

APPENDIX V – 152

2016-17 TUSD Curriculum Map: 11<sup>th</sup> Grade US History, African American Perspective

QUARTER 1	TOPIC: REVOLUTIONARY WAR AND FOUNDATION OF GOVERNMENT
<p><b>Themes:</b></p> <p>Migration</p> <ul style="list-style-type: none"> <li>• People have migrated to, from, and within North America for thousands of years.</li> <li>• Internal migration and patterns of settlement in what would become the United States widely affected American life.</li> </ul> <p>Politics and Power</p> <ul style="list-style-type: none"> <li>• Different political and social groups compete for influence over society and government</li> <li>• Americans have long argued over the values that guide the political system as well as their beliefs about who should be allowed to participate in the political process.</li> <li>• Technology—the application of scientific knowledge for practical purposes—has political implications.</li> <li>• As different systems of labor developed in North America and the United States, each system affected workers’ lives and their societies in different ways.</li> </ul>	
ESSENTIAL QUESTIONS:	ANTI-BIAS FRAMEWORK GRADE LEVEL OUTCOMES:
<ul style="list-style-type: none"> <li>• How did exploration and colonization lead to change?</li> <li>• In what ways did African Americans contribute to the American Revolution?</li> <li>• How did the concepts of “freedom” and “independence” differ among racial groups and social classes in post-colonial America?</li> </ul>	<p><b>JU.9-12.11</b>—I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.</p> <p><b>JU.9-12.12</b>—I can recognize, describe and distinguish unfairness &amp; injustice at different levels of society.</p> <p><b>AC.9-12.16</b>—I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias</p>
TARGET CONTENT STANDARDS	TARGET LITERACY STANDARDS
<p><b>Concept 2: Early Civilizations</b></p> <p><b>PO 1.</b> Describe Prehistoric Cultures of the North American continent, including Paleo-Indians (Clovis, Folsom, and Plano); Moundbuilders (Adena, Hopewell, and Mississippian); Southwestern (Mogollon, Hohokam, and Ancestral Puebloans-Anasazi); and Mesoamerican (Olmec and Toltec)</p> <p><b>Concept 3: Exploration and Colonization</b></p> <p><b>PO 1:</b> Review the reciprocal impact resulting from early European contact with indigenous peoples, including conversion attempts, land disputes, trade, spread of disease, partnerships, corn and other foods, and forms of government (Iroquois Confederacy, matriarchal leadership, democratic influence)</p> <p><b>Concept 4: Revolution and the New Nation</b></p> <p><b>PO 3:</b> Describe the significance of major events in the Revolutionary War: Lexington &amp; Concord, Bunker Hill, Saratoga, Yorktown, the writing and ratification of the Declaration of Independence</p> <p><b>PO 4:</b> Analyze the influences that helped shape the new national government: the Iroquois Confederation &amp; Albany Plan of Union, Articles of Confederation, Constitutional Convention, struggles over Constitutional ratification, and the creation of the Bill of Rights</p> <p><b>PO 6:</b> Examine the experiences and perspectives of the following groups in the new nation: property owners, African Americans, women, Native Americans, and indentured servants</p>	<p><b>Reading</b></p> <p><b>RH.1:</b> Cite specific textual evidence to support analysis of primary &amp; secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>RH.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>RH.6:</b> Evaluate authors’ differing points of view on the same historical issue by assessing the authors’ claims, reasoning &amp; evidence.</p> <p><b>RH.7:</b> Integrate/evaluate multiple sources of information presented in diverse formats &amp; media (e.g., visually, quantitatively, and in words) in order to address a question or solve a problem.</p> <p><b>Writing</b></p> <p><b>WH.2:</b> Write informative or explanatory texts, including the narration of historical events.</p> <p><b>WH.3:</b> Summarize narrative accounts (e.g., diaries, stories, folk tales, and lyrics) encountered in their research.</p> <p><b>WH.4:</b> Produce clear, coherent writing in which the development, organization, and style are appropriate to task, purpose &amp; audience.</p> <p><b>WH.9 :</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>

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**QUARTER 1: CONSTANT CONTENT STANDARDS**

**Concept 1: Research Skills for History**

- PO 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.
- PO 2. Distinguish among dating methods yielding calendar ages: dendrochronology, radiocarbon, volcanic ash, and geologic time.
- PO 3. Formulate questions that can be answered by historical study and research.
- PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data.

**Concept 3: Exploration and Colonization**

- PO 2 Describe the reasons for colonization of America (religious freedom, desire for land, economic opportunity, and a new life).
- PO 3. Compare the characteristics of the New England, Middle, and Southern colonies, including their Colonial governments, geographic influences, resources, and economic systems, religious beliefs, and social patterns.
- PO 4. Describe the impact of key colonial figures (John Smith, William Penn, Roger Williams Anne Hutchinson, John Winthrop).

