Social Studies Curriculum

Grade 12
Course Description

This course examines the continent of Africa and its Diasporas in Europe, Asia and the Americas, with special emphasis on the African-American and African-Caribbean experience. This course seeks to integrate analysis of race, class, gender, culture, migration, immigration, economics, politics, history, the arts, literature, community, Nation-building and globalization issues throughout the duration of this course. Students will be able to analyze primary and secondary sources from diverse sources to evaluate historical content and appreciate the struggle of Black people everywhere for self-determination, equality, respect and civil rights.
### African American History

#### PACING CHART

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<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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<tr>
<td>Unit 1</td>
<td>Ancient Africa</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>Slavery</td>
<td>6 Weeks</td>
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<td>Unit 3</td>
<td>The struggle of Africans and African Americans to seek self-determination and equal rights.</td>
<td>6 Weeks</td>
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<td>Unit 4</td>
<td>The Black Revolution</td>
<td>6 Weeks</td>
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<td>Unit 5</td>
<td>Africa in the Global World</td>
<td>6 Weeks</td>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1. Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**CRP3. Attend to personal health and financial well-being.**
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
### Career Ready Practices

<table>
<thead>
<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
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<tr>
<td>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

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<tr>
<th><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></th>
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<tr>
<td>- Extra time for assigned tasks</td>
<td>- Extra Response time</td>
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<td>- Adjust length of assignment</td>
<td>- Have students verbalize steps</td>
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<td>- Timeline with due dates for reports and projects</td>
<td>- Repeat, clarify or reword directions</td>
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<td>- Communication system between home and school</td>
<td>- Mini-breaks between tasks</td>
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<td>- Provide lecture notes/outline</td>
<td>- Provide a warning for transitions</td>
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<td>- Reading partners</td>
<td>- Precise step-by-step directions</td>
<td>- Teacher-made checklist</td>
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<td>- Short manageable tasks</td>
<td>- Use visual graphic organizers</td>
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<td>- Brief and concrete directions</td>
<td>- Reference resources to promote independence</td>
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<td>- Provide immediate feedback</td>
<td>- Visual and verbal reminders</td>
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<td>- Small group instruction</td>
<td>- Graphic organizers</td>
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<td>- Emphasize multi-sensory learning</td>
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### Assistive Technology

- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
## Enrichment

**Accommodate Based on Students Individual Needs: Strategies**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
# Unit: 4 The Black Revolution

**Grade:** 12  
**Unit:** 4 The Black Revolution  
**Topic:** Between 1954 and 1965, the civil rights movement achieved a revolutionary transformation in the legal and social status of African Americans. At the same time the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean and the Middle East, in addition to European imperialism on developing countries promoted an emergence of global revolutionary actions in the name of self-government and self-determination.

**NJCCCS:**

**Standards: CCSS:**
RH.11-12.2, RH.11-12.3, RH.11-12.7, RH.11-12.8, W.11-12.1a, W.11-12.1b, RL.11-12.1

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
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| Evaluate the importance of the Brown v. Board of Ed. Supreme Court decision in 1954. | What were the circumstances that led up to the Brown v. Board of Ed. case?  
How did the Brown decision eventually lead to the dismantling of the entire structure of Jim Crow laws?  
Why did the Supreme Court enact the Brown II decision in 1955? | **Mock Trial:**  
Brown v. Board of Ed.: Students will be split into 2 groups the prosecution and the defense. Each team will research their particular case and act out the trial in the classroom to be set up as a courtroom.  
**Interactive Website:** Emmett Till Murder: [http://www.emmetttillmurder.com](http://www.emmetttillmurder.com)  
**Documentary:** The Untold Story of Emmett Luis Till (1:08:18): | **Art:**  
Photo Essay: Study and analyze the following 4 images, compose 1-2 paragraphs on each photo: |
| **Who was Emmett Till and why was he murdered?** | **Education/lessons/brown-v-board/**
| **Documentary:** Eyes on the Prize pt. 2, Fighting Back, 1957-1962: [https://www.youtube.com/watch?v=MTbCGf3x-Fw](https://www.youtube.com/watch?v=MTbCGf3x-Fw) | **Describe how African Americans challenged segregation and discrimination in their communities.**

