

2022 - 2023, HS, African American History, Quarter 1

Students begin a comprehensive study of African American history from pre1619 to present day. The course complies [T.C.A. § 49-6-1006](#) on inclusion of Black history and culture. Historical documents are embedded in the course in compliance with [T.C.A. § 49-6-1011](#).

The Beginnings of Slavery and the Slave Trade - pre-1619

State Standards	Test Knowledge	Suggested Learning	Suggested Pacing
<p>AAH.01 Analyze the economic, political, and social reasons for focusing the slave trade on Africa, including the roles of: Africans, Europeans, and colonists.</p>	<p>The economic, political, and social reasons for colonization and why the slave trade focused on Africans.</p> <p>The role Africans, Europeans, and colonist played in the slave trade.</p>	<p>Analyze and discuss reasons for the focusing the slave trade on Africa, especially the natural resources, labor shortages, and religion.</p> <p>Analyze the motivations of Africans, Europeans, and colonists to participate in slave trading.</p>	<p>1 Week Introduction</p>
<p>AAH.02 Analyze the role of geography on the growth and development of slavery.</p>	<p>The geography of Africa including the Sahara, Sahel, Ethiopian Highlands, the savanna (e.g., Serengeti), rainforest, African Great Lakes, Atlantic Ocean, Mediterranean Sea, and Indian Ocean.</p> <p>The impact of Africa’s geography on the development of slavery.</p> <p>Identify the Igbo people.</p> <p>Comparisons of the Trans-Saharan vs Trans-Atlantic.</p> <p>The role of natural resources in the growth of enslavement of Africans.</p>	<p>Analyze various maps of Africa including trade routes, physical geography, major tribal location, and natural resources.</p> <p>Use Exploring Africa Website to understand previous uses of slavery and compare to European slave trade.</p> <p>Compare the practice of slavery between the internal African slave trade, slave trade in Europe during the Middle Ages, the enslavement of Europeans by the Ottoman Empire’s Devşirme System and the later chattel enslavement of Africans.</p>	<p>1 Week Deep Dive into African Geography</p>

<p>AAH.03 Assess the impact of the slave trade on West Africa and North American colonies.</p>	<p>Consequences of the slave trade on the different regions of West Africa.</p> <p>Consequences of the indentured servants/enslaved West Africans in Jamestown and the spread of slavery throughout the colonies.</p>	<p>Examine digital sources, as well as use of the textbook (chapter 2) to analyze and discuss the growth of slavery in the newly developed colonies as well as throughout Africa.</p>	<p>3 Days</p>
<p>AAH.04 Explain why the Middle Passage is considered to be one of the largest forced migrations in human history.</p>	<p>Effects of the Middle Passage on enslaved Africans, the conditions of their transportation across the Atlantic, and estimated migration numbers of affected people.</p> <p><u>VOCABULARY:</u></p> <ul style="list-style-type: none"> • Middle Passage • Tribalism • Equiano 	<p>Analyze primary and secondary sources to understand what the Middle Passage is and how it was used to transport enslaved Africans into the newly formed colonies.</p> <p>Use resources such as TED Talk “The Atlantic Slave Trade,” “Timeline of the Middle Passage.”</p>	<p>3 Days</p>
<p>African American Life Prior to the Civil War 1619-1860</p>			
<p>State Standard</p>	<p>Target Knowledge</p>	<p>Suggested Activity</p>	<p>Suggested Pacing</p>
<p>AAH.05 Analyze the economic, social, religious, and legal justifications for the establishment and continuation of slavery.</p>	<p>The contradictory economic, social, religious, and legal justification used for the establishment and continuation of enslavement.</p> <p>The approach by founding documents to address slavery.</p> <p>How lifelong enslavement was established in the American colonies by the enslavement of John Punch in 1640 by Anthony</p>	<p>Read and analyze contradictory justifications for slavery, such as:</p> <ul style="list-style-type: none"> • Original and final drafts of the Declaration of Independence. • Thomas Jefferson’s “Notes on VA” and correspondence with Benjamin Banneker. • Virginia and Massachusetts documents that legalize slavery. • Examine former slave John Anderson’s lawsuit to keep 	<p>3 Days</p>

