American History

Topic: Jim Crow Laws  Grade Level: 11

Objective: Examine the status of African Americans during and immediately following Reconstruction.

Competency Link: VC. Cultural Awareness

Materials/Resources:
- Textbook/workbooks/handouts
- United States History textbook
- Dictionary
- Encyclopedias
- Copy of the U.S. Supreme Court Case, Plessy v. Ferguson

Procedures/Activities:

1. Explain to students why Jim Crow Laws were developed during the Reconstruction period.

2. Explain the following concepts: Jim Crow, ‘40 acres and a mule’, and pseudo slavery. Then discuss how they were disappointments for African Americans.

3. Provide a copy of the Supreme Court Decision on Plessy v. Ferguson.
American History
(continued)

Topic: Jim Crow Laws

Assessment:

Define/identify the following names, terms, and concepts:
< Jim Crow Abridgment
< Grandfather clause Stringent
< mixed heritage Poll tax
< Union League of America Knights of the Ku Klux Klan
< Colored Farmer’s National Populist Party
    Alliance and Cooperative Union literacy test
< Tom Watson states’ rights
< Plessy v. Ferguson Suffrage
< white primaries
< Compromise of 1876
< enfranchisement

< Explain why the struggle waged in the South from 1865 to 1896 was essentially a political struggle.
< Explain why the Republican presidential victory in 1876 was a victory for Southern Democrats.
< Describe the tactics Southern Democrats used to restrict or control black suffrage.
< What were Jim Crow Laws? List and explain.
< List and explain the major issues addressed by the Plessy v. Ferguson case.
< Prepare reports on key people and events associated with Jim Crow Laws.
< Compare and contrast the plight of African Americans before and after the Plessy v. Ferguson Supreme Court decision.
American History

Topic: NAACP  Grade Level: 11

Objectives:  
< Identify the NAACP as the oldest Civil Rights organization in America.  
< Recognize the purpose and goals in establishing the NAACP.  
< Discuss the significant accomplishments of the NAACP.  
< Recognize the tactics/strategies used by the NAACP to achieve its goals, past and present.

Competency Link: IIA. Historical Awareness

Materials/Resources:  
< Textbook/workbooks /handouts  
< African American Experience, Globe Books, Chapter 23  
< Handout--background information on the NAACP

Procedures/Activities:

1. Discuss the incidents which led to the call for a conference on the status of blacks in the United States.
2. Explain the role of the Committee of Forty which met in 1910.
3. Discuss the NAACP’s role in the Civil Rights Movement.
4. Read the handout: NAACP.

Assessment:

< What were the major goals of the NAACP?  
< What were some of the major court victories of the NAACP?  
< What programs are currently on the NAACP’s agenda?
American History

Topic: The National Urban League Grade Level: 11

Objectives:

< Identify the purpose of the National Urban League
< Discuss the accomplishments of the Urban League.
< Discuss the strategies used by the Urban League to achieve its goals, past/present.

Competency Link: II. Historical Awareness A

Materials/Resources:

< Textbook/workbooks/handouts
< Handout--Background Information
< Copy of article from the Miami Times (7-21-95)

Procedures/Activities:

1. Read the handout, Background Information --Urban League.

2. Discuss the hardships which blacks faced migrating to the northern cities.

3. Discuss the function of the following two organizations:
< The Committee for Improving the Industrial Conditions of Negroes
< The League for the Protection of Colored Women.

4. Discuss methods of action employed by the Urban League to achieve its goals.
American History

Topic: Immigration
Grade Level: 11

Assessment:

< Using the handout and the copy of the article from the Miami Times (7-21-95), “Urban League Opens National Conference in Miami, Sunday”, compare and contrast the Urban League at its founding in 1910 and at the present with regards to purpose goals, and activities.

< State the purposes for which the National Urban League was founded.
### American History

**Topic:** Immigration

**Grade Level:** 11

**Objectives:**
- Describe the role immigration has played in United States history, including contributions made by immigrants.
- Research and discuss the experiences of Bahamian, Haitian, Jamaican, Barbadian, immigrants/immigrant groups in the United States.
- Compare/contrast the experiences of immigrant groups in the United States.
- Create art work, music, dance, drama, poetry, or written stories that illustrate the experiences of immigrants and/or immigrant groups in the United States.
- Assess the impact of immigrants on the national, state, and/or local community.

**Competency Link:** VB. Cultural Awareness

**Materials/Resources:**

- Textbook/workbooks/handouts:
  - Florida's Past, Volume 1-2
  - African Americans in Florida. Maxine D. Jones and Kevin M. McCarthy
  - Haiti: Waters of sorrow
  - Reference books in media centers
  - A History of Jamaica (pp. 144-147). Clinton V. Black, Longman Press
American History  
{continued}

Topic: Immigration  Grade Level: 11

Non-Print references
< Portrait of Haiti (VHS--DCPS)
< Our Immigrant Heritage (DCPS)
< Our Immigrant, the Long, Long, Journey (DCPS)
< Caribeat: Explores the Caribbean Region (WLRN Channel 17)
< Carnival, T-N-T (DCPS)

Procedures/Activities:

1. If you have students or students whose parents are recent immigrants, invite them to share their experiences in coming to the United States. NOTE: You may wish to ask this ahead of time so that there is time to invite guest speakers.