**Concept 4: Revolution and New Nation**

- PO 1. Assess the economic, political, and social reasons for the American Revolution, particularly British attempts to tax and regulate colonial trade as a result of the French and Indian War, and the colonists' resulting response through the Declaration of Independence
- PO 2. Analyze the effects of European involvement in the American Revolution on the outcome of the war
- PO 5. Examine the significance of the following in the formation of a new nation: the presidency of George Washington, economic policies of Alexander Hamilton, creation of political parties under Thomas Jefferson and Alexander Hamilton, establishment of the Supreme Court as a co-equal third branch under John Marshall (Marbury v. Madison).

**QUARTER 1: POSSIBLE PERFORMANCE ASSESSMENTS**

**Formative:**

- Write an expository essay: Discuss how the customs, economy, family life, and culture of African Americans developed under British colonialism.
- Ask students to imagine themselves as African Americans in 1776, hearing of the Declaration of Independence for the first time, and read aloud to them the second paragraph of the document. Now have them write an "authentic" response (based on their research about what life would have been like then) in the form of a speech, letter, or diary entry.
- Assume the role of a member of an interest group or a historic figure who was involved in the debate over the Constitution and its ratification and prepare an argument that represents the person's point of view in order to participate in mock constitutional debate.  
[http://www.inmotionaame.org/education/lesson.cfm;jsessionid=f830819631427225780756?migration=&id=1\\_004LP&bhcp=1](http://www.inmotionaame.org/education/lesson.cfm;jsessionid=f830819631427225780756?migration=&id=1_004LP&bhcp=1)
- Read excerpt from the Constitutional Debates: [http://avalon.law.yale.edu/18th\\_century/debates\\_822.asp](http://avalon.law.yale.edu/18th_century/debates_822.asp) and write a response in opposition to the proposed compromise over slavery.
- Analyze and debate the issue of slavery from the perspective of an assigned Framers of the Constitution using Madison's notes. Source: Go to activity at <http://teachingamericanhistory.org/lessonplans/act3/>

**Summative:**

Synthesize the information gathered from multiple sources to prepare to participate in a fishbowl discussion on the issue: *To what extent was colonial America a land of [choose one: opportunity, liberty, ordeal, and/or oppression]? Introduce a precise claim and select supporting documents that provide evidence to support your claim. Cite relevant and sufficient evidence from the historical documents.* [Fishbowl Discussion Guidelines.docx](#)

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**QUARTER 1—POSSIBLE ACTIVITIES AND READINGS**

**Critical Foundations**

- View and discuss the results of the Doll Test: <https://www.youtube.com/watch?v=tkpUyB2xgTM>
- Introduce the Three Levels of Consciousness-*Pedagogy of the Oppressed* Chapters 1 and 2
- Analyze historical events through the four lenses of oppression

**Exploration and Colonization**

- Use a jigsaw activity to explore how Africans lived in freedom before enslavement: assign students to one of five groups to read narratives from (1) Senegal, (2) Mali, (3) Ghana, (4) Benin or (5) Nigeria and have them read about the experience of capture and enslavement; then discuss the freedom video <http://nationalhumanitiescenter.org/pds/maai/freedom/freedom.htm>
- Assign students to small groups to discuss how life for African people was impacted by European contact using the readings as a reference.
- Read “African Americans in the British New World” at <http://www.ushistory.org/us/6.asp> and “West African Society at the Point of European Contact” at <http://www.ushistory.org/us/6a.asp>
- Ask students to discuss in small groups what new perspectives they gained about the African American experience through the above readings and the jigsaw activity.
- Analyze the impact of European colonization on African Americans as portrayed in the following video: <http://www.pbs.org/wnet/slavery/timeline/index.html>