	Johnson who himself was of African descent.	John Punch as a lifelong slave. Examine the chronological laws put in place for enslavement.	
AAH.06 Describe the varied experiences of free Blacks in colonial America.	How the lives of freed Blacks varied based on the region they were in and the ideas of birthright citizenship.	Explore the lives of Benjamin Banneker (MD), Phyllis Wheatly (MA), Equiano (SC) and Prince Hall (MA), and how their experiences varied based on region. Students create posters or multimedia to show the various experiences and share.	3 Days
AAH.07 Identify the various ways Africans in the United States resisted slavery as well as their ability to buy their freedom.	The various rebellions in the colonies and other forms of resistance. Knowledge of rebellion vs resistance. The methods which enable some enslaved Africans to buy their freedom.	Compare the various slave rebellions, such as: Nat Turner, Stono, Denmark Vesey, New York City Conspiracy (1741), Gabriel's Conspiracy (1800), and the German Coast Uprising of 1811 and their impact. Identify how rebellions are different from resistance using Gilder Lehrman "Slave Resistance" primary sources.	3 Days
AAH.08 Analyze the role slavery played in the development of nationalism and sectionalism, including the fugitive slave laws.	Correlate how slavery was strengthened in the South and weakened in the North by various economic and social differences within the colonies including the role of fugitive slave laws.	Compare actions taken by the government that leads to nationalism and sectionalism such as the Louisiana Purchase, cotton gin, Southern economies, Haitian Revolution, 3/5ths Compromise,	3 Days

		Northwest Ordinance, Abolitionist Movements, and other legislation.	
AAH.09 Assess the development of the abolitionist movement and its impact on slavery and the nation, including the efforts of: American Colonial Society, Frederick Douglass, Ralph Waldo Emerson, William Lloyd Garrison, Sojourner Truth, Harriet Tubman.	The various forms and impact of the abolition movements and leaders, including: <ul style="list-style-type: none"> • American Colonial Society • Frederick Douglass • Ralph Waldo Emerson • William Lloyd Garrison • Sojourner Truth • Harriet Tubman 	Compare assorted styles of abolitionism such as: the use of print media and passive vs. active abolitionism. Discuss David Walker’s quote: <i>“see your Declaration Americans! Do you understand your own language?”</i>	3 Days
AAH.10 Explain the Underground Railroad and assess its impact on slavery in the United States.	Relate how the Underground Railroad affected the institution of slavery from both opponent and proponent points of view.	Analyze the life and impact of Harriet Tubman and the Underground Railroad on slavery and attempts to escape, as well as how the South viewed supporters of the Railroad.	3 Days
AAH.11 Compare and contrast African American communities in the North and South, with emphasis on those in rural and urban areas.	Correlate how African American communities developed based on their geographical location.	In groups, students research characteristics of urban and rural communities that differ based on geographical locations such as: Mid-Atlantic, Chesapeake Bay regions, Southern Atlantic, New England, and Lower Mississippi Valley OR by state including South Carolina, Virginia, Maryland, Massachusetts, New York, Alabama, and Pennsylvania.	2 Days
AAH.12 Describe and analyze various experiences of African	The ways in which African American family units were	Read and analyze various accounts of events that directly impacted enslaved African	

American families in the Antebellum United States.	impacted by enslavement and compare to free Blacks.	American families such as: slave auctions, intentional separation of families, escape, and marriage. Analyze life for free Blacks in the South.	3 Days
AAH.13 Describe the development of African American institutions, such as religion, education, and benevolent organizations, during this era.	How African Americans built a community support system through churches, colleges, and other organizations. How these communities looked similar and different in the North v. the South.	Examine primary and secondary sources to depict changes from 1619-1860 in African American institutions such as: <ul style="list-style-type: none"> • religion • education • benevolent organizations 	3 Days
AAH.14 Identify and explain contributions to science and the arts from African Americans during this era.	The contributions to the arts and sciences made by African Americans prior to the Civil War.	Research an individual who contributed to the arts and sciences during this era such as: <ul style="list-style-type: none"> • Thomas Jennings • Benjamin Banneker • Phillis Wheatley • Joshua Johnson • Rebecca Cole • James Whitfield 	3 Days

