

# Black/African-American Studies Essential Curriculum

## Adopted March 20, 2022

**Course Title:** Black and African American Studies – grades 11 – 12.

This course is offered to all high school students in grades 11 and 12 as an elective. The course charts the accomplishments and struggles of people of African descent in America. While instructors will take an approach rooted in historical exploration to teach a course that centers the experiences and voices of African Americans, the course will be interdisciplinary. Through a largely, but not exclusively, chronological approach, this course will emphasize how African Americans have worked to determine the trajectory of their own lives while navigating extensive challenges to freedom, advancement, and prosperity. While some attention will be paid to African origins, the course will analyze the historical, economic, political, and cultural paths from the African Slave Trade through the modern era. We analyze how African Americans forged identities and culture that have shaped our nation.

### Outline of Units:

#### Unit 1 African Origins and the Middle Passage

##### Unit 10.01 African Origins / The Transition from Servitude to Slavery

- **SS.BAAS.10.01.a** Investigate the diversity and complexity of ancient African civilizations.
- **SS.BAAS.10.01.b** Evaluate the geographic, ethnic and cultural diversity of West and Central African Kingdoms.
  - **SS.BAAS.10.01.b.1** Trace the rise of West African Kingdoms.
    - **SS.BAAS.10.b.1.a** Compare the social, political, and economic institutions of West African Kingdoms.
    - **SS.BAAS.10.b.1.b** Examine patterns of trans-Saharan trade and its impact on West Africa.
- **SS.BAAS.10.01.c** Trace the evolution of different types of servitude across time and space.
  - **SS.BAAS.10.01.c.1** Compare characteristics of servitude and enslavement in different times and places.
- **SS.BAAS.10.01.d** Analyze social, economic, and political factors in Africa, Europe and the Americas that influenced the demand for labor.
  - **SS.BAAS.10.01.d.1** Examine regional differences in agricultural and industrial production in the Americas.
  - **SS.BAAS.10.01.d.2** Assess the connection between the industrial revolution and the slave trade.

##### Unit 10.02 The Middle Passage / Enslaving People / Resistance

- **SS.BAAS.10.02.a** Evaluate trans-Atlantic (triangular) trade and its economic, social, and political implications for Africa, Europe and the Americas.
  - **SS.BAAS.10.02.a.1** Assess the ways in which the Columbian Exchange, Triangular Trade (Middle Passage), and the transAtlantic African slave trade affected indigenous societies.
- **SS.BAAS.10.02.b** Analyze the experiences of enslaved Africans during the Middle Passage.
- **SS.BAAS.10.02.c** Investigate the varied forms of resistance that occurred before and during the Middle Passage.
  - **SS.BAAS.10.02.c.1** Examine rebellion on slave ships.

- **SS.BAAS.10.02.c.2** Describe attempts by people in Africa to resist the slave trade and challenges to this resistance.
- **SS.BAAS.10.02.d** Examine visual representations of the trans-atlantic slave trade.
- **SS.BAAS.10.02.e** Compare the economics of the slave trade in different regions
- **SS.BAAS.10.02.f** Discuss how enslaved people transported to the “new world” brought their culture with them, and how their cultures were impacted by enslavement.
  - **SS.BAAS.10.02.f.1** Examples of culture brought: religious practices, naming practices, food, knowledge of cultivating rice, farming knowledge, knowledge of creating medicines, music, and much, much more.
  - **SS.BAAS.10.02.f.2** Examine the impact of family separations that occurred as a result of the slave trade

## Unit 2 Slavery in Colonial America

### Unit 20.01 Slavery and Cultural Retention in the Carolinas and Georgia

- **SS.BAAS.20.01.a** Evaluate the complex relationships and interactions between British Colonists, Africans, and American Indians.
- **SS.BAAS.20.01.b** Analyze the concept of freedom in colonial North America.
  - **SS.BAAS.20.01.b.1** Evaluate how Black people exercised their freedom, steps they took to obtain and ensure their freedom and reasons freedom could be taken away.
    - **SS.BAAS.20.01.b.1.a** Describe the precariousness of freedom for free blacks.
  - Examine the creation of free black communities
    - **SS.BAAS.20.01.b.1.a** Summarize the varied components of free black communities.
- **SS.BAAS.20.01.c** Examine how servitude and enslavement differed by region.
  - **SS.BAAS.20.01.c.1** Discuss the regional factors that affected the way slaves and freed Blacks lived in Colonial North America.
  - **SS.BAAS.20.01.c.2** Assess how enslavement was codified by laws, and how laws were similar and different within and among regions.
- **SS.BAAS.20.01.d** Investigate the origins of African American culture.
- **SS.BAAS.20.01.e** Investigate pre-Revolution resistance to the slave trade in the American colonies.