**Revolution and the New Nation**

- Help students to understand how integral slavery was to our nation’s development by having them explore the transcripts for Episodes 1 and 2 in the series; “Slavery and the Making of America” <http://www.pbs.org/wnet/slavery/about/index.html> as preparation for an in-depth class discussion.
- Discuss the role of African Americans during the Revolutionary War and have students compare their portrayal in the textbook to that shown in these other sources: The First Black Regiment of Revolutionary War: <http://www.blackpast.org/aah/first-rhode-island-regimen> and Charters of Freedom [http://www.archives.gov/exhibits/charters/charters\\_of\\_freedom\\_5.html](http://www.archives.gov/exhibits/charters/charters_of_freedom_5.html)
- Explore the database of primary sources [http://www.pbs.org/wnet/slavery/memories/index\\_flash.html](http://www.pbs.org/wnet/slavery/memories/index_flash.html)
- View and discuss the Constitution and Slavery <http://www.crf-usa.org/black-history-month/the-constitution-and-slavery>
- Contrast the original draft of the Declaration of Independence to its final version and debate the pros and cons of the compromise made to the final version of the document. Deleted passage of Declaration of Independence: <http://www.blackpast.org/primary/declaration-independence-and-debate-over-slavery>
- Write an editorial or short broadside from an author in the free black community in Philadelphia that argues for support of either the British or the American cause or predicts the outcome of armed struggle between the British and the colonists or analyzes the promise of freedom offered by the British <http://edsitement.neh.gov/lesson-plan/taking-arms-and-challenge-slavery-revolutionary-era#sect-introduction>
- Show and discuss the video on the Revolution from the “For Love of Liberty” series: <http://www.ushistory.org/more/flol.htm>
- Review and discuss the documents in the “African American Soldiers in the American Revolution” website: <http://memory.loc.gov/ammem/aahtml/exhibit/aopart2b.html#02d> or Cato’s letter and petition to the Pennsylvania Assembly <http://www.pbs.org/wgbh/aia/part2/2h73.html><http://edsitement.neh.gov/curriculum-unit/competing-voices-civil-rights-movement>
- Read and discuss the following essays on the Constitution and slavery <http://www.crf-usa.org/black-history-month/the-constitution-and-slavery> and at [http://www.digitalhistory.uh.edu/active\\_learning/explorations/revolution/revolution\\_slavery.cfm](http://www.digitalhistory.uh.edu/active_learning/explorations/revolution/revolution_slavery.cfm)

**Other Teacher Resources**

- Timeline of significant events: <http://www.blackpast.org/timelines/african-american-history-timeline-1700-1800>
- Civil Rights TimeLine: <http://www.ushistory.org/more/timeline.htm> from 1472-1791
- Bradshaw Foundation “Journey of Mankind” material: <http://bradshawfoundation.com/journey/>

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<b>QUARTER 2</b>	<b>TOPIC: CONFLICT &amp; RESISTANCE</b>
<p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>Americans have long argued over the values that guide the political system as well as who is a part of the political process</li> <li>Political parties, ideas, beliefs, institutions, and alignments have greatly impacted African Americans</li> <li>Religious groups and ideas have played a significant role in American society and political life.</li> </ul>	
<b>ESSENTIAL QUESTIONS:</b>	<b>ANTI-BIAS FRAMEWORK GRADE LEVEL OUTCOMES</b>
<ul style="list-style-type: none"> <li>How has war historically united but also fragmented Americans?</li> <li>What are some of the larger sociopolitical and economic factors that promote conflict and resistance?</li> <li>In what ways have military conflicts affected the struggle for a more just and inclusive society?</li> <li>How have some communities been systematically marginalized in the United States, and how have those communities been affected by that marginalization?</li> </ul>	<p><b>JU.9-12.11</b> - I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.</p> <p><b>JU.9-12.13</b>- I can explain the short &amp; long-term impact of biased words &amp; behaviors &amp; unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity.</p> <p><b>JU.9-12.15</b>- I can identify figures, groups, events and a variety of strategies and philosophers relevant to the history of social justice around the world.</p> <p><b>AC.9-12.17</b> – I take responsibility for standing up to exclusion, prejudice and injustice.</p> <p><b>AC.9-12.18</b> – I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.</p> <p><b>AC.9-12.20</b>- I will join with diverse people to plan and carry out collective action against exclusion, prejudice, and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.</p>
<b>TARGET CONTENT STANDARDS</b>	<b>TARGET LITERACY STANDARDS</b>
<p><b>Concept 1: Research Skills for History</b>  <b>PO 5.</b> Evaluate primary and secondary sources for authors’ main points, purpose and perspective, facts vs. opinions, different points of view on the same historical event (such as a geographical perspective vs.an economic perspective), credibility and validity</p> <p><b>Concept 5: Westward Expansion</b>  <b>PO 1</b> Trace the growth of the American nation during the period of western expansion: Northwest Territory, Louisiana Territory, Florida, Texas, Oregon Country, Mexican Cession, Gadsden Purchase, Alaska  <b>PO 4</b> Describe the impact of European-American expansion on native peoples.</p> <p><b>Concept 6: Civil War and Reconstruction</b>  <b>PO 1</b> Explain the economic, social, and political causes of the Civil War, including economic and social differences between the North, South, and West; the balance of power in the Senate (e.g., Missouri and 1850 Compromises); the extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act); role of abolitionists (e.g., Frederick Douglass and John Brown); the debate over popular sovereignty/states rights; and the Presidential election of 1860  <b>PO 3</b> Analyze immediate and long term effects of Reconstruction in post Civil War America, including the various plans for reconstruction of the South, Lincoln’s assassination, Johnson’s impeachment, Thirteenth, Fourteenth and Fifteenth Amendment, and resistance to and end of Reconstruction (e.g., Jim Crow laws, KKK, Compromise of 1877)</p>	<p><b>Reading</b>  <b>RH.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  <b>RH.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  <b>RH.5:</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.  <b>RH.6:</b> Evaluate authors’ differing points of view on the same historical issue by assessing the authors’ claims, reasoning &amp; evidence.  <b>RH.7:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>Writing</b>  <b>WHST.1:</b> Write arguments focused on discipline-specific content.  <b>WHST. 4:</b> Produce clear, coherent writing in which the development, organization, and style are appropriate to task, purpose &amp; audience.  <b>WHST.9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>