2022 - 2023, HS, African American History, Quarter 2

Students continue their comprehensive study of African American history from pre1619 to present day. The course complies [T.C.A. § 49-6-1006](#) on inclusion of Black history and culture. Historical documents are embedded in the course in compliance with [T.C.A. § 49-6-1011](#)

African Americans during the Civil War and Reconstruction 1861-1890s

State Standards	Target Knowledge	Suggested Activity	Suggested Pacing
AAH.15 Describe President Abraham Lincoln's evolving views on slavery.	How Lincoln's views of slavery changed over time.	Analyze primary sources from Abraham Lincoln and trace any	

	<p>The Civil War impact on Lincoln’s view of slavery and his subsequent actions.</p>	<p>changes over time. Sources such as:</p> <ul style="list-style-type: none"> • Lincoln-Douglas Debate • A House Divided Speech • Letter to Stephens • First Inaugural Address • Emancipation Proclamation • Gettysburg Address • Second Inaugural Address 	<p>1 Day</p>
<p>AAH.16 Describe the changing status of slaves, freed slaves, and free Blacks during and after the Civil War.</p> <p>AAH.17 Identify and explain the roles of African American soldiers, spies, and slaves in the war effort in both the North and the South, including the 54th Massachusetts Regiment and the 13th U.S. Colored Troops.</p>	<p>How the lives of African Americans changed during and after the Civil War.</p> <p>The social and economic impacts of freedom after the Civil War.</p> <p>How African Americans contribute to the Civil War effort both on and off the battlefield including the roles of the 54th Massachusetts Regiment and the 13th U.S. Colored Troops.</p>	<p>Read and annotate a primary source and create a one pager that synthesizes the content and how it relates to the experiences of free or enslaved Blacks during and after the Civil War.</p> <p>View and compare video clips from the film <i>Glory</i> which depicts the experience of African American soldiers during the Civil War.</p>	<p>3 Days</p>
<p>AAH.18 Identify reasons for and effects of the 13th, 14th, and 15th Amendments on African Americans.</p>	<p>The motivations behind adding the 13th, 14th, and 15th Amendments to the Constitution.</p> <p>How the 13th, 14th, and 15th Amendments impacted the political, social, and economic lives of African Americans.</p>	<p>Close read of the 13th, 14th, 15th Amendments to break out all the components that impact the lives of African Americans.</p> <p>View and compare video clips from the film <i>13 or Slavery by Another Name</i> which depict the positive and negative impacts of the 13th Amendment on African Americans.</p>	<p>3 Days</p>

<p>AAH.19 Analyze the effects of Reconstruction on the legal, political, social, cultural, educational, and economic life of Freedmen.</p>	<p>How Reconstruction programs and policies, including the Freedmen’s Bureau impacted the lives of African Americans after the Civil War.</p>	<p>Using primary and secondary sources, create a chart that compares the legal, political, social, cultural, educational, and economic lives of Freedmen.</p>	<p>3 Days</p>
<p>AAH.20 Assess the successes and failures of Reconstruction as they relate to African Americans.</p>	<p>List and evaluate the successes and failures of Reconstruction including the abolishment of slavery, citizenship for freed slaves, and the development of poll taxes and Jim Crow laws.</p> <p>Correlate the rise and fall of African Americans in Tennessee’s General Assembly during Reconstruction including Sampson Keeble and Samuel McElwee.</p>	<p>Create a T-chart listing the successes and failures of Reconstruction.</p> <p>Research modern day connections to the successes and failures of Reconstruction such as:</p> <ul style="list-style-type: none"> • impacts of legislation and court decisions (Civil Rights Cases of 1883, Compromise of 1877, Mississippi Plan of 1875). • Historical Black Colleges and Universities (HBCUs) and identify some of the most prominent in Tennessee and in the U.S. • the political lives of Sampson Keeble and Samuel McElwee. <p>Analyze historical documents that evaluate whether Reconstruction had an overall positive or negative impact on African Americans.</p>	<p>3 Days</p>
<p>African American Life After Emancipation through World War I 1890s-1920s</p>			