### Unit 20.02: Slavery and Free Black People in Colonial North America

- **SS.BAAS.20.02.a** Examine how enslaved peoples retained their African Culture
  - **SS.BAAS.20.02.a.1** Distinguish African American culinary, musical, and literary, and other intellectual traditions found in American society.
  - **SS.BAAS.20.02.a.2** Assess the impact of large Black populations in the Carolinas and Georgia on cultural retention. Ex., Gullah people
- **SS.BAAS.20.02.b** Analyze how Religion and the Invisible Institution helped shape African-American culture.
  - **SS.BAAS.20.02.b.1** Assess African American institutions in free communities
  - **SS.BAAS.20.02.b.2** Analyze the importance of anti-slavery resistance through the creation of the Pennsylvania Abolitionist Society, 1775 (Ben Franklin) and the Free African Society.
  - **SS.BAAS.20.02.b.3** Trace the evolution of the Black church in early American History.
- **SS.BAAS.20.02.c** Examine the experience of Black servitude and how it varied by region and European ruling nation in colonial North America.
- **SS.BAAS.20.02.d** Evaluate the economic conditions in the Carolinas and Georgia (low country) to the Chesapeake.

- **SS.BAAS.20.02.d.1** Examine how slavery emerged in the Carolinas and Georgia
- **SS.BAAS.20.02.d.2** Assess the harshness of labor in the low country.

### **Unit 20.03: The Paradox of Freedom: African Americans and the American Revolution**

- **SS.BAAS.20.03.a** Analyze the paradox of freedom inherent in the Declaration of Independence.
- **SS.BAAS.20.03.b** Examine the motivations of African-Americans in fighting for or against the British during the American Revolution
  - **SS.BAAS.20.03.b.1** Explain the role African-Americans played throughout the American Revolution.
  - **SS.BAAS.20.03.b.2** Investigate key African American figures in the Revolution.
  - **SS.BAAS.20.03.b.3** Examine the impact of the American Revolution on free and enslaved African-Americans.
- **SS.BAAS.20.03.c** Discuss how African Americans used the language and ideas of the American Revolution to fight for freedom.
- **SS.BAAS.20.03.d** Critique how the Constitution addressed slavery.
  - **SS.BAAS.20.03.d.1** Discuss the reasoning behind the three/fifths clause and its impact on political representation for southern states.
  - **SS.BAAS.20.03.d.2** Discuss the impact of the end of the African Slave Trade in 1808 and the rise of the Domestic Slave Trade.
  - **SS.BAAS.20.03.d.3** Examine the reasons why the founders failed to abolish slavery.
  - **SS.BAAS.20.03.d.4** Explain gradual manumission

## **Unit 3 Organized Resistance, Rebellion, Reform**

### **Unit 30.10 The Internal Slave Trade / The Second Middle Passage / The Domestic Slave Trade**

- **SS.BAAS.30.01.a** Analyze the character and impact of the domestic slave trade from the founding period through the mid-19th century.
  - **SS.BAAS.30.01.a.1** Identify the factors that led to the emergence of the domestic slave trade.
    - **SS.BAAS.30.01.a.1.a** Examine how the ban on the importation of slaves in 1808 influenced the domestic slave trade.
  - **SS.BAAS.30.01.a.2** Examine the social, political, and economic conditions in states engaged in the Domestic (or Internal) Slave Trade.
    - **SS.BAAS.30.02.a.2.a** Describe how enslaved people were purchased and stolen from the North and Upper South to be sold to the Deep South.
- **SS.BAAS.30.01.b** Evaluate the ties between the northern and southern economies and their impact on slavery.
  - **SS.BAAS.30.01.b.1** Discuss how the northern economy was tied to the expansion of slave labor and the increased production of cotton cultivated in the South.
  - **SS.BAAS.30.01.b.2** Examine how cotton produced by slave labor was used in the growing textile factories of the North.
  - **SS.BAAS.30.01.b.3** Assess the impact of the Cotton gin on the expansion of slavery and increased demand on the domestic slave trade.
  - **SS.BAAS.30.01.b.4** Examine the impact of international trade on the perpetuation and expansion of slavery in the United States.
- **SS.BAAS.30.01.c** Analyze the variety of conditions that defined life for those enslaved.
  - **SS.BAAS.30.01.c.1** Examine the division of labor on plantations.