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**QUARTER 2: ADDITIONAL CONTENT STANDARDS**

**Concept 5: Westward Expansion**

**PO 2.** Analyze how the following events affected the political transformation of the developing nation: Jefferson’s Presidency, War of 1812, Jackson’s Presidency

**PO 3** Identify how economic incentives and geography influenced early American explorations by such explorers as Lewis and Clark, Pike, Fremont; and by fur traders ; miners, and missionaries

**PO 5** Describe the impact of various aspects of the Industrial Revolution on the US, including transportation improvements (railroads, canals, steamboats), factory system manufacturing, urbanization & inventions (telegraph, cotton gin, interchangeable parts)

**Concept 6: Civil War and Reconstruction**

**PO 2** Analyze various aspects of the Civil War, including changes in technology, importance of resources, turning points, military and civilian leaders, effect of the Emancipation Proclamation, and the effect on the civilian populations

**QUARTER 2: POSSIBLE PERFORMANCE ASSESSMENTS**

**Formative Assessments:**

- Westward Expansion—Discuss the impact of the Dred Scott decision on; slaves, African Americans, abolitionists, states’ rights, Missouri Compromise. Use evidence and arguments from the discussion to write an editorial refuting or supporting the court’s decision.
- Challenge students to (1) examine a positive and negative representation of westward expansion, (2) find evidence of conflict and prejudice in the documents as well as evidence of cooperation and acceptance
- Civil War: Analyze and compare primary sources: Civil War letters, journals, and slave narratives to create gallery walk illustrating the role of African Americans in the Civil War and outline 2 days in the life of a soldier
- Argumentative Essay: Topic—“To what extent did the rhetoric of Abraham Lincoln expand the concept of American democracy and freedom?” Analyze Lincoln’s speeches and letters at: <http://www.abrahamlincolnonline.org/lincoln/speeches/speeches.htm> Investigate the topic; collect, generate, and evaluate evidence; and establish a position on the topic.
- Reconstruction: Participate in a Socratic Seminar to discuss: (1) To what extent was Reconstruction a revolution? (2) How did the experience of social and political upheaval of the Civil War influence the political and social climate during reconstruction? <https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/socratic-seminar>
- Emergence of Modern United States: Participate in a structured academic debate on the question: *If you could design a plan at the turn of the twentieth century, representing the best strategy for change, educational progress and race relations, what ideas from each leader’s speeches (Booker T. Washington and DuBois) and writings would you include?* <http://www.blackpast.org/classroom/structured-academic-debate-booker-t-washington-and-w-e-b-dubois>
- Students will synthesize readings on voting rights in order to participate in a Socratic seminar on the issue of voter ID laws and its impact on maintaining a democratic society. <https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/socratic-seminar>

**Summative Assessment:**

• Argumentative Essay: Given your study of Reconstruction in the US following the Civil War, support or refute the following statement: *“Laws are the most important factor in overcoming discrimination”*. Introduce a precise claim and develop it fully, citing relevant and sufficient evidence from historical documents.