**Standards:**
6.1.12.C.13.a

| **How did black women and children challenge segregation?** | **Diary entry:** Students will create diary entries pretending they are an African American during the time of the civil rights movement, they will have at least 6 entries about what is going on and how they are feeling. | **Documentary clip:** Civil Rights Foot Soldiers (4:09): [http://www.biography.com/people/groups/activists-civil-rights-activists](http://www.biography.com/people/groups/activists-civil-rights-activists)

**Civil Rights Memorial:**
Civil rights Martyrs: [http://www.splcenter.org/civil-rights-memorial/civil-rights-martyrs](http://www.splcenter.org/civil-rights-memorial/civil-rights-martyrs)

**Biography:**

Mississippi Burning, 1964, | **How were the leaders of the modern civil rights movement?**
| **How did white southerners’ strategy of massive resistance affect the modern civil rights movement?** | **Timeline:** Create a timeline of events that occurred during the civil rights movement on a big poster.

**Civil Rights Chronology:** [http://www.civilrights.org/resources/civilrights101/chronology.html](http://www.civilrights.org/resources/civilrights101/chronology.html) |
| Examine the role of the federal government and its’ inconsistencies in supporting the freedom movement. | How did the federal government support the freedom movement?  
How did the federal government hinder or neglect to support the freedom movement?  
What were the differences between the Civil Rights Acts of 1957 and 1964?  
What steps were taken to achieve the passing of the Voting Rights Act of 1965?  
| Recreate Amendments: When learning about Brown vs. Board of Ed the 14th and 15th amendments were mentioned. Students can either fix or add amendments they feel would have been needed at the time.  
Research: Choose and research a key person involved in the civil rights movement.  
Gallery Walk: Small groups of students examine photos from the sit-movement: [http://content.time.com/time/photogallery/0,29307,1957689_2030661,00.html](http://content.time.com/time/photogallery/0,29307,1957689_2030661,00.html)  
Prezi: Develop a presentation illustrating the steps and struggles taken to help pass the Voting Rights Act of 1965: [National Voting Rights Museum & Institute](http://nvrmi.com/?page_id=43)  
Mississippi Freedom Summer Events: [http://www.crmvet.org/tim/tim64b.htm](http://www.crmvet.org/tim/tim64b.htm)  
Democracy Now: Mississippi Burning at 50: Relatives of Civil Rights  
| audio and transcripts: [http://whitehousetapes.net/exhibits/miss_burning/text_print.htm](http://whitehousetapes.net/exhibits/miss_burning/text_print.htm)
| Explain why African Americans became more militant during the 1960’s. |
|------------------------|------------------|------------------|
| **Standards:**         | **Group activity:** Handout: History of the Black Panther Party: [https://drive.google.com/?tab=wo&authuser=0#my-drive](https://drive.google.com/?tab=wo&authuser=0#my-drive)  |

Workers Look Back at Murders that Shaped an Era: [http://www.democracynow.org/2014/6/26/50_years_later_relations_of_slain](http://www.democracynow.org/2014/6/26/50_years_later_relations_of_slain)


**Explain why African Americans became more militant during the 1960’s.**

- What were the causes of the Urban riots of the late 1960s?
- Who was Malcolm X?
- How did Stokely Carmichael coin the term Black Power?
- How and why was the Black Panther Party formed?
- Who murdered Fred Hampton?
- How did J Edgar Hoover and the FBI’s COINTELPRO impact the movements of the Black Panther Party?