- **SS.BAAS.30.01.c.2** Assess the magnitude of family separation for enslaved people.
- **SS.BAAS.30.01.c.3** Investigate the types of punishments used to perpetuate slavery and curb rebellion.

### **Unit 30.02 Resistance and Rebellion**

- **SS.BAAS.30.02.a** Contrast the various ways in which enslaved African Americans and free blacks resisted enslavement, oppression and institutionalized racism
  - **SS.BAAS.30.02.a.1** Evaluate the impact of Black churches, Black newspapers, and other Black institutions on the abolitionist movement.
  - **SS.BAAS.30.02.a.2** Examine the causes and consequences of various rebellions, including the Stono Rebellion, Nat Turner’s Rebellion, and the New Orleans German Coast Rebellion.
  - **SS.BAAS.30.02.a.3** Investigate the Banjo as a form of cultural autonomy and preservation.
  - **SS.BAAS.30.02.a.4** Assess the importance of African-American Spirituals as a form of cultural unity and resistance.
  - **SS.BAAS.30.02.a.5** Explain rhythm as a Representation of People and Place
- **SS.BAAS.30.02.b** Examine how resistance led to greater restrictions on geographic and social mobility.
  - **SS.BAAS.30.02.b.1** Trace the roots of the Negro Act of 1740, Fugitive Slave Acts of 1793 and 1850.
  - **SS.BAAS.30.02.b.2** Discuss how the 1850 Fugitive Slave Act increased abolitionism and resistance to enslavement.

### **Unit 30.03 Abolitionism**

- **SS.BAAS.30.03.a** Investigate the rise and impact of Anti-slavery societies in the late 1700s and early 1800s
- **SS.BAAS.30.03.b** Examine the diverse people and perspectives of the abolitionist movement.
  - **SS.BAAS.30.03.b.1** Explain that abolitionists often worked across racial boundaries to end slavery.
  - **SS.BAAS.30.03.b.2** Examine how abolitionists in America existed since the beginning of enslavement here.

### **Unit 30.04: The Civil War, and the Process of Freedom**

- **SS.BAAS.30.04.a** Evaluate slavery as a root cause of the Civil War.
  - **SS.BAAS.30.04.a.1** Analyze the motivations of President Abraham Lincoln and southern secessionists at the beginning of the Civil War.
  - **SS.BAAS.30.04.a.2** Explain how South Carolina was very explicit in the “South Carolina Declaration of Secession” about how slavery, and the concern over the dismantling of the institution, led them to secede from the Union.
- **SS.BAAS.30.04.b** Examine how freedom began before the 13th Amendment. It began with the hundreds of thousands of enslaved people who ran away during the war.
  - **SS.BAAS.30.04.b.1** Analyze Freedom as a Process
- **SS.BAAS.30.04.c** Analyze the Emancipation Proclamation and how it does not actually free enslaved people
  - **SS.BAAS.30.04.c.1** Describe the Emancipation Proclamation and examine how it did NOT end slavery.
  - **SS.BAAS.30.04.c.2** Compare the Northern vs. Southern Reaction to Emancipation Proclamation
- **SS.BAAS.30.04.d** Examine the contributions of African Americans who fought for the Union to end slavery.
  - **SS.BAAS.30.04.d.1** Discuss the 54th Massachusetts.

- **SS.BAAS.30.04.d.2** Examine the Fort Pillow Massacre.
- **SS.BAAS.30.04.d.3** Identify Self-Emancipation
- **SS.BAAS.30.04.e** Examine how most people in the South benefited from slavery, even if they did not own enslaved people.