2. Prepare a sample survey of questions that students will ask guest speakers and/or immigrants that they will interview.

3. After students have read the assigned pages in the text, they should write a short essay on the role immigration has played in United States history.

4. Have students interview an immigrant and present the results of their interview to the class.

5. Students should form groups to research the impact of immigrants on an area or region of the United States. A brief report should be presented to the class.

6. After guest speakers and oral presentations, students should create art work, music, dance, drama, poetry, or a written story that illustrates the experiences of immigrants or an immigrant group in the United States.
American History

Topic: Immigration
Grade Level: 11

Assessment:

< Assign individual grades for the:
  < short essay on immigration
  < oral report on the interview with an immigrant
  < art work, music, dance, drama, poetry, or written story illustrating
    the experience of immigrants.
< Assign a group grade for the oral report on the impact of immigrants on
  an area or region of the United States.
Topic: The Garvey Movement  
Grade Level: 11

Objectives:  
- Identify Marcus Garvey  
- Discuss the significance of the Garvey Movement  
- Explain the appeal of Black nationalism

Competency Link: IIA. Historical Awareness

Materials/Resources:  
- Textbook/workbooks/handouts  
- Handout--background information  

Procedures/Activities:

1. Discuss segregation and discrimination.
2. Read the handout - The Garvey Movement.
3. Explain Garvey’s appeal to ‘grassroots’ blacks.
4. Discuss Garvey’s slogan ‘Black Is Beautiful’.

Assessment:

- Explain what the colors of the liberation flag represent.
- What was Garvey’s philosophy toward ‘white society’?
- Why did Garvey’s movement fail?
Topic: The Black Church

Grade Level: 11

Objectives: After studying and completing a research assignment on the African American church, the students will:

- State the issues (then and now).
- Develop a hypothesis (church as an agent of change).
- Select and organize relevant data.
- Analyze and evaluate the data.
- Make a conclusion that is supported by the data.
- Create a newspaper.

Competency Link: IIB. Historical Awareness

Materials/Resources: Textbook/workbooks/handouts

- From Victory to Freedom: The African American Experience. (pp. 12-17) National Afro-American Museum and Cultural Center, Ohio
- Black Religion and Black Radicalism. Gayraud S. Wilmore
- The African American Experience. Chapter 15, Globe Book Company

Non-Print references

- History of the Black Church (CBS-TV)
- Black Music in America From Then Till Now (DCPS)
- Minorities: In the Name of Religion (VHS-DCPS)
American History
{continued}

Topic: The Black Church

Grade Level: 11

Procedures/Activities:

1. Discuss current issues about the black church that might be good topics for cooperative group projects. Topics could include:
The church as:
   < foundation of culture
   < a community center
   < an economic base
   < a source of leadership
   < a source of political awareness and involvement
   < first source of education

2. Review the research format as identified in the competency and the various subtopics.

3. Gather material and collect data for the newspaper.

4. Divide students into cooperative groups of 5 to 6 each.

5. Have each group write a research paper about selected topics dealing with the black church.

6. Have groups give short oral/written presentations on their cooperative group topics.

7. Have students prepare articles, puzzles, or related art for the newspaper. Display the finished product in the school’s library/media center.

Assessment:

< Individual/and group grades should be assigned for the research assignment. Consider separate grades for note cards, the individual contribution research paper, and the oral presentation.

< Consider grades for contributions to the newspaper.
### African American Voices

**Lesson Plan**

#### American History

<table>
<thead>
<tr>
<th>Topic: Civil Rights Movement</th>
<th>Grade Level: 11</th>
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<tbody>
<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>&lt; Explain the causes and the effects of the Civil Rights Movement.</td>
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<td>&lt; Cite examples that illustrate how the Civil Rights Movement has affected the lives of Americans (for example, voting, employment, education).</td>
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<td>&lt; Assess, through discussion or written work, the effectiveness of the Civil Rights Movement.</td>
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<td>&lt; Propose a reform to benefit your local community.</td>
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<tr>
<th>Competency Link:</th>
<th>IIIB. Civic Responsibility</th>
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<td>&lt; Textbook/workbooks</td>
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<tr>
<td>&lt; The Autobiography of Malcom X. Ballantine Books (teacher resource)</td>
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<tr>
<td>&lt; Eyes on the Prize --America’s Civil Rights Years 1954-1965. Penguin Books</td>
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<tr>
<td>&lt; Remembering Medgar Evers, Ronald Bailey, Heritage Publications (Univ. of Mississippi)</td>
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<tr>
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<td>&lt; A Time for Justice: America’s Civil Rights Movement</td>
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<td>&lt; DeFacto Segregation (#12463--reel film--23 minutes--1990-DCPS)</td>
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<td>&lt; Justice Black and the Bill of Rights (DCPS)</td>
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<tr>
<td>&lt; Eyes on the Prize--video series</td>
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</table>
Topic: Civil Rights Movement Grade Level: 11

Library/Media Center Strategies:

< Consult with the media specialist to assess the best resources available on the Civil Rights Movement for student’s research.
< Collaborate with the media specialist in order to reserve materials for use by students.
< Request that the media specialist (when available) orient students to the use of the Internet as a source for research.
< Collaborate with the media specialist to invite speakers (e.g., Shirley Johnson, Earl Davis, John Due) to interact in a panel discussion forum with students about the Civil Rights Movement and their active roles in it.