State Standards	Target Knowledge	Suggested Activity	Suggested Pacing
<p>AAH.21 Assess the economic and social impact of Jim Crow laws on African Americans.</p>	<p>How Jim Crow laws impacted the economic and social opportunities for African Americans.</p> <p>Define <i>de jure</i> and <i>de facto</i> segregation and cite examples to identify the difference. Identify which type of segregation was practiced in the North and South.</p> <p>Identify Black Wall Street and how it overcame a Jim Crow South.</p>	<p>Research and analyze various Jim Crow Laws from different states and Supreme Court cases.</p> <p>Determine how they were similar and different. Discuss how these laws and decisions might impact the social and economic status of African Americans in different states.</p> <p>Watch PBS documentary clips to review and analyze the economic impacts of Jim Crow laws.</p> <p>Explain how African Americans developed their own “Black Wall Street in Jim Crow era Durham, North Carolina.</p>	<p>5 Days</p>
<p>AAH.22 Analyze the legal ramifications of segregation laws and court decisions (e.g., Plessy v. Ferguson) on American society.</p>	<p>How the Civil Rights Acts of 1883 attempted to establish equal treatment for African Americans.</p> <p>How the “separate but equal” decision in <i>Plessy v. Ferguson</i> impacted progress toward equal treatment for African Americans.</p>	<p>Analyze the Supreme Court Case of <i>Plessy v. Ferguson</i> and various cases following that fought for equal rights.</p> <p>Identify cases that attempted to gain equality and others that attempted to continue segregation.</p>	<p>3 Days</p>
<p>AAH.23 Compare and contrast organized responses to Jim Crow laws (e.g., the Niagara Movement, the NAACP, the Urban League, the Atlanta compromise, the Farmers’</p>	<p>Distinguish how Booker T. Washington and W.E.B. Du Bois worked to advance economic, political, and social opportunities for African Americans.</p>	<p>Research and analyze various responses to the Jim Crow Laws, such as the Niagara Movement, NAACP, the Urban League, the Atlanta Compromise, Farmers Alliance, Brotherhood of Sleeping</p>	

<p>Alliance, Brotherhood of Sleeping Car Porters, and the anti-lynching crusade).</p> <p>AAH.24 Identify influential African Americans of the time period and analyze their impact on American and Tennessee society (e.g., Robert R. Church, Samuel McElwee, Randolph Miller, James Napier, and Ida B. Wells).</p>	<p>How different economic and social organizations responded to the implementation of Jim Crow laws.</p> <p>How African American activists worked to effect change in society during the Jim Crow era.</p> <p>Identify successful African Americans despite Jim Crow laws including Robert R. Church and James Napier.</p>	<p>Car Porters, and anti-lynching writings and the successes of each.</p> <p>Research and analyze various contributions of Robert R. Church, Randolph Miller, James Napier, and Ida B. Wells on Tennessee Society in response to Jim Crow Laws.</p>	<p>3 Days</p>
<p>AAH.25 Describe the progress of African American institutions, such as religion, education, and benevolent organizations, during this era.</p>	<p>The development of HBCUs and African American churches during this era.</p> <p>How the development of HBCUs and African American churches impacted the community including Rosenwald schools.</p>	<p>Analyze, using primary and secondary sources, the growth and development of African American institutions such as churches, HBCU, and NAACP and how they supported African Americans during this time.</p> <p>Explore the significance of the Rosenwald schools.</p>	<p>3 Days</p>
<p>AAH.26 Describe the economic, cultural, political, and social impact of African American migration within and from the South (e.g., Exodusters, Benjamin “Pap” Singleton, and the First Great Migration).</p>	<p>The practice of sharecropping, the impact of the migration of African Americans from the South to the Midwest and North.</p> <p>How the development and enforcement of Jim Crow laws caused African Americans to move out of the South.</p> <p><u>VOCABULARY:</u></p> <ul style="list-style-type: none"> Exodusters 	<p>Analyze migration patterns of African Americans after the Civil War. Refer to Jim Crow Laws and analyze why many were moving out of the South.</p> <p>Determine the efforts of Pap Singleton and the Exodusters to migrate to their own communities.</p>	<p>3 Days</p>