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QUARTER 2—POSSIBLE ACTIVITIES AND READINGS

- **Westward Expansion:** Use the African American Migration Experience portal <http://www.inmotionaame.org/migrations/index.cfm> Analyze the migrations from late 1800s to today to determine the factors that prompted them, and read excerpt from Howard Zinn; “We Take Nothing by Conquest, Thank God” to determine the effect of Westward Expansion on the issue of slavery <http://www.historyisaweapon.com/defcon1/zinntak8.html>  
Explore “Westward Expansion: Encounters at a Cultural Crossroads” at: <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/westward/> Challenge students to (1) examine a positive and negative representation of westward expansion, (2) find evidence of conflict and prejudice in the documents as well as evidence of cooperation and acceptance.  
Sheg Indian Removal lesson <http://sheg.stanford.edu/indian-removal>  
NPR Indian Boarding Schools <http://www.npr.org/templates/story/story.php?storyId=16516865>  
Compare the Supreme Court decisions in the 1841 Amistad Case <http://www.archives.gov/education/lessons/amistad/> to the Supreme Court decision in the Dred Scott case of 1857 <http://www.loc.gov/rr/program/bib/ourdocs/DredScott.html>  
Dred Scott Court Case play <https://www.nps.gov/jeff/learn/education/upload/dred4.pdf>  
Read the “Dred Scott Decision and It’s Bitter Legacy” <http://www.gilderlehrman.org/history-by-era/slavery-and-anti-slavery/interactives/dred-scott-decision-and-its-bitter-legacy> and explain how the court’s decision gave both anti-slavery and pro-slavery activists an issue to rally around  
Analyze the image from John Gast, American Progress, 1872: <http://www.loc.gov/pictures/resource/ppmsca.09855/> and read John L. O’Sullivan on Manifest Destiny, 1839 at [http://www.pbs.org/keramexicanwar/resources/manifest\\_destiny\\_sullivan.html](http://www.pbs.org/keramexicanwar/resources/manifest_destiny_sullivan.html)
- **Civil War:** Analyze and compare primary sources: Civil War letters, journals, and slave narratives to create gallery walk illustrating major events of the era that refute the portrayal of the Civil War as white Northerners fighting against white Southerners, with African Americans waiting on the sidelines. Resources: <http://www.civilwar.org/education/history/primarysources/> <http://www.historynet.com/african-americans-in-the-civil-war> ; Resources from the African American Civil War Museum: <http://afroamcivilwar.org/education/education-resources.html>  
Buffalo Soldiers and Black Infantrymen: <http://www.archives.gov/publications/prologue/2001/spring/buffalo-soldiers.html> ; Fight for Equal Rights: Black Soldiers in the Civil War: <http://www.archives.gov/education/lessons/blacks-civil-war/>  
Emancipation Proclamation: Analyze the Emancipation Proclamation to discuss the issue: Does Abraham Lincoln deserve to be called the “Great Emancipator”? <http://www.civilwar.org/education/history/primarysources/emancipation.html> ; Review Fredrick Douglass online resources: <http://www.loc.gov/rr/program/bib/douglass/>  
Takaki Chapter 5  
Gates: Contraband (pages 124-125); Gates: Freedman’s Bureau (pages 144-147)  
White house Built by slaves [http://www.huffingtonpost.com/entry/michelle-obama-i-wake-up-each-day-in-a-house-built-by-slaves\\_us\\_5751d186e4b0ed593f1453fd](http://www.huffingtonpost.com/entry/michelle-obama-i-wake-up-each-day-in-a-house-built-by-slaves_us_5751d186e4b0ed593f1453fd)
- **Reconstruction:** Debate: to what extent was Reconstruction a revolution?- <http://www.archives.gov/legislative/resources/education/reconstruction/>  
Lessons and Primary Sources on Reconstruction: <http://investigatinghistory.ashp.cuny.edu/m6.html>  
Reconstruction Unit with lessons and primary sources: *The Reconstruction Era and the Fragility of Democracy*. [The Reconstruction Era and The Fragility of Democracy 2.pdf](#)  
WEB DuBois Black Reconstruction <http://ouleft.org/wp-content/uploads/2012/blackreconstruction.pdf>  
History Channel Aftershock <https://www.youtube.com/watch?v=ujqafFcAFds>; Explore the Anti-Slavery and Civil Rights TimeLine from 1846 <http://www.ushistory.org/more/timeline.htm>  
Review, “Timeline: A History of the Voting Rights Act <https://www.aclu.org/timeline-history-voting-rights-act>  
• **Emergence:** Compare the readings of Booker T. Washington and DuBois <http://www.blackpast.org/classroom/structured-academic-debate-booker-t-washington-and-w-e-b-dubois>  
Read essay, “Disfranchisement of African American voters in Virginia, 1901” <https://www.gilderlehrman.org/history-by-era/jim-crow-and-great-migration/resources/disfranchisement-african-american-voters-virgi> and compare to present-day laws that disfranchise voters at <http://www.tolerance.org/lesson/voting-rights-act-1965-and-beyond>  
Explore the site; African Americans in WWI <http://exhibitions.nypl.org/africanaage/essay-world-war-i.html> ask students to analyze selected photos from the image gallery using the photo analysis sheet at: <http://www.archives.gov/education/lessons/worksheets/photo.html>  
Investigate African American contributions in WWI: <http://www.pbs.org/opp/historydetectives/educators/lessonplan/african-american-history-honored-as-heroes/>

