



HS AFRICAN AMERICAN STUDIES CURRICULUM

Middle Township Public Schools

216 S. Main Street

Cape May Court House, NJ 08210

Born On Date: August 2018

Learning Objectives:

1. Students will be able to understand the origins and characteristics of African and African American culture.
2. Students will be able to understand the origins of African presence in American history through the Atlantic Slave Trade and engage in critical thinking about the Middle Passage and origins of racial attitudes and social structures that affected African American roles and society.
3. Students will be able to understand the origins of opposition to slavery in America, the influence of the Enlightenment on the rights and roles of African Americans in different American regions, and the influence of this thinking on African American society.
4. Students will be able to trace the effects of the Industrial Revolution on the production of cotton in America, and the effects of this on slavery and sectional attitudes leading to the "Second Middle Passage" and increased fervor for the abolition movement.
5. Students will be able to understand the role of abolitionism in the US Civil War and Reconstruction era, and the effect of competing attitudes about the rights and roles of African Americans on laws, public policy, and radicalization in the US and regional areas including the South.
6. Students will be able to understand the positive and negative effects of the Reconstruction era on the rights and roles of African Americans in different regions of the US, the causes for African American migrations in the US, and the ways African Americans overcame obstacles to their rights and progress leading to vibrant lifestyles and cultural characteristics that influenced African American society and American society overall.
7. Students will be able to understand the role of African Americans in US military conflicts during the late 19th and early 20th centuries, and evaluate the impact of the World Wars on the rights and roles of African Americans in US society.
8. Students will be able to understand African American challenges to disenfranchisement and white supremacy, manifesting in the roots of the civil rights movements (grassroots and activist movements) led by African Americans, and culminating with the larger Civil Rights Movement which garnered the support of the wider American population and US government in the 1950-60s.
9. Students will be able to understand the emergence of modern African American culture and challenges and strengths in national politics, and the participation and influence of African Americans in modern American political and social movements.
10. Students will be able to identify the characteristics of African American identity in the twenty-first century.

21st Century Skills
Creativity & Innovation
Critical Thinking
Communication
Collaboration
Life & Career Skills
Information Literacy
Media Literacy
Chronological Thinking
Spatial Thinking
Presentational Skills
Problem Solving
Decision Making

Technology Operations & Concepts Interdisciplinary Connections
● English Language Arts ● Science ● Technology ● Theater ● Character Education

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academic and technical skills
- CRP3. Attend to personal health and financial well-being
- CRP4. Communicate clearly and effectively with reason
- CRP5. Consider the environmental, social and economic impacts of decisions
- CRP6. Demonstrate creativity and innovation
- CRP7. Employ valid and reliable research strategies
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model integrity, ethical leadership, and effective management
- CRP10. Plan education and career paths aligned to personal goals
- CRP11. Use technology to enhance productivity
- CRP12. Work productively in teams while using cultural global competence

Lesson Objective and Essential Question	Instructional Materials	Assessments	Standards (NJCCCS)	Timing for Instruction
How did the history and geography of W. Africa shape the people who became the first African Americans?	Prentice-Hall "African American History" (Ch. 1) Geography and mapping of Africa National Geographic Video – "Kingdoms of West Africa" "Ananse and the Pot of Wisdom"	Reading Questions Chapter Test African Festival with original masks made by students	6.2.9-11 6.5.13-18 6.7.11-12	2 weeks
What did enslaved Africans endure on their long journey to the Americas on the Middle Passage?	Prentice-Hall "African American History" (Ch. 2) "Amistad" film clips re: Middle Passage "Roots" Episode 1 Film clips Diagrams and mapping – Atlantic Slave trade Primary Source reading – Olaudah Equiano "The African Americans Many Rivers to Cross" Episode 1 "The Root of the Problem" scholarly	Reading Questions Chapter Test Reflective Writing Critical Thinking Questions for Film and Reading	6.2.9-11 6.3.9-14 6.4.9, 12-13 6.5.13-18 6.6.11-16 6.7.11-12 6.8.13	1 week

	article by Orlando Patterson			
How did African American life change between the 16th to 18th centuries as a result of the plantation system and slavery?	Prentice-Hall "African American History" (Ch. 3) "African Americans Many Rivers to Cross Episode 1 "Roots" Episode 2	Reading Questions Compare and contrast slavery in northern colonies, Virginia colony and Low Country Compare and contrast African and African American cultures Chapter Test	6.2.9 6.3.9-14 6.4.9-13 6.5.13-18 6.6.11-16 6.8.17	1.5 weeks
What did the fight for American independence in the Enlightenment age mean for African Americans, and what were the effects of this era on the lives of black people in the early 19th century?	Prentice-Hall "African American History" (Ch. 4-5) Primary Source readings – Declaration of Independence and Constitution excerpts "African Americans Many Rivers to Cross" Ep. 2 (Mum Bett, Richard Allen) Primary source readings – Phillis Wheatley (poems; poem to King George) and Benjamin Banneker (letter to Thomas Jefferson)	Reading Questions Biopoem – Black Patriot David Drake ("Dave the Potter") storage jar – art analysis and reflective writing activity Chapter Test	6.2.9-10 6.3.9-14 6.4.9-13	1.5 weeks