	<ul style="list-style-type: none"> • Pap Singleton • Great Migration 	Compare the Tulsa Massacre and the Memphis Massacre due to the impact of African American migration in the South.	
AAH.27 Identify the achievements of African American inventors and entrepreneurs of the period (e.g., George Washington Carver, Garrett Morgan, and Madam C.J. Walker).	How African Americans contributed to the scientific growth and development in the United States from the 1890s-1920s.	Students will look at the contributions of George Washington Carver, Garrett Morgan, and Madam C.J. Walker and discuss the impact of each on American society.	3 Days
AAH.28 Describe the impact of African American regiments on the western campaigns, the Spanish-American War, and World War I.	How African American regiments, including the 9th and 10th cavalry units impacted the western campaigns, the Spanish-American War, and World War I.	Identify the contributions of Williamson County's own George Jordan and why he was awarded the Medal of Honor. Analyze how the 9th and 10th Cavalry, and the all-Black units of World War I contributed to the course of both wars.	3 Days
AAH.29 Describe the African American experience during and after World War I (e.g., economic opportunities, Second Great Migration, and the resurgence of Ku Klux Klan).	The push and pull factors of African American migration out of the South in the post-World War I era. What led to the resurgence of the KKK post-World War I, and how this impacted the lives of African Americans. Marcus Garvey's 'Back to African Campaign.'	Compare the jobs of African Americans and Whites during this time. Analyze the hardships of the Second Great Migration with the use of "sundown towns" to highlight the mobility constraints and hardships. Analyze the resurgence of the KKK and the enforcement of Jim Crow laws that inspired the Back to Africa Campaign.	3 Days

2022 - 2023, HS, African American History, Quarter 3

Students continue their comprehensive study of African American history from pre1619 to present day. The course complies [T.C.A. § 49-6-1006](#) on inclusion of Black history and culture. Historical documents are embedded in the course in compliance with [T.C.A. § 49-6-1011](#).

African Americans and the Harlem Renaissance 1920s-1930s

State Standards	Target Knowledge	Suggested Activity	Suggested Pacing
<p>AAH.30 Identify literary contributions made by African Americans during this era (e.g., Countee Cullen, Langston Hughes, and Zora Neale Hurston).</p> <p>AAH.31 Describe the contributions of African Americans to the performing arts during this era (e.g., DeFord Bailey, Duke Ellington, Fisk Jubilee Singers, W.C. Handy, James Weldon Johnson, and John Work III).</p> <p>AAH.32 Describe the contributions of African Americans to the visual arts during this era, including the work of William Edmondson.</p>	<p>The contributions to literature by African Americans during the first half of the 20th century including Countee Cullen, Langston Hughes, and Zora Neale Hurston.</p> <p>The contributions to the performing Arts by African Americans during the late 19th and 20th centuries including DeFord Bailey, Duke Ellington, Fisk Jubilee Singers, W.C. Handy, James Weldon Johnson, John Work III.</p> <p>The contributions to visual arts by African Americans in the 20th century including Aaron Douglas and William Edmondson.</p>	<p>Analyze some of the works published by Countee Cullen, Langston Hughes, and Zora Neale Hurston and identify how those works inspired the lives of other African Americans.</p> <p>Read, listen, study, and watch various songs, recordings, and works from African Americans such as: DeFord Bailey, Duke Ellington, Fisk Jubilee Singers, W.C. Handy, James Weldon Johnson, John Work III, Aaron Douglas, and William Edmondson.</p> <p>Analyze how those contributions changed not only African American Societies but American Society as well.</p>	5 Days
<p>AAH.33 Analyze the influence of the Harlem Renaissance on American culture.</p>	<p>The impact of the Harlem Renaissance on American culture and how it spread throughout the United States.</p>	<p>Identify the Harlem Renaissance and the location of Harlem.</p> <p>Refer various artistic contributions from above and analyze how those major contributors inspired change throughout the United States.</p>	5 Days