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QUARTER 3	TOPIC: SOCIAL MOVEMENTS
<p><b>Themes:</b></p> <p><b>Ideas, Beliefs, and Culture</b></p> <ul style="list-style-type: none"> <li>• The moral, philosophical, and cultural values of Americans have changed through the years.</li> <li>• The changes in moral, philosophical, and cultural values have significantly influenced government policies.</li> <li>• The development of new artistic, philosophical, and scientific ideas has helped to shape American society and its institutions.</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• New ideas about women’s rights and gender roles have dramatically affected society and politics.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Technology has prompted the development of new patterns of exchange, markets, and private enterprise.</li> <li>• Technological innovation has produced both positive and negative changes in economic development and society.</li> </ul>	
ESSENTIAL QUESTIONS:	ANTI-BIAS FRAMEWORK GRADE LEVEL OUTCOMES
<ul style="list-style-type: none"> <li>• Should the United States fight wars to make the world safe for democracy?</li> <li>• Is there such thing as a “good” war?</li> <li>• Should human rights and morality be the cornerstones of US foreign policy?</li> <li>• How have African American soldiers impacted the outcome of American wars?</li> </ul>	<p><b>JU.9-12.11</b> - I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.</p> <p><b>JU.9-12.12</b> - I can recognize, describe and distinguish unfairness and injustice at different levels of society.</p> <p><b>AC.9-12.17</b> - I take responsibility for standing up to exclusion, prejudice and injustice.</p> <p><b>AC.9-12.18</b> - I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.</p> <p><b>AC.9-12.19</b> - I stand up to exclusion, prejudice and discrimination, even when it’s not popular or easy or when no one else does.</p>
TARGET CONTENT STANDARDS	TARGET LITERACY STANDARDS
<p><b>Concept 1: Research Skills for History</b></p> <p><b>PO 6.</b> Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.</p> <p><b>Concept 7: Emergence of the Modern United States</b></p> <p><b>PO 3:</b> Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries: Indian Wars (e.g., Little Bighorn, Wounded Knee); Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War); Progressive Movement (e.g., Sixteenth through Nineteenth Amendments, child labor); Teddy Roosevelt (e.g., conservationism, Panama Canal, national parks, trust busting); corruption (e.g., Tammany Hall, spoils system); World War I (e.g., League of Nations, Isolationism); Red Scare/Socialism ; Populism.</p>	<p><b>Reading</b></p> <p><b>RH.5:</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>Writing</b></p> <p><b>WH.6:</b> Use technology—including the Internet—to produce, publish, and update individual or shared writing products.</p> <p><b>WH.7:</b> Conduct short and sustained research projects to answer a question or solve a problem.</p> <p><b>WH.9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>



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**QUARTER 3: ADDITIONAL CONTENT STANDARDS**

**Concept7: Emergence of the Modern United States**

**PO 1.** Analyze how the following aspects of industrialization transformed the American economy beginning in the late 19<sup>th</sup> century: mass production, monopolies and trusts (e.g., Robber Barons, Taft- Hartley Act), economic philosophies (e.g., laissez faire, Social Darwinism, free silver), labor movement (e.g., Bisbee Deportation), and trade

**PO 2.** Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries:

- a. Civil Rights issues (e.g., Women’s Suffrage Movement, Dawes Act, Indian schools, lynching, Plessy v. Ferguson)
- b. changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924)
- c. urbanization and social reform (e.g., health care, housing, food & nutrition, child labor laws)
- d. mass media (e.g., political cartoons, muckrakers, yellow journalism, radio)
- e. consumerism (e.g., advertising, standard of living, consumer credit)
- f. Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz, changed social mores)

**PO 4.** Analyze the effect of direct democracy (initiative, referendum, recall) on Arizona statehood.

**Concept 8: The Great Depression**

**PO 1:** Describe causes and consequences of the Great Depression, including the economic causes of the Depression (e.g., economic policies of 1920s, investment patterns and stock market crash); the Dust Bowl (e.g., environmental damage, internal migration); the effects on society (e.g., fragmentation of families, Hoovervilles, unemployment, business failure, breadlines); and the changes in expectations of government (e.g., New Deal programs).

**QUARTER 3: POSSIBLE PERFORMANCE ASSESSMENTS**

**Formative**

- Emergence
  - A.) Composing of an essay on the following question: “What has been the lasting legacy of the Harlem Renaissance?” The essay should focus on one aspect of the era – poetry, jazz, visual art, or music – and how it influences contemporary artists.
  - B.) Create a museum exhibit that synthesizes what they learned about the Harlem Renaissance and its impact on American culture <http://www.learnnc.org/lp/pages/629>
- Postwar
 

GRASPS: Using examples from the Civil Rights Movement from the 1950s and 1960s, students will write an editorial for the local newspaper stating the need for direct action when people’s civil rights are violated. [GRASP.pdf](#)

**Summative Assessment:**

A photo essay on the following topic: *Our nation’s long road to functioning as democratic country.* Students will synthesize the readings and primary source documents to present their understanding in a photo essay that includes: (1) a thesis in the form of a title, (2) 5-6 photographs that make both a visual and emotional/political/critical/intellectual statement, (3) a one-paragraph caption below each picture that connects the photo to the thesis.