**Biography/documentary**


**Speech Analysis:** What does Stokely Carmichael say about Dr. King’s passive boycott strategy? Do you agree with his perspective? Stokely Carmichael- Passive Boycotts (1:48): [https://www.youtube.com/watch?v=Q_QbWDoJByk](https://www.youtube.com/watch?v=Q_QbWDoJByk)
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<tr>
<th>Topic</th>
<th>Source</th>
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</table>
| Examine how the Vietnam War and the Great Society affected African Americans. | - How did LBJ’s Great Society affect African Americans?  
- How did Johnson’s Vietnam destroy the Great Society?  
- How did Black Americans react to the Vietnam War?  
- What was MLK’s opinion on the Vietnam War? |
| Standards: | 6.1.12.D.12.a  
6.2.12.A.3.d |
| Writing: Why was President Johnson reluctant to commit the United States to fight in Vietnam? Why do you think he changed his mind? | http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3461 |
| Speech: Martin Luther King: 'Why I am opposed to the War in Vietnam': | https://www.youtube.com/watch?v=b80Bsw0UG-U |
| Website: Black Opposition to Vietnam: | http://www.amistadresource.org/civil_rights_era/blac |
| Analyze the contradictions in President Nixon’s policies toward African Americans and civil rights. | Who killed Dr. Martin Luther King? Why?  
What occurred during the Orangeburg Massacre?  
Who won the election of 1968?  
What was Nixon’s downfall? | Open-ended Questioning:  
Who killed MLK and why?  
Website:  
The Orangeburg Massacre:  
[http://www.orangeburgmassacre.com](http://www.orangeburgmassacre.com)  
Chart:  
Create a chart of the 1968 election illustrating the candidates, their party, and the states and their votes:  
Documentary clip (7:16):  
Richard Nixon-Downfall of a President:  
Do you agree or disagree with Muhammad Ali’s explanation for his refusal to fight in Vietnam?  

**Turn-to-Your-Neighbor:** Read article and have each student turn to their neighbor to discuss the problem. ‘The Struggle for busing’: [http://socialistworker.org/2013/03/29/struggle-for-busing](http://socialistworker.org/2013/03/29/struggle-for-busing)

**Class Discussion:** International Civil Rights Walk of Fame: Jimmy Carter: [http://www.nps.gov/feature/falu/feat0002/wof/Jimmy_Carter.htm](http://www.nps.gov/feature/falu/feat0002/wof/Jimmy_Carter.htm)

**Website:** National Women’s History Museum: Shirley Anita Chisholm: [http://www.nwhm.org/education-resources/biography/biographies/shirley-anita-chisholm/](http://www.nwhm.org/education-resources/biography/biographies/shirley-anita-chisholm/)


**Website:** [http://www.blackpast.org/aah/hatcher-richard-g-1933](http://www.blackpast.org/aah/hatcher-richard-g-1933) |
| --- | --- | --- |
| Describe the circumstances and events that led to the Cuban Revolution. | What conditions in Cuba helped to develop the Cuban Revolution? What was the goal of the revolution? Who participated in the Cuban Revolution? | **Think Pair Share:** Resource sheet: Presidential Brief: The Situation in Cuba: [http://www.umbc.edu/che/tahlessons/pdf/A_Presidential_Decision_-_The_Bay_of_Pigs_RS_01.pdf](http://www.umbc.edu/che/tahlessons/pdf/A_Presidential_Decision_-_The_Bay_of_Pigs_RS_01.pdf)

**Article:** Open Democracy: A view of the Cuban Revolution: [https://www.opendemocracy.net/article/fidel_remembered_a_view_of_the_cuban_revolution](https://www.opendemocracy.net/article/fidel_remembered_a_view_of_the_cuban_revolution)

