

# Unit 4: African Americans



- 4A** African Americans and West African Kingdoms  
Unit 4 KWA
- 4B** African Americans and the Slave Trade  
Support 4B
- 4C** African Americans and the Slavery System
- 4D** African Americans and White Abolitionism
- 4E** African American Resistance to Slavery
- 4F** African Americans - Reconstruction and the Great Migration  
Support 4F
- 4G** African Americans and the Harlem Renaissance
- 4H** African Americans and Blues/Jazz
- 4I** African American Cowboys and the Buffalo Soldiers
- 4J** African American Pan-Africanism
- 4K** African American Business Innovators
- 4L** African Americans, Lynching, and the NAACP

# Unit 4: African Americans



**4M** African American Education

**4Na** African American Housing, Part 1

**4Nb** African American Housing, Part 2

**4O** African American Civil Rights Leaders  
Support 4O

**4P** African American Black Power Movement

**4Q** African American Political Leaders

**4Ra** African Americans and Policing Debate, Part 1  
Debate Rubric

**4Rb** African Americans and Policing Debate, Part 2

**4S** African Americans' Civil Rights Effectiveness  
Support 4S

**4T** African Americans' Road to Success

# Ethnic Studies Lesson 4A:

## African Americans and West African Kingdoms

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

### California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

**Themes:**

2. History and Movement

**Values and Principles:**

3. Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society.
4. Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression.
5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.

### California English and Social Science Standards Alignment

**English Language Arts Standards (11th and 12th Grade):**

**Reading—Informational Text (RI.11-12)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

**Social Sciences Standards (11th and 12th Grade):**

**History-Social Science Content Standards—(Grades 9-12)**

Analyze the causes and consequences of European exploration and expansion in the fifteenth through seventeenth centuries. (7.11)

Analyze the influence of African kingdoms and the trans-Saharan trade on the development of Islamic civilization and African societies. (7.4)

Analyze the political, social, economic, and cultural impacts of the transatlantic slave trade on Africa, the Americas, and Europe. (8.7)

## Lesson Purpose

---

Students will research West African kingdoms and their connection to the transatlantic slave trade.

## Essential Questions

---

*What were the major West African kingdoms, and what was their connection to the transatlantic slave trade?*

*How has life changed for African Americans in the United States over the last 250 years?*

## Materials

---

[Unit 4 KWL Chart](#)

[PBS, Why Do We Say “African American”?](#)

[New Jersey State Bar Association: The Ghana Kingdom](#)

[National Geographic: The Mali Empire](#)

[PBS: Timbuktu](#)

[BlackPast, Songhai Empire](#)

[National Geographic, The Kingdom of Benin](#)

[BlackPast, Kingdom of Oyo](#)

## Vocabulary

---

African American  
Black

Ghana Empire  
Mali Empire  
Timbuktu  
Mansa Musa

Songhai Empire  
Kingdom of Benin  
Kingdom of Oyo

## Lesson Steps

---

### Step 1:

- As a class, present the [unit 4 KWL chart](#) to the class. Ask students what they already know about African American history in the US. Make sure to note what questions they have and would like to pursue as well. Let students know that unlike Native Americans and Latinos/Hispanics, African Americans were not originally from North America and did not come voluntarily.

### Step 2:

- As a class, ask students what they believe the proper terminology is for referring to modern African Americans. Have students watch [PBS, Why Do We Say “African American”?](#) (video 8 minutes, 26 seconds). While students are watching, they should take notes on how the terminology of referring to an African American has changed over time. When students have completed the video, as a class, have them share their notes. Help students understand that the class will be using African American and Black American interchangeably and that Black should be capitalized.

### Step 3:

- As a class, ask students what they know about the kingdoms of West Africa. Form five student groups. Students will research their kingdom in order to create a five-slide slideshow using a technology of the

class's choice. The slideshow should include location, population size, years of empire, and major facts of interest. Students may need to use additional resources, but students should cite their sources carefully.

- Ghana Empire, [New Jersey State Bar Association: The Ghana Kingdom](#)
- Mali Empire, [National Geographic: The Mali Empire](#) and [PBS: Timbuktu](#) (video 5 minutes, 52 seconds)
- Songhai Empire, [BlackPast, Songhai Empire](#)
- Benin Empire, [National Geographic, The Kingdom of Benin](#)
- Oyo Empire, [BlackPast, Kingdom of Oyo](#)
- When students have completed their research, have students present their slideshows. As students listen, they should take notes on what factors show the sophistication of these kingdoms. Ask students to speculate on why so many of these kingdoms collapsed in the 19th century.

#### Step 4:

- As a class, ask students this lesson's questions, "What were the major West African kingdoms, and what was their connection to the transatlantic slave trade?" and this unit's question, "How has life changed for African Americans in the United States over the last 250 years?" Add what has been learned as well as questions for follow-up to this unit's KWL chart.

### Essential Question Assessment, Application, Action, and Reflection

---

As time permits and for homework, have students watch [OER Project, Impact of the Slave Trade: Through a Ghanaian Lens](#) (video 14 minutes, 47 seconds). As students watch, they should take notes on the impacts of the slave trade on Ghana. Students should write a long paragraph and note any information that surprises them.

### Additional Readings and Resources

---

"After George Floyd, Where Do We Go From Here?—Debate between Coleman Hughes and Osita Nwanevu."

Paragraph, July 10, 2020. <https://www.pairagraph.com/dialogue/69bbe8cbb5a34fc380ad6d639dd3964f/1>

[OER Project, Impact of the Slave Trade: Through a Ghanaian Lens](#)

Sowell, Thomas. *Conquests and Cultures*. Basic Books, 1998, chap. 3.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183–224.

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

Ethnic Studies 4A: KWL Chart

KNOW	WONDER	LEARNED
<i>What do we think we already know about this topic?</i>	<i>What do we wonder about this topic? Write your questions below.</i>	<i>After the research is completed, what did we learn? Make sure to cite your source.</i>

# Ethnic Studies Lesson 4B:

## African Americans and the Slave Trade

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

### California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

---

***Themes:***

2. History and Movement
3. Systems of Power

***Values and Principles:***

4. Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression.
5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.

### California English and Social Science Standards Alignment

---

***English Language Arts Standards (11th and 12th Grade):***

**Reading—Informational Text (RI.11-12)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

***Social Sciences Standards (11th and 12th Grade):***

**History-Social Science Content Standards—(Grades 9-12)**

Analyze the causes and consequences of European exploration and expansion in the fifteenth through seventeenth centuries. (7.11)

Analyze the influence of African kingdoms and the trans-Saharan trade on the development of Islamic civilization and African societies. (7.4)

Analyze the political, social, economic, and cultural impacts of the transatlantic slave trade on Africa, the Americas, and Europe. (8.7)

## Lesson Purpose

---

Students will research the economic implications of the transatlantic slave trade and the horrors of the Middle Passage.

## Essential Questions

---

*How did economics drive the transatlantic slave trade, and what were the realities for those that endured the Middle Passage?*

*How has life changed for African Americans in the United States over the last 250 years?*

## Materials

---

[Slave Voyages](#)

[The National Park Service, Park Ethnography Program](#)

[Lesson 4B Worksheet](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

triangle trade

chattel slavery

embarkation

Middle Passage

diaspora

disembarkation

## Lesson Steps

---

### Step 1:

- As a class, ask students what they already know about the terms *triangular trade system*, *European slave trade*, *transatlantic slave trade*, and *Middle Passage*. Make notes on this unit's KWL chart of what students have already studied.
- Let students know that they will be filling in any gaps in their knowledge of the European slave trade. Watch the video of [Slave Voyages: Henry Louis Gates introduces Slave Voyages 2.0 and some of its people](#) (video 6 minutes, 6 seconds). On the website's homepage, show students the four quick links at the bottom of the page that they will be using to answer this week's [WORKSHEET](#): Introductory Maps, 3D video reconstructions, Timeline, and Timelapse. Make sure to show students how they can unclick countries in the Timeline to change the data, as well as dropdown arrows to look at ports of embarkation and disembarkation. Also, show the quick overview video of the Timelapse tab as well. Create groups of four for students to review the tabs and answer the questions on the worksheet.
- When students have completed the research, have them join another group of four to check their notes. As a class, have students share their answers and expand on their answers if they are missing any key information. Add the students' additional questions to this unit's KWL chart for future reference.

### Step 2:

- Have students return to their groups of four to resume their research. Have them answer the remaining three questions on the worksheet with information from [The National Park Service, Park Ethnography Program](#). Students who complete the research first may answer additional questions that were raised in class.



- When students have completed their research, have them join another group of four to check their answers. As a class, have student groups of eight share their responses. Make sure students understand the term *diaspora* as well as the economic implications of the triangle trade for Europeans, for Africans, and for those in the Americas.

### Step 3:

- As a class, ask this unit's question, "How has life changed for African Americans in the United States over the last 250 years?" Have students share their answers. Make sure students understand the term *diaspora* as well as the economic implications of the triangle trade. Have students add what was learned on this unit's KWL chart as well as questions for future follow-up.

## Essential Question Assessment, Application, Action, and Reflection

---

As time permits, or for homework, ask students to research modern-day slavery and the term *chattel slavery*. Ask students to read [National Underground Railroad Freedom Center: Modern Abolition](#). In a short written prompt, have students answer the questions, "How has slavery changed in the world since the 1500s? What is chattel slavery, and why might it have had a different impact on the legacy of slavery in North America vs. South America?"

## Additional Readings and Resources

---

Dull, Laura J. "Teaching African Enslavement: A Pluralistic Approach." *The History Teacher* 51, no. 2 (2018): 189–220. <http://www.jstor.org/stable/44817446>.

Hummel, Jeffrey R. *Emancipating Slaves, Enslaving Free Men: A History of the American Civil War*, 2nd ed. Open Court, 2014.

[Hummel, Jeffrey Roger. U.S. Slavery and Economic Thought, Concise Encyclopedia of Economics](#)

[National Underground Railroad Freedom Center: Modern Abolition](#)

Sowell, Thomas. "The Economics of Slavery." In *Markets and Minorities*. Basic Books, 1981, 82–102.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183–224.

Sowell, Thomas. "Race and Slavery." In *Race and Culture*. Basic Books, 1994, 186–223.

Sowell, Thomas. "The Real History of Slavery." In *Black Rednecks and White Liberals*. Encounter Books, 2005, 111–169.

Sowell, Thomas. "The Slavery Card," in *The Thomas Sowell Reader*. Basic Books, 2011, 245–247.

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

## Ethnic Studies 4B: African Americans and the Slave Trade Worksheet

---

Use the quick links on the homepage of [slavevoyages.org](http://slavevoyages.org) to complete the first seven questions.

1. What countries participated in the trade of Africans from Africa across the Atlantic?
2. What was life like for slaves aboard the slave ships? Why do you think there were nets on the sides of the ships?
3. Approximately how many Africans were moved from Africa across the Atlantic?  
Approximately how many died?
4. Approximately how many voyages were made?
5. During what period of time did these trips take place?
6. What was the primary motivator for moving slaves from Africa to the Americas?
7. What additional questions do you have after viewing this data?

Use [National Park Service: Park Ethnography Program](#) to answer the following three questions.

8. What year did slaves begin arriving in the British colonies?
9. What percentage of slaves disembarked in British American ports?
10. What percentage of slaves disembarked in Brazil?

# Ethnic Studies Lesson 4C:

## African Americans and the Slavery System

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

### California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

---

**Theme:**

3. Systems of Power

**Values and Principles:**

4. Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression.
5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.

### California English and Social Science Standards Alignment

---

**English Language Arts Standards (11th and 12th Grade):**

**Reading—Informational Text (RI.11-12)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

**Social Sciences Standards (11th and 12th Grade):**

**History-Social Science Content Standards—(Grades 9-12)**

Analyze the causes and consequences of European exploration and expansion in the fifteenth through seventeenth centuries. (7.11)

Analyze the influence of African kingdoms and the trans-Saharan trade on the development of Islamic civilization and African societies. (7.4)

Analyze the political, social, economic, and cultural impacts of the transatlantic slave trade on Africa, the Americas, and Europe. (8.7)

## Lesson Purpose

---

Students will study the unique slavery system of the United States and identify its dehumanizing factors.

## Essential Questions

---

*How was the US system of slavery different from slavery in other parts of the world, and how was it dehumanizing?*

*How has life changed for African Americans over the last 250 years?*

## Materials

---

[University of Alabama Huntsville, What is the correct terminology, Black, African American or People of Color?](#)

[The Gilder Lehrman Institute of American History, Historical Context: Facts about the Slave Trade and Slavery](#)

[The Gilder Lehrman Institute of American History, The horrors of slavery, 1805](#)

[RH Smith Center for the Constitution, The Laws of Slavery](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

dehumanizing

chattel

manumission

inhuman

slave codes

emanicipation

antebellum

## Lesson Steps

---

### Step 1:

- As a class, ask students about their thoughts on how African Americans would rather be referred to. How do they know? Let students know that terminology changes over time. Read the [University of Alabama](#) article as one possible source of terminology. For this course, using *Black* or *African American* would be appropriate unless someone has immigrated from a specific country and would rather be referred to by their citizenship in that country. Capitalizing *Black* is particularly important, as the word *black* that is not capitalized refers to a color.
- Ask students to help you define the word *inhumane* and ask for examples from the Middle Passage of inhumane treatment of slaves making that voyage. Ask students to help you define *dehumanizing*. What are some ways that someone could take away a student's humanity? (Answers may include taking away rights, removing your name, not allowing freedom, not allowing education, not allowing you to marry, etc.) Remind students that approximately 40 percent of the 10,000,000 slaves that survived the Middle Passage ended up in the American colonies. Create a Venn diagram on the board and label the left-hand circle "US" and the right-hand circle "South America and the Caribbean." Use popcorn, round robin, or another whole-group reading strategy to read out loud [The Gilder Lehrman Institute of American History, Historical Context: Facts about the Slave Trade and Slavery](#). As students read, stop to have them fill in the differences and similarities between slavery in the US and South America. Differences could include the high rate of slave reproduction in the US, and the US domestic slave trade.

**Step 2:**

- Remind students that for over 250 years in the US, slaves were kept under control primarily by a slavery system rather than by fences and chains. Besides not being allowed to choose their own family names and to have official marriages or other freedoms, slaves were also subjected to physical torture and laws that eliminated their rights. Students will be divided into two groups and will create a poster/chart to describe some of the methods of the slavery system that dehumanized slaves.
- Group 1 will read [The Gilder Lehrman Institute of American History, The horrors of slavery, 1805](#)
- Group 2 will watch [RH Smith Center for the Constitution, The Laws of Slavery](#)
- When students have completed their research, have them present their charts to the class. Make sure that students have touched on the physical cruelty of slavery, the separation of families, the law that traced an individual's slave status to that of their mother, and the lack of all basic rights.

**Step 3:**

- Ask students to answer this lesson's questions, "How was the US system of slavery different from slavery in other parts of the world, and how was it dehumanizing?" Also, ask students the unit question, "How has life changed for African Americans over the last 250 years?" Add what has been learned to this unit's KWL chart.

## Essential Question Assessment, Application, Action, and Reflection

---

As time allows, and for homework, have students watch [PBS: Cotton Gin, The African Americans](#). Ask students to write a short paragraph and answer the questions, "How did the invention of the cotton gin in 1781 result in a Second Middle Passage? Why would this forced migration within the US be compared to the original slave trade?"

## Additional Readings and Resources

---

Davis, David Brion. *The Problem of Slavery in the Age of Emancipation*. Alfred A. Knopf, 2014.

Davis, David Brion. *The Problem of Slavery in the Age of Revolution, 1770-1823*. Cornell University Press, 1975.

Hummel, Jeffrey R. *Emancipating Slaves, Enslaving Free Men: A History of the American Civil War*, 2nd ed. Open Court, 2014.

[Hummel, Jeffrey Roger. U.S. Slavery and Economic Thought, Concise Encyclopedia of Economics](#)

[National Underground Railroad Freedom Center: Modern Abolition](#)

[PBS: Cotton Gin, The African Americans](#)

Sowell, Thomas. "The Economics of Slavery." In *Markets and Minorities*. Basic Books, 1981, 82-102.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183-224.

Sowell, Thomas. "Race and Slavery." In *Race and Culture*. Basic Books, 1994, 186-223.

Sowell, Thomas. "The Real History of Slavery." In *Black Rednecks and White Liberals*. Encounter Books, 2005, 111-169.

Sowell, Thomas. "The Slavery Card." In *The Thomas Sowell Reader*. Basic Books, 2011, 245-247.

[Thomas Sowell: "Legacy of slavery" a legacy of cliches and lazy thinking](#)

Thomas SowellTV, “Thomas Sowell Debunks Myths about Slavery.” <https://www.youtube.com/watch?v=H4g5dY7mVyQ&t=156s>

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

# Ethnic Studies Lesson 4D: African Americans and White Abolitionism

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

## California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

***Themes:***

2. History and Movement
4. Social Movements and Equity

***Values and Principles:***

2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

## California English and Social Science Standards Alignment

***English Language Arts Standards (11th and 12th Grade):***

**Reading—Informational Text (RI.11-12)**

Analyze seminal U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. (RI.11-12.9)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

***Social Sciences Standards (11th and 12th Grade):***

**History-Social Science Content Standards—(Grades 9-12)**

Evaluate the impact of the abolitionist movement on the struggle for civil rights and liberties in the United States. (8.9)

Analyze the impact of individuals, groups, and events of the abolitionist movement, such as William Lloyd Garrison, Frederick Douglass, Harriet Tubman, the Underground Railroad, and the publication of *Uncle Tom's Cabin*. (8.9)

## Lesson Purpose

---

Students will investigate the people, places, and events of the white abolitionist movement.