How did the industrial revolution affect slavery and the lives of slaves, particularly in the deep South, in the early 19th century (1820-1861)?	Prentice-Hall "African American History" (Ch. 6) "African Americans Many Rivers to Cross" Ep. 2 (Cotton Kingdom) Primary Source Reading – Solomon Northrup's memoirs "Roots" Ep. 2 (Kunta Kintae escapes)	Reading Questions Underground Railroad Project Chapter Test	6.2.9-11 6.3.9-14 6.4.9-13 6.6.11-16	1 week
What were the characteristics of life for free African Americans in the antebellum era?	Prentice-Hall "African American History" (Ch. 7)	Reading Questions Chapter Test	6.2.9-11	1 week
What factors contributed to the rise of a radical anti-slavery movement in the early 19th century, and what were the characteristics of this movement?	Prentice-Hall "African American History" (Ch. 8-9) "African Americans Many Rivers to Cross" Ep. 2 excerpts Primary Source documents – Fugitive Slave Act (1850) and <u>Dred Scott</u> case "Uncle Tom's Cabin" excerpts	Reading Questions Analysis of applicable laws and acts of Congress on slavery and abolition movement Reading of selected chapters from "Uncle Tom's Cabin" Chapter Test	6.2.9-11 6.3.9-13 6.4.9-13	1.5 weeks
How did the Civil War lead to the end of slavery in the US, and	Prentice-Hall "African American History" (Ch. 10-11)	Reading Questions Civil War Honor Roll Chapter Test	6.2.9 6.3.12-14 6.4.13	1 week

what role did African Americans play in this?	Emancipation Proclamation 13 th , 14 th and 15 th Amendments to Constitution			
How did African American lives change (for better and worse) after the Civil War?	Prentice-Hall "African American History" (Ch. 12-13) "Roots" Ep. 6 "African Americans Many Rivers to Cross" Ep. 3	Reading Questions Chapter Test	6.3.13-14 6.4.9-13	1 week
How did Southern blacks respond to the challenges of living in the late 19th-century South and achieve successes in the early 20th century?	Prentice-Hall "African American History" (Ch. 14-16) Jim Crow primary source documents <u>Plessy v. Ferguson</u>	Reading Questions Spotlight Local History – George White "Lynching" Cooperative Learning and Reflective Writing project Compare and contrast Booker T. Washington and WEB DuBois Chapter Test	6.2.9-11 6.3.9-14 6.4.9-13	1.5 weeks
What was the effect of the 1920s and Great Depression on African Americans?	Prentice-Hall "African American History" (Ch. 17-18) Primary Source Readings - Langston Hughes "African Americans	Reading Questions Harlem Renaissance Project Chapter Test	6.2.9-11 6.3.9-14 6.4.9-13 6.8.13-15	1 week

	Many Rivers to Cross” Ep. 4 excerpts			
How did African Americans build cultural power in the 1930-40s?	Prentice-Hall “African American History” (Ch. 19-20) Jesse Owens “Open Letter to a Young Negro” “42” Film excerpts	Reading Questions Horace Pippin’s “Mr. Prejudice” analysis Chapter Test	6.2.9-11 6.3.9-14 6.4.9-13 6.6.11-16	1.5 weeks
How were the victories of the Civil Rights Movement achieved?	Prentice-Hall “African American History” (Ch. 21) “African Americans Many Rivers to Cross” Ep. 5 excerpts	Reading Questions <u>Brown v. Bd. Of Education</u> analysis Video Timeline of Civil Rights Movement (project) Chapter Test	6.2.9-11 6.3.9-14 6.4.9-13	1.5 weeks
How did the issues of Black Power and black separatism shape African American history between 1965-1980?	Prentice-Hall “African American History” (Ch. 22) Primary source readings – Malcolm X and Stokely Carmichael	Reading Questions Compare and Contrast Black Power and Black Panthers Chapter Test	6.2.9-11 6.3.9-14 6.4.9-13	1 week
What role did race play in politics between 1980-2004, and how has that shaped African American identity in the 21st century?	Prentice-Hall “African American History” (Ch. 23-24)	Reading Questions “Ferguson” to Kaepernick Round Table Discussion Chapter Test Final Project – Black History Month Spotlight presentation	6.2.9-11 6.3.9-14 6.4.9-13	1 week

African American Studies

Middle Township High School
Grade Level (9-12)
Dual Credit- Stockton University