**ESL Book report:** Write a book report on the Cuban Revolution and why it was successful? |
| Analyze the impact of the Cuban Revolution on the developing world especially Africa. | How did Cuba aid African countries in their independence movements? | **Quick Write:**
South African History: ‘Cuba and the struggle for democracy in South Africa’:
**Website News source:**
Democracy Now:
‘The Secret History of How Cuba Helped to End Apartheid in South Africa:
http://www.democracynow.org/2013/12/11/the_secret_history_of_how_cuba
**Speech:**
Ernesto Guevara speech at United Nations 1964 (1:20):
https://www.youtube.com/watch?v=vgaeEpdnyzc
**Documentary:**
Fidel: The Untold Story (2001) (91:45):
http://www.hulu.com/watch/326102
**Research Report:**
The Impact of the Cuban Revolution on Racism:
http://srufaculty.sru.edu/m.matambanadzo/readings/race_towardEquality.pdf
| Explain the impact of the Cuban Revolution on the civil rights movement and African Americans. | What events led to the meeting between Malcolm X and Fidel Castro? | **Open ended-Questioning:**
Did the Cuban Revolution help to radicalize internationalism? If so how?
**Article:**
What Legacy from the Radical Internationalism of 1968?
http://www.historyisaweapon.com/defcon1/elbaum.html
**Abstract:**
Cuba, the Black Panther Party and the US Black Movement in the 1960s:
https://drive.google.com/?t=Jstor Journal:
The effect of the Cold War on African-American civil rights:
https://drive.google.com/?tab=wo&authuser=0#my-drive
**Journal of African and Afro-American Studies:**
Review/Malcolm X and Fidel Castro at the Hotel Theresa:
http://scholarworks.umas.edu/cgi/viewcontent.cgi?article=1088&context=cibs
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<tr>
<td>Analyze the colonial period of South Africa to explain how its’ weakened state left the country vulnerable to establish apartheid in the 20th century.</td>
<td>Why did the fighting continue in Angola even after independence in 1975?</td>
<td><strong>Essential Question:</strong> How did Cecil Rhodes make his fortune? <a href="http://www.worldtrek.org/odyssey/africa/063099/063099monicarhodes.html">http://www.worldtrek.org/odyssey/africa/063099/063099monicarhodes.html</a></td>
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**Who were the original inhabitants of South Africa?**

**Who were the Zulus?**

**Who was Cecil Rhodes?**

How did he impact South Africa during the colonial period?

Who won the Boer War?

How did the settlement of the Afrikaners in the 17th century differ from the settlement of the English in the 19th century in South Africa?
Africa?

https://www.youtube.com/watch?v=s-1DY02DThk

Political cartoon: interpret the picture of Cecil Rhodes:

http://lajhsslab.com/asos/zamb
### Examine the institution of Apartheid in South Africa.