## Unit 4 Unfulfilled Promise of Liberation

### Unit 40.01: Reconstruction and Black Sovereignty: Rebuilding the Black Community in Freedom

- **SS.BAAS.40.01.a** Analyze what freedom meant to former slaves
- **SS.BAAS.40.01.b** Examine the 13th, 14th, and 15th Amendments and their impact on individual rights and freedoms.
- **SS.BAAS.40.01.c** Analyze how Reconstruction allowed for Black political power to thrive.
  - **SS.BAAS.40.01.c.1** Investigate Black Political Power during Reconstruction
  - **SS.BAAS.40.01.c.2** Explain the importance of the First Reconstruction Act (1867) in extending the vote to African American men.
  - **SS.BAAS.40.01.c.3** Examine why and how nearly 2,000 African American elected officials were able to take office during Reconstruction.
  - **SS.BAAS.40.01.c.4** Investigate the lived experiences of Black members of Congress during Reconstruction.
  - **SS.BAAS.40.01.c.5** Assess ways Black women took part in the political process.
  - **SS.BAAS.40.01.c.6** Examine why many were Black politicians during Reconstruction were Republicans. Examine political parties and how their platforms are not static. They change over time.
- **SS.BAAS.40.01.d** Characterize the extent of violence confronted by African Americans after the Civil War and actions taken by the U.S. Government to prevent violence.
  - **SS.BAAS.40.01.d.1** Explore how Congressional Reconstruction provided some safety for African Americans in the South until the end of Reconstruction.
  - **SS.BAAS.40.01.d.2** Discuss how the presence of Union Troops in the south during reconstruction supported the safety of African Americans.
  - **SS.BAAS.40.01.d.3** Investigate how violence continued against African Americans in the South during Reconstruction despite the presence of Union troops.
- **SS.BAAS.40.01.e** Explore how black people built community in freedom.
  - **SS.BAAS.40.01.e.1** Investigate the settling of Black Towns outside of the South (Oklahoma, Kansas, etc.)
  - **SS.BAAS.40.01.e.2** Investigate the Settling and Black Areas in the South (ex., Mound Bayou, Mississippi)
  - **SS.BAAS.40.01.e.3** Examine the role of education in supporting freedom for African Americans.
    - **SS.BAAS.40.01.e.3.a** Explain how African Americans gained an education.
  - **SS.BAAS.40.01.e.4** Trace the development of Historically Black Colleges and University's (HBCUs) and their importance to the Black community.
  - **SS.BAAS.40.01.e.5** Examine the role of the Black church in supporting freedom for the Black community.

### Unit 40.02 The Rise of Jim Crow and the Emergence of the Color Line

- **SS.BAAS.40.02.a** Explore the legal and illegal actions used to deny political, social, and economic freedoms to African Americans and African American reactions.
  - **SS.BAAS.40.02.a.1** Analyze the Rise of Jim Crow, its legal and extra-legal aspects, and its impact on the lives of African Americans



- **SS.BAAS.40.02.a.1.a** Emphasize that Black Codes lasted only two years and emerged during the Andrew Johnson administration.
- **SS.BAAS.40.02.a.1.b** Examine the emergence of Jim Crow laws after the end of Reconstruction
- **SS.BAAS.40.02.a.1.c** Discuss the Compromise of 1877 and how this allowed for the rise of Jim Crow in the South.
- **SS.BAAS.40.02.a.1.d** Explore literacy tests, poll taxes, grandfather clauses, racial terror, and other voter disenfranchisement measures.
  - **SS.BAAS.40.02.a.1.d.1** Discuss how voter disenfranchisement laws were used to discriminate against people of color. The manner in which they were applied had discriminatory outcomes.
- **SS.BAAS.40.02.a.1.e** Investigate convict leasing, mass incarceration, and forms of debt peonage that served to restrict freedom of Black and African Americans.
- **SS.BAAS.40.02.a.1.f** Evaluate *Plessy v. Ferguson* (1896) and how it solidified the color line.
  - **SS.BAAS.40.02.a.1.f.1** Discuss “separate but equal” in terms of inequality.
- **SS.BAAS.40.02.a.2** Evaluate African American reactions to Jim Crow.
  - **SS.BAAS.40.02.a.2.a** Trace the rise of Black and African American economic, social, political institutions.
- **SS.BAAS.40.02.b** Discuss how continued inequality and violence against African Americans led them to leave the South.
  - **SS.BAAS.40.02.b.1** Examine the rise of the Ku Klux Klan and its impact on the Black community.
  - **SS.BAAS.40.02.b.2** Evaluate the role of sharecropping on continued servitude of freed Blacks.
  - **SS.BAAS.40.02.b.3** Discuss the impact of the expansion of Black Codes and Jim Crow Laws.
  - **SS.BAAS.40.02.b.4** Assess the impact of lynching on the Black community and motivations for leaving the South.
  - **SS.BAAS.40.02.b.5** Analyze the reasons for and impact of African Americans’ movement West during the Late Nineteenth Century
    - **SS.BAAS.40.02.b.5.1** Examine the migration of the “Exodusters” to Kansas.

## Unit 5 Triumphs and Discrimination

### Unit 50.01 Progressivism

- **SS.BAAS.50.01.a** Critique The Progressive Era and the Black Response -
  - **SS.BAAS.50.01.a.1** Examine the creation and purpose of the National Association for the Advancement of Colored People (NAACP), the Niagara Movement, National Association of Colored Women (NACW), National Urban League, National Negro Business League and other Progressive Era Black Organizations.
  - **SS.BAAS.50.01.a.2** Identify key figures in the Black Progressive movement.
- **SS.BAAS.50.01.b** Discuss Southern Progressivism and how it worked to increase Jim Crow laws and practices.
- **SS.BAAS.50.01.c** Describe opportunities that both existed and were denied to African Americans in business, professions, entertainment, the arts, and athletics during the early 20th century.

