghana on invitation from Kwame Nkrumah, 1957
- Maya Angelou, Julian Mayfield, and others petition outside the U.S. Embassy in Accra, Ghana, 1963
- W.E.B. Du Bois receives the University of Ghana’s first honorary degree, 1963
- Malcolm X and Maya Angelou in Ghana, 1964
- Malcolm X with Nigerians in Harlem on the day Nigeria declared its independence, 1960
- “The Ballot or the Bullet” by Malcolm X, 1964
- Malcolm X and Martin Luther King after a press conference at the U.S. Capitol, 1964
- The Black Panther Party’s Ten-Point Program, 1966
- Black Panther Women in Oakland, CA, 1968
- Panther Free Food Program, 1972
- Negro es Bello II by Elizabeth Catlett, 1969
- “Kathleen Cleaver on Natural Hair,” 1968 (video)
- “Still I Rise” by Maya Angelou, 1978
- “What the Black Woman Thinks About Women’s Lib” by Toni Morrison, 1971
- “We’re the Only Colored People Here” by Gwendolyn Brooks, From Maud Martha, 1953
- “I am a Black Woman” by Mari Evans, 1970
- Charts on the Black middle class (e.g., where the Black middle-class lives, occupations, home ownership) from Brookings Institution report by Andre M. Perry and Carl Romer, 2020
- Colin Powell and Barack Obama at an education roundtable, 2011
- Excerpt from Condoleezza Rice’s speech at the RNC, 2012
- “The Growing Diversity of Black America” by Christine Tamir, 2021
- “Young Black Adults Less Protestant than Their Elders,” Pew Research Center, 2021
- “The Evolution of African American Music” by Portia Maultsby, in Africanisms in African American Music, 1980
- Mary Jackson at work, 1977
- Mae Jemison works at zero gravity, 1992
- “Let’s Talk about ‘Black Panther’ and Afrofuturism” (video)
- Poster for the film Space Is the Place, c. 1974