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**QUARTER 3—POSSIBLE ACTIVITIES AND READINGS**

**Emergence**

- Discuss Immigration and exclusion of rights: *The Immigration Act of 1924* in relation to Jim Crow Laws <https://history.state.gov/milestones/1921-1936/immigration-act>
- Discuss the impact of the Harlem Renaissance <http://www.ushistory.org/us/46e.asp> [http://www.pbs.org/wnet/jimcrow/stories\\_events\\_harlem.html](http://www.pbs.org/wnet/jimcrow/stories_events_harlem.html)  
<http://exhibitions.nypl.org/africanaage/essay-renaissance.html>

**Progressive Era**

- Webquest: [http://www.somers.k12.ct.us/~pgoduti/progressive\\_erawebq.htm](http://www.somers.k12.ct.us/~pgoduti/progressive_erawebq.htm)
- Explore the role of African American women during the Progressive Era: <https://www.nwhm.org/online-exhibits/progressiveera/introprogressive.html> and <http://memory.loc.gov/ammem/index.html> Discuss; who were the notable women of this era and in what ways did they bring about positive change to their communities?

**Great Depression**

- Investigate the disparity of economic circumstances and opportunities for African Americans during the Great Depression and New Deal <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/race/>
- Essay: "Patriotism Crosses the Color Line: African Americans in WWII" <http://www.gilderlehrman.org/history-by-era/world-war-ii/essays/patriotism-crosses-color-line-african-americans-world-war-ii>
- Compare two Executive Orders issued by FDR during WWII: # 8802 <http://www.archives.gov/historical-docs/todays-doc/?dod-date=625> and #9066 <http://historymatters.gmu.edu/d/5154>
- Examine Truman's Executive Order 9981 <http://www.ourdocuments.gov/doc.php?flash=true&doc=84> and <http://www.trumanlibrary.org/9981.htm>

**Post War**

- Compare the Supreme Court's decisions in *Plessy vs. Ferguson* and *Brown vs. Board of Education* to analyze the courts' impact on African American rights and to understand the different interpretations of the Fourteenth Amendment found in each case. Students will analyze the principle of "equal protection" as decided in the case of *Plessy v. Ferguson* and the shift in interpretation of the "equal protection clause" as seen in the case of *Brown v. the Board of Education*.

**Civil Rights Era**

Documents: <http://www.pbs.org/wgbh/amex/eyesontheprize/sources/>; <http://www.gilderlehrman.org/history-now/2006-06/civil-rights-movement> ; <http://edsitement.neh.gov/curriculum-unit/competing-voices-civil-rights-movement>

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QUARTER 4	TOPIC: EXPANDING AMERICAN CONSCIOUSNESS
<p><b>Themes:</b></p> <p>Politics and Power</p> <ul style="list-style-type: none"> <li>• Popular movements, reform efforts, and activist groups have dramatically altered American society and its institutions.</li> </ul> <p>America and the World</p> <ul style="list-style-type: none"> <li>• Many different factors have influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas.</li> <li>• Historical events in North America and the United States have significantly impacted contemporary developments in the rest of the world.</li> </ul>	
ESSENTIAL QUESTIONS:	ANTI-BIAS FRAMEWORK GRADE LEVEL OUTCOMES
<ul style="list-style-type: none"> <li>• What are the best methods to create positive change in society?</li> <li>• To what extent have social movements expanded democracy for <b>all</b> Americans?</li> <li>• Did the civil rights movement of the 1960s effectively change the nation?</li> <li>• What shared beliefs have inspired social justice movements throughout history?</li> <li>• How successful was the civil rights movement of the 1960s and 1970s in achieving the mandates of the constitutional amendments of the 1860s and 1870?</li> </ul>	<p><b>JU.9-12.12</b> - I can recognize, describe and distinguish unfairness and injustice at different levels of society.</p> <p><b>JU.9-12.13</b>- I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.</p> <p><b>AC.9-12.17</b> I take responsibility for standing up to exclusion, prejudice and injustice.</p> <p><b>AC.9-12.19</b> - I stand up to exclusion, prejudice and discrimination, even when it's not popular or easy or when no one else does.</p> <p><b>AC.9-12.20</b> – I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.</p>
TARGET CONTENT STANDARDS	TARGET LITERACY STANDARDS
<p><b>Concept 1: Research Skills for History</b>  <b>PO 7.</b> Compare present events with past events, identifying causes &amp; effects, changes over time, and different points of view</p> <p><b>Concept 8: Great Depression and World War II</b>  <b>PO 2:</b> Describe the impact of American involvement in World War II, especially the movement away from isolationism, the recovery from the Great Depression, homefront transformations in the roles of women and minorities; Japanese, German, and Italian internments and POW camps; war mobilization ( e.g., Native American Code-Talkers, minority participation in military units, media portrayal); and the war's turning points, such as Pearl Harbor, D-Day, and Hiroshima/Nagasaki.</p> <p><b>Concept 9: Postwar United States</b>  <b>PO 1:</b> Analyze aspects of America's post World War II foreign policy, including international activism (e.g., Marshall Plan, United Nations, NATO); the Cold War (e.g., domino theory, containment, Korea, Vietnam); the Arms Race (e.g., Cuban Missile Crisis, SALT); and the development of the US into a superpower (e.g., political intervention and humanitarian efforts)</p>	<p><b>Reading</b>  <b>RH.4:</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.  <b>RH.8:</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.  <b>RH.9:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>Writing</b>  <b>WHST.8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

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**QUARTER 4: ADDITIONAL CONTENT STANDARDS**

**Concept 9: Postwar United States**

PO 2: Describe aspects of American post-World War II domestic policy, including McCarthyism, Civil Rights (e.g., Birmingham, 1964 Civil Rights Act, Voting Rights Act, Constitutional Amendments); Supreme Court Decisions (e.g., the Warren Burger Courts); Executive Power (e.g., War Powers Act, Watergate); social reforms Great Society and War on Poverty; the Space Race and technological developments such as computers, cell phones and the Internet.