**Standards:**

- 6.2.12.D.3.D
- RL.11-12.1
- RH.11-12.2

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<thead>
<tr>
<th><strong>Question</strong></th>
<th><strong>Power Point:</strong></th>
<th><strong>Interactive Website:</strong></th>
<th><strong>Photo interpretation:</strong></th>
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<tr>
<td>Who was Daniel F Malan and how was he able institute Apartheid in South Africa?</td>
<td>Groups of 3-5, create a presentation highlighting images of Apartheid, including images of documents and laws passed under Apartheid. <a href="http://www.apartheidmuseum.org/apartheid">http://www.apartheidmuseum.org/apartheid</a></td>
<td>South Africa: Overcoming Apartheid/Building Democracy: <a href="http://overcomingapartheid.msu.edu/unit.php?id=65-24E-5">http://overcomingapartheid.msu.edu/unit.php?id=65-24E-5</a></td>
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<tr>
<td>How did Apartheid deprive black South Africans of political rights, education and economic opportunity?</td>
<td><strong>Diary:</strong> Create diary entries as if though you lived in South Africa under Apartheid. Include how the Bantu Education Act and Pass Laws have impacted you especially as a young person. (Must include at least 6 entries).</td>
<td><strong>Studymode Website:</strong> The Origins of the Apartheid in South Africa: <a href="http://www.studymode.com/essays/The-Origins-Of-The-Apartheid-In-630242.html">http://www.studymode.com/essays/The-Origins-Of-The-Apartheid-In-630242.html</a></td>
<td><a href="http://www.juancole.com/2013/12/apartheid-south-africa.html">http://www.juancole.com/2013/12/apartheid-south-africa.html</a></td>
</tr>
<tr>
<td>What was the creation of the 10 black “homelands”? How did the following 3 laws impact black South Africans during Apartheid?:</td>
<td><strong>1953. Bantu Education Act:</strong> <a href="http://www.nelsonmandela.org/omalley/index.php/site/q/03lv01538/04lv01828/05lv01829/06lv01859.htm">http://www.nelsonmandela.org/omalley/index.php/site/q/03lv01538/04lv01828/05lv01829/06lv01859.htm</a></td>
<td><strong>List of Laws Enforced During Apartheid:</strong> <a href="https://www.mtholyoke.edu/~rrothe/timeline.htm">https://www.mtholyoke.edu/~rrothe/timeline.htm</a></td>
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<td>• The Reservation of Separate. Amenities Act.</td>
<td><strong>Pass Laws:</strong> <a href="http://autocww.colorado.edu/~blackmon/E64ContentFiles/AfricanHistory/PassLaws.html">http://autocww.colorado.edu/~blackmon/E64ContentFiles/AfricanHistory/PassLaws.html</a></td>
<td><strong>Website:</strong> The Homelands: <a href="http://www.sahistory.org.za/special-features/homelands">http://www.sahistory.org.za/special-features/homelands</a></td>
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<td>• The Bantu Education Act.</td>
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<td><strong>Interview (1:16):</strong> Interview with Apartheid fighter Steve Biko. <a href="https://www.youtube.com/watch?v=JNmAogdO2Ck">https://www.youtube.com/watch?v=JNmAogdO2Ck</a></td>
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</table>
### Analyze the freedom movement of Nelson Mandela and the ANC.

**Standards:**
- 6.2.12.D.3.a
- 6.2.12.D.3.d

| **What led to the formation of the ANC (African National Congress)?** |
| **How long was Nelson Mandela incarcerated for?** |
| **How and when was Nelson Mandela released from jail?** |
| **Who were the candidates for the 1994 South African Presidential Election? Who won?** |

**Interactive Website:**

**Article:**

**Create a chart:** illustrating the 1994 election results of the first South African Presidential election post-apartheid.

**Website:**

**Biography/Documentary clip (6:05):**
Nelson Mandela: [http://www.history.com/topics/nelson-mandela](http://www.history.com/topics/nelson-mandela)

**Photos:**

**Making Connections:**
Why did Nelson Mandela identify South African Apartheid with Palestine?

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### Describe socio-economic conditions in Burkina Faso during the Cold War.

**Standards:**
- 6.2.12.D.3.a
- RH.11-12.3
- 6.2.12.D.4.h

| **How did Burkina Faso get its' name?** |
| **What impact did the leadership of Thomas Sankara have on the people of Burkina Faso?** |
| **What kind of social policies did Thomas Sankara implement?** |