## Essential Questions

---

*What were the people, places, and events of the white abolitionist movement?*

*How has life changed for African Americans over the last 250 years?*

## Materials

---

[1821 Benjamin Lundy founds the \*Genius of Universal Emancipation\* in Ohio](#)

[The University of Tennessee Libraries](#)

[Blackpast.org, The Founding of the Pennsylvania Abolition Society \(1775\)](#)

[National Archives, The Slave Trade](#)

[The 1833 Abolition of Slavery Act and compensation claims](#)

[Harriet Beecher Stowe Center, A Moral Battle Cry for Freedom](#)

[PBS, Abolitionists](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

abolitionist

abolitionism

## Lesson Steps

---

### Step 1:

- As a whole class, discuss the definition of abolitionist and abolitionism. Let students know that an abolitionist is a person and could have complicated views about racism and freedom. The abolitionist movement, though, was a movement to give slaves their complete freedom. Create a timeline under the Native American and Latino/Hispanic timelines. Let students know they will be working in four groups to create a five-slide slideshow as well as an event card for the timeline. Students should focus on the who, what, when, where, and why of their event. As a class, create the first event card from the following event:
  - [1821 Benjamin Lundy founds the \*Genius of Universal Emancipation\* in Ohio](#) and [The University of Tennessee Libraries](#)



**Step 2:**

- Separate students into four groups and have students create the five-slide slideshow and event card.
  - [Blackpast.org, The Founding of the Pennsylvania Abolition Society \(1775\)](#)
  - US abolishes international slave trade 1808: [National Archives, The Slave Trade](#)
  - 1833 England outlawed slavery, National Archives, [The 1833 Abolition of Slavery Act and compensation claims](#)
  - *Uncle Tom's Cabin* as a response to the Fugitive Slave Act and Three-Fifths Compromise, [Harriet Beecher Stowe Center, A Moral Battle Cry for Freedom](#)
- When students have completed their slideshow and event card, have them present to the class and post the card on the timeline. Ask students if they have follow-up questions to add to this unit's KWL chart.

**Step 3:**

- Have students watch a video about William Lloyd Garrison, the Liberator, and the 1833 American Anti-Slavery Society: [PBS, Abolitionists](#) (video 5 minutes, 58 seconds). Before watching the video ask to find examples of how William Lloyd Garrison is a reflector of many white abolitionists of the time, and how he is different. When the video is complete, hold a whole class discussion and have students help create an event card for the 1833 American Anti-Slavery Society.

**Step 4:**

- Ask students to help answer this unit's question, "What were the people, places, and events of the white abolitionist movement?" Also, ask students the unit question, "How has life changed for African Americans over the last 250 years?" Add what has been learned to this unit's KWL chart.

## Essential Question Assessment, Application, Action, and Reflection

---

As time permits, and for homework, have students read [Texas State Historical Association, Lundy, Benjamin \(1789-1839\)](#). In a short paragraph or essay and using the timelines from previous units, have students answer the question, "Why did Benjamin Lundy travel from Ohio to Texas, the Caribbean, and Canada? How did the 1830s represent an intersection of events for Native Americans, Latinos/Hispanics, and African Americans?"

## Additional Readings and Resources

---

Anderson, William L., and David Kiriazis. "Rents and Race: Legacies of Progressive Politics." *The Independent Review* 18, no. 1 (2013): 115-133.

Donald, David H. *Charles Sumner and the Coming of the Civil War*. Alfred A. Knopf, 1960.

Donald, David H. *Charles Sumner and the Rights of Man*. Alfred A. Knopf, 1970.

Foner, Eric. *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil War*. New York: Oxford University Press, 1995 [1970].

Foner, Eric. "[Radical Individualism in America: Revolution to Civil War](#)." *Literature of Liberty* 1, no. 3 (July-September 1978): 1-31.

Fredrickson, George M. *Black Image in the White Mind: The Debate on Afro-American Character and Destiny, 1817-1914*. Harper, 1971.

Fredrickson, George M. *The Inner Civil War: Northern Intellectuals and the Crisis of the Union*. New York: Harper, 1965.

- Fredrickson, George M. *White Supremacy: A Comparative Study of American and South African History*. Oxford University Press, 1982.
- Kraditor, Aileen S. *Means and Ends in American Abolitionism: Garrison and His Critics on Strategy and Tactics, 1834-1850*.
- Lerner, Gerda. *The Grimke Sisters from South Carolina: Rebels Against Slavery*. Houghton Mifflin, 1967.
- McPherson, James M. *The Abolitionist Legacy: From Reconstruction to the NAACP*, 2nd ed. Princeton University Press, 1995.
- McPherson, James M. *The Struggle for Equality: Abolitionists and the Negro in the Civil War and Reconstruction*, 2nd ed. Princeton University Press, 1995.
- Moreno, Paul D. *Black Americans and Organized Labor: A New History*. Baton Rouge: Louisiana State University Press, 2005.
- Roback, Jennifer. "Racism as Rent-Seeking." *Economic Inquiry* 27 (October 1989): 661-81.
- Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183-224.
- Storey, Moorfield. *Charles Sumner*. Houghton, Mifflin, 1900.
- [Texas Historical Association, Lundy, Benjamin \(1789-1839\)](#)
- Trefousse, Hans L. *Carl Schurz: A Biography (The North's Civil War)*, 2nd ed. Fordham University Press, 1998.

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

# Ethnic Studies Lesson 4E:

## African American Resistance to Slavery

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

### California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

***Themes:***

2. History and Movement
4. Social Movements and Equity

***Values and Principles:***

2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

### California English and Social Science Standards Alignment

***English Language Arts Standards (11th and 12th Grade):***

**Reading—Informational Text (RI.11-12)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

***Social Sciences Standards (11th and 12th Grade):***

**History-Social Science Content Standards—(Grades 9-12)**

Analyze the impact of individuals, groups, and events of the abolitionist movement, such as William Lloyd Garrison, Frederick Douglass, Harriet Tubman, the Underground Railroad, and the publication of *Uncle Tom's Cabin*. (8.9)

## Lesson Purpose

---

Students will investigate the people, places, and events of Black resistance to slavery.

## Essential Questions

---

*What were the people, places, and events of Black resistance to slavery?*

*How has life changed for African Americans over the last 250 years?*

## Materials

---

[The US Constitution, Article 1, Section 2. The Three-Fifths Clause](#)

[PBS: The Fugitive Slave Law of 1850](#)

[PBS: Elizabeth Freeman \(Mum Bett\): Trailblazer for Patriots](#)

[Nat Turner Rebellion](#)

[TED-Ed, The breathtaking courage of Harriet Tubman](#)

[PBS: Frederick Douglass](#)

[Biography: Sojourner Truth—Civil Rights Activist](#)

[United Nations Story, The Secret History of the Underground Railroad](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

Underground Railroad

The Three-Fifths Clause

Fugitive Slave Act

## Lesson Steps

---

### Step 1:

- As a class, let students know that there were additional dehumanizing laws for slaves. Read out loud to the class [The US Constitution, Article 1, Section 2. The Three-Fifths Clause](#). Have students help to create an event card for this and place the card on the timeline. Also, as tensions grew between the slaveholding states and free states after the end of the Mexican American War, questions arose of what to do with new territories—were they slave or free—and how to keep the country from going to war over slavery. In the 1850 Compromise, Congress passed the Fugitive Slave Act. Now, not only did states have their own slave codes, but the federal government was involved in the return of runaway slaves in every state.
- As a class, watch [PBS: The Fugitive Slave Law of 1850](#). Ask students to keep track of the who, what, where, and when so they can help create an event card for the timeline. As a whole class, when the video is complete, ask students why this act inspired such strong feelings from abolitionist whites, free Blacks, slaves, and slaveholding whites? Have students create an event card and post it on the timeline.

### Step 2:

- Let students know that in addition to quiet acts of rebellion such as staying married for long periods of time, remembering their family names—even if they weren't allowed to speak them—singing spirituals, etc., Blacks also actively resisted slavery. Many of the slave codes and fugitive slave laws were aimed

at keeping the slaves dependent in order to avoid rebellions. Students will research Black resistance to slavery. Break the class into the following five groups and ask students to create a five-slide slideshow about their person/event. If there was a court case or event, students can create an event card.

- [PBS: Elizabeth Freeman \(Mum Bett\): Trailblazer for Patriots](#) (video 4 minutes, 55 seconds)
- [Nat Turner Rebellion](#) (video 2 minutes, 59 seconds)
- TED-Ed, [The Breathtaking Courage of Harriet Tubman](#) (video 4 minutes, 48 seconds)
- [PBS: Frederick Douglass](#) (video 5 minutes, 19 seconds)
- [Biography: Sojourner Truth—Civil Rights Activist](#) (video 2 minutes, 28 seconds)
- When students have completed their research, have them present their information to the class and add the event card to the timeline.

### Step 3:

- Ask students what they already know about the underground railroad and add that to the KWL chart. Have students watch [United Nations Story, The Secret History of the Underground Railroad](#). As students watch the video, ask them to take notes about what they have learned that they did not know before.
- When the video is complete, as a whole class, ask students what they learned. How does the Underground Railroad showcase the ultimate form of resistance by African Americans?

### Step 4:

- Ask students to answer this lesson's question, "What were the people, places, and events of Black resistance to slavery?" Also ask, "How has life changed for African Americans over the last 250 years?" Document what has been learned on this unit's KWL chart.

## Essential Question Assessment, Application, Action, and Reflection

---

As time permits, and for homework, ask students to read [Gilder Lehrman Institute of American History, Slave Resistance](#) and view the interactive presentation. Also, students can view [Religion & Ethics NewsWeekly African-American Spirituals](#) (video 3 minutes, 35 seconds). Students should write a short paragraph answering the question, "How did slaves resist the slavery system in their everyday lives?"

## Additional Readings and Resources

---

[Gilder Lehrman Institute of American History, Slave Resistance](#)

Hummel, Jeffrey R. *Emancipating Slaves, Enslaving Free Men: A History of the American Civil War*, 2nd ed. Open Court, 2014.

Quarles, Benjamin. *Black Abolitionists*. Hachette Books.

[Religion & Ethics NewsWeekly African-American Spirituals](#) (video 3 minutes, 35 seconds)

[Slave Stories](#)

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183–224.

Sundstrom, Ronald. "Frederick Douglass." In *The Stanford Encyclopedia of Philosophy*, edited by Edward N. Zalta and Uri Nodelman, Spring 2023 edition. <https://plato.stanford.edu/archives/spr2023/entries/frederick-douglass/>

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

# Ethnic Studies Lesson 4F:

## African American Reconstruction and the Great Migration

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

### California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

**Themes:**

2. History and Movement

**Values and Principles:**

2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

### California English and Social Science Standards Alignment

**English Language Arts Standards (11th and 12th Grade):**

**Reading—Informational Text (RI.11-12)**

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)

**Social Sciences Standards (11th and 12th Grade):**

**History-Social Science Content Standards—(Grades 9-12)**

Evaluate the impact of the Reconstruction Era on African Americans in the South, including the rise of Jim Crow laws, disenfranchisement, and segregation. (8.4)

Examine the social, economic, and political factors that contributed to the Great Migration of African Americans from the South to the North and West. (8.4)

Analyze the experiences of African Americans in the South and the impact of segregation, discrimination, and violence on their lives and communities. (11.1)

## Lesson Purpose

---

Students will investigate Jim Crow laws, Supreme Court cases, and Southern experiences after the Civil War in order to understand the motivations for the Great Migration.

## Essential Questions

---

*What laws, court cases, and experiences kept African Americans from realizing the full equality guaranteed by constitutional amendments after the Civil War?*

*How did African Americans respond to their lack of rights after Reconstruction?*

*How has life changed for African Americans over the last 250 years?*

## Materials

---

[The Equality Amendments: 13, 14, & 15](#)

[NBC News: Jim Crow Laws In the South](#)

[Georgia Public Education: Jim Crow Laws and Racial Segregation in America](#)

[WORKSHEET](#)

[National Archives: The Great Migration North](#)

[National Archives: Exodusters and Western Expansion](#)

[Communities Count: The Great Migration and Seattle](#)

[PBS: The Great Migration: Creating a New Black Identity in Los Angeles](#)

[Oakland Here and Now: Black Oakland's Story](#)

[University of Washington: The Great Migration \(African American\)](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

Reconstruction  
nadir

13th, 14th, 15th Amendments

Jim Crow laws  
Great Migration

## Lesson Steps

---

### Step 1:

- As a class, ask students what they already know about the period after the Civil War. Why might this period have been called Reconstruction? What do they know about the 13th, 14th, and 15th amendments to the Constitution? As a class, have them watch [The Equality Amendments: 13, 14, & 15](#). Students should take notes on the who, what, when, where, and why in order to help create an event card. Post the event card on the timeline. Also, ask students if they have heard about any cases where the Supreme Court made a poor decision, or a decision that impacted one race detrimentally.
- As a class, ask students if these amendments immediately solved the problems in the Southern former slave states of racism, white supremacy ideology, or equality. Why or why not? What do students already know of the Jim Crow laws? Who was Jim Crow? Have students work in pairs to watch [NBC](#)



[News: Jim Crow Laws In the South](#) and [Georgia Public Education: Jim Crow Laws and Racial Segregation in America](#) to answer the question on this week's [WORKSHEET](#).

- When students have completed their worksheet, have them join another pair to check their answers and complete their work. Have groups of four share their answers with the class. How were laws and court cases used to support equality? How were they used to suppress equality? What does “separate but equal” mean? Help students create an event card for the *Plessy v. Ferguson* case and place it on the timeline.

### **Step 2:**

- Ask students if they know of any events in recent history where people have moved from one state in the US to another if they did not like local laws. (Examples might include COVID restrictions, abortion rights, taxation, etc.) The same was true of former slaves moving out of the Jim Crow South, and it was called the Great Migration. During the first phase of migration, nearly 6 million African Americans moved out of the South. In some cases, though, Blacks encountered similar segregation and racism as they had in the South. Some felt this period of hopelessness, after the gains made in Reconstruction, took them to the lowest point (or nadir) of their quest for equality—as termed by Reconstruction historian Rayford W. Logan. Break students into the following groups and have students use chart paper to illustrate with maps and words their research. Make sure students address the struggles the migrants encountered.
  - [National Archives: The Great Migration North](#)
  - [National Archives: Exodusters and Western Expansion](#)
  - [Communities Count: The Great Migration and Seattle](#)
  - [PBS: The Great Migration: Creating a New Black Identity in Los Angeles](#)
  - [Oakland Here and Now: Black Oakland's Story](#)
- When students complete their research, have students do a gallery walk around the classroom and put additional questions they have on Post-it notes on the presentation. Have groups present their posters and address the additional questions.

### **Step 3:**

- As a class, show students the interactive graph in the middle of the page of [University of Washington: The Great Migration \(African American\)](#). Have students note the growth of migration to California after 1950. Ask students what avenues were left to African Americans after the Civil War for participating in the political world, especially considering Jim Crow laws and Supreme Court decisions about “separate but equal.” (Answers might include voting, violence, leaving the areas.) What might “voting with your feet” mean? Could this way of finding their rights through movement also apply to the Underground Railroad and escaping slavery? Would either or both require bravery? How do these questions reflect on the spirit of previously enslaved African Americans?

### **Step 4:**

- As a class, ask students to answer this lesson's questions, “What laws, court cases, and experiences kept African Americans from experiencing the full equality guaranteed by constitutional amendments after the Civil War?” and “How did African Americans respond to their lack of rights after Reconstruction?” Also, ask this unit's question, “How has life changed for African Americans in the last 250 years?” Document what has been learned on this unit's KWL chart.

## Essential Question Assessment, Application, Action, and Reflection

---

As time permits, and for homework, have students watch [National Archives: Racial Violence and the Red Summer of 1919](#) in order to answer the following questions in a short paragraph: “What does the term *nadir* mean? What aspects of the Great Migration and African American service during World War I fueled the race riots across the country?”

## Additional Readings and Resources

---

Bernstein, David E., and Ilya Somin. “Judicial Power and Civil Rights Reconsidered.” George Mason University School of Law Working Paper Series, Paper 9, 2004. <https://law.bepress.com/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1008&context=gmulwps>

[California Department of Parks and Recreation: Colonel Allensworth State Historic Park](#)

[National Archives: Racial Violence and the Red Summer of 1919](#)

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183-224.

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

## Ethnic Studies 4F: African Americans and Reconstruction

---

After watching [NBC News: Jim Crow Laws In the South](#) and [Georgia Public Education: Jim Crow Laws and Racial Segregation in America](#), answer the following questions. Make sure to note where your information came from.

1. Who was Jim Crow?
2. What were some methods that were used to deny the right to vote to African Americans?
3. What Supreme Court case decided the “Separate but Equal” policy and in what year? What is the who, what, when, where, and why of this case?
4. What were some other ways that Blacks were denied basic civil rights after the Reconstruction era?
5. What other questions have come up for you about this time period?

# Ethnic Studies Lesson 4G:

## African Americans and the Harlem Renaissance

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

### California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

***Themes:***

1. Identity
2. History and Movement

***Values and Principles:***

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.

### California English and Social Science Standards Alignment

***English Language Arts Standards (11th and 12th Grade):***

**Reading—Informational Text (RI.11-12)**

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)

***Social Sciences Standards (11th and 12th Grade):***

**History-Social Science Content Standards—(Grades 9-12)**

Analyze the role of cultural movements, such as the Harlem Renaissance, in challenging stereotypes and promoting social change. (11.5)

## Lesson Purpose

---

Students will investigate the music, art, and literature of the Harlem Renaissance and its contribution to breaking down African American stereotypes.

## Essential Questions

---

*Who were the artists of the Harlem Renaissance? How did the music, art, and literature of the Harlem Renaissance contribute to the breaking down of African American stereotypes?*

*How has life changed for African Americans in the last 250 years?*

## Materials

---

[PBS NewsHour: The Harlem Renaissance's cultural explosion, in photographs](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

stereotype

Harlem Renaissance

## Lesson Steps

---

### Step 1:

- As a class, ask students what a stereotype is. Ask how Jim Crow served as a negative stereotype of African Americans from the South. What other stereotypes might have been formed of African Americans during the early 20th century? What do students already know about the Harlem Renaissance? Have students watch [PBS NewsHour: The Harlem Renaissance's cultural explosion, in photographs](#). Ask students to take notes while they watch how the Harlem Renaissance broke down African American stereotypes. Make sure that students see the connection between the Great Migration north and the influx of African Americans to urban New York. As a class, have students share their thoughts when the video is over.

### Step 2:

- Let students know that over the next two lessons they will create a classroom gallery of art, literature, and music that broke stereotypes. What would they like to call their gallery? In pairs or groups of three, have students select one of the topics below. Make sure students know that this is just a sample. There were many more artists in Harlem from 1910 to 1930. They will create an exhibit and be the spokesperson for that exhibit when it is presented. They can select their own educational websites and the best way to showcase their topic. Students may also want to visit the school library to find original books, poem anthologies, or children's books based on poems (There are several for Langston Hughes: *I, Too*, *Sing America*; *Mother to Son*; *Carol of the Brown King*; *An Earth Song*, *Sail Away*; etc.) Students will need to carefully cite their sources in their presentations.

Langston Hughes	Aaron Douglas
W. E. B. Du Bois	James Van Der Zee
Claude McKay	Archibald John Motley Jr.
Zora Neale Hurston	James Weldon Johnson
Jacob Lawrence	Dorothy West
Augusta Savage	Jean Toomer
Countee Cullen	

**Step 3:**

- As a class, when time is running low, let students know you will continue the gallery in the next lesson with the addition of musicians. Any work that is left incomplete can be finished as part of that lesson. Students will have an opportunity to present their gallery after the next lesson.

**Step 4:**

- As a class, ask students this lesson's questions, "How did the music, art, and literature of the Harlem Renaissance contribute to the breaking down of African American stereotypes?" and "How did the Harlem Renaissance aid in African American identity formation?" Also ask this unit's question, "How has life changed for African Americans over the last 250 years?" Write down what was learned on this unit's KWL chart.

## Essential Question Assessment, Application, Action, and Reflection

---

As time permits, and for homework, have students listen to [Beinecke Library: Claude McKay: "America"](#) and [Langston Hughes, I Too](#). Ask students to write a short paragraph and answer, "Why would Harlem Renaissance artists 'love this cultured hell that tests my youth'? What are some reasons why, after almost three centuries (by the 1920s) of discrimination and racism, these African Americans might still love America?"

## Additional Readings and Resources

---

[Beinecke Library: Claude McKay: "America"](#)

Beito, David T., and Linda Royster Beito. "Isabel Paterson, Rose Wilder Lane, and Zora Neale Hurston on War, Race, the State, and Liberty." *The Independent Review* 12, no. 4 (Spring 2008): 553-573. [https://www.independent.org/pdf/tir/tir\\_12\\_04\\_4\\_beito.pdf](https://www.independent.org/pdf/tir/tir_12_04_4_beito.pdf)

Ebeling, Richard M. "George S. Schuyler, Anti-Racist Champion of Liberty." American Institute for Economic Research, August 19, 2019.

Hurston, Zora Neale. *You Don't Know Us Negroes and Other Essays*. Edited by Henry Louis Gates and Genevieve West. Harper Collins, 2022.

Jackson, Lauren Michele. "The Zora Neale Hurston We Don't Talk About." *The New Yorker*, February 14, 2022.

Judge, Mark Gauvreau. "Justice to George S. Schuyler." Hoover Institution, August 1, 2000. <https://www.hoover.org/research/justice-george-s-schuyler>

[Langston Hughes, I Too](#)

## AFRICAN AMERICANS

[National Gallery of Art, Harlem Renaissance](#)

[National Museum of African American History & Culture: A New African American Identity: The Harlem Renaissance](#)

[The Phillips Collection, The Artists of the Harlem Renaissance](#)

Reed, Ishmael, and Steve Cannon, “George S. Schuyler Interview.” *Yardbird Reader*, vol. 2. 1973, 83-104.

Reprinted in Reed, *Shrovetide in Old New Orleans*, Doubleday, 1978, and in Schuyler, George S., *Rac(e)ing to the Right: Selected Essays of George S. Schuyler*, University of Tennessee Press, 2001.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183-224.

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

# Ethnic Studies Lesson 4H: African Americans and Blues/Jazz

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

## California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

***Themes:***

1. Identity
2. History and Movement

***Values and Principles:***

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.

## California English and Social Science Standards Alignment

***English Language Arts Standards (11th and 12th Grade):***

**Reading—Informational Text (RI.11-12)**

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)

***Social Sciences Standards (11th and 12th Grade):***

**History-Social Science Content Standards—(Grades 9-12)**

Analyze the role of cultural movements, such as the Harlem Renaissance, in challenging stereotypes and promoting social change. (11.5)



## Lesson Purpose

---

Students will research the history of blues and jazz music and identify some of its early artists and their contribution to the breaking down of African American stereotypes.

## Essential Questions

---

*What is the history of blues and jazz music, and who are some of its early artists? How did blues and jazz contribute to the breaking down of African American stereotypes?*

*How has life changed for African Americans in the last 250 years?*

## Materials

---

[Blues—Short History](#)

[Smithsonian: What Is Jazz?](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

blues

jazz

## Lesson Steps

---

### Step 1:

- As a class, ask students what they already know about blues and jazz music. As a class, have students watch [Blues—Short History](#) and [Smithsonian: What Is Jazz?](#) As students watch, ask them to make notes of how the music celebrates African American culture and how it also breaks down stereotypes of the time. When the videos are complete, have students share their answers. If time permits, share examples of older blues music (such as [Robert Johnson—Me and the Devil Blues](#)) with newer blues music (such as [B. B. King and Tracy Chapman—The Thrill Is Gone](#)). Or listen to [Poetry by Langston Hughes—The Weary Blues](#).

### Step 2:

- Let students know that they will be continuing their work on the classroom gallery on breaking down stereotypes. Pairs or groups of students who have completed the Harlem Renaissance project may begin working on the following people and places of the early blues and jazz movement. Have students select one of the topics below. Let students know that this is just a sample of musical artists from the early 20th century. There are many more African American blues and jazz artists. They will create an exhibit and be the spokesperson for that exhibit when it is presented. Students may select their own educational websites and need to be careful to cite their sources. They can create a display using multiple methods, including charts, slideshows, and computer links.

Muddy Waters	Cotton Club
Bessie Smith	Duke Ellington
Big Bill Broonzy	Billie Holiday
Robert Johnson	Josephine Baker
Chick Webb	Cab Calloway
Ella Fitzgerald	Louis Armstrong

**Step 3:**

- When students have completed their research, break the class into two groups. Have one group stay at a station in order to present the information and let the other group go through the gallery exhibits. Have students switch places so that everyone has an opportunity to go through the exhibits as well as present.

**Step 4:**

- As a class, ask students the questions from the last two lessons, “What is the history of blues and jazz music, and who are some of its early artists? How did blues and jazz contribute to the breaking down of African American stereotypes?” and “Who were the artists of the Harlem Renaissance? How did the music, art, and literature of the Harlem Renaissance contribute to the breaking down of African American stereotypes?” Also, ask this unit’s question, “How has life changed for African Americans in the last 250 years?” Add what was learned to this unit’s KWL chart.

## Essential Question Assessment, Application, Action, and Reflection

---

As time permits, have other classes or groups visit the classroom gallery and let students lead visitors through the gallery and explain their exhibits. Help students focus on the theme of breaking down stereotypes as well as the infusion of African American culture across the US after the Great Migration.

## Additional Readings and Resources

---

Collier, James Lincoln. *Jazz: The American Theme Song*. Oxford University Press, 1993.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183-224.

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

# Ethnic Studies Lesson 4I:

## African American Cowboys and the Buffalo Soldiers

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

### California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

***Themes:***

1. Identity
2. History and Movement

***Values and Principles:***

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.

### California English and Social Science Standards Alignment

***English Language Arts Standards (11th and 12th Grade):***

**Reading—Informational Text (RI.11-12)**

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)

***Social Sciences Standards (11th and 12th Grade):***

**History-Social Science Content Standards—(Grades 9-12)**

Analyze the contributions of African Americans to the economic and cultural development of the United States, including the role of Black cowboys and Buffalo Soldiers. (8.11)

Evaluate the impact of westward expansion, including the experiences of Native Americans, African Americans, and other minority groups. (8.8)

## Lesson Purpose

---

Students will explore the history of Black cowboys and the Buffalo Soldiers in order to discover how they break down African American stereotypes. Students will also articulate how these two groups impacted the American culture and economy.

## Essential Questions

---

*How does studying Black cowboys and the Buffalo Soldiers help break down African American stereotypes? How did these groups add to the American culture and economy?*

*How has life changed for African Americans over the last 250 years?*

## Materials

---

[The Guardian: Why the first US cowboys were black](#)

[Smithsonian Magazine: The Lesser-Known History of African-American Cowboys](#)

[Blackpast: Black Cowboys in the 19th Century West \(1850-1900\)](#)

[Oklahoma Historical Society: Pickett, William \(ca. 1870-1932\)](#)

[Oklahoma Historical Society: Reeves, Bass \(1838-1910\)](#)

[Kansas Historical Society: Nat Love](#)

[National Park Service: Buffalo Soldiers—Service on the Frontier](#)

[Buffalo Soldiers National Museum](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

vaqueros

cowhands

cowboys

## Lesson Steps

---

### Step 1:

- As a class, let the students know that as they've studied African Americans as individuals rather than stereotypes, and as they've studied the migration of African Americans moving from the deep South to the North and to the West, they probably won't be surprised to read about another stereotype-buster: Black cowboys. What do they already know about Black cowboys? Have they watched any recent popular shows such as the series about Bass Reeves?
- Have students watch [The Guardian: Why the first U.S. cowboys were black](#). As students watch, ask them to take notes about how learning about the regional history of Black cowboys can break down stereotypes. Also, they should ask how these Black cowboys contributed to the American culture and economy.

### Step 2:

- Let students know they'll be creating a shared class poster about Black cowboys. Students will collect images and citation tags and will post their images on a bulletin board, digital poster, or classroom collage. Students may find images from other websites. This poster can be added to the gallery for breaking down African American stereotypes. Break students into the following groups:

- [Smithsonian Magazine: The Lesser-Known History of African-American Cowboys](#)
- [Blackpast: Black Cowboys in the 19th Century West \(1850-1900\)](#)
- [Oklahoma Historical Society: Pickett, William \(ca. 1870-1932\)](#)
- [Oklahoma Historical Society: Reeves, Bass \(1838-1910\)](#)
- [Kansas Historical Society: Nat Love](#)
- When students have completed their project and added their contributions to the class poster, ask student groups to describe their contributions.

**Step 3:**

- What do students know about the original Buffalo Soldiers? Have they heard the song by Bob Marley? Have students watch [National Park Service: Buffalo Soldiers—Service on the Frontier](#). As students watch, ask how researching Buffalo Soldiers breaks down stereotypes, and how these soldiers contributed to the national culture and economy. In what ways was their service complicated? (Answers could include serving in wars against American Indians, returning to a world with fewer rights, etc.) Let students know that Buffalo Soldiers have a proud past and have been involved in campaigns through World War II and the Korean conflict. Show students the [Buffalo Soldiers National Museum](#) in Houston Texas.

**Step 4:**

- Ask students this lesson's questions, "How does studying Black cowboys and the Buffalo Soldiers help break down African American stereotypes?" and "How did these groups add to the American culture and economy?" Also, ask this unit's question, "How has life changed for African Americans in the last 250 years?" Add what was learned to this unit's KWL chart.

## Essential Question Assessment, Application, Action, and Reflection

---

Consider adding this unit's poster/collage to the gallery on breaking down African American stereotypes before inviting outside classes or groups to visit the classroom.

## Additional Readings and Resources

---

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183-224.

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

# Ethnic Studies Lesson 4J: African American Pan-Africanism

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

## California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

***Themes:***

1. Identity
2. History and Movement

***Values and Principles:***

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.

## California English and Social Science Standards Alignment

***English Language Arts Standards (11th and 12th Grade):***

**Reading—Informational Text (RI.11-12)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

***Social Sciences Standards (11th and 12th Grade):***

**History-Social Science Content Standards—(Grades 9-12)**

Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "Back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks. (11.5)

## Lesson Purpose

---

Students will research the people, places, and events of the Pan-African movement in the United States in order to understand its impact on African American identity.

## Essential Questions

---

*How did Pan-Africanism in the United States form African American identity?*

*How has life changed for African Americans in the last 250 years?*

## Materials

---

[TED: How young Africans found a voice on Twitter](#)

[U.S. State Department: Office of the Historian, The Founding of Liberia, 1847](#)

[NewAfrican: W.E.B. Du Bois—The father of modern Pan-Africanism?](#)

[BlackPast: The Pan-African Congresses, 1900-1945](#)

[National Archives: Back to Africa movement and Marcus Garvey](#)

[TED Talk: A historical musical that examines Black identity in the 1901 World's Fair](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

Pan-Africanism

Liberia

Pan African Congress

Back to Africa

Universal Negro Improvement Association

## Lesson Steps

---

### Step 1:

- As a class, ask students if they have heard the term *Pan-Africanism*. What do they already know? In order to understand modern Pan-Africanism and to see a TED Talk in action, have the students watch [TED: How young Africans found a voice on Twitter](#). Ask students as they watch to develop a working definition of what Pan-Africanism might mean. Is it positive? Also, they should pay attention to the features of a TED Talk. How do they start? How do they end?
- When students have finished watching, as a class, help students create a definition of Pan-Africanism. An example of a working definition might be: “the union of people of African descent both in the continent of Africa and in the diaspora.”
- Ask students to describe how the TED Talk starts, proceeds, and ends. Students should notice that it starts with an interesting or compelling question, keeps your attention, is relatively short, and ends with a call to action or something inspiring.

### Step 2:

- Let students know that they will be creating a TED Talk on the Pan-African movement in the United States. They will all work on the research, but they will decide how many people will deliver the TED Talk and if it will be filmed for presentation or delivered live. Tell students they will come up with their



opening and closing lines after they have completed their research. Students should take notes on the who, what, where, when, and why of their subject.

- Break the class into the following groups for research:
  - [US State Department: Office of the Historian, The Founding of Liberia, 1847](#)
  - [NewAfrican: W.E.B. Du Bois—The father of modern Pan-Africanism?](#)
  - [BlackPast: The Pan-African Congresses, 1900-1945](#)
  - [National Archives: Back to Africa movement and Marcus Garvey](#)
- When students have completed their research, mix the experts from each group into new groups such that each new group has at least one research expert. Let students share their findings. Once each expert has had a chance to share in the new groups, let the class discuss how the TED Talk will be arranged. What information will come first, middle, and last? How will the TED Talk start in an interesting way? How will it conclude? Who will be delivering the shared information? If time permits, let the class record their TED Talk to share in a newsletter format to a wider audience during Black History Month (February).

### Step 3:

- Bring the class back together. Have students watch [TED Talk: A historical musical that examines Black identity in the 1901 World's Fair](#). As students watch, ask them to take notes on how it might have been difficult in 1901 for Blacks to identify with African roots. They should also take notes on how it might have changed Blacks' identity to celebrate their African heritage.
- When students have finished watching the video, have them share their answers to these questions, as well as the question for this lesson, "How did Pan-Africanism in the United States form African American identity?" Also, ask this unit's question, "How has life changed for African Americans over the last 250 years?" Make note of what was learned on this unit's KWL chart.

## Essential Question Assessment, Application, Action, and Reflection

---

As time permits, and for homework, have students watch [TED Talk: Chimamanda Ngozi Adichie, The danger of a single story](#) (video 18 minutes, 33 seconds). As students listen to the video, have them take notes on these questions: "Is it important to see images of diverse people in literature, art, and culture? How should we look at stereotypes?"

## Additional Readings and Resources

---

[BlackHistoryMonth.gov](#)

[Black Perspectives: The Relationship Between African Americans and Africa](#)

[National Geographic: How the Harlem Renaissance helped forge a new sense of Black identity](#)

[Smithsonian National Museum of African American History & Culture: Black is Beautiful: The Emergence of Black Culture and Identity in the 60s and 70s](#)

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183-224.

Sowell, Thomas. *Migrations and Cultures: A World View*. Basic Books, 1996, 385.

[TED Talk: Chimamanda Ngozi Adichie, The danger of a single story](#)

Thomas SowellTV. "Why Pan-Africanism Can Never Work in Africa." [https://www.youtube.com/watch?v=fv\\_D55P1x1k](https://www.youtube.com/watch?v=fv_D55P1x1k)



**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

# Ethnic Studies Lesson 4K: African American Business Innovators

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

## California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

***Themes:***

1. Identity
2. History and Movement

***Values and Principles:***

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.

## California English and Social Science Standards Alignment

***English Language Arts Standards (11th and 12th Grade):***

Reading—Informational Text (RI.11-12)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  
(RI.11-12.2)

***Social Sciences Standards (11th and 12th Grade):***

History—Social Science Content Standards—(Grades 9-12)

## Lesson Purpose

Students will research the people, places, and events of African American business innovation in order to understand resilience.

## Essential Questions

---

*How have African American business innovators highlighted resilience?*

*How has life changed for African Americans in the last 250 years?*

## Materials

---

[History: Black Wall Street Established in Tulsa, Oklahoma | Tulsa Burning: The 1921 Race Massacre](#)

[Smithsonian: Meet the First Self-Made Female Millionaire](#)

[National Women's History Museum: Maggie Lena Walker \(1864-1934\)](#)

[The History Makers, John H. Johnson](#)

[The History Makers, Ursula Burns](#)

[The History Makers, Daymond John](#)

[NPR: Mount Bayou, Mississippi](#)

[Blackpast: Dr. T.R.M. Howard](#)

[Black Entrepreneur Profile: Robert L. Johnson](#)

[Blackpast: The History of Allensworth, CA](#)

[Blackpast: Charles Clinton Spaulding](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

Black Wall Street

resilience  
innovation

Greenwood District

## Lesson Steps

---

### Step 1:

- As a class, ask students to help define the term *innovation*. What are some modern innovations? Why would a bank for Blacks be innovative in the early 20th century? A working definition for innovation might be: “putting ideas into action to introduce a new product or service.”
- Have students watch the first 4 minutes and 27 seconds of [History: Black Wall Street Established in Tulsa, Oklahoma | Tulsa Burning: The 1921 Race Massacre](#) (video 6 minutes, 40 seconds). As students watch, ask them to take notes on how the Greenwood District showed elements of innovation. When students have finished watching, have them share their notes as a class.
- Ask students what resilience means to them. Help students see the aspects of toughness, recovering quickly from difficulties, and the ability to cope mentally and emotionally. Another way to say this, according to the [DRIVEN app](#) that helps people in high-stress jobs, is “advancing despite adversity.”
- Have students watch through the end of [History: Black Wall Street Established in Tulsa, Oklahoma | Tulsa Burning: The 1921 Race Massacre](#) (video 6 minutes, 40 seconds). While students watch, they should pay attention to how the people of the Greenwood District had to overcome adversity in both large and small, everyday ways. Students should also take notes on the who, what, when, where, and

why of the riots. When students have completed the video, have them share their notes with one other person. Then have the class share as a whole. As the class shares, help them create an event card for the timeline. Also, help students create a mind-map wall chart that shows Black Wall Street's innovations, adversities, and elements of resilience.

### *Step 2:*

- Let students know that there were many areas of the country during the early 20th century that had segregated areas of Black innovation. Some of those included: Jackson Ward (Richmond, Virginia); Little Rock, Arkansas; Jackson, Mississippi; etc. There were Black men and women innovators all over the country. Students will be creating innovation and resilience mind-map charts similar to what was modeled for their area of study. Break students into the following groups:
  - [Smithsonian: Meet the First Self-Made Female Millionaire](#) (video 4 minutes, 37 seconds). (Make sure students understand that she is often mislabeled as the first Black female millionaire, when in fact she is the first female millionaire of any color.)
  - [National Women's History Museum: Maggie Lena Walker \(1864-1934\)](#)
  - [The History Makers, John H. Johnson](#)
  - [The History Makers, Ursula Burns](#)
  - [The History Makers, Daymond John](#)
  - [NPR: Mount Bayou, Mississippi](#)
  - [Blackpast: Dr. T.R.M. Howard](#)
  - [Black Entrepreneur Profile: Robert L. Johnson](#)
  - [Blackpast: The History of Allensworth, CA](#)
  - [Blackpast: Charles Clinton Spaulding](#)
- When students have completed their mind-map charts, have students walk around the room gallery style and leave questions on sticky notes on the posters. Let student groups present their person and answer the posted questions. Make sure students understand that there are many more African American innovators. This is just a selected sample.

### *Step 3:*

- When the presentations are complete, ask students to answer this lesson's question, "How do African American business innovators highlight resilience?" Also, ask this unit's question, "How has life changed for African Americans in the last 250 years?" Add what was learned to this unit's KWL chart.

## Essential Question Assessment, Application, Action, and Reflection

---

As time permits and for homework, ask students to watch [History: How the Tulsa Race Massacre Began: Tulsa Burning: The 1921 Race Massacre](#) (video 7 minutes, 23 seconds). As students watch, they should take notes on what the events were leading to the race riots. Students can start with the model below. Students should put an asterisk next to timeline events that escalated the violence rather than de-escalated. Students should pick one starred event and write about how they might have handled that part of the incident if they were there. Students will also listen to firsthand narratives to see diverse points of view from [Tulsa Historical Society and Museum: Audio Recordings from Survivors and Contemporaries](#) and comment on how the recording is the same as or differs from their own perspective. Students should carefully cite where their information comes from. Make sure to debrief this assignment in the next lesson.

Example:

1. Policy that Dick Rowland must go to another building to use the bathroom. \*
2. Dick Rowland takes the elevator alone with a white female on the 4th floor.
3. Sarah Page screams. \*
4. Dick Rowland runs. \*
5. Students continue from here.

## Additional Readings and Resources

---

[The economic legacy of the 1921 Tulsa Race Massacre](#)

Green, Shelley, and Paul Pryde. *Black Entrepreneurship in America*. Transaction, 1990.

[Greenwood Cultural Center](#)

Madigan, Tim. *The Burning: The Tulsa Race Massacre of 1921*. St. Martin's Griffin, 2001.

[New York Post: Juneteenth is a perfect day to cheer black success in America](#)

[PBS NewsHour: The 'Self Made' story of American millionaire Madam C.J. Walker](#) (video 5 minutes, 53 minutes)

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183-224.

*Time*. "The Overlooked Stories of America's Black Wall Streets | The History You Didn't Learn." <https://www.youtube.com/watch?v=SUCv8NVgnfc>

Williams, Walter E. *A Usable Black History*. In *Liberty Versus the Tyranny of Socialism*. Hoover Institution Press, 2008, 350-351.

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

# Ethnic Studies Lesson 4L: African Americans, Lynching, and the NAACP

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

## California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

***Themes:***

2. History and Movement
3. Systems of Power
4. Social Movements and Equity

***Values and Principles:***

5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

## California English and Social Science Standards Alignment

***English Language Arts Standards (11th and 12th Grade):***

**Reading—Informational Text (RI.11-12)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

***Social Sciences Standards (11th and 12th Grade):***

**History-Social Science Content Standards—(Grades 9-12)**

Examine the impact of social movements and reforms, including the NAACP and its efforts to combat racial violence, on changing societal norms and policies. (11.5)

## Lesson Purpose

---

Students will investigate racial violence and the practice of lynching during the late 19th and early 20th centuries. Students will also discover how members of the NAACP used democratic free speech and aspects of the legal system to combat racial violence.

## Essential Questions

---

*How did the NAACP and its members use aspects of democratic free speech and the legal system to combat racial violence and lynching?*

*How has life changed for African Americans over the last 250 years?*

## Materials

---

[FEE Stories: The Tulsa Race Massacre](#)

[Equal Justice Initiative: Terror Lynching in America](#)

[Library of Congress: Ida B. Wells](#)

[Time: The Surprising Story of Walter White and the NAACP](#)

[NAACP: Thurgood Marshall](#)

[NAACP: History of \*The Crisis\*](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

lynching

NAACP

racial violence

## Lesson Steps

---

### Step 1:

- (If the previous lesson's assignment on the Tulsa Race Massacre was not completed as homework, take a few minutes with the class as a whole to watch the last lesson's video: [History: How the Tulsa Race Massacre Began](#) (video 7 minutes, 24 seconds). If the previous lesson's homework was completed, as a class, ask students to debrief their answers. How might they have responded differently to one of the events in the timeline? As a class, read out loud by popcorn, round robin, or other group method the article [FEE Stories: The Tulsa Race Massacre](#). As students listen, ask them to identify why the act of lynching was used by white supremacist groups. What unique characteristics does lynching have in terms of punishment and control? When students have finished the reading, as a class, ask students to share about why the fear of lynching sparked outrage among African Americans in Tulsa. (Help students see the brutality of lynching and its public and intimidating nature in terms of control. Also, help them see that whites were stirred by economic competition and the perceived threat to their existing social order, and Blacks responded due to their empowerment in serving during World War I and their success on Black Wall Street.)
- As a class, ask students what they already know about the practice of lynching from the end of the Civil War until the 1950s. Ask students if they know what the records say about the number of lynchings across the country, what types of people were lynched, and whether it was always about doling out

justice for a crime. Ask students to watch [Equal Justice Initiative: Terror Lynching in America](#) (video 5 minutes, 17 seconds). As students watch, ask them to answer the questions above. When the video is complete, as a class, ask students to share their perspective with a classmate. When students are done sharing in pairs, ask them to share as a class.

### Step 2:

- Ask students what they already know about the National Association for the Advancement of Colored People. They may note that the language of self-description for African Americans has changed over time, and “colored” is rarely used now. Students will become experts in different aspects of the NAACP and how it worked to fight against segregation and lynching. Have students watch [NAACP: Our History](#) (video 4 minutes, 36 seconds, in the middle of the page). Ask students to make notes of the who, what, where, when, and why of the origin of the NAACP for an event card. Also, ask students what elements of democratic free speech and the legal system the NAACP used to promote civil rights. Stop the video frequently for students to take notes.
- When students have completed their charts, have students walk around the room gallery style and put sticky notes with additional questions on the posters. Ask student groups to present their posters and answer additional questions.

### Step 3:

- Let students know that they will be completing their own T-charts on aspects of free speech and the law that were used to promote civil rights for each of their research areas. Students should be careful to cite the origin of their information, but they may also consult other educational websites to round out their knowledge. Break the class into the following groups:
  - [Library of Congress: Ida B. Wells](#) (Students must also read at least two other primary-source documents, as chronicled in the “Read More About It!” link.)
  - [Time: The Surprising Story of Walter White and the NAACP](#)
  - [NAACP: Thurgood Marshall](#) (Help students remember that Thurgood Marshall was also the lawyer who represented Sylvia Mendez in *Mendez v. Westminster* from our previous unit on Latino American education rights). The NAACP’s Legal Defense Fund, which Marshall led, took on many segregation cases, including those for lynching.
  - [NAACP: History of The Crisis](#)
- When students have completed their charts, have students walk the room gallery style and put sticky notes with additional questions on the posters. Ask student groups to present their posters and answer additional questions.

### Step 4:

- As a whole class, ask students to answer this lesson’s question, “How did the NAACP and its members use aspects of democratic free speech and the legal system to combat racial violence and lynching?” Also, ask this unit’s question, “How has life changed for African Americans in the last 250 years?” Record what was learned on this unit’s KWL chart.

## Essential Question Assessment, Application, Action, and Reflection

---

As time permits and for homework, ask students to watch [PBS: The Murder of Emmett Till](#) (video 5 minutes, 59 seconds), [Courthouse News: Emmett Till’s funeral site in Chicago deemed national monument](#), and [Library of Congress: The Murder of Emmett Till](#). As students watch the video and read the articles, they should take notes in order to answer the following question, “What aspects of Emmett Till’s 1955 murder made it a turning point



in the fight for African American civil rights?” Students should be careful to cite their sources and should include the following elements in their long paragraph. Teachers may need to present an example of a long paragraph.

1. Make a claim
2. Cite significant evidence
3. Bridge to additional evidence
4. Create a counterclaim and rebuttal
5. Conclusion (or warrant)

## Additional Readings and Resources

---

Peron, James. “Moorfield Storey: the Unknown Libertarian.” Medium, October 17, 2018. <https://medium.com/the-radical-center/moorfield-storey-the-unknown-libertarian-3ffc0f98d2f6> (Storey was the first president of the NAACP.)

Root, Damon. “The Party of Jefferson,” *Reason*, December 2007. <https://reason.com/2007/11/27/the-party-of-jefferson/>

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183–224.

Wells, Ida B. *The Light of Truth: Writings of an Anti-Lynching Crusade*. Penguin Classics, 2014.

Witcher, Marcus. “Mightier Than the Sword: Ida B. Wells and Her Crusade for Equality and Justice.” Libertarianism.org, June 11, 2021. <https://www.libertarianism.org/articles/mightier-sword-ida-b-wells-and-her-crusade-equality-and-justice>

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

# Ethnic Studies Lesson 4M: African American Education

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

## California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

***Themes:***

2. History and Movement
4. Social Movements and Equity

***Values and Principles:***

2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

## California English and Social Science Standards Alignment

***English Language Arts Standards (11th and 12th Grade):***

**Reading—Informational Text (RI.11-12)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

***Social Sciences Standards (11th and 12th Grade):***

**History-Social Science Content Standards—(Grades 9-12)**

Examine the impact of social movements and reforms, including the civil rights movement and efforts to desegregate schools, on changing societal norms and policies. (11.10)

Analyze the impact of landmark Supreme Court cases and legislation, such as *Brown v. Board of Education* and the Civil Rights Act of 1964, on the advancement of civil rights and liberties. (11.10, 12.5)

## Lesson Purpose

---

Students will research historically Black colleges and universities and K-12 education desegregation in order to determine their positive contributions to African American education. Students will also research the realities of desegregation.

## Essential Questions

---

*What were the positives of historically Black colleges and universities and K-12 desegregation for African Americans' education? What were some of desegregation's realities?*

*How has life changed for African Americans over the last 250 years?*

## Materials

---

[PBS: Historically Black Colleges and Universities | Making Black America](#)

[Smithsonian National Museum of African American History & Culture: The Struggle Against Segregated Education](#)

[PBS: Brown v. Board of Education](#) (video 4 minutes, 53 seconds)

[Scholastic: Celebrating Ruby Bridges](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

separate but equal  
Booker T. Washington

historically Black colleges and  
universities (HBCUs)

*Plessy v. Ferguson*  
*Brown v. Board of Education*

## Lesson Steps

---

### Step 1:

- As a class, ask students if they remember discussing *Plessy v. Ferguson*. Refer students back to the event card on the timeline. Do they remember the term “separate but equal” from this case? What does the term mean? How was it used to support Jim Crow laws of desegregation? In what ways is separate never equal, especially in education?
- Do students also remember the case of *Mendez v. Westminster*, where Thurgood Marshall represented Ms. Mendez for desegregation in California schools for Latino and Hispanic students? The victory for Latino students was not nationwide; it was only for California.
- What did African Americans do to support an interest in positive educational outcomes during the Jim Crow period? What do students know about historically Black colleges and universities? Have students watch [PBS: Historically Black Colleges and Universities | Making Black America](#) (video 6 minutes, 19 seconds). As students watch, have them take notes on what the positive outcomes are for African Americans who can attend HBCUs. Is there a negative to learning trade skills? Stop the video frequently for students to take notes. When students have finished watching the video, have them share with a partner, and then have partners share with the class. Identify as many positives as possible. Students should also understand, though, that current HBCUs face many of the same problems as other colleges, such as underfunding and relevance in today's diverse college campus atmosphere (see more in Additional Readings and Resources at the end of this lesson.)

**Step 2:**

- Ask students what they know about K-12 schools for African Americans during the Jim Crow period. What do they remember about American Indian boarding schools? What do they remember about segregated Latino and Hispanic schools? Even by the 1950s, no federal laws had struck down “separate but equal” for K-12 schools, so segregation persisted across the nation. What do students know about *Brown v. Board of Education*? Let students know that they will be creating a bulletin board display of positive educational outcomes from the *Brown v. Board of Education* Supreme Court case. Put students into pairs and have them read and watch the following resources. Ask students to select one positive aspect of the case for the display and carefully cite their sources. Students should also state the who, what, where, when, and why of their positive aspect and can choose to illustrate their display.
- [Smithsonian National Museum of African American History & Culture: The Struggle Against Segregated Education](#)
- [PBS: Brown v. Board of Education](#) (video 4 minutes, 53 seconds)
- When students have completed their research, have them check with several other groups to see if they have a unique positive. Students should strive for as many unique positives as possible.
- When students have completed their research, as a whole class, work with the students to create an event card for the timeline. Then have pairs present their display of the positive outcomes from *Brown v. Board of Education* and post on the bulletin board. (Make sure students see the connection between Earl Warren serving as the governor of California during *Mendez v. Westminster* and being on the Supreme Court during *Brown v. Board of Education*.)

**Step 3:**

- Ask students if they know whether integration was automatically implemented after the positive outcome in *Brown v. Board of Education*. What might integration have looked like? Have they heard about Ruby Bridges? Have students watch [Scholastic: Celebrating Ruby Bridges](#). While students watch, have them take notes in order to answer this question, “What were some of the realities of K-12 student integration after *Brown v. Board of Education*?” When students have completed the video, have them share with a partner and then share as a whole class. (Make sure students understand that integration was resisted for more than a decade in the South and was implemented unevenly. Also, more than 40,000 Black teachers lost their teaching jobs, and many whites fled the public school system—see Additional Readings and Resources below.)

**Step 4:**

- As a whole class, ask students to answer this lesson’s question, “What were the positives of historically Black colleges and universities and K-12 desegregation for African Americans’ education? What were some of desegregation’s realities?” Also, ask this unit’s question, “How has life changed for African Americans in the last 250 years?” Record what was learned on this unit’s KWL chart.

## Essential Question Assessment, Application, Action, and Reflection

---

As time permits, and for homework, have students watch [Crash Course: Booker T. Washington vs. W. E. B. Du Bois](#). Ask students to watch the video and create a T-chart that analyzes the differences between Booker T. Washington and W. E. B. Du Bois’s views on education and civil rights activism, especially in regard to the speed of change that they were advocating. At the bottom of the T-chart, students should create a summary in their own words.

## Additional Readings and Resources

---

Anderson, James D. *The Education of Blacks in the South, 1860–1935*. Chapel Hill: University of North Carolina Press, 1988.

[BlackPast: Structure Academic Debate: Booker T. Washington and W.E.B Dubois](#)

“Booker T. Washington and Voc-Tech: Interview with Robert Norrell” (podcast episode). Pioneer Institute, February 7, 2024. <https://pioneerinstitute.org/featured/u-tns-robert-norrell-on-booker-t-washington-voc-tech/>

Glenn, Charles L., Jr. *African American/Afro-Canadian Schooling: From the Colonial Period to the Present*. New York: Palgrave Macmillan, 2011.

Gutman, Herbert G. “Schools for Freedom: The Post-Emancipation Origins of Afro-American Education.” In *Power and Culture: Essays on the American Working Class*. New York: Pantheon Books, 1987, 260–297.

[KUFMS: The Unintended Consequences of Brown v. Board of Education](#)

[PBS: Resistance to Integration After Brown v. Board of Education](#)

[PBS: Simple Justice 1: A Handful of Lawyers](#) (video 6 minutes, 57 seconds)

Riley, Jason L. “Brown v. Board of Education: Right Result, Wrong Reason.” *Wall Street Journal*, May 14, 2024. <https://www.wsj.com/articles/brown-v-board-of-education-right-result-wrong-reason-d888b3c0>

Sowell, Thomas. “Black Excellence—the Case of Dunbar High School.” *The Public Interest*, Spring 1974. [https://www.nationalaffairs.com/public\\_interest/detail/black-excellence-the-case-of-dunbar-high-school](https://www.nationalaffairs.com/public_interest/detail/black-excellence-the-case-of-dunbar-high-school)

Sowell, Thomas. *Black Education: Myths and Tragedies*. David McKay Company, 1972.

Sowell, Thomas. *Charter Schools and Their Enemies*. Basic Books, 2020.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183–224.

Thomas SowellTV. “How Black Education Succeeded.” <https://www.youtube.com/watch?v=bkMnTfB5Swo>

Thomas SowellTV. “Thomas Sowell Debunks Lies About Black Education.” <https://www.youtube.com/watch?v=t82lm9SbJAo>

Thomas SowellTV. “Thomas Sowell on the Failures in American Education.” [https://www.youtube.com/watch?v=ujga\\_GcWkD8&t=874s](https://www.youtube.com/watch?v=ujga_GcWkD8&t=874s)

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

# Ethnic Studies Lesson 4Na: African American Housing, Part 1

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

## California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

***Themes:***

3. Systems of Power
4. Social Movements and Equity

***Values and Principles:***

5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

## California English and Social Science Standards Alignment

***English Language Arts Standards (11th and 12th Grade):***

**Reading—Informational Text (RI.11-12)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  
(RI.11-12.2)

Evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  
(RI.11-12.7)

**Speaking and Listening—Informational Text (SL.11-12)**

Initiate and participate effectively in a range of collaborative discussions (SL.11-12.1)

***Social Sciences Standards (11th and 12th Grade):***

**History-Social Science Content Standards—(Grades 9-12)**

## Lesson Purpose

---

Students will research the historical practices of mortgage credit worthiness, redlining, and efforts to create an equitable yet economically healthy housing market.

## Essential Questions

---

*How have the practices of mortgage credit worthiness and redlining impacted housing equity for African Americans?*

*How have some efforts to improve housing equity had negative consequences?*

*How has life changed for African Americans over the last 250 years?*

## Materials

---

[Federal Reserve Bank of Richmond: A Short History of Long-Term Mortgages](#)

[Harvard Kennedy School: How redlining prevented Black and Brown families from becoming homeowners](#)

[NPR: A “Forgotten History” of How the U.S. Government Segregated America](#)

[Federal Reserve: Redlining](#)

[PBS New Deal Segregation | Redlining Resource 2 of 2](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

redlining

risk

credit worthiness

subprime loans

default

foreclosure

## Lesson Steps

---

### Step 1:

- As a class, ask students what they know about buying a home and qualifying for a mortgage. How do they think this practice might have changed over the last hundred years? As a class, use a group reading strategy such as round robin or popcorn to read the first three paragraphs of [Federal Reserve Bank of Richmond: A Short History of Long-Term Mortgages](#). As students read, have them take notes on the difference between the home loan process one hundred years ago and the home loan process today.
- When the initial paragraphs are finished, have students share their notes with a partner, and then have partners share their notes with the class.
- Break the students into three groups representing portions of the same article and have students share at least five main ideas from their portion of the reading on chart paper. Students should create a title for their chart and include the approximate years the topic covers.
  - The Early Era of Private Financing
  - New Competition from Depression-Era Reforms
  - Postwar Homeownership Boom and the VA



- When students have completed their posters, have the rest of the class walk the room gallery style and put questions they have on sticky notes on the posters. Have each group present their poster and answer the sticky note questions.

**Step 2:**

- Ask students what they know about the history of redlining that started with Depression-era reforms. Have students watch [Harvard Kennedy School: How redlining prevented Black and Brown families from becoming homeowners](#) (video 4 minutes, 28 seconds). As students watch, they should take notes on what redlining is and how it financially impacted African Americans then and now.
- When students have finished watching, have them share their notes with a partner, and then have partners share their notes with the class.

**Step 3:**

- Let students know they will create three posters that dive deeper into the issues of redlining. Separate the class into three groups and have them create a poster for their topic that addresses at least five key points. The posters should have a title and a date range between 1930 and 1968.
  - Federal Government Involvement in Redlining, [NPR: A “Forgotten History” of How the U.S. Government Segregated America](#)
  - Banking Involvement in Redlining, [Federal Reserve: Redlining](#)
  - The Impact of Redlining on African Americans, [PBS New Deal Segregation | Redlining Resource 2 of 2](#) (video 4 minutes, 31 seconds)
- When students have completed their posters, have them hang them between the previous posters for “New Competition from Depression-Era Reforms” and “Postwar Homeownership Boom and the VA.” Have students walk around the room gallery style and put their questions on sticky notes on the posters. As a class, have groups share their poster information and answer any questions.

**Step 4:**

- Ask students to reflect on this lesson’s questions, “How have the practices of mortgage credit worthiness and redlining impacted housing equity for African Americans? How have some efforts to improve housing equity had negative consequences?” and this unit’s question, “How has life changed for African Americans over the last 250 years?” Add what has been learned to this unit’s KWL chart.

## Essential Question Assessment, Application, Action, and Reflection

---

As time permits, and for homework, have students watch [CNBC: The Big Problem with Credit Scores](#) (video 14 minutes, 8 seconds). As students watch, have students take notes on how the idea of credit can impact their own personal financial resume. Students should write a paragraph that answers the questions, “What actions that can impact my future credit are within my control and what actions are not within my control? What things can I do to help ensure that I will have a successful financial future?”

## Additional Readings and Resources

---

Benston, George J. [Mortgage Redlining Research: A Review and Critical Analysis Discussion](#)

Black, Harold A., M. Cary Collins, and Ken B. Cyree. “Do Black-Owned Banks Discriminate Against Black Borrowers?” *Journal of Financial Services Research*, February 1997. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=7287](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=7287)



Boghossian, Peter, and James Lindsay. *How to Have Impossible Conversations: A Very Practical Guide*. Lifelong Books, 2019.

[Brookings: America's formerly redlined neighborhoods have changed, and so must solutions to rectify them](#)

Capaldi, Nicholas, and Miles Smit. *The Art of Deception: An Introduction to Critical Thinking*, 2nd ed. Prometheus, 2019.

[CNBC: The Big Problem with Credit Scores](#)

Henderson, David R. "How Government Enforced Segregation," review of *The Color of Law* by Richard Rothstein. *Regulation* 40, no. 3 (2017): 50-52.

Liebowitz, Stan J. "Anatomy of a Train Wreck: Causes of the Mortgage Meltdown." In *Housing America: Building out of a Crisis*, edited by Randall G. Holcombe and Benjamin Powell. Independent Institute, 2009, 287-321. [https://www.independent.org/pdf/policy\\_reports/2008-10-03-trainwreck.pdf](https://www.independent.org/pdf/policy_reports/2008-10-03-trainwreck.pdf)

Muth, Richard F. "The Supply of Mortgage Lending." *Journal of Urban Economics* 19 (February 1986), 88-106.

Muth, Richard F. "Yields on Inner-city Mortgage Loans." Federal Home Bank Loan of San Francisco, March 1979. For discussion of Muth's paper, see [Mortgage Redlining Research: A Review and Critical Analysis Discussion](#)

[Nonzero, The Truth about Redlining](#)

[NPR: A "Forgotten History" of How the U.S. Government Segregated America](#)

Pinto, Edward J., Tobias Peter, and Emily Hamilton. "A Short History of Zoning in the U.S.," chap. 1. In their *Light Touch Density: A Series of Policy Briefs on Zoning, Land Use, and a Solution to Help Alleviate the Nation's Housing Shortage*. American Enterprise Housing Center, January 2022, 5-15. <https://www.aei.org/wp-content/uploads/2022/01/Light-Touch-Density-Compiled-FINAL-1.12.2022.pdf?x85095>

Pollock, Alex J., and Edward J. Pinto. "Consider Default Rates When Assessing Claims of Disparate Impact." *American Banker*, October 23, 2018.

Pollock, Alex J., and Edward J. Pinto. Letter to Regulations Division, Office of the General Counsel, Department of Housing and Urban Development, Re.: FR-6111-A-01 Reconsideration of HUD's Implementation of the Fair Housing Act's Disparate Impact Standard (August 17, 2018). <https://www.aei.org/wp-content/uploads/2021/09/Pollock-Pinto-Disparate-Impact-Comment-Letter-to-HUD-Aug-2018-FINAL-1.pdf>

Powell, Benjamin, and Edward Stringham. "Housing." In *Concise Encyclopedia of Economics*. <https://www.econlib.org/library/Enc/Housing.html>

Rothstein, Richard. *The Color of Law: A Forgotten History of How Our Government Segregated America*. New York: W. W. Norton, 2017.

Sowell, Thomas. *Discrimination and Disparities*, rev. ed. Basic Books, 2019, 88-89.

Sowell, Thomas. *Economic Facts and Fallacies*. Basic Books, 2008, 178-183.

Sowell, Thomas. "The Economics of Housing." In his *Applied Economics*, rev. ed. Basic Books, 2009, 95-132.

Sowell, Thomas. "An Economic Whodunit." In his *Dismantling America*. Basic Books, 2010, 142-144.

Sowell, Thomas. *The Housing Boom and Bust*. Basic Books, 2009.

Tootell, Geoffrey M. B. "Redlining in Boston: Do Mortgage Lenders Discriminate Against Neighborhoods?" *The Quarterly Journal of Economics* 111, no. 4 (November 1996): 1049-1079. <https://doi.org/10.2307/2946707>

[The Truth about Redlining—Glenn Loury](#)

Wenzel, Nikolai G., and H. Shelton Weeks. “Back to the Future: The Biden Administration’s Loan Level Price Adjustment and a Repeat of the Housing Crisis.” American Institute for Economic Research, May 1, 2023. <https://www.aier.org/article/back-to-the-future-the-biden-administrations-loan-level-price-adjustment-and-a-repeat-of-the-housing-crisis/>

Williams, Walter E. “Congress’s Financial Mess.” Creators Syndicate, January 14, 2009. Reprinted in his *American Contempt for Liberty*, Hoover Institution Press, 2015, 46-47.

Williams, Walter E. “Housing and the Poor.” In his *America: A Minority Viewpoint*. Hoover Institution Press, 1982, 92-94.

Williams, Walter E. “[Lessons From the Bailout](#).” Creators Syndicate, October 8, 2008.

Williams, Walter E. *Race and Economics: How Much Can Be Blamed on Discrimination?* Hoover Institution Press, 2011, 128-131.

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

# Ethnic Studies Lesson 4Nb: African American Housing, Part 2

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

## California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

**Themes:**

3. Systems of Power
4. Social Movements and Equity

**Values and Principles:**

5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

## California English and Social Science Standards Alignment

**English Language Arts Standards (11th and 12th Grade):**

**Reading—Informational Text (RI.11-12)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  
(RI.11-12.2)

Evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  
(RI.11-12.7)

**Speaking and Listening—Informational Text (SL.11-12)**

Initiate and participate effectively in a range of collaborative discussions (SL.11-12.1)

**Social Sciences Standards (11th and 12th Grade):**

History-Social Science Content Standards—(Grades 9-12)

## Lesson Purpose

---

Students will research the historical practices of mortgage credit worthiness, redlining, and efforts to create an equitable yet economically healthy housing market.

## Essential Questions

---

*How have the practices of mortgage credit worthiness and redlining impacted housing equity for African Americans?*

*How have some efforts to improve housing equity had negative consequences?*

*How has life changed for African Americans over the last 250 years?*

## Materials

---

[HUD: History of Fair Housing](#)

[History: Here's What Caused the Great Recession](#)

[Creators: Walter E. Williams: The Housing Boom and Bust \(2009\)](#)

[Independent Institute: Stan J. Liebowitz: The Real Scandal: How Feds Invited the Mortgage Mess \(2008\)](#)

[American Enterprise Institute: Racial Bias in Mortgage Biz? New Data Says No, Researchers Find](#)

[CBS News: Redlining's Legacy: Maps are gone, but the problem hasn't disappeared](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

redlining

risk

credit worthiness

subprime loans

default

foreclosure

## Lesson Steps

---

### Step 1:

- As a class, remind students that the Fair Housing Act of 1968 made housing discrimination illegal. As a class, use a group reading strategy such as round robin or popcorn to read [HUD: History of Fair Housing](#). As students read, have them take notes on the who, what, when, where and why of the 1968 act.
- When students have finished reading, as a class, have students help create an event card for the timeline. Make sure students see the relationship between the Civil Rights Act of 1964, Dr. Martin Luther King Jr.'s death, other civil rights issues of the time, and the passing of the Fair Housing Act.

### Step 2:

- Ask students what they believe are some ways to repair the damage caused by redlining to African American individuals and communities. Let students know they will be researching Democratic and Republican policies in the 1990s that had repercussions in the Great Recession of 2008. As a class, have students watch [History: Here's What Caused the Great Recession](#) (video 3 minutes, 27 seconds). As students watch, have them take notes on what some of the key causes were of the Great Recession.
- When students have finished watching, have students pair up to share their notes. As a class, have pairs share their causes and write them on the board. Make sure to include the following from the video:

- Subprime mortgage crisis
- Low-credit-rating borrowing
- Booming housing market
- Housing market bust
- Home values decreasing
- Foreclosures and bank failures

**Step 3:**

- Ask students, knowing what they know now about the history of housing inequality in the US, who they believe were the people most likely to take out subprime mortgages in order to buy a house. Separate the class into two groups. Students will be creating a poster with at least five points of government policies that were meant to improve housing inequality but created the subprime mortgage crisis. The poster should have a title and a date range at the top.
  - [Creators: Walter E. Williams: The Housing Boom and Bust \(2009\)](#)
  - [Independent Institute: Stan J. Liebowitz: The Real Scandal: How Feds Invited the Mortgage Mess \(2008\)](#)
- When students have completed their posters, have them post them on the wall after the existing poster “Postwar Homeownership Boom and the VA.” Have students walk around the room gallery style and put questions on the posters on a sticky note. Have groups present their poster to the class and answer any questions. As a class, also ask students if they have anything to add to their list on the board of causes for the Great Recession of 2008.

**Step 4:**

- Ask students if they believe that government intervention has solved the issues created by redlining and housing inequality for African Americans. Do they believe that redlining and discrimination in housing still exist? Keep students in the same two groups and have them research two different interpretations of this issue. Student groups will create a poster listing at least five reasons why they believe that redlining and housing inequality still exist or whether they believe the Fair Housing Act has mostly eliminated unfair housing practices. Student posters should have a title and a date range. Student groups may decide to use additional websites, but students should be careful to use reputable sources and to cite their information on their posters.
  - Group 1: [American Enterprise Institute: Racial Bias in Mortgage Biz? New Data Says No, Researchers Find](#)
  - Group 2: [CBS News: Redlining’s Legacy: Maps are gone, but the problem hasn’t disappeared](#)
- When students have completed their posters, have students post them at the end of their poster display. As a class, have students walk around the classroom gallery style and put any questions they have on a sticky note on the poster. Have the groups present their posters and answer questions. Ask students to look at the posters around the room and the complicated history of mortgage lending in the US. Lead a group discussion and emphasize that although discrimination in mortgage lending is illegal, vigilance and creativity are necessary to keep things equitable and to undo the impact of redlining.

**Step 5:**

- Ask students to reflect on this lesson’s questions, “How have the practices of mortgage credit worthiness and redlining impacted housing equity for African Americans? How have some efforts to improve housing equity had negative consequences?” and this unit’s question, “How has life changed for African Americans over the last 250 years?” Add what has been learned to this unit’s KWL chart.

## Essential Question Assessment, Application, Action, and Reflection

---

As time permits, and for homework, have students pick one of the following articles and give their opinion in a paragraph on whether any of the mitigating policies in the articles could have a positive impact on housing equity without unanticipated consequences. Students should consider the source of the article when evaluating its effectiveness. Students should also cite the source of their information.

- [Habitat for Humanity: 5 policy solutions to advance racial equity in housing](#)
- [FDIC: Identifying and Mitigating Potential Redlining Risks](#)
- [U.S. Department of Justice: Justice Department Announces New Initiative to Combat Redlining](#)

## Additional Readings and Resources

---

Benston, George J. [Mortgage Redlining Research: A Review and Critical Analysis Discussion](#)

Black, Harold A., M. Cary Collins, and Ken B. Cyree. "Do Black-Owned Banks Discriminate Against Black Borrowers?" *Journal of Financial Services Research*, February 1997. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=7287](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=7287)

Boghossian, Peter, and James Lindsay. *How to Have Impossible Conversations: A Very Practical Guide*. Lifelong Books, 2019.

[Brookings: America's formerly redlined neighborhoods have changed, and so must solutions to rectify them](#)

Capaldi, Nicholas, and Miles Smit. *The Art of Deception: An Introduction to Critical Thinking*, 2nd ed. Prometheus, 2019.

[CNBC: The Big Problem with Credit Scores](#)

Henderson, David R. "How Government Enforced Segregation," review of *The Color of Law* by Richard Rothstein. *Regulation* 40, no. 3 (2017): 50-52.

Liebowitz, Stan J. "Anatomy of a Train Wreck: Causes of the Mortgage Meltdown." In *Housing America: Building out of a Crisis*, edited by Randall G. Holcombe and Benjamin Powell. Independent Institute, 2009, 287-321. [https://www.independent.org/pdf/policy\\_reports/2008-10-03-trainwreck.pdf](https://www.independent.org/pdf/policy_reports/2008-10-03-trainwreck.pdf)

Muth, Richard F. "The Supply of Mortgage Lending." *Journal of Urban Economics* 19 (February 1986), 88-106.

Muth, Richard F. "Yields on Inner-city Mortgage Loans." Federal Home Bank Loan of San Francisco, March 1979. For discussion of Muth's paper, see [Mortgage Redlining Research: A Review and Critical Analysis Discussion](#)

[Nonzero, The Truth about Redlining](#)

[NPR: A "Forgotten History" of How the U.S. Government Segregated America](#)

Pinto, Edward J., Tobias Peter, and Emily Hamilton. "A Short History of Zoning in the U.S.," chap. 1. In their *Light Touch Density: A Series of Policy Briefs on Zoning, Land Use, and a Solution to Help Alleviate the Nation's Housing Shortage*. American Enterprise Housing Center, January 2022, 5-15. <https://www.aei.org/wp-content/uploads/2022/01/Light-Touch-Density-Compiled-FINAL-1.12.2022.pdf?x85095>

Pollock, Alex J., and Edward J. Pinto. "Consider Default Rates When Assessing Claims of Disparate Impact." *American Banker*, October 23, 2018.

Pollock, Alex J., and Edward J. Pinto. Letter to Regulations Division, Office of the General Counsel, Department of Housing and Urban Development, Re.: FR-6111-A-01 Reconsideration of HUD's



Implementation of the Fair Housing Act's Disparate Impact Standard (August 17, 2018). <https://www.aei.org/wp-content/uploads/2021/09/Pollock-Pinto-Disparate-Impact-Comment-Letter-to-HUD-Aug-2018-FINAL-1.pdf>

Powell, Benjamin, and Edward Stringham. "Housing." In *Concise Encyclopedia of Economics*. <https://www.econlib.org/library/Enc/Housing.html>

Rothstein, Richard. *The Color of Law: A Forgotten History of How Our Government Segregated America*. New York: W. W. Norton, 2017.

Sowell, Thomas. *Discrimination and Disparities*, rev. ed. Basic Books, 2019, 88-89.

Sowell, Thomas. *Economic Facts and Fallacies*. Basic Books, 2008, 178-183.

Sowell, Thomas. "The Economics of Housing." In his *Applied Economics*, rev. ed. Basic Books, 2009, 95-132.

Sowell, Thomas. "An Economic Whodunit." In his *Dismantling America*. Basic Books, 2010, 142-144.

Sowell, Thomas. *The Housing Boom and Bust*. Basic Books, 2009.

Thomas SowellTV. "Thomas Sowell Explains the 2008 Financial Crisis." <https://www.youtube.com/watch?v=gvLXZAn61IU>

Tootell, Geoffrey M. B. "Redlining in Boston: Do Mortgage Lenders Discriminate Against Neighborhoods?" *The Quarterly Journal of Economics* 111, no. 4 (November 1996): 1049-1079. <https://doi.org/10.2307/2946707>

[The Truth about Redlining—Glenn Loury](#)

Wenzel, Nikolai G., and H. Shelton Weeks. "Back to the Future: The Biden Administration's Loan Level Price Adjustment and a Repeat of the Housing Crisis." American Institute for Economic Research, May 1, 2023. <https://www.aier.org/article/back-to-the-future-the-biden-administrations-loan-level-price-adjustment-and-a-repeat-of-the-housing-crisis/>

Williams, Walter E. "Congress's Financial Mess." Creators Syndicate, January 14, 2009. Reprinted in his *American Contempt for Liberty*, Hoover Institution Press, 2015, 46-47.

Williams, Walter E. "Housing and the Poor." In his *America: A Minority Viewpoint*. Hoover Institution Press, 1982, 92-94.

Williams, Walter E. "[Lessons From the Bailout](#)." Creators Syndicate, October 8, 2008.

Williams, Walter E. *Race and Economics: How Much Can Be Blamed on Discrimination?* Hoover Institution Press, 2011, 128-131.

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

# Ethnic Studies Lesson 4O: African American Civil Rights Leaders

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

## California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

***Themes:***

1. Identity
2. History and Movement
4. Social Movements and Equity

***Values and Principles:***

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

## California English and Social Science Standards Alignment

***English Language Arts Standards (11th and 12th Grade):***

**Reading—Informational Text (RI.11-12)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

***Social Sciences Standards (11th and 12th Grade):***

**History-Social Science Content Standards—(Grades 9-12)**

Analyze the origins, goals, leadership, and tactics of various civil rights movements, including those of Native Americans, Asian Americans, and Latinos. (11.10)



Evaluate the impact of social movements and reforms on changing societal norms and policies. (11.11)

Analyze the impact of landmark Supreme Court cases and legislation, such as *Brown v. Board of Education* and the Civil Rights Act of 1964, on the advancement of civil rights and liberties. (12.5)

## Lesson Purpose

---

Students will research the people, places, and events of the early civil rights movement of the 1960s in order to understand the movement's views on resistance, violence, and morality.

## Essential Questions

---

*What were the views of early civil rights leaders on resistance, violence, and morality? What were some of this early movement's legacies?*

*How has life changed for African Americans over the last 250 years?*

## Materials

---

[MLK Center for Nonviolent Social Change: MLK: Nonviolence Is the Most Powerful Weapon](#)

[PBS: MLK in Gandhi's Footsteps](#)

[Worksheet for 4Q](#)

[Nobel Prize: Martin Luther King Jr. Biographical](#)

[Southern Christian Leadership Conference: About Us](#)

[National Women's History Museum: Rosa Parks](#)

[National Women's History Museum: Fannie Lou Hamer](#)

[National Women's History Museum: Montgomery Bus Boycott](#)

[National Archives: Selma Marches](#)

[US Civil Rights Trail: Freedom Riders](#)

[MSNBC: The Civil Rights Act of 1964](#)

[History: What Is the Voting Rights Act of 1965?](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

nonviolence

civil rights

morality, ethics, religion

nonviolent resistance

Martin Luther King Jr.

Mahatma Gandhi

Southern Christian Leadership Conference

Civil Rights Act of 1964

Voting Rights Act of 1965

## Lesson Steps

---

### *Step 1:*

- As a class, ask students what they already know about Martin Luther King Jr. and the civil rights movement of the 1960s. In order to refresh students' impressions of MLK Jr., have the class watch [MLK Center for Nonviolent Social Change: MLK: Nonviolence Is the Most Powerful Weapon](#) and [PBS: MLK in Gandhi's Footsteps](#). As students watch, have students pay attention to MLK Jr.'s views on nonviolent resistance, religion, and the legacy that he would want for the civil rights movement. Pause the videos frequently for students to take notes.
- When students have finished watching the video, bring up the [WORKSHEET](#) for this lesson. Work with students to add details to points 2, 3, and 4 on the worksheet with examples of MLK's views on nonviolent resistance, religion, and legacy. Let students know they will be comparing these beliefs to the Black Power movement of the late 1960s and 1970s in the next lesson.

### *Step 2:*

- Let students know that they will be working in pairs to research some aspects of the continuing civil rights struggles of the early 1960s. Remind students that this is a continuation of the struggle from the early days of slavery, through abolition, the Civil War, Reconstruction, and the hundred years since the end of the Civil War. Students will make a copy of the shared worksheet to use as a pair and will take notes on their worksheet while reviewing the following websites. Students can choose as many of the sites as will fit into the time to research, but they do not have to research them all. Students should be careful to cite their sources. Make sure students understand that these events and people are just representative. There were innumerable other activists during this time. Have students form research pairs.
  - [Nobel Prize: Martin Luther King Jr. Biographical](#)
  - [Southern Christian Leadership Conference: About Us](#)
  - [National Women's History Museum: Rosa Parks](#)
  - [National Women's History Museum: Fannie Lou Hamer](#)
  - [National Women's History Museum: Montgomery Bus Boycott](#)
  - [National Archives: Selma Marches](#)
  - [US Civil Rights Trail: Freedom Riders](#)
- When students have completed their research, have them share their findings with one other group. Students will save their work for the next lesson.

### *Step 3:*

- Some of the legacies of the early civil rights movement were the 1964 Civil Rights Act and the 1965 Voting Rights Act. Have students listen to [MSNBC: The Civil Rights Act of 1964](#) and [History: What Is the Voting Rights Act of 1965?](#) Students should take notes on the who, what, when, where, and why of these acts. Help students create event cards for these acts when the video is complete, and post them on the class timeline. Students should take a minute to write notes in their Google worksheet about the legacies of the early civil rights movement as well as carefully cite their sources of information.

### *Step 4:*

- As a class, ask students this lesson's questions, "What were the views of early civil rights leaders on resistance, violence, and morality? What were some of this early movement's legacies?" Also, ask students this unit's question, "How have the lives of African Americans changed over the last 250 years?" Make note of what was learned on this unit's KWL chart.

## Essential Question Assessment, Application, Action, and Reflection

---

As time allows, and for homework, have students watch [NBC News: Daughters of Martin Luther King Jr. and Malcolm X Reflect on Fight for Equality](#) (video 13 minutes, 30 seconds). Have students watch the first 5 minutes and 50 seconds and take notes in order to answer the question, “If the early civil rights movement was one of nonviolent resistance, why was there so much violence, and why were its leaders assassinated? What can we learn from the daughters of Martin Luther King Jr. and Malcolm X?” Students would write a short paragraph.

## Additional Readings and Resources

---

[FEE Stories: MLK’s Philosophy Was Rooted in the Natural Law Tradition](#)

[History: 8 Key Laws That Advanced Civil Rights](#)

[Minnesota Public Radio: The FBI’s War on King](#)

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183-224.

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

After reading the lesson materials, add evidence to the appropriate section in order to create a compare-and-contrast essay after Lesson 40. Cite your sources carefully.

- COMPARATIVE CULTURES ETHNIC STUDIES

# Ethnic Studies Lesson 4P: African American Black Power Movement

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

## California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

***Themes:***

1. Identity
2. History and Movement
4. Social Movements and Equity

***Values and Principles:***

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

## California English and Social Science Standards Alignment

***English Language Arts Standards (11th and 12th Grade):***

**Reading—Informational Text (RI.11-12)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

***Social Sciences Standards (11th and 12th Grade):***

**History-Social Science Content Standards—(Grades 9-12)**

Analyze the origins, goals, leadership, and tactics of various civil rights movements, including those of Native Americans, Asian Americans, and Latinos. (11.10)

Evaluate the impact of social movements and reforms on changing societal norms and policies.  
(11.11)

Analyze the impact of landmark Supreme Court cases and legislation, such as *Brown v. Board of Education* and the Civil Rights Act of 1964, on the advancement of civil rights and liberties.  
(12.5)

## Lesson Purpose

Students will research the people, places, and events of the Black Power movement in order to understand the movement's views on resistance, violence, and morality. Students will also compare and contrast this movement to other early civil rights movements.

## Essential Questions

*What were the views of the Black Power movement on resistance, violence, and morality? What were some of this movement's legacies, and how did it compare to earlier civil rights movements?*

*How has life changed for African Americans over the last 250 years?*

## Materials

[Biography: The Life of Malcolm X](#)

[Worksheet for 4Q](#)

[National Archives: The Black Panther Party](#)

[New York Historical Society: Angela Davis: Resisting the System](#)

[National Archives: The Student Nonviolent Coordinating Committee \(SNCC\)](#)

[National Archives: Black Power](#)

[National Archives: The Nation of Islam](#)

[National Archives: Women in Black Power](#)

[Unit 4 KWL Chart](#)

## Vocabulary

Malcolm X

Afrocentricity

The Student Nonviolent  
Coordinating Committee  
Nation of Islam

Black Panthers

Black pride

## Lesson Steps

### Step 1:

- As a class, ask students what they know about Malcolm X and relate that to the previous lesson's homework. To review, have students watch [Biography: The Life of Malcolm X](#). While students are

watching the video, have students take notes on his views on violence, activism, morality (religion), and legacy. When the video is complete, as a class, have students help fill in the shared class [Worksheet for 4Q](#) that was used in the previous lesson. Have students remark on the similarities and differences between Malcolm X's views and those of Martin Luther King Jr.

### *Step 2:*

- Let students know that Malcolm X was just part of a larger Black Power movement from the late 1960s and early 1970s. Ask students why some African Americans might have been impatient with the pace of civil rights changes for African Americans. What might that frustration look like?
- Let students know they will be working in the same pairs as in the previous lesson in order to continue their research comparing and contrasting the early civil rights movement with the Black Power movement. Students can use as many of the following resources as they can within the time allotted. They should be careful to cite their sources on their pair worksheet. Have students investigate these resources:
  - [National Archives: The Black Panther Party](#) (Students should choose at least two videos or other resources from the catalog links at the bottom of the page.)
  - [New York Historical Society: Angela Davis: Resisting the System](#) (video 2 minutes, 3 seconds)
  - [National Archives: The Student Nonviolent Coordinating Committee \(SNCC\)](#)
  - [National Archives: Black Power](#)
  - [National Archives: The Nation of Islam](#)
  - [National Archives: Women in Black Power](#)
- When students have completed their research, have them join another pair and share their notes.

### *Step 3:*

- As a class, ask students what they found out in their research about the legacy of Black Power. Have students watch [PBS: African American History Since the Civil Rights: Black Is Beautiful: Afrocentricity](#) (video 4 minutes, 42 seconds) and [PBS: African American History Since the Civil War: Black Power: Demanding a Brilliant Future](#) (video 5 minutes, 17 seconds). As students watch, have them add notes to their outline for the legacies of the Black Power movement. As a class, ask students to share some of the notes that were added to their legacy notes.

### *Step 4:*

- As a class, ask students this lesson's questions, "What were the views of the Black Power movement on resistance, violence, and morality? What were some of this movement's legacies, and how did it compare to earlier civil rights movements?" Also, ask students this unit's question, "How have the lives of African Americans changed over the last 250 years?" Make notes of what was learned on this unit's KWL chart.

## **Essential Question Assessment, Application, Action, and Reflection**

---

As time allows, and for homework, have students write an essay that compares and contrasts the civil rights movement of the early 1960s to the Black Power movement using their Google worksheet notes. Teachers may want to provide a rubric, and students should be careful to cite their sources.

## Additional Readings and Resources

---

Coleman, Kate, and Paul Avery. "The Party's Over." *New Times*, July 10, 1978, 23-47.

Myers, Peter C. "Black Power." Bill of Rights Institute. <https://billofrightsinstitute.org/essays/black-power>

Rojas, Fabio. *From Black Power to Black Studies: How a Radical Social Movement Became an Academic Discipline*. Johns Hopkins University Press, 2007.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183-224.

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.



# Ethnic Studies Lesson 4Q: African American Political Leaders

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

## California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

***Themes:***

1. Identity
2. History and Movement
4. Social Movements and Equity

***Values and Principles:***

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

## California English and Social Science Standards Alignment

***English Language Arts Standards (11th and 12th Grade):***

**Reading—Informational Text (RI.11-12)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

***Social Sciences Standards (11th and 12th Grade):***

**History-Social Science Content Standards—(Grades 9-12)**

Analyze the origins, goals, leadership, and tactics of various civil rights movements, including those of Native Americans, Asian Americans, and Latinos. (11.10)

Evaluate the impact of social movements and reforms on changing societal norms and policies. (11.11)

Analyze the impact of landmark Supreme Court cases and legislation, such as *Brown v. Board of Education* and the Civil Rights Act of 1964, on the advancement of civil rights and liberties. (12.5)

## Lesson Purpose

---

Students will research the political and cultural contributions of African American political leaders.

## Essential Questions

---

*What have been some of the political and cultural contributions of African American political leaders?*

*How has life changed for African Americans over the last 250 years?*

## Materials

---

[PBS: Reconstruction: The 15th Amendment and African American Men in Congress](#)

[National Women's History Museum: Shirley Chisholm](#)

[National Women's History Museum: Barbara Jordan](#)

[National Archives: John Lewis](#)

[National Park Service: Mayor Shirley Franklin](#)

[The White House: Kamala Harris](#)

[The White House: Barack Obama](#)

[Office of the Historian: Condoleezza Rice](#)

[Office of the Historian: Colin Powell](#)

[Oyez: Justice Clarence Thomas](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

mayor

Secretary of State

Chairman of the Joint Chiefs  
of Staff

governor

US Congress

## Lesson Steps

---

### Step 1:

- As a class, ask students what they already know about African American political leaders. How many can they name? Can they identify their contributions to politics or culture? Students have already studied Frederick Douglass, W. E. B Du Bois, Booker T. Washington, Martin Luther King Jr., and Malcolm X. There have been other notable African American political leaders since the end of the Civil

War. Have students watch [PBS: Reconstruction: The 15th Amendment and African American Men in Congress](#) (video 7 minutes, 5 seconds). As students watch, have them take notes on what they believe were some of the political and cultural contributions of these early Reconstruction politicians. As a class, when students have finished watching the video, have them share their findings.

### Step 2:

- As a class, ask students to compare the speed of political change during Reconstruction with the next hundred years until the Civil Rights Act. In order to view the political and cultural contributions of African American political leaders after the Civil Rights Act, students will research one person and create a five-slide slideshow on the media platform of the teacher's choice. Students should understand that this is only a representative list; there are many more African American politicians in the United States. Students should focus on the political and cultural contributions of their person, as well as give background information. Students may choose additional websites for slideshow images and should be careful to cite their sources carefully. Students may also want to note the party affiliation of the politician. Divide the class into the following groups:
  - [National Women's History Museum: Shirley Chisholm](#)
  - [National Women's History Museum: Barbara Jordan](#)
  - [National Archives: John Lewis](#)
  - [National Park Service: Mayor Shirley Franklin](#)
  - [The White House: Kamala Harris](#)
  - [The White House: Barack Obama](#)
  - [Office of the Historian: Condoleezza Rice](#)
  - [Office of the Historian: Colin Powell](#)
  - [Oyez: Justice Clarence Thomas](#)
- When students have completed their research, have them present their slideshows to the class.

### Step 3:

- As a class, ask students this lesson's questions, "What have been some of the political and cultural contributions of African American political leaders?" Also, ask students this unit's question, "How have the lives of African Americans changed over the last 250 years?" Make notes of what was learned on this unit's KWL chart.

## Essential Question Assessment, Application, Action, and Reflection

---

As time permits, and for homework, have students watch [CBS: Colin Powell: Martin Luther King Jr. "changed my life"](#) and [NBC News: Condoleezza Rice on female leadership and race](#). As students watch these videos, have them take notes on Colin Powell's and Condoleezza Rice's argument points about the effectiveness of the civil rights movement. Ask students to highlight at least three pieces of evidence that these politicians use, and ask whether the students agree with this evidence and their overall conclusions. In other words, has the African American community made progress in terms of civil rights and quality of life? Students should submit this in a long paragraph format.

## Additional Readings and Resources

---

Loury, Glenn C. "[Clarence Thomas and Me.](#)" *City Journal*, Winter 2024.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183-224.

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

# Ethnic Studies Lesson 4Ra: African Americans and Policing Debate, Part 1

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

## California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

***Themes:***

2. History and Movement
3. Systems of Power
4. Social Movements and Equity

***Values and Principles:***

5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

## California English and Social Science Standards Alignment

***English Language Arts Standards (11th and 12th Grade):***

**Reading—Informational Text (RI.11-12)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

Evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)

**Speaking and Listening—(SL.11-12)**

Initiate and participate effectively in a range of collaborative discussions (SL.11-12.1)

***Social Sciences Standards (11th and 12th Grade):***

**History-Social Science Content Standards—(Grades 9-12)**

Analyze the origins, goals, leadership, and tactics of various civil rights movements, including those of Native Americans, Asian Americans, and Latinos. (11.10)

Evaluate the impact of social movements and reforms on changing societal norms and policies. (11.11)

Analyze the impact of landmark Supreme Court cases and legislation, such as *Brown v. Board of Education* and the Civil Rights Act of 1964, on the advancement of civil rights and liberties. (12.5)

## Lesson Purpose

Students will study policing practices such as traffic stops, pat downs, and the killing of unarmed civilians brought up by the Black Lives Matter movement in order to determine the pros and cons of removing qualified immunity from law enforcement agents.

## Essential Questions

*After researching the Black Lives Matter movement and policing practices, what are the pros and cons of removing qualified immunity from law enforcement agents?*

*How has life changed for African Americans over the last 250 years?*

## Materials

### [DEBATE RUBRIC](#)

[Channel 4 News: Black Lives Matter explained: The history of a movement](#)

[Find Law: Qualified Immunity: Both Sides of the Debate](#)

[ChatGPT](#)

[Unit 4 KWL Chart](#)

## Vocabulary

policing

police defunding

qualified immunity

Black Lives Matter

## Lesson Steps

### **Step 1:**

- As a class, let students know that today we will prepare for a debate. We will spend one day preparing and one day debating. Remind students of the [DEBATE RUBRIC](#). Take time to review each norm and let students know they will be evaluating themselves and the other team when the debate is concluded.

### **Step 2:**

- Ask students what they know about Black Lives Matter, police brutality, the movement to defund the police, and qualified police immunity. Have students watch [Channel 4 News: Black Lives Matter explained: The history of a movement](#) (video 15 minutes, 13 seconds). As students watch, they should

take notes on policing practices such as stops, pat downs, and killings, as well as the argument for ending qualified police immunity.

- Before students share their notes, as a class, use a group reading strategy such as round robin or popcorn to read the last four paragraphs of [Find Law: Qualified Immunity: Both Sides of the Debate](#). As students read, they should take notes on the pros and cons of qualified immunity.
- When students have completed their notes, have them pair with another student to share their notes.

### Step 3:

- Once students have completed their notes, give every student a 3 x 5 card. Write the question, “Should qualified immunity be removed from law enforcement officers in order to hold them accountable for policing practices, especially with minority populations?”

1 - Yes, qualified immunity should be removed from law enforcement officers.	2 - Yes, qualified immunity should be limited for law enforcement officers.	3 - No, qualified immunity should be maintained in most instances for law enforcement officers.	4 - No, qualified immunity should be maintained for law enforcement officers.
--	---	---	---

- On their 3 x 5 card, students should **NOT** put their names. They should put the question on the table, with their answer circled. Collect the cards from students and shuffle them. Students will be conducting an anonymized debate—meaning they may have to debate from someone else’s point of view (see more about this teaching strategy in Additional Readings and Resources at the end of this lesson).
- Give students a card and have them line up from 1-4. This process gives students an opportunity to see what range of opinions exist in the room. Students that have a 1-2 card will form one debate team that is **FOR** the question, and students with cards for 3-4 will form one group that is **AGAINST** the question. Some adjustments may need to be made in the group numbers in order to form equal teams.

### Step 4:

- As a class, let students know that they will be presenting their arguments only from authoritative sources that must be cited. They will not use their own ideas or opinions. Researching qualified immunity for law enforcement officers and all its nuances could take a lifetime. In order to find salient facts for a 20-minute debate, introduce the class to [ChatGPT](#).
- As a class, let students know that they may have used ChatGPT in order to find a quick answer to a problem or to unethically write an essay. In this class, there will be essay assignments, but the essays and paragraphs will come from what was discussed and cited in class—making it impossible to pull the “correct” answers from ChatGPT. On the other hand, ChatGPT can be helpful in quickly filling in holes in understanding and can lead to appropriate websites in order to find citations.
- Add the following prompts to ChatGPT and share the results with students:

*As an expert in high school ethnic studies and the Black Lives Matter movement and using educational websites, write an essay about policing. Include traffic stops, pat downs, and killings of unarmed civilians. What does defunding the police mean? Embed website citations in the text and use a list of works cited at the end.*

*As an expert in high school ethnic studies and the Black Lives Matter movement and using educational websites, write an essay about the history, methods, and goals of the Black Lives Matter movement. Include people, places, and events. Embed website citations in the text and use a list of works cited at the end.*

*As an expert in high school ethnic studies and the Black Lives Matter movement and using educational websites, create a table of the pros and cons for removing qualified immunity for law enforcement agents. Include people, places, and events. Embed website citations in the text and use a list of works cited at the end.*



*As an expert in high school ethnic studies and the Black Lives Matter movement and using educational websites, create a bullet list of what the data says about policing in minority communities. Include evidence of the killing of unarmed civilians. Embed website citations in the text and use a list of works cited at the end.*

- Make sure that students see that the web links often do not work in the current version of ChatGPT. Even though AI is excellent for giving them ideas, it rarely leads to the exact source, and it makes mistakes. It is not appropriate for copying verbatim, and it cannot be cited. They will need to find the source in order to create a citation for their argument. Citations should also come from reputable sources.
- Give student groups 3 x 5 cards in order to write down their evidence with citations. Give student groups time to form a strategy and to divide the work among their members. Students will finish researching and form the debate in the next lesson.

### Step 5:

- As a class, ask students this lesson's questions, "After researching the Black Lives Matter movement and policing practices, what are the pros and cons of removing qualified immunity from law enforcement agents?" Also, ask students this unit's question, "How have the lives of African Americans changed over the last 250 years?" Make notes of what was learned on this unit's KWL chart.

## Essential Question Assessment, Application, Action, and Reflection

---

For homework, students can continue to conduct research and find evidence for their debate in the next class session.

## Additional Readings and Resources

---

[America Run Riot – Commentary Magazine](#)

[American BAR Association: Qualified immunity: A necessity or a tool that exploits race and class?](#)

Boghossian, Peter, and James Lindsay. *How to Have Impossible Conversations: A Very Practical Guide*. Lifelong Books, 2019.

Capaldi, Nicholas, and Miles Smit. *The Art of Deception: An Introduction to Critical Thinking*, 2nd ed. Prometheus, 2019.

[Defunding the Police Is Asinine and Counterproductive | Opinion - Newsweek](#)

Evers, Williamson M. "Recommended Readings on Police Reform." Independent Institute, 2020. <https://www.independent.org/issues/article.asp?id=13207>

[Excessive policing is a serious discussion: Deroy Murdock | Fox Business Video](#)

[Legal Defense Fund: Qualified Immunity FAQ](#)

Reilly, Wilfred, Robert Maranto, and Patrick Wolf. "Did Black Lives Matter Save Black Lives?" *Commentary* September 2022. <https://www.commentary.org/articles/wilfred-reilly/did-black-lives-matter-save-black-lives>

Reilly, Wilfred. *Hate Crime Hoax*. Regnery, 2019, chap. 2, 19-53.

Reilly, Wilfred. *Taboo: Ten Facts You Can't Talk About*. Regnery, 2020, chap. 1.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183-224.

Sowell, Thomas. "The War on Cops, Parts I & II." Creators Syndicate, July 12, 2016. <https://www.lanereport.com>

[com/65360/2016/07/opinion-thomas-sowell-the-war-on-cops-in-two-part/](https://www.washingtonpost.com/65360/2016/07/opinion-thomas-sowell-the-war-on-cops-in-two-part/)  
[Washington Post: Qualified Immunity, explained](#)

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

# Ethnic Studies Lesson 4Rb: African Americans and Policing Debate, Part 2

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

## California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

***Themes:***

2. History and Movement
3. Systems of Power
4. Social Movements and Equity

***Values and Principles:***

5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

## California English and Social Science Standards Alignment

***English Language Arts Standards (11th and 12th Grade):***

**Reading—Informational Text (RI.11-12)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

Evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)

**Speaking and Listening—(SL.11-12)**

Initiate and participate effectively in a range of collaborative discussions (SL.11-12.1)

***Social Sciences Standards (11th and 12th Grade):***

**History-Social Science Content Standards—(Grades 9-12)**

Analyze the origins, goals, leadership, and tactics of various civil rights movements, including those of Native Americans, Asian Americans, and Latinos. (11.10)

Evaluate the impact of social movements and reforms on changing societal norms and policies.  
(11.11)

Analyze the impact of landmark Supreme Court cases and legislation, such as *Brown v. Board of Education* and the Civil Rights Act of 1964, on the advancement of civil rights and liberties.  
(12.5)

## Lesson Purpose

---

Students will study policing practices such as traffic stops, pat downs, and the killing of unarmed civilians brought up by the Black Lives Matter movement in order to determine the pros and cons of removing qualified immunity from law enforcement agents.

## Essential Questions

---

*After researching the Black Lives Matter movement and policing practices, what are the pros and cons of removing qualified immunity from law enforcement agents?*

*How has life changed for African Americans over the last 250 years?*

## Materials

---

[DEBATE RUBRIC](#)

[ChatGPT](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

policing

police defunding

qualified immunity

Black Lives Matter

## Lesson Steps

---

### Step 1:

- As a class, remind students about the [DEBATE RUBRIC](#). Take time to review each norm and let students know they will be evaluating themselves and the other team when the debate is concluded.

### Step 2:

- As a class, have the two student groups continue their research and organize their cards by topic. Have them continue to pose questions to ChatGPT and continue finding evidence from reputable sources. Encourage students to anticipate the questions from the other group and research those questions in order to find rebuttals. Allow the groups to work for an additional 20 minutes if possible.

**Step 3:**

- When the research time has elapsed, as a class, introduce the students to a circular debate. Half of the students from each team will sit in chairs that are arranged in a circle. The other half of the students will stand behind the students who are actively participating in the debate. The students who are standing are given sticky notes in order to remind the debate participants about key facts they may have forgotten. Students inside the circle will be holding the note cards the group has made with evidence.
- The students who are seated can start the discussion at any time by saying something like:
  - According to the website..., this point was made.
  - According to this authority..., this point was made.
- Students should listen carefully and wait their turn to speak. Seated students can also support their own team by saying something like:
  - I agree with my friend..., and I would add....
- Or students can disagree with the other team by saying something like:
  - While I see your point, I would disagree. According to this website..., this point was made....
- Students who are standing can pass sticky notes to those who are sitting in order to keep the debate going.

**Step 4:**

- As a class, once the debate is concluded, or after about 20 minutes, have the students return to their groups and have them make a copy of and fill out the [DEBATE RUBRIC](#) for their group.
- When students have completed the rubric, as a class, review the debate rubrics and have students discuss how their debate went. What can they do next time to improve? Did the debate change their attitudes about qualified immunity for law enforcement officers? In what ways is it difficult to correct race-based discrimination?

**Step 5:**

- As a class, ask students this lesson's questions, "After researching the Black Lives Matter movement and policing practices, what are the pros and cons of removing qualified immunity from law enforcement agents?" Also, ask students this unit's question, "How have the lives of African Americans changed over the last 250 years?" Make notes of what was learned on this unit's KWL chart. (If time permits, have students watch the [American Bar Association Debate on Qualified Immunity](#) (video 13 minutes, 48 seconds.)

## Essential Question Assessment, Application, Action, and Reflection

---

For homework, have students write a short paragraph of how their beliefs about qualified immunity for law enforcement officers have stayed the same or changed over the course of the debate. Also, they should include in their paragraph their observations on some of the difficulties of trying to improve race-based societal relations.

## Additional Readings and Resources

---

[America Run Riot – Commentary Magazine](#)

[American BAR Association: Qualified immunity: A necessity or a tool that exploits race and class?](#)

Boghossian, Peter, and James Lindsay. *How to Have Impossible Conversations: A Very Practical Guide*. Lifelong

Books, 2019.

Capaldi, Nicholas, and Miles Smit. *The Art of Deception: An Introduction to Critical Thinking*, 2nd ed. Prometheus, 2019.

[Defunding the Police Is Asinine and Counterproductive | Opinion - Newsweek](#)

Evers, Williamson M. “Recommended Readings on Police Reform.” Independent Institute, 2020. <https://www.independent.org/issues/article.asp?id=13207>

[Excessive policing is a serious discussion: Deroy Murdock | Fox Business Video](#)

[Legal Defense Fund: Qualified Immunity FAQ](#)

Reilly, Wilfred, Robert Maranto, and Patrick Wolf. “Did Black Lives Matter Save Black Lives?” *Commentary*, September 2022. <https://www.commentary.org/articles/wilfred-reilly/did-black-lives-matter-save-black-lives>

Reilly, Wilfred. *Hate Crime Hoax*. Regnery, 2019, chap. 2, 19-53.

Reilly, Wilfred. *Taboo: Ten Facts You Can't Talk About*. Regnery, 2020, chap. 1.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183-224.

Sowell, Thomas. “The War on Cops, Parts I & II.” Creators Syndicate, July 12, 2016. <https://www.lanereport.com/65360/2016/07/opinion-thomas-sowell-the-war-on-cops-in-two-part/>

[Washington Post: Qualified Immunity, explained](#)

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

## Ethnic Studies 1Ia: Debate Rubric

---

Rate on a scale of 1 to 3, with 1 being did well in adhering to the norm and 3 being did not do well in adhering to norm.

**FOR TEAM**  
(1 to 3) and comments

**AGAINST TEAM**  
(1 to 3) and comments

Adhered to classroom norms of respect and allowing others to speak		
Included evidence with citation or attribution while inside the circle		
Provided supporting evidence with citation or attribution while outside the circle		
Participated in a lively debate even if the topic was not their first choice		
Encouraged different viewpoints, reflected on own biases and assumptions, challenged others to maintain an open mind		
Listened actively while not speaking		
Acknowledged differing points of view and maintained civility		



# Ethnic Studies Lesson 4S:

## African American Civil Rights Effectiveness

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

### California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

***Themes:***

1. Identity
2. History and Movement
4. Social Movements and Equity

***Values and Principles:***

2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

### California English and Social Science Standards Alignment

***English Language Arts Standards (11th and 12th Grade):***

**Reading—Informational Text (RI.11-12)**

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RI.11-12.6)

**Writing—(W.11-12)**

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.11-12.2)

***Social Sciences Standards (11th and 12th Grade):***

**History-Social Science Content Standards—(Grades 9-12)**

Analyze the impact of social movements and reforms on changing societal norms and policies. (11.10)

Analyze the impact of landmark Supreme Court cases and legislation on the advancement of civil rights and liberties. (12.5)

## Lesson Purpose

---

Students will review and investigate African American cases, people, organizations, and events to determine what aspects of American democracy have been used to further African Americans' civil rights, and their effectiveness.