- **SS.BAAS.50.01.d** Explain what motivated African American men to serve in U.S. military forces that fought against Native Americans, the Spanish, and the Filipinos in the latter part of the 19th century and early 20th century.

### **Unit 50.02 World War One and The First Great Migration**

- **SS.BAAS.50.02.a** Determine the impact of African American migration and government mobilization programs on American preparation for World War One.
- **SS.BAAS.50.02.b** Evaluate the varied push and pull factors of the Great Migration
  - **SS.BAAS.50.02.b.1** Examine how World War One impacted the Great Migration.
  - **SS.BAAS.50.02.b.2** Evaluate why African Americans formed their own communities in the early part of the 20th century.
  - **SS.BAAS.50.02.b.3** Investigate the success of Tulsa Oklahoma’s Greenwood District (Black Wall Street), and other Black communities.
  - **SS.BAAS.50.02.b.4** Explore the role of middle-class and elite Black and African Americans of the success in Black communities
  - **SS.BAAS.50.02.b.5** Analyze the migration of culture during the era.
  - **SS.BAAS.50.02.b.6** Discuss the community institutions that were created in new neighborhoods and towns.
- **SS.BAAS.50.02.c** Compare and contrast life in the North versus life in the South for African Americans before and after WW1.
- **SS.BAAS.50.02.d** Examine continued inequality, intolerance and violence experienced by the black community in the early part of the 20th century.
  - **SS.BAAS.50.02.d.1** Analyze the events leading to and consequences of the “Red Summer” of 1919.
  - **SS.BAAS.50.02.d.2** Compare the rise of the “New Klan” of the 20th century to the original KKK of the mid-19th century.
  - **SS.BAAS.50.02.d.3** Trace the roots of the Tulsa Race Massacre and Rosewood Massacre, and their impact on the Black Community.

### **Unit 50.03 The Harlem Renaissance and Continued Artistic Expression**

- **SS.BAAS.50.03.a** Describe the types of lives they made for themselves in urban communities.
  - **SS.BAAS.50.03.a.1** Compare and contrast life in Harlem with life in the southern spaces that many migrants left.
- **SS.BAAS.50.03.b** Examine how Harlem transitioned from a predominantly white residential and commercial area to a predominantly black one.
  - **SS.BAAS.50.03.b.1** Discuss Philip Payton and his role in facilitating the transition from Harlem as a white residential area to a black residential area.
  - **SS.BAAS.50.03.b.2** Examine why black migrants and immigrants chose Harlem as a place for relocation.
  - **SS.BAAS.50.03.b.3** Discuss the varied organizations that relocated to Harlem during the 1920s and 1930s.
  - **SS.BAAS.50.03.b.4** Discuss why Harlem was a desired destination for African American migrants and immigrants from Caribbean islands.
- **SS.BAAS.50.03.c** Analyze the cultural explosion of the Harlem Renaissance and its lasting significance.
  - **SS.BAAS.50.03.c.1** Evaluate varied short stories, poems, essays, and other literary works by Harlem Renaissance writers to determine what their works reveal about the era.
  - **SS.BAAS.50.03.c.2** Evaluate varied musical compositions by Harlem Renaissance musicians to determine what their works reveal about the era.
  - **SS.BAAS.50.03.c.3** Critique Early Film and Black Characters

- **SS.BAAS.50.03.c.4** Investigate Radio Programming and Black Misrepresentations
- **SS.BAAS.50.03.c.5** Evaluate varied works of art by Harlem Renaissance artists to determine what their works reveal about the era.