**News Article/Class discussion:**

**Journal Article:**

**Making Connections:**
Why did Nelson Mandela identify South African Apartheid with Palestine?
| Why did his ideas and policies not sit well with the Cold War period? | **Open ended-Questioning:** How might conditions in Burkina Faso been different if Thomas Sankara had lived?  
**News Article:** Burkina Faso’s pure President: [http://openrevolt.info/2012/04/24/thomas-sankara-burkina-fasos-pure-president/](http://openrevolt.info/2012/04/24/thomas-sankara-burkina-fasos-pure-president/) | **Documentary:** The Upright Man the Thomas Sankara (52:04): [https://www.youtube.com/watch?v=J5USbA701SI](https://www.youtube.com/watch?v=J5USbA701SI) |
|---|---|---|
| Examine the turmoil of Cameroon’s colonial history as a foundation for an unstable post-colonial government.  
**Standards:** W.11-12.1a  
6.2.12.D.3.d | How many countries have colonized Cameroon?  
How did the boundaries of Cameroon shift after WWI?  
Who was Ruben Um Nyobe? How did he influence the independence movement in Cameroon? | **Quick Write:** How did Ruben Um Nyobe help Cameroon to become independent?  
What was he requesting at the United Nations in 1952? Ruben Um Nyobe’s Speech at eh United Nations 1952: [https://www.youtube.com/watch?v=e5HOfr48DFk](https://www.youtube.com/watch?v=e5HOfr48DFk)  
**Journal Article:** Comparing British and French Colonial Legacies: Cameroon [https://drive.google.com/?tab=wo&authuser=0#my-drive](https://drive.google.com/?tab=wo&authuser=0#my-drive)  
**Class Notes:** Cameroon: The Struggle for Unity: [https://drive.google.com/?tab=wo&authuser=0#my-drive](https://drive.google.com/?tab=wo&authuser=0#my-drive) |
|  |  | **Art/Poster:** Map mini-project: Create a poster illustrating the changes in Cameroon’s boundaries, must include a key and attached bibliography in MLA format.  
Cameroon boundary changes: [http://commons.wikimedia.org/wiki/File:Cameroon_boundary_changes.PNG](http://commons.wikimedia.org/wiki/File:Cameroon_boundary_changes.PNG) |
<table>
<thead>
<tr>
<th>Unit 4 Vocabulary:</th>
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<tbody>
<tr>
<td>Brown v. Board of Ed.</td>
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<td>Emmett Till</td>
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<td>Montgomery bus boycott</td>
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<tr>
<td>Freedom Rides, sit-ins</td>
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<tr>
<td>SNCC</td>
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<tr>
<td>CORE</td>
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<tr>
<td>SCLC</td>
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<td>Dr. Martin Luther King</td>
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<td>Vietnam</td>
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<td>Lyndon B Johnson</td>
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<td>Richard Nixon</td>
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<tr>
<td>Economic Opportunity Act of 1964</td>
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<tr>
<td>Civil Rights Act of 1957 and 1964</td>
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<td>COINTELPRO</td>
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<td>J Edgar Hoover</td>
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<td>Fred Hampton</td>
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<td>Black Pantehrs</td>
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<td>Huey P Newton</td>
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<td>Kathleen Cleaver</td>
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<td>Black Power</td>
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<td>the Young Lords</td>
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<td>Malcolm X</td>
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<td>Stokely Carmichael</td>
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<td>March on Washington</td>
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<td>Cold War</td>
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<td>Imperialism</td>
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<td>Fidel Castro</td>
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<td>Ernesto Guevara</td>
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<td>Fulgencio Batista</td>
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<td>Suggested Unit Project 1:</td>
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<td>Groups of 3-4, research an important event during the civil rights movement and present to the class using Prezi, tumblr or power point.</td>
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<tr>
<td>*Must include citations and bibliography in MLA format. Events can include one the following:</td>
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<tr>
<td>- Rosa Parks and the Montgomery Bus Boycott</td>
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<td>- MLK’s SCLC</td>
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<td>- Passing of the Civil Rights Acts of 1957 and 1964</td>
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<td>- The Little Rock 9 in Arkansas</td>
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<td>- Sit-ins at Greensboro, Nashville and Atlanta</td>
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<td>- SNCC and the Freedom Summer Project</td>
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<td>- Freedom Rides</td>
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<td>- The Murder of Emmett Till</td>
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<td>- Robert Parris Moses and Fannie Lou Hamer and the Voter Registration projects</td>
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<td>- March on Washington</td>
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<td>- Mississippi Freedom Summer</td>
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<td>- Selma and the Voting Rights Act of 1965</td>
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