		<p>Discuss the importance of the radio and the dispersion of culture.</p> <p>Take a field trip to the National Museum of African American Music in Nashville.</p>	
African American Life during the Great Depression and World War II			
State Standards	Target Knowledge	Suggested Activity	Suggested Pacing
<p>AAH.34 Analyze the impact of the Great Depression and the New Deal on the lives of African Americans.</p>	<p>How African Americans were impacted by the Great Depression compared to Whites and what the New Deal did and did not do for African Americans.</p>	<p>Analyze the political shift in the United States during the New Deal era and how this shift impacted African Americans.</p> <p>Look at various New Deal programs and which ones were specifically leaving out African Americans from receiving benefits.</p> <p>Explain the reaction of Eleanor Roosevelt to the injustices of African Americans and her popularity among Blacks and the impact on the political landscape.</p>	<p>7 Days</p>
<p>AH.35 Describe highlights of African American culture of the 1930s and 1940s (e.g., Satchel Page and Negro league baseball, Cab Calloway, and Mississippi Delta blues musicians).</p>	<p>The development of African American culture during the 1930s and 40s including the Negro Baseball League, Blues music, and popular individuals Satchel Paige and Cab Calloway.</p>	<p>Look at numerous examples such as Satchel Paige, the Negro Baseball League, Cab Calloway, and the Mississippi Delta blues musicians that inspired the growth of African American culture.</p>	<p>5 Days</p>

AAH.36 Identify the contributions of African Americans who served in the military and compare their experiences to other Americans who served in World War II.	The experience and contribution of African Americans during World War II in comparison to other Americans during the war.	Compare the experiences of White and African American soldiers on the Homefront and abroad during World War II including Dorie Miller at Pearl Harbor.	5 Days
AAH.37 Describe the experience of African Americans at home during and after World War II.	The typical experience for African Americans on the Homefront during and after World War II.	Analyze primary sources for the reason for and the goals of the Double V Campaign.	5 Days
AAH.38 Explain how World War II laid the groundwork for the modern Civil Rights Movement (e.g., President Franklin D. Roosevelt's Executive Order 8802, CORE, President Harry S. Truman's integration of the military, and the Columbia Race Riots).	The various experiences of African Americans during World War II and how various events and legislation became a foundation for the future Civil Rights Movement.	Using primary and secondary sources and information from previous standards (<i>see above</i>). Analyze how those ideas and movements began to spur the future Civil Rights movement. Specifically looking at: The Black Cabinet, lack of New Deal support for African Americans, EO 8802, Congress of Racial Equality (CORE), military segregation, Double V Campaign, Columbia Race Riots, and Eleanor Roosevelt.	8 Days