PO 3: Describe aspects of post World War II American society, including postwar prosperity (e.g., growth of suburbs, baby boom, GI Bill); popular culture (e.g., conformity v. counter-culture, mass-media); protest movements (e.g., anti-war, women’s rights, civil rights, farm workers, César Chavez); assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X); and the shift to increased immigration from Latin America and Asia.

**Concept 10: Contemporary United States**

PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

PO 2. Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

PO 3. Describe how key political, social, environmental, and economic events of the late 20th & early 21st century (e.g., Watergate, OPEC/oil crisis, Central American wars/Iran-Contra, End of Cold War, 1<sup>st</sup> Gulf War, September 11) affected, and still affect, the US.

**QUARTER 4: POSSIBLE PERFORMANCE ASSESSMENTS**

**Formative:**

- GRASPS assignment: In the role of President Truman, prepare a speech to the American people where you explain the provisions of Executive Order 9981 and the rationale for desegregating the Armed Services. <http://opi.mt.gov/pdf/CurriculumGuides/Curriculum-Development-Guide/GRASP.pdf>
- Compose an explanatory essay analyzing the inconsistencies between Roosevelt’s two executive orders; #8802 and #9066, explaining how American democratic ideals and practices conflict.
- Prepare an informational flyer as one of Dr. Martin Luther King, Jr.’s advisors, announcing his April 14, 1967, speech “Beyond Vietnam: A Time to Break the Silence for the April 4, 1967 event. The flyer must contain information about: 1.) the situation in Vietnam; 2.) the connection between the war and civil rights; 3.) “Teaser” information regarding King’s speech that will convince people to show up and listen (as his advisor, you would know what the speech says beforehand) ; 4.) A quote from Dr. Martin Luther King, Jr. or another civil rights leader of the era; 5.) a visual image (this might be in comic book style, political cartoon style, or a standard drawing; 6.) accurate information regarding the date and place the speech would be held

**Summative:**

- Prepare a Document-Based Question (DBQ) chart in response to the question: *To what extent have the lives of US citizens been impacted by US involvement in world affairs?* Include 3 primary source documents (maps, charts artifacts, pictures, coins, carvings, architecture, letters, government documents, oral accounts, diaries, personal papers and **3 secondary source documents** that represents each military conflict and topic covered this quarter (6-9 documents total). For each document you must provide a summary and guiding question. Compose a sample answer to the question: *To what extent have the lives of US citizens been impacted by US involvement in world affairs?* <https://www.teachingchannel.org/videos/document-based-questions-lesson-nea>
- Social Justice Project as capstone project for Senior Year: Students prepare a presentation that 1.) defines the meaning of injustice; 2.) identifies a social injustice in their community; and 3.) details a possible resolution to the social injustice based on a synthesis of the knowledge gained in the course of researching and learning about the issue. (Teacher resource: <https://www.ijm.org/sites/default/files/IJM-Social-Justice-Curriculum-for-Public-Schools.pdf> )

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**QUARTER 4—POSSIBLE ACTIVITIES AND READINGS**

**WWII**

- A discussion based on SHEG Atomic Bomb video: <http://sheg.stanford.edu/atomic-bomb> and clips from the films “A Soldier’s Story” and “Redtails.”
- Readings from Takaki (pp. 350-359); and Zinn (pp. 404-405, 419, and 443-467)

**Postwar**

- An analysis of the impact of McCarthyism on African Americans. <http://zinnedproject.org/materials/scandalize-my-name-stories-from-the-blacklist/>, using a 60-minute documentary about the impact of the McCarthy era on African Americans in the film industry
- A close Reading of Martin Luther King’s “Beyond Vietnam Speech” [http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc\\_beyond\\_vietnam/](http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_beyond_vietnam/) using the document analysis sheet <documentanalysis.pdf>
- A written response to the exploration of the following databases:
  - “African Americans and the Vietnam War” Database <AfricanAmericansVietnam.pdf>
  - “What have been the role and effect of US foreign policies and actions in the Mid-East?” <http://www.pbs.org/wgbh/globalconnections/mideast/questions/uspolicy/>
  - “Terrorism and 9/11” <http://www.besthistorysites.net/index.php/modern-history/terrorism>
- A critique of the 2014 film *Selma*