



African American Studies

Unit 6: Contemporary Issues

Overview

In the final unit of the course, we will analyze the progress made and the continuing challenges that have confronted African Americans since 1970. Students will also examine the accomplishments of contemporary African Americans who have contributed to the social and economic development in the United States.

Estimated Time

Approximately 14 instructional blocks (28 instructional days).

Established Goals / Process TEKS

(17) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

- (A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
- (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- (C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
- (D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context; and
- (E) identify bias and support with historical evidence a point of view on a social studies issue or event.

(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; and
- (B) use social studies terminology correctly.

(19) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

- (A) create a visual representation of historical information such as thematic maps, graphs, and charts; and
- (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

(20) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

Established Goals / Content TEKS

(6) History. The student understands the progress made and challenges faced by African Americans from the post-Civil Rights Era to contemporary times.

- (A) identify and explain the issues confronting African American in the continuing effort to achieve equality
- (B) describe the major achievements of contemporary African Americans and how their contributions have shaped the American experience such as John H. Johnson, Muhammad Ali, Fannie Lou Hamer, Shirley Chisolm, Earl G. Graves, Barbara Jordan, Colin Powell, Condoleezza Rice, and Barack Obama
- (C) analyze the progress and challenges for African American men and women socially, economically, and politically from 1970 to the present such as the evolving role of education in the African American community

(9) Government. The student understands the significant impact of political decisions on African Americans throughout history.

- (E) analyze the causes and effects of government actions and legislation addressing racial and social injustices from 1960 to the present day such as the issues of voting rights, civil rights, fair housing, education, employment, affirmative action, the War on Crime, the War of Drugs, mass incarceration, and health and nutrition
- (F) analyze how the changing political environment has impacted civil rights from the 20th century to the present

(10) Government. The student understands the impact of political interactions on the African American struggle for human rights over time.

- (B) explain how various philosophies and ideologies influenced the African American experience for social, political, and legal equality such as fair housing, equal opportunity, affirmative action, and voting rights
- (C) identify the contributions of African American leaders at local, state, and national levels of government

(15) Culture. The student understands African American educational developments, achievements, and opportunities before and after the U.S. Supreme Court decision of *Brown v. Board of Education* (1954).

- (C) describe contemporary issues in education for African American students such as the school-to-prison pipeline, opportunity gaps, overrepresentation in special education, and underrepresentation in gifted and talented opportunities

STAGE 1 – DESIRED RESULTS

What do we want students to know and be able to do?

Transfer Goals

Students will be able to independently use their learning to...

- Critically appraise historical decisions and analyze contemporary issues.

Meaning Making Goals

Enduring Understandings

Students will understand that...

Essential Questions

Students will keep considering...

- | | |
|---|---|
| <ul style="list-style-type: none">● Knowledge of the past helps one understand the present and make decisions about the future. | <ul style="list-style-type: none">● When is it necessary to question the status quo? Who decides?● How does the evaluation of past events help us to make future decisions?● How am I connected to those in the past? |
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Acquisition Goals

Knowledge

Students will know...

Skills

Students will be skilled at...

- | | |
|---|---|
| <ul style="list-style-type: none">● the impact of the War on Crime and War on Drugs on African Americans● the causes and effects of mass incarceration● contemporary issues facing African Americans in public education, such as overrepresentation in special education and disciplinary issues and underrepresentation in advanced academics● the definition of the school-to-prison pipeline● the issues surrounding the debate over affirmative action | <ul style="list-style-type: none">● analyzing primary source documents● making generalizations and predictions based on evidence |
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STAGE 2 – ACCEPTABLE EVIDENCE

What will we accept as evidence of student understanding?
How will we know if each student has learned it?

Performance/Transfer Tasks

Through what authentic performance tasks will students demonstrate the desired learning?

Evaluative Criteria

Rubric (included in the Performance Assessment link)

[Unit 6 Performance Assessment](#)

You have been selected by the Dallas Holocaust and Human Rights Museum to create a new American Ideal, Reality, and Repair presentation to update their online exhibit. The updated exhibit will focus on contemporary issues affecting African Americans in local communities. You will choose one of these topics for Denton's contribution to the exhibit.

Other Evidence

Through what other evidence will students demonstrate achievement of the desired results?

Evaluative Criteria

Gradebook Recommendations

Major:

Minor:

Formative:

STAGE 3 – LEARNING EXPERIENCES

What learning experiences will students have in order to reach the desired outcomes?

Learning Pathway / Summary of Key Learning Events and Instruction	
<p>Topic/Skill</p> <p>Education, Analyzing Documents, Making Predictions</p> <p>6A, 9D, 15C</p>	<p>Concept Notes: This lesson provides data for students to analyze to help them discover trends and make predictions concerning racial disparity in public education today. You may follow up this lesson with supplemental materials that further define the issue or support student findings.</p> <p>Misconception Alert:</p> <p>Learning Target: I can use data to draw conclusions about current issues and propose solutions.</p> <p>Learning Experience (including resources): Racial Disparity in Education</p>
<p>Topic/Skill</p> <p>Mass Incarceration, Analyzing Documents, Making Predictions</p> <p>6A, 9E</p>	<p>Concept Notes: This lesson provides data for students to analyze to help them discover trends and make predictions concerning racial disparity in prisons today. You may follow up this lesson with supplemental materials that further define the issue or support student findings.</p> <p>Misconception Alert:</p> <p>Learning Target: I can use data to draw conclusions about current issues and propose solutions.</p> <p>Learning Experience (including resources): Incarceration</p>
<p>Topic/Skill</p>	<p>Concept Notes:</p> <p>Misconception Alert:</p> <p>Learning Target:</p> <p>Learning Experience (including resources):</p>

Suggested Learning Experiences

Suggested learning experiences align to the goals in stage 1; teachers select learning experiences that meet the needs of their students.

Unit Resources

Teacher Resources

[Access through Classlink Single Sign on Portal](#)

ABC-CLIO Database

Nearpod

- Historical Perspectives and Literacy

Student Resources