

Lesson Plan Template for African American/Black and Puerto Rican/Latino Course of Studies

Semester/Unit/Lesson	Semester 1 Unit 4 - PBL	Title	Long, Long History for Equality (1865-1915)		
Contributors/Reviewers	CTECS SS Team	Revision Date	December 3, 2021	Duration	5 days

Standards	Learning Objectives	Inquiries
From Connecticut Elementary and Secondary Social Studies Framework Dimension 2 Applying disciplinary concepts and tools CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women). INQ 9–12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. National Curriculum Standards for Social Studies 5.3A.3 Explain the provisions of the 14th and 15th amendments and the political forces supporting and opposing each. [Consider multiple perspectives] V.B.2.4.b explain the importance to the individual and society of such political rights as right to vote and to seek public office	Students will be able to: • Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence. • Explore the Reconstruction politics through primary and secondary documents and impact on Whites and Blacks. • Create a Netflix series around Reconstruction and its successes/failures	How was Reconstruction a success and/or failure?

From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, and Speaking) CCSS.ELA-Literacy.RH.11-12.2 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. CCSS.ELA-Literacy.RH.11-12.7 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. CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.		
Key Concepts and Terms		Performance Criteria
• Amendments (13,14,15) • Exploring the Black Family • Black Codes • African Americans in Congress (1870-1887) • Black Migration to Kansas • Great Exodus 1879 • Plessy v Ferguson • Buffalo Soldiers and the Spanish-American War • Jim Crow Laws • W.E.B DuBois and Booker T Washington • Schooling for Blacks • Black Wall Street • Business Entrepreneurs • New Negro Movement • Contributions of Black Scientists, Inventors, and Innovators		Create a Netflix Series based around Reconstruction

Description/Procedures (including time allotted)		
Pre-Teaching/Pre-Reading/Pre-Viewing https://www.history.com/topics/american-civil-war/reconstruction https://www.pbs.org/tpt/slavery-by-another-name/		Materials/Resources Unit 4 Netflix Project Note Taking Template Netflix Project Template
Initiation/Hook/Activation of Prior Knowledge - Begin the lesson with the EdPuzzle on Reconstruction to understand an overview of Reconstruction and the post civil war time period. https://edpuzzle.com/media/61ad0ee6fddce842a765596f - Students complete edpuzzle as a class while discuss the key terms and concepts		4.1: The African American Experience During the Reconstruction Era (1865-1877) Amendments (13,14,15) Exploring the Black Family Black Codes
Modeling/Guided Practice/Independent Practice (including Asynchronous alternative) - Students receive directions for the Unit 4 Netflix Project. Review with the teacher and expectations for assignment. - General guidelines for 5 days: - Day 1-2: Research - Day 3-4: Show and story board design - Day 5: Netflix Template work		4.2: The African American Experience in the Years Following Reconstruction (1877-1898) African Americans in Congress (1870-1887) Black Migration to Kansas Great Exodus 1879 Plessy v Ferguson Buffalo Soldiers and the Spanish-American War
Closing/Evidence of Learning Students complete the Note taking templates and Netflix Project Template		4.3: The Struggle Against Jim Crow Jim Crow Laws W.E.B DuBois and Booker T Washington
Home Links		Interdisciplinary Connections
Talk with a family member about what you are learning about Reconstruction and the generational impact on African Americans. Discuss your family's movement over time to places and the "back story"		Protest, Rebellion, and Riots: Defining the Terms; How are protests, rebellion, and riots defined by African Americans and whites from 1865-1915? Compare and contrast sharecropping, the Black farmer, schooling with southern and agricultural life in the 20th century.
Extensions		
Explore The Truth Behind The Wilmington Massacre Of 1898,Sharecropping Lesson: ALEX Alabama Learning Exchange (state.al.us), and/or What was Convict-Leasing? - WorldAtlas Give students independent assignments to continue their learning. They will share findings with the class on Day 5. Choices below: Students will take on the role of an African		

Reflect on Jim Crow and the residue left today... what actions would you take? What discoveries are you making about the role of Black women in this period? Choose an HBCU to learn the history and significance to Black progress and achievement. Visit a museum exhibit on the Black family during Reconstruction	American legislator in the Reconstruction Era. Create a chart to list what his priorities will be in terms of enacting new laws, what roadblocks will be faced, and how to get the African American community involved in the political process. Or ● Research political cartoons of the Freedmen's Bureau and examine for points of view and bias using PowerPoint or another medium to summarize findings. Read the Census for Connecticut for 1910 http://www.census-online.com/links/CT/1910.html to see the southern African American presence in places such as Deep River, Wethersfield, New Haven, and Waterbury. Why? Sharecropping and Changes in the Southern Economy American Experience Students explore in what ways (physical, social, and economic) did the sharecropping system both solve and create problems? Homer Plessy was described as 7/8 Caucasian. What did that mean in 1896? Read "Booker T. and W.E.B." by Dudley Randall - Famous poems, famous poets. - All Poetry. "How does the poem illustrate the differences between Washington and DuBois?" Have them add to their Compare/Contrast Matrix Read/explore in groups: Resistance, activism, the life of William Monroe Trotter https://bit.ly/3vLs4us and Ida B. Wells-Barnett	ELA - Students can develop an Exoduster Character that can be developed into a graphic mini novel or comic book story. US History - Excerpts from THE SOULS OF BLACK FOLK: ESSAYS AND SKETCHES by W. E. B. Du Bois. - Alabama Textual Materials Collection - Alabama Department of Archives and History ELA - The Souls of Black Folk, by W.E.B. Du Bois The Arts - Student created Art/Music experience from this period - can be for Radical Imagination Project
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	Create a collection/directory of local CT Black/Caribbean Business during the early 1900s to display in school.	
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