



African American Poetry and the Idea of Citizenship: Citizenship, Rights, and the Constitution

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This curriculum unit is recommended for:
North Carolina and United States History/ 8th Grade Social Studies

Keywords: Constitution, Reconstruction Amendments, abolition, Jim Crow, freedom, injustice, popular sovereignty, Missouri Compromise 1820, Missouri Compromise 1850, ratify, Literacy Test, women suffrage, Poll Tax, citizenship, cross curriculum

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit

Synopsis: This curriculum unit seeks to aid scholars in their ability to exhibit analytical and cognitive skills that reflect knowledge and understanding regarding the Constitution, citizenship, and rights. First, scholars study the Constitution and learn the required historical content with emphasis on Amendments 5, 13, 14, 15, 19, and 24. This foundation helps scholars understand how our government defines, grants, and applies citizenship to whom it considers Americans. Equally, scholars must also recognize the imperfections within the Constitution leading to the denial of citizenship and rights to minority or underserved groups. In an effort to help scholars gain insight to these social and civic injustices, this unit uses poetry. Poetry serves as a cross-curriculum connector for literacy and social studies. As scholars analyze the author's purpose and meaning, they look within the Constitution and identify the unjust laws, policies, and practices exposed by the poets. Using content knowledge and poetic interpretations, scholars form opinions and reflect on the problems and solutions in the Constitution pertaining to citizenship and one's ability to exercise rights. As they compare and contrast Amendments and primary source documents, scholars learn how challenges and modifications to the Constitution creates avenues for improvement and inclusivity.

I plan to teach this unit during the coming year to 90 students in 8th Grade Social Studies.

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Introduction

By Pia N. Townes

When learning the Constitution, scholars read, interpret, and explain the historical policies that affect the lives of citizens and noncitizens in the United States. Scholars observe the modifications to the living document as attitudes and relations change over time. Creative presentations serve as a guide as people express themselves and awaken the consciousness of America. This new conscious leads to a major case tried before the Supreme Court, the Reconstruction Amendments, the Women Suffrage Amendment, and the Poll Tax Amendment. Within the lessons, scholars witness the inability of the Constitution to grant citizenship and guarantee all American citizens the ability to exercise their rights. They also learn how challenges to the Constitution creates avenues for improvement and inclusivity.

Within this curriculum unit, poetry serves as a cross-curriculum connector for literacy and social studies. It continues to be a favorite literary tool because it uses crafted words, vivid images, interesting rhyming patterns, entertaining rhythmic beats, and invites scholars to experiment with rhyme, rhythm, repetition, and format. The purpose of this strategy is for scholars to use poetry to integrate reading and writing across the curriculum. By integrating core subjects, the curriculum reflects the integrated world outside of the school.ⁱ

Scholars read selected poems that reveal civil and social injustices suffered by Americans with restricted rights. As they analyze the author's purpose and meaning, scholars look within the Constitution and identify the unjust laws, policies, and practices exposed by the poets. Last, scholars compare and contrast amendments and primary source documents that either create injustice or seek to resolve restrictions.

Rationale

The United States Constitution is the latter portion of the second unit, *Creating a New State and Nation*, and continues throughout lessons in the eighth grade Social Studies curriculum. The unit explains the concepts of conflict, negotiation, and compromise in the role of creating a structure of government that represents the voices of American citizens. The continuation includes challenges and modifications to the living document as we define, grant, and apply citizenship to all whom we consider Americans.

The purpose of this curriculum unit is to aid scholars in (1) learning the required content for 8th grade Social Studies, (2) using the Constitution to explain the definition of citizenship throughout history, (3) understanding that citizenship does not guarantee the usage of rights, and (4) recognizing how individuals influence social and political development and changes. It further seeks to address scholar's ability to use poetry and literary strategies to enhance their understanding of civil and social discrimination. Moreover, scholars exhibit analytical and cognitive skills that reflect knowledge, understanding, and creativity regarding citizenship.

Demographics

This 2020-21 academic year, Wilson STEM Academy enters its third year as one of Charlotte Mecklenburg Schools' newest technology schools. We reside on the west side of Charlotte and our affiliation is with the Northwest Learning Community. We continue as a fully inclusive computer science/engineering "partial magnet" immersion middle school. Computer Sciences/Project Lead the Way (PLtW) courses offered include Computer Science for Innovators and Makers (required for 6th grade and offered to 7th), Flight and Space - 6th, 7th, and 8th grades, Science of Technology - 6th grade, App Creator and Automation and Robotics - 7th, 8th grades, and Design and Modeling - 8th only. Currently, we have 66 students identified as part of our Computer Science magnet. In 6th grade, we have 21, 7th grade has 19, and 8th grade has 26 seats.

Overall, enrollment sits at 474 scholars with 144 6th graders (30.4%), 167 7th graders (35.2%), and 163 8th graders (34.4%). Gender representation comprises 248 boys (52.3%) and 226 girls (47.7%). Our population is 70.7% African American, 20.3% Hispanic, 5.1% Asian, 2.7% Caucasian, 1.1% One or more, and less than 1% Native American. We have 2.5% Academically Intellectually Gifted (AIG), 11.6% English Language Learners (ELL), and 2.3% Students with 504 plans, and 12.4% Students with Disabilities (SWD) /Exceptional Children (EC). Last of all, 2.1% of our scholars are McKinney-Vento and 100% receive free breakfast and lunch.

I teach eighth grade Social Studies and Earth Environmental Sciences (High School Credit Course for 8th graders). Social Studies includes North Carolina and United States History. My schedule has three daily Social Studies classes. In addition, I have one Social Studies A-day only that pairs with the Earth Environmental Sciences course on B-day only. Scholars receive seats randomly, allowing English Language Learners (ELL) and Students with Disabilities (SWD) inclusion in all classes with the exception of my Earth Environmental Science. Remote learning options divides all classes into standard and full remote. Standard classes have approximately 16 students per class in order to practice social distancing (desks are six feet apart, facing the same way) within the classroom. Nearly one-third of our scholars are full remote learners. Social Studies is a core class, and scholars must pass it to fulfill their eighth grade requirements. Earth Environmental Sciences is a high school course. These courses run the entire academic year concluding with District Final Exams.

Goals

The first goal of this unit includes scholars' understanding of five core areas including, geography, history, civics and government, economics, and culture. Scