

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

SOCIAL STUDIES CURRICULUM

RACE IN THE UNITED STATES

JULY 2020



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Overview

Race in the United States will deepen students' understanding of the history of race and ethnicity in the United States. Focusing primarily but not exclusively on the period after 1865, students will examine the social construction of race and ethnicity, with the aim of understanding the complex ways race and ethnicity have operated in American politics and culture. We will examine how race and ethnicity have been defined; how definitions have changed over time; their internal logic and contradictions; and ways they impacted the post-1865 United States politically, economically, and socially. We will approach these issues from a comparative perspective, probing the experiences of differently racialized groups through in-depth analysis of primary and secondary sources. Topics include lynching and Jim Crow, immigrant exclusion, miscegenation laws, racism in popular culture, suburbanization and white flight, the rise of the prison-industrial complex, and the role of technology in racial discrimination.



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| Unit and Pacing | Essential Questions | Enduring Understandings | Content | Assessment | NJSLS Learning Standards | Interdisciplinary Connections |
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| <p>Unit 1: Class Dynamics</p> <p>1 week</p> | <p>How should we talk about difficult and controversial issues?</p> <p>Why is listening as important as talking?</p> <p>When have we learned everything we need to know to fully understand a subject?</p> | <p>Civil discourse requires respectful behavior from all participants.</p> <p>No one has all the answers and everyone can benefit from hearing other perspectives.</p> <p>Experts still study and research because there is always more to understand and perspectives change over time.</p> | <p>Creation of class norms</p> | <p>Formative: Practice A/B discussion about less controversial topics (e.g., musical taste).</p> | <p>6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</p> | <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> |
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| <p>Unit 2: Introduction to Race and Racism</p> <p>2 weeks</p> | <p>What does it mean to be an American?</p> <p>Do American citizens owe patriotism to the country?</p> <p>What impact do outside influences like the mass media, social media, family, and peer pressure have on our perspectives?</p> | <p>Perspectives vary considerably over what it means to be an American, though there are dominant cultural views that may serve to exclude some individuals.</p> <p>Patriotism takes many forms and is not a requirement of citizenship despite great social pressure.</p> | <p>Group identities - pros, cons, complexities</p> <p>Key terms: Race, racism, people of color, BIPOC, discrimination, stereotype, ethnicity, culture, equality, equity, social justice, segregation, meritocracy, American Dream,</p> | <p>Formative: reflective journals, personal inventory, identity group membership poster, Socratic seminar</p> <p>Summative: short-answer questions quiz</p> | <p>6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.</p> <p>6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p>6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian</p> | <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations).</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.</p> <p>2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture</p> |

| | <p>What are various group classifications that people use to describe themselves or others? Why are these classifications used?</p> <p>What are the differences between race, skin color, and ethnicity?</p> <p>What are the limits of group classifications?</p> <p>What was the biological theory of race and how was it disproved?</p> | <p>Group classifications have been used to advance, protect, and hinder the progress of groups of individuals for both positive and negative reasons. Some differences are relevant to the formulation of public policy, while others are social constructs.</p> <p>The intersections of race, ethnicity, national origin, skin color, and other identities are extraordinarily complex and different for various individuals.</p> <p>Race is a social construct that emerged out of the slave trade.</p> | <p>individualism, patriotism, Human Genome Project</p> | | <p>Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</p> <p>6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</p> | <p>on the expression of gender, sexual orientation, and identity.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>HS-LS3-1. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.</p> |
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| <p>Unit 3: History of Race in America</p> <p>8 weeks</p> | <p>How have people of various races and ethnicities been oppressed and discriminated against in our country's history?</p> | <p>Native American, Black, Hispanic/Latino, Asian, Middle Eastern, and other Americans faced discrimination in various ways in American history.</p> | <p>Key terms: colonization, reservations, Native American Removal, Wounded Knee, residential boarding schools, slavery, Jim Crow</p> | <p>Formative: Reflective journals, article summaries, class discussions, document analysis</p> <p>Summative: Group Google Slides</p> | <p>6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).</p> | <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups,</p> |

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| | <p>How have marginalized peoples resisted oppression and exercised their personal agency?</p> <p>How have different groups developed their own cultures despite opposition from the mainstream culture?</p> <p>What contributions have various cultures made to American society despite unfavorable circumstances?</p> <p>How has the federal government sought to enforce equality of opportunity?</p> | <p>Resistance to oppression comes in many forms ranging from nonviolent organizing and suasion to use of physical force.</p> <p>Enslaved people resisted their situation by self-liberating, sabotaging their enslavers' property, rebelling, and even causing self-harm rather than comply with the requirements of enslavers.</p> <p>Various communities became self-sustaining, offering education, job training, and economic support to community members.</p> <p>Every culture has made significant contributions in science, art, politics, language, food, and many other areas.</p> <p>Congress, the President, and the Supreme Court have passed laws, taken</p> | <p>laws, convict leasing, lynchings, de jure segregation, redlining, systemic inequality, Bisbee Deportation, Mexican Repatriation, Zoot Suit riots, Operation "Wetback," Hart-Cellar Act, English only, Proposition 187, ethnic segregation, Chinese Exclusion Act, Yellow Peril, Japanese Internment, cultural appropriation, model minority myth, Hollywood depictions, Islamophobia, post-9/11, religious harassment, racial profiling, hate crimes, equal pay, food ghettos, de facto segregation, Alcatraz Occupation, American Indian</p> | <p>presentation on racial/ethnic group atrocities.</p> <p>Summative: Group podcast on racial/ethnic group resistance and agency.</p> <p>Summative: Individual museum project on racial/ethnic culture.</p> <p>Summative: Short answer and multiple choice quizzes</p> | <p>6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p> <p>6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p> <p>6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).</p> <p>6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.</p> | <p>and teacher-led) with peers on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |
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| | | <p>executive action, and made key decisions that have advanced social justice in a variety of areas.</p> | <p>Movement, Walleye Wars, Stono Rebellion, Denmark Vesey, The Underground Railroad, Harriet Tubman, Nat Turner, Mitchelville, Port Royal Experiment, Reconstruction, Harlem Renaissance, Civil Rights Movement, Black Power, United Farm Workers, Dolores Huerta, Los Angeles Walkout, Young Lords, La Raza, Yuri Kochiyama, Yellow Power, Muhammad Ali, Keith Ellison, Rashida Tlaib, Ilhan Omar, Reconstruction Amendments, Brown v. Board of Education, Hernandez v. Texas, Civil Rights Act of 1964, Voting Rights Act of 1965, Affirmative</p> | | <p>6.1.12.HistoryCC.13.d: Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.</p> <p>6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.</p> <p>6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.</p> <p>6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and</p> | |
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| | | | Action, Equal Educational Opportunity Act of 1974 | | underrepresented groups and/or individuals. | |
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| <p>Unit 4: Race and Ethnicity in America Today</p> <p>4 weeks</p> | <p>Outside of overt oppression, how does the dominant culture serve to reinforce itself on people of color?</p> <p>What challenges do people who are members of multiple marginalized groups face?</p> <p>How do mass and social media play a role in both advancing and impeding progress in the area of social justice?</p> <p>Where do the various racial and ethnic groups stand with regard to economic status, access to quality health care, and other socioeconomic conditions?</p> | <p>Assimilation is sometimes favored over acculturation or appreciation for diversity.</p> <p>Various groups sometimes compete for attention and undermine one another. Being a member of multiple groups complicates matters both personally and politically.</p> <p>Various forms of media tend to reinforce dominant social mores, but also provides the opportunity for competing ideas and the organization of resistance to the mainstream.</p> <p>Data shows inequity between people of color and White people in a variety of</p> | <p>Key terms: Whiteness, privilege, assimilation, acculturation, intersectionality, racial profiling, police brutality, implicit bias, media bias, food ghettos, Black Lives Matter, immigrant detention, Critical Race Theory, microaggression, internalized racism</p> | <p>Formative: Reflective journals, article summaries, class discussions, document analysis, research proposal</p> <p>Summative: Short answer and multiple choice quizzes</p> | <p>6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).</p> <p>6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p> <p>6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.</p> <p>6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic</p> | <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and</p> |

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| | What major issues still exist for various racial and ethnic groups in the United States? | categories, with some variation based on race and ethnicity in particular categories. | | | minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. | style are appropriate to task, purpose, and audience. |
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| Unit 5: Active Citizenship 3 weeks | What public policy changes could have a positive impact on marginalized groups in the United States? How can we as individuals make a difference in promoting social justice? Is it possible to maintain a sense of optimism in the face of the failure of social movements to effect change. | Federal vs. state and local government areas of jurisdiction and power. There are a wide array of actions an individual can take to advance a public policy agenda. Perseverance and an understanding of a “long haul” perspective about the arc of the moral universe are requirements for successful movements. | Convention vs. unconventional participation Focus on the individual vs. institutional Key terms: white fragility, reparations, antiracism, restorative justice, defunding the police movement, ally, co-conspirator, collective action | Formative: Reflective journals, article summaries, class discussions, document analysis Summative: Letter to the editor, elected official, or government agency Summative: Research project on current event | 6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs). 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. | 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. |

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| | | | | | | <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |
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