2022 - 2023, HS, African American History, Quarter 4

Students conclude their comprehensive study of African American history from pre1619 to present day. The course complies T.C.A. § 49-6-1006 on inclusion of Black history and culture. Historical documents are embedded in the course in compliance with T.C.A. § 49-6-1011 .			
The Modern Civil Rights Movement 1950s-1960s			
State Standards	Target Knowledge	Suggested Activity	Suggested Pacing
AAH.39 Explain how legal victories prior to 1954 inspired	Legal victories for African Americans prior to 1954 that set	Examine Civil Rights legislation prior to 1954, specifically	

and propelled the Civil Rights Movement.	a legal precedent to help the Civil Rights Movement.	Executive Order 9980 and 9981, that helped start the Civil Rights Movement through a legal means.	3 Days
AAH.40 Describe the impact of <i>Brown v. Board of Education of Topeka, Kansas</i> , and evaluate the resistance to the decision and the reactions that followed.	<p>The outcome of the <i>Brown v. Board of Education</i> case and its impact.</p> <p>The various schools that resisted the ruling and how African American communities as well as local governments responded.</p>	<p>Analyze the court case <i>Brown v. Board of Education</i> and the ruling.</p> <p>Examine how various schools across the country (Deep South, North, Mid-Atlantic) responded to the new legislation and compare the local governments response to that of the Federal Government. Such as: Little Rock, University of Mississippi, and Prince Edward County in Virginia.</p>	3 Days
AAH.41 Describe various methods employed by African Americans to obtain civil rights.	The ways African Americans attempted to get equal rights.	<p>Identify the ways African Americans attempted to obtain civil rights.</p> <p>Explore the murder of Emmett Till and how media's coverage brought awareness and triggered the modern Civil Rights Movement.</p>	3 Days
AAH.42 Summarize the Civil Rights Movement in Tennessee, including: the integration of Clinton High School, sit-ins in Nashville, and the activities of Diane Nash and Jim Lawson.	How Tennessee was directly involved in the Civil Rights Movement, specifically with the integration of Clinton High School, Nashville Sit-ins, Tent Cities, and the work of Diane Nash and Jim Lawson.	<p>Explore the Civil Rights Movement in TN through individuals such as:</p> <ul style="list-style-type: none"> • Diane Nash • Coretta Scott King • Fannie Lou Hamer • Ella Baker 	3 Days

		<ul style="list-style-type: none"> • Jim Lawson <p>Explore the activities to expand civil rights such as the Nashville sit-ins, Tent Cities, and the integration of Clinton High School.</p>	
<p>AAH.43 Identify various organizations and their roles in the Civil Rights Movement (e.g., Black Panthers, Highlander Folk School, SNCC).</p>	<p>How organizations like SNCC, SCLC, and the Black Panthers differ in their role and support of the Civil Rights Movement.</p> <p>How the Highlander Folk School served as a training facility and shaped the soundtrack of the Civil Rights Movement.</p>	<p>Describe the work and activities of the Student Nonviolent Coordinating Committee (SNCC), the Southern Christian Leadership Conferences (SCLC), the Black Panthers, and the Highlander Folk School.</p> <p>Analyze primary source documents from Martin Luther King, Jr., and Malcolm X (e.g.: "<i>Letter from a Birmingham Jail</i>") and discuss how their perspectives impacted the Civil Rights Movement.</p> <p>Read and annotate excerpts from <i>Coming of Age in Mississippi</i> by Anne Moody to assess the personal impacts of involvement in the Civil Rights Movement.</p>	<p>3 Days</p>
<p>AAH.44 Identify legal victories of the Civil Rights Movement (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965, 24th Amendment).</p>	<p>The legal victories of the Civil Rights Movement including the Civil Rights Act of 1964, Voting Rights Act of 1965, and 24th Amendment.</p>	<p>Analyze a map of political disenfranchisement and trace the history of major legal victories to safeguard civil rights.</p>	<p>3 Days</p>