## Essential Questions

---

*How did African Americans use the court system, legislative acts, the right to demonstrate, the right to form organizations, the right to vote, and other rights guaranteed in a democratic society to improve their civil rights, and how effective have these measures been?*

*How has life changed for African Americans over the last 250 years?*

## Materials

---

[WLKY News: Batson v. Kentucky: jury](#)

[VICE News: We Talk to Interracial Couples 50 Years after Loving v. Virginia](#)

[WORKSHEET](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

voir dire

miscegenation

## Lesson Steps

---

### Step 1:

- As a class, ask students if they remember the *Hernandez v. Texas* case that we reviewed at the end of the Latino/Hispanic American unit. In that case, the Supreme Court found that it was unlawful to exclude members of a jury because of their race. Lawyers could find another way to exclude members of a jury in the jury selection process, called voir dire. Have students watch [WLKY News: Batson v. Kentucky: jury](#) (video 2 minutes, 11 seconds). Students should take notes on the who, what, where, and why in order to create an event card. Students should also note what elements of democracy were used to advance civil rights. Once students have completed the video, help students as a class to create an event card and post it on the timeline.
- Let students know that there were other important Supreme Court cases that struck down elements of segregation. Have students watch [VICE News: We Talk to Interracial Couples 50 Years after Loving v. Virginia](#) (video 6 minutes, 2 seconds). As students watch, have them make note of the who, what, where, and why in order to create an event card. Students should also note what elements of democracy were used to advance civil rights. Once students have completed the video, help students as a class to create an event

card and post it on the timeline. Ask students what aspects of democracy were used to advance civil rights. How did these cases improve civil rights for all African Americans?

### Step 2:

- Remind students that they have been discussing the aspects of democracy that have helped to improve civil rights for African Americans throughout this unit. Ask students what aspects of American democracy were used to hinder civil rights. (Help students remember the Three-Fifths Clause of the Constitution, Black Codes, Jim Crow laws, *Plessy v. Ferguson*, etc.) Show students this lesson's [WORKSHEET](#) and put the counterexamples in the correct category. Make sure to cite a source for each entry.
- Students will be working in pairs and using the timeline and other unit resources, such as the class KWL chart, the class timeline, short paragraphs, essays, and displays, in order to create a graphic organizer to help with this unit's essay. Break students into pairs and ask students to make a copy of the unit [WORKSHEET](#). Check in with students frequently to make sure they are finding examples with citations in each of the categories.
- When students have completed their research, have pairs meet to compare notes. Let groups of four students meet with another group of four to compare notes.

### Step 3:

- As a class, ask students this lesson's questions, "How did African Americans use the court system, legislative acts, the right to demonstrate, the right to form organizations, the right to vote, and other rights guaranteed in a democratic society to improve their civil rights, and how effective have these measures been?" Also, ask students this unit's question, "How have the lives of African Americans changed over the last 250 years?" Make notes of what was learned on this unit's KWL chart, as well as any ongoing questions.

## Essential Question Assessment, Application, Action, and Reflection

---

Ask students to complete an essay (five paragraphs or longer) summarizing their learning of "How has life changed for African Americans over the last 250 years?" All students should have access to the KWL chart for this unit, and all students should cite the sources of their information accurately.

## Additional Readings and Resources

---

Glazer, Nathan, and Moynihan, Daniel P. *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City*. M.I.T. Press, 1963.

Reilly, Wilfred. "The Whiteness of Wokeness." *Commentary*, November 2021. <https://www.commentary.org/articles/wilfred-reilly/whiteness-wokeness/>

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183-224.

Sowell, Thomas. "Legacy [of slavery' a legacy of cliches and lazy thinking.](#)" Daily Telegram, July 20, 2015.

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

Names: \_\_\_\_\_

**Ethnic Studies 4S: Group Research**

---

After reviewing this unit's resources, find examples of the following aspects of American Democracy that have supported African American civil rights.

Aspect of American Democracy	Counterexamples
Court Cases	
Legislative Acts	
Constitutional Amendments	
Right to demonstrate	
Right to form organizations	
Right to vote	
Right to a jury trial	
State Laws	

# Ethnic Studies Lesson 4T: African Americans' Road to Success

**TOPIC:**

AFRICAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

## California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

**Themes:**

4. Social Movements and Equity

**Values and Principles:**

6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

## California English and Social Science Standards Alignment

**English Language Arts Standards (11th and 12th Grade):**

**Reading—Informational Text (RI.11-12)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

Evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)

**Speaking and Listening—(SL.11-12)**

Initiate and participate effectively in a range of collaborative discussions. (SL.11-12.1)

**Social Sciences Standards (11th and 12th Grade):**

**History-Social Science Content Standards—(Grades 9-12)**

Analyze the origins, goals, leadership, and tactics of various civil rights movements, including those of Native Americans, Asian Americans, and Latinos. (11.10)

Evaluate the impact of social movements and reforms on changing societal norms and policies. (11.11)

Analyze the impact of landmark Supreme Court cases and legislation, such as *Brown v. Board of Education* and the Civil Rights Act of 1964, on the advancement of civil rights and liberties. (12.5)

## Lesson Purpose

---

Students will review the role of government interventions in African Americans' upward mobility over the last 175 years and question what government's role is in future African American roads to success.

## Essential Questions

---

*What are some ways that government intervention has helped African American upward mobility in the last 175 years, and in what ways has it failed to help?*

*In what ways has government intervention impeded upward mobility?*

*What should be the government's role in future African American success?*

*How has life changed for African Americans over the last 250 years?*

## Materials

---

[Pew Charitable Trusts: Economic Mobility and the American Dream](#)

[U.S. News & World Report: The Logic of Bad Policies](#)

[CATO Institute: War on Poverty at 50—Despite Trillions Spent, Poverty Won](#)

[ACLU: How Can Smart, Ethical Individuals Form Dumb, Amoral Government Agencies?](#)

[Unit 4 KWL Chart](#)

## Vocabulary

---

self-interest

self-perpetuate

bureaucracy

upward mobility

## Lesson Steps

---

### Step 1:

- As a class, ask students if they have heard the terms *economic mobility* or *social upward mobility*. What do those terms mean? Have students watch [Pew Charitable Trusts: Economic Mobility and the American Dream](#) (video 3 minutes, 2 seconds). As students watch, they should take notes on a definition for *economic mobility*.
- When students have finished watching, students should pair up and discuss their notes. As a class, have students share their notes and help develop a class definition for relative and absolute economic upward mobility. Write these definitions on the board.
- As a class, ask students this lesson's questions, "What are some ways that government intervention has helped African American upward mobility in the last 175 years and in what ways has it failed to help? In what ways has government intervention impeded upward mobility? What should be the government's



role in future African American success?” Ask students to make a prediction of what they think the government’s role should be in future African American success. Let students know that they will be asked the question again after considering the role of government in the past and present.

### Step 2:

- As a class, create a chart on the board with three columns:

Government Helps for African Americans	Government Harms for African Americans	Individual and Collective African American Action

- Create student groups and ask students to take notes that would help fill in the chart with examples from the course so far of where the US government has helped with African American upward mobility, where it has hurt, and where African Americans have successfully forged their own way to upward mobility.
- When students have completed their group brainstorming, as a class, have each group take turns with column 1, then column 2, then column 3. If students leave out some of the following examples, make sure to remind them and add them to the list. As a class, ask students what they might infer about best practices for promoting African American roads to success in the future.

Government Helps for African Americans	Government Harms for African Americans	Individual and Collective African American Action
<ul style="list-style-type: none"> <li>13th, 14th, 15th Amendments</li> <li>1964 Civil Rights Act</li> <li><i>Brown v. Board of Education</i></li> <li>Fair Housing Act of 1968</li> </ul>	<ul style="list-style-type: none"> <li><i>Plessy v. Ferguson</i></li> <li>Jim Crow laws</li> <li>Redlining</li> <li>American Dream</li> <li>Downpayment Assistance Plan</li> </ul>	<ul style="list-style-type: none"> <li>NAACP and Anti-Lynching Crusade</li> <li>The Great Migration</li> <li>War service</li> <li>Cowboys</li> <li>Selma march</li> <li>Black-owned businesses</li> <li>Black Lives Matter</li> </ul>

### Step 3:

- As a class, ask students why some government interventions might fail. Form students into three groups. Have students read the following articles. As students read, they should take notes on what are some of the reasons that government interventions can fail.
  - Self-interest in political decision-making: [U.S. News & World Report: The Logic of Bad Policies](#)
  - Bureaucratic inefficiencies: CATO Institute: [War on Poverty at 50—Despite Trillions Spent, Poverty Won](#)
  - Government’s need to self-perpetuate: [ACLU: How Can Smart, Ethical Individuals Form Dumb, Amoral Government Agencies?](#)
- When students have completed their reading, form three new groups made up of equal numbers of experts from the three original groups. Have the expert groups share some of the reasons that government interventions can fail. When all three expert groups have shared, have groups share with the class, and take notes on the board about reasons that government interventions can fail. Ask students to look at the list that was made earlier in the class and assign possible reasons for failure to their previous list:

- *Plessy v. Ferguson*
- Jim Crow laws
- Redlining
- American Dream Downpayment Assistance Plan
- And others that the class may have come up with

**Step 4:**

- As a class, remind students of the debate between Booker T. Washington and W. E. B. Du Bois. What do students remember from the two sides of the debate on roads to success for African Americans? An earlier African American writer, Frederick Douglass, also had something to say about the conditions for African American success even before emancipation. (If necessary, read to students from [The White House Association: Frederick Douglass, 1818-1895.](#))
- As a class, use a group reading strategy such as round robin or popcorn to read paragraphs 38 to 43 (or the paragraph that begins “From these remarks...” to the paragraph that begins “The nearest approach to justice...”) of [Frederick Douglass Heritage: “Self-Made Men” \(1872\)](#). As students listen to the speech, they should take notes on what Frederick Douglass is advocating that the government should do and what he is advocating that African Americans should do.
- When students have completed their notes, have students pair up to compare their notes. Have pairs share their notes with the class, and ask them to consider how their views from the beginning of the lesson on government intervention in African American success have stayed the same or changed.

**Step 5:**

- As a class, ask students what they have learned so far about this lesson’s questions, “What are some ways that government intervention has helped African American upward mobility in the last 175 years, and in what ways has it failed to help? In what ways has government intervention impeded upward mobility? What should be the government’s role in future African American success?” and this unit’s question, “How has life changed for African Americans over the last 250 years?” Make note of what was learned on this unit’s KWL chart, along with additional questions.

## Essential Question Assessment, Application, Action, and Reflection

---

As time permits, and for homework, have students read [Forbes: Black Politics—An Excerpt from “Please Stop Helping Us,” by Jason L. Riley](#). As students read, they should take notes on at least five pieces of evidence the author uses to support the idea that “re-evaluation of ... [attention on Black political power as a means of addressing these outcomes] is long overdue.” From the author’s point of view, how have political interventions failed to result in African American upward mobility? Also, students should address whether they agree or disagree with the author in their long paragraph and should cite their sources carefully.

## Additional Readings and Resources

---

Attarian, John. “Envy: A Theory of Social Behaviour.” *Religion and Liberty* 2, no. 5 (2010). [Envy: A Theory of Social Behaviour | Acton Institute](#)

Becker, Gary S. “An Economic Theory of Discrimination.” In *Discrimination, Affirmative Action and Equal Opportunity*, edited by W. E. Block and M.A. Walker. Fraser Institute, 1981, 129-141.

Boghossian, Peter, and James Lindsay. *How to Have Impossible Conversations: A Very Practical Guide*. Lifelong Books, 2019.

BookTV. “Jason Riley, ‘Please Stop Helping Us.’” <https://www.youtube.com/watch?v=TnAq7HhaqZA>

- Buckley Institute. "Jason L. Riley on Please Stop Helping Us: How Liberals Make It Harder for Blacks to Succeed," 2015. <https://www.youtube.com/watch?v=XzlcAxG5Wus>
- Capaldi, Nicholas, and Miles Smit. *The Art of Deception: An Introduction to Critical Thinking*, 2nd ed. Prometheus, 2019.
- Caplan, Bryan. *The Economics of Antipathy and Stereotyping*. [http://www.bcaplan.com/The Economics of Discrimination.pdf](http://www.bcaplan.com/The_Economics_of_Discrimination.pdf)
- Choi, Young Back. "Review of *Envy: A Theory of Social Behavior*, by Helmut Schoeck." *Southern Economic Journal*, April 1990. <https://www.jstor.org/stable/1059904>
- Douglass, Frederick. "Let the Negro Alone," May 11, 1869. In *The Frederick Douglass Papers: Series One*, edited by John W. Blassingame and John R. McKivigan, vol. IV. Yale University Press, 1979–1992. Also in McKivigan, John R., Julie Husband, and Heather L. Kaufman, eds., *The Speeches of Frederick Douglass: A Critical Edition*. Yale University Press, 2018, 247–249.
- Douglass, Frederick. "What Shall Be Done with the Slaves If Emancipated?" <https://rbscp.lib.rochester.edu/4386>
- Douglass, Frederick. "What the Black Man Wants," April 1865. [What the Black Man Wants | Teaching American History](#)
- Ferguson, Rachel S., and Marcus M. Witcher. "The Commercial Society and the Vice of Envy." In *Black Liberation through the Marketplace*. Emancipation Books, 2022, 114–116.
- Ferguson, Rachel S., and Marcus M. Witcher. "The Economics of Discrimination." In *Black Liberation through the Marketplace*. Emancipation Books, 2022, 83–84.
- Gorman, Linda. "Discrimination." In *Fortune Encyclopedia of Economics*, edited by Davide R. Henderson. Warner Books, 1993, 470–475. [Discrimination—Econlib](#)
- Hoover Institution. "Jason Riley on 'False Black Power,'" 2019. <https://www.youtube.com/watch?v=bi2hqL5KkHc>
- LibertyPen. "Thomas Sowell—Government is Not the Answer." <https://www.youtube.com/watch?v=LuxZUAZDRns>
- McWhorter, John. *Woke Racism: How a New Religion Has Betrayed Black America*. Portfolio Penguin, 2021.
- [National Association for Independent Schools: Facilitating Politically Sensitive Discussions](#)
- Riley, Jason L. *False Black Power?* Templeton Press, 2017. (Includes responses from Glenn Loury and John McWhorter.)
- Riley, Jason L. *Please Stop Helping Us: How Liberals Make It Harder for Blacks to Succeed*. Encounter Books, 2014.
- Roback, Jennifer. "The Political Economy of Segregation: The Case of Segregated Streetcars." *Journal of Economic History*, December 1986, 893–917.
- Senholtz, Hans F. *Love and Envy*. Foundation for Economic Education, 1995. <https://fee.org/articles/love-and-envy/>
- Schoeck, Helmut. *Envy: A Theory of Social Behaviour*, reprint edition. Liberty Fund, 1987.
- Sowell, Thomas. *Civil Rights: Rhetoric or Reality?* William Morrow & Co., 1984.
- Sowell, Thomas. *Discrimination and Disparities*, revised edition. Basic Books, 2019.
- Sowell, Thomas. "[Economic inequality? More like economic envy.](#)" PennLive, January 30, 2014.

- Sowell, Thomas. "The Economics of Discrimination." In *Applied Economics*, revised edition. Basic Books, 2009, 207-237. Also in *Markets and Minorities*, Basic Books, 1981, 19-33.
- Sowell, Thomas. "End It, Black History Lesson." In *Barbarians Inside the Gates*. Hoover Institution Press, 1999, 225-228.
- Sowell, Thomas. "Legacy of slavery' a legacy of cliches and lazy thinking." Daily Telegram, July 20, 2015. <https://www.lenconnect.com/story/opinion/columns/2015/07/20/thomas-sowell-legacy-slavery-legacy/33837908007/>
- Sowell, Thomas. "Racial Facts and Fallacies." In *Economic Facts and Fallacies*. Basic Books, 2008, 153-187.
- Steele, Shelby. *A Dream Deferred: The Second Betrayal of Black Freedom in America*. Harper Perennial, 1998.
- Steele, Shelby. *The Content of Our Character: A New Vision of Race in America*. Harper Perennial, 1991.
- Steele, Shelby. *Shame: How America's Past Sins Have Polarized Our Country*. Basic Books, 2015.
- Steele, Shelby. *White Guilt: How Blacks and Whites Together Destroyed the Promise of the Civil Rights Era*. HarperCollins, 2006.
- Thomas SowellTV. "I Am No Friend to Politics and Politicians, Here's Why." <https://www.youtube.com/watch?v=cm0DZSuBS5k>
- [Walter E. Williams: Edwards uses envy to get political gain—Deseret News](#)
- Williams, Walter E. "Blacks Need Economic Freedom." In *America: A Minority Viewpoint*. Hoover Institution Press, 1982, 132-133.
- Williams, Walter E. "How Much Can Discrimination Explain?" In *The Free Market and the Black Community*. Hillsdale College Press, 1990, 15-24.
- Williams, Walter E. "On Discrimination, Prejudice, Racial Income Differentials, and Affirmative Action." In W. E. Block and M. A. Walker, eds., *Discrimination, Affirmative Action, and Equal Opportunity*. Fraser Institute, 1981, 69-99.
- Williams, Walter E. "Promoting jealousy, envy is for control, not solutions." Syndicated opinion column. October 23, 2011.
- Williams, Walter E. *The State Versus Blacks*. McGraw Hill, 1982.

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.