Procedures/Activities:

1. Using the text, have students read about the Civil Rights Movement.
2. Discuss the causes and effects of the Civil Rights Movement.
3. Form groups and have each group research the various aspects of the Civil Rights Movement. Students should research the causes/effects of the Civil Rights Movement and determine its impact on the lives of Americans. The groups should write a skit about the movement, incorporating its causes and effects and relating it to changes in the lives of Americans.
4. Have students perform and discuss the skits.
5. Using the texts and skits as a reference, have students critique the effectiveness of the Civil Rights Movement.
6. Students should identify and discuss school and/or community problems. Have students form groups and propose a reform that would benefit the community or school and help resolve a problem identified in student’s discussion.
American History
{continued}

Topic: Civil Rights Movement
Grade Level: 11

7. Orally present proposals to the class.

Assessment:
< Individual grades should be assigned for the critique of the effectiveness of the Civil Rights Movement.
< Group grades should be assigned for the:
< Written script
< Performance of skit
< Written proposal of reform to benefit the school or community
< Oral presentation of reform proposal to the class
Language Arts

Topic: Personal History  Grade Level: 11

Objective: II-4; Write a personal history

Competency Link: II. Composition


Procedures/Activities:

Pre-reading: Help students to brainstorm all of the groups to which they belong (i.e.) Family, school, church sports, cultural etc... Ask them to write a journal entry about how it would feel to be separated from all of those groups by force. Some students may wish to share.

1. Assign students to read the excerpt from Roots by Alex Haley or show an excerpt from Roots: The Next Generation at the point where Alex Haley, with the help of a griot, discovers the roots of his ancestor Kunta Kinte.

2. Ask students to relate back to their pre-reading and focus on the feelings of Kunta Kinte when he was kidnapped and taken away from his roots. What thoughts must have been going through his mind? What memories did he try to hold on to? Did he want to live or die? Discuss.

3. Alex Haley would not have been able to locate his roots if his ancestor Kunta Kinte had not passed on some key geographical and cultural terms about his past and if there was not a historian (griot) recording the history in his hometown. Ask students to respond to the following topic: What unique history about you would be remembered for 200 years? Then create a record of the unique history of each member of the class by videotaping a 2-3 minute personal history. This videotape could be maintained for historical records until the 10 year reunion, so remind students to think about how they want to be remembered.
American History
{continued}

Topic: Personal History

Grade Level: 11

Assessment:

Teacher observation and evaluation of written products and class participation.
Language Arts

Topic: Author’s Attitudes

Grade Level: 11

Objective: II-5

Write an essay that compares and/or contrasts the attitudes of Phyllis Wheatley’s “On Being Brought from Africa to America” with the excerpt from ‘The Interesting Narrative of the Life of Olaudah Equiano.’

Competency Link: II. Composition

Materials/Resources:

< Textbook/workbooks
< African American Literature, Holt Rinehart Winston

Procedures/Activities:

1. Vocabulary Ranking: Assign students to create a chart with 5 columns. The column headings are as follows: word, define(4), use (3), heard of (2), ? (1). Instruct students to list their vocabulary words under the word column and then place a checkmark in the box which best describes their knowledge of the word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Define(4)</th>
<th>Use (3)</th>
<th>Heard of (2)</th>
<th>? (1)</th>
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<td>trespass</td>
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Students may collect the number of points which they have earned on their own. Then, assign students to work with a partner to try to improve total score. Students may also be encouraged to predict the content of the selection from which the vocabulary was selected. Discuss vocabulary and predictions. Even if every work is not fully understood after this pre-reading activity, it will improve comprehension of the selection.

2. Assign students to read the excerpt from “The Interesting Life of Olaudah Equiano”.

3. Instruct students to write a summary of the excerpt which utilizes all of the pre-reading vocabulary words. Students may wish to share.

4. Read aloud the poem, ‘On Being Brought from Africa to America,’ by Phyllis Wheatley.

5. Instruct students to re-read silently and complete a chart of a Venn Diagram comparing/contrasting the attitudes of Wheatley and Equiano. Encourage students to work with a partner to examine the author’s attitudes toward Africa, America, slavery, and Christianity. Discuss the diagrams completed by the groups.

6. Assign students to write a 3-5 paragraph essay comparing and contrasting the poem and the excerpt.

Assessment:

Teacher observation of appropriate group interaction, note taking, and discussion. Evaluation of written product.