<p>AAH.45 Assess the extent to which the Civil Rights Movement transformed American politics and society.</p>	<p>The major changes that occurred in American Society from the Civil Rights Movement including changes of desegregation, voting rights, discriminatory employment, and housing practices.</p>	<p>Create or trace major Civil Rights legislation and analyze the changes to American Society that came about. Use previous lessons and resources to examine those changes.</p>	<p>3 Days</p>
<p>AAH.46 Discuss the impact of the Vietnam War on the Civil Rights Movement.</p>	<p>How the Vietnam War both supported and hindered the Civil Rights Movement.</p>	<p>Analysis primary and secondary sources.</p> <p>Examine the effect of:</p> <ul style="list-style-type: none"> • The Chicago 7 Case and Bobby Seale. • King's <i>Beyond Vietnam</i> speech. 	<p>3 Days</p>
<p>African American Issues in Contemporary Times 1970s-present</p>			
<p>State Standards</p>	<p>Target Knowledge</p>	<p>Suggested Activity</p>	<p>Suggested Pacing</p>
<p>AAH.47 Identify and analyze how the changing political environment has impacted civil rights.</p>	<p>Various civil rights legislation passed since 1970 to present day.</p> <p>Redlining practices and the Acts to end it.</p>	<p>Examine various laws, policies, and court cases for their impact on civil rights including Voting Rights Act extensions of 1975 and 1982, Civil Rights Restoration Act of 1987, Civil Rights Act of 1991, or the Violent Crime Control and Law Enforcement Act of 1995.</p> <p>Define redlining and explain its impact on African American communities and the significance of the Fair Housing Act of 1968, the Equal Credit Opportunity Act of 1974, and Community Reinvestment Act of 1977.</p>	<p>3 Days</p>

<p>AAH.48 Describe how African Americans have responded to or engaged in political conservatism.</p>	<p>The political shifts of African Americans between the Republican and Democrat Parties from Reconstruction to present day.</p> <p>Identify leading conservative African Americans and their stances on economics, politics, and social issues including Thomas Sowell, Walter E. Williams, Zora Neale Hurston, and Bob Woodson.</p>	<p>Examine the presidential administrations after 1968 and assess how their policies and appointments addressed the African American community.</p> <p>Explain the writings and life of Thomas Sowell who shifted from a Marxist to a conservative.</p> <p>Explain the conservative opinions of Walter E. Williams, Zora Neal Hurston, and Bob Woodson.</p>	<p>3 Days</p>
<p>AAH.49 Compare and contrast the responses of African Americans to the economic, social, and political challenges in the contemporary United States.</p> <p>AAH.50 Identify and evaluate major contemporary African American issues confronting society (e.g., affirmative action, educational achievement gap, wealth gap, poverty, AIDS, drug epidemic, and crime).</p>	<p>Opposing views on various policies including Affirmative Action, racial wealth gap, AIDS, incarceration, and drug use on African American communities.</p>	<p>Research a contemporary African American issue, trace its history, validity claims, opposing views, and impact on society today.</p> <p>Topics may include:</p> <ul style="list-style-type: none"> • Affirmative Action • racial wealth gap • AIDS • poverty • mass incarceration • school busing and choice <p>Analyze <i>Just Mercy</i> by Bryan Stevenson to examine the mass incarceration system and compare to opposing views.</p>	<p>5 Days</p>
<p>AAH.51 Analyze the impact of immigration and migration on the lives of African Americans in the contemporary United States.</p>	<p>The impact of immigration and migration on African American lives.</p>	<p>Investigate how immigration and migration has impacted African American over the last 50 years including employment, communities, public policies,</p>	<p>3 Days</p>

		incarceration, demographics, and/or social-economic upward movement.	
<p>AAH.52 Identify the major contributions of contemporary African Americans in business, education, the arts, politics, sports, science, technology, and society in general, including those of:</p> <ul style="list-style-type: none"> • President Barack Obama • Condoleezza Rice • Wilma Rudolph • Tina Turner • Oprah Winfrey 	<p>How American society has been impacted by the contributions of contemporary African Americans including:</p> <ul style="list-style-type: none"> • President Barack Obama • Condoleezza Rice • Wilma Rudolph • Tina Turner • Oprah Winfrey <p>Also, consider:</p> <ul style="list-style-type: none"> • Neil deGrasse Tyson • Ben Carson • Dr. James E. West 	<p>Students conduct their own research on a modern-day figure who has contributed to business, the arts, education, politics, sports, science, technology, and/or society and present this information to their peers.</p>	<p>3 Days</p>