#### **Unit 50.04 Sports and Entrepreneurship in the African American Community**

- **SS.BAAS.50.04.a** Examine the long history of sports in the United States and the role of African Americans in organized sports.
  - **SS.BAAS.50.04.a.1** Analyze African American Sports Leagues and Teams as a response to Jim Crow
  - **SS.BAAS.50.04.a.2** Discuss the many African American sporting leagues and teams that emerged as a response to racial exclusion brought about by Jim Crow and racism.
  - **SS.BAAS.50.04.a.3** Explain that African American pioneers in their sports had to outperform all others to be accepted (Jackie Robinson, black quarterbacks, etc.).
- **SS.BAAS.50.04.b** Discuss the role many athletes played in the fight for social change and the dismantling of racism (Wilma Rudolph, Bill Russell, Arthur Ashe)

#### **Unit 50.05 The Great Depression, The New Deal, and World War Two**

- **SS.BAAS.50.05.a** Discuss the reasons why the American economic system collapsed into the Great Depression during the 1930s and its disastrous impact on African Americans in the South and in the North.
  - **SS.BAAS.50.05.a.1** Examine discriminatory employment practices during the Great Depression that impacted African Americans.
  - **SS.BAAS.50.05.a.2** Analyze unemployment and its disproportionate impact on African Americans.
- **SS.BAAS.50.05.b** Describe the different ways in which the New Deal created new opportunities for African Americans both in terms of economic development and in the cultural arena.
- **SS.BAAS.50.05.c** Discuss the relationship between Mary McLeod Bethune, President Roosevelt, and First Lady Eleanor Roosevelt.
- **SS.BAAS.50.05.d** Explain the purpose of the Tuskegee Study and evaluate its lasting impact on race relations and black health care status.
- **SS.BAAS.50.05.e** Describe the key African American authors, artists, musicians, and performers during the era.
  - **SS.BAAS.50.05.e.1** Distinguish the difference between the music genres or styles of big band, bebop, and swing.
  - **SS.BAAS.50.05.e.2** Investigate artistic expressions of African American culture through visual art, literature, and music.
  - **SS.BAAS.50.05.e.3** Analyze how popular culture may have reinforced negative stereotypes of African Americans.
- **SS.BAAS.50.05.f** Assess A. Philip Randolph and the impact of the March on Washington
- **SS.BAAS.50.05.g** Investigate the fight for democracy abroad and its relationship to the beginnings of a new Civil Rights Era.
  - **SS.BAAS.50.05.g.1** Discuss the ways in which African Americans used the World War II crisis in order to protest racial discrimination in America
  - **SS.BAAS.50.05.g.2** Explain the ways in which World War II made more visible the tensions and competition between white and black Americans over fair housing and equal opportunities for jobs.
  - **SS.BAAS.50.05.g.3** Compare and contrast the Nuremberg Laws and Jim Crow laws.



- **SS.BAAS.50.05.g.4** Compare and contrast the treatment of African American soldiers compared to other soldiers in the United States armed forces before, during and after WW2
- **SS.BAAS.50.05.g.5** Discuss the awards and honors received and denied to African American soldiers during the war.

## Unit 6 Struggle and Response

### Unit 60.01: Democracy Abroad and Democracy at Home: The Beginnings of a Modern Civil Rights Movement

- **SS.BAAS.60.01.a** Analyze the impact of desegregation of the armed forces on the fight for greater Civil Rights post WW2.
- **SS.BAAS.60.01.b** Analyze the impact of the G.I. Bill on the economic prosperity of some Americans and not others.
  - **SS.BAAS.60.01.b.1** Evaluate the impact of Redlining policies on African American homeownership.
  - **SS.BAAS.60.01.b.2** Discuss the impact of discriminatory practices in higher education and medical benefits for African Americans.
  - **SS.BAAS.60.01.b.3** Discuss how G.I. Bill benefits related to education and housing were denied to African American veterans.
- **SS.BAAS.60.01.c** Evaluate the reasons for and impact of the Second Great Migration.
  - **SS.BAAS.60.01.c.1** Examine the push and pull factors for the Second Great Migration.
  - **SS.BAAS.60.01.c.2** Compare geographic and demographic characteristics of the Great Migration and the Second Great Migration.
  - **SS.BAAS.60.01.c.3** Explain the impact of redlining, gentrification, and the highway system on settlement patterns of African Americans.
- **SS.BAAS.60.01.d** Analyze how different African American individuals and organizations addressed and worked to dismantle discrimination and segregation following the war.
  - **SS.BAAS.60.01.d.1** Identify what factors led to an increase in efforts to end discrimination during this period.
  - **SS.BAAS.60.01.d.2** Examine African American political and cultural activism during the Cold War.
  - **SS.BAAS.60.01.d.3** Discuss how the Cold War and America's image abroad was challenged by the treatment of African Americans in America.
  - **SS.BAAS.60.01.d.4** Identify individuals and organizations that pushed for the end of racial discrimination.
  - **SS.BAAS.60.01.d.5** Examine why membership in the NAACP increased during and following World War II.
  - **SS.BAAS.60.01.d.6** Examine the work of the NAACP on both national and state levels to demonstrate how the organization combated Jim Crow through the courts.
  - **SS.BAAS.60.01.d.7** Analyze the various reactions to *Brown v. Board of Education*.
  - **SS.BAAS.60.01.d.8** Discuss the short-term and long-term implications of funding disparities in segregated schools.
  - **SS.BAAS.60.01.d.9** Evaluate the efforts of those who pushed to integrate schools.
  - **SS.BAAS.60.01.d.10** Examine the impact of closing black schools on racial disparities and economic opportunities of African American educators.

### Unit 60.02: The Modern Civil Rights Movement 1950s & 60s

- **SS.BAAS.60.02.a** Analyze key events of the 1940s, 1950s and early 1960s that encouraged an increasing number of people to engage in protest.
  - **SS.BAAS.60.02.a.1** Discuss the impact of the death of Emmett Till on the Civil Rights Movement.
  - **SS.BAAS.60.02.a.2** Examine the dangers inherent in working as a civil rights activist.
  - **SS.BAAS.60.02.a.3** Evaluate why a disproportionate number of college students engaged in civil rights activism.
  - **SS.BAAS.60.02.a.4** Examine the inception and impact of the Southern Christian Leadership Conference (SCLC).
- **SS.BAAS.60.02.b** Evaluate the tools, methods, and leadership utilized by the African American Civil Rights Movement to challenge unequal access to economic opportunity, public accommodations, and political participation.
  - **SS.BAAS.60.02.b.1** Examine how Civil Rights songs work to encourage and sustain the actions of foot soldiers in the movement.
  - **SS.BAAS.60.02.b.2** Evaluate the reasons why people engaged in sit-ins, freedom rides, boycotts, Freedom Summer.
  - **SS.BAAS.60.02.b.3** Examine how civil rights activists successfully pushed for the removal of segregation codes or pushed for the federal and local governments to enforce court rulings.
  - **SS.BAAS.60.02.b.4** Discuss the interracial nature of many civil rights protests and organizations.
  - **SS.BAAS.60.02.b.5** Analyze the centrality of the church as a central institution for the African American community during the modern Civil Rights Movement
  - **SS.BAAS.60.02.b.6** Summarize the events and legislation leading to transportation desegregation.
  - **SS.BAAS.60.02.b.7** Evaluate the work of the NAACP in attacking Jim Crow segregation through the courts.
    - **SS.BAAS.60.02.b.7.a** Discuss key court cases that led to the end of Jim Crow (*Brown v. Board of Education*, *Morgan v. Virginia*, *Boyton v. Virginia*, *Loving v. Virginia*)
  - **SS.BAAS.60.02.b.8** Discuss key acts that addressed discrimination (the 1964 Civil Rights Act, the 1965 Voting Rights Act, the 1968 Fair Housing Act).
  - **SS.BAAS.60.02.b.9** Compare and contrast the various civil rights organizations.
  - **SS.BAAS.60.02.b.10** Analyze the effectiveness of the tools, methods, and leadership of the Black Power Movement.
    - **SS.BAAS.60.02.b.10.a** Compare the philosophies of Dr. Martin Luther King Jr., Malcolm X and the Black Power Movement.
- **SS.BAAS.60.02.c** Identify the key components of white southerners' strategy of massive resistance and explain their impact on the civil rights movement.
  - **SS.BAAS.60.02.c.1** Investigate continued acts of terror against the African American Community.

#### **Unit 60.03: Late 1960s and 1970s - "The Revolution Will Not Be Televised"**

- **SS.BAAS.60.03.a** Evaluate factors that fueled the rising tide of Black Nationalism.
  - **SS.BAAS.60.03.a.1** Analyze conflicts within the leadership of the Civil Rights movement in the style and doctrine of Dr. King, Malcolm X, Stokely Carmichael and others.
  - **SS.BAAS.60.03.a.2** Trace the rise of the Black Panther Party.
- **SS.BAAS.60.03.b** Analyze the social, political, and economic conditions of urban communities, and how these conditions led to civil discontent.
  - **SS.BAAS.60.03.b.1** Trace factors leading to urban uprisings.

- **SS.BAAS.60.03.b.2** Scrutinize the findings of the Kerner Commission.
- **SS.BAAS.60.03.c** Identify the ways in which the Vietnam War adversely affected President Johnson’s War on Poverty and his Great Society initiatives.
  - **SS.BAAS.60.03.c.1** Analyze racial disparities in the draft lottery and combat service during the Vietnam War.
  - **SS.BAAS.60.03.c.2** Evaluate conflicts between President Johnson and leaders of the Civil Rights Movement.
- **SS.BAAS.60.03.d** Describe the specific policies and initiatives developed during the Nixon administration that adversely affected the civil rights of African Americans
  - **SS.BAAS.60.03.d.1** Assess the evolution of Supreme Court opinions on Affirmative Action policies in higher education, public school placement, and government hiring.
- **SS.BAAS.60.03.e** Investigate the varied forms of black cultural expression (music, film, etc.) during the era.
  - **SS.BAAS.60.03.e.1** Analyze the relationship between the Black Power movement and the Black Arts movement of the 1960s.
    - **SS.BAAS.60.03.e.1.a** Evaluate critiques of the movement.
  - **SS.BAAS.60.03.e.2** Compare and contrast African American visual, performing and literary arts of the 1960s and the 1970s.
  - **SS.BAAS.60.03.e.3** Examine the changing role of higher education in
- **SS.BAAS.60.03.f** Evaluate the role of women in the Civil Rights Movement.
  - **SS.BAAS.60.03.f.1** Examine the evolution of the Black Women’s liberation movement
- **SS.BAAS.60.03.g** Summarize the most significant political accomplishments of the Civil Rights and Black Power Movements through the 1970s.
  - **SS.BAAS.60.03.g.1** Examine the rise in black representation in elected bodies.
  - **SS.BAAS.60.03.g.2** Analyze the demographics of voting.
  - **SS.BAAS.60.03.g.3** Evaluate the importance of Shirley Chisholm and Barbara Jordan on the politics of the 1960s and 1970s.

## Unit 7 Understanding the Present

### Unit 70.01 Black Politics 1980-2020

- **SS.BAAS.70.01.a** Analyze the impact of key figures and events on Black politics.
  - **SS.BAAS.70.01.a.1** Trace the rise of Jesse Jackson, the Rainbow Coalition and its influence within the Democratic Party.
  - **SS.BAAS.70.01.a.2** Examine reasons why African Americans sustained loyalty to the Democratic Party.
    - **SS.BAAS.70.01.a.2.a** Discuss when and why African Americans began to move to the Democratic Party during the Great Depression.
  - **SS.BAAS.70.01.a.3** Evaluate the impact of the Obama presidency on Black politics.
    - **SS.BAAS.70.01.b.1.a** Discuss the ways in which the reelection of President Obama represented a triumph of black politics.
  - **SS.BAAS.70.01.a.4** Identify key roles that Black conservatives played in the Republican Party from the 1990s to the present
  - **SS.BAAS.70.01.a.5** Identify key roles that Black Democrats played in the Democratic Party.
  - **SS.BAAS.70.01.a.6** Evaluate the significance of the events of 9/11, the wars in Iraq and Afghanistan, Hurricane Katrina, and the election of President Obama on black political consciousness.
- **SS.BAAS.70.01.b** Distinguish some of the major differences between the “old” and the “new” civil rights.

- **SS.BAAS.70.01.c** Analyze how voting demographics have changed over time and reasons for party alignment and realignment.
- **SS.BAAS.70.01.d** Evaluate the role of religion in the Black community and Black politics as it evolved over the course of American history.

#### **Unit 70.02: Modern Mass Incarceration**

- **SS.BAAS.70.02.a** Trace the roots of Modern Mass Incarceration.
  - **SS.BAAS.70.02.a.1** Examine the convict leasing system
- **SS.BAAS.70.02.b** Examine racial disparities in types and length of punishment, for violent and nonviolent crime.
  - **SS.BAAS.70.02.b.1** Investigate the impact of the Crack Epidemic and racial disparities in punishment.
  - **SS.BAAS.70.02.b.2** Assess the impact of 3 Strikes Laws on the demographics of punishment.
- **SS.BAAS.70.02.c** Analyze Racial Disparities in School Punishment
- **SS.BAAS.70.02.d** Identify the factors contributing to the School to Prison Pipelines

#### **Unit 70.03: Contemporary Black Culture**

- **SS.BAAS.70.03.a** Describe the achievements African Americans made in the areas of music, literature, sports and film from the 1980s through the twenty-first century.
  - **SS.BAAS.70.03.a.1** Discuss the factors that made it possible for rap music to achieve international popularity.
- **SS.BAAS.70.03.b** Explore the many dimensions of black identity, culture, and status in the twenty-first century.
  - **SS.BAAS.70.03.b.1** Explore the role of Black popular culture in facilitating change in the United States race relations.
- **SS.BAAS.70.03.c** Trace the evolution and continued impact of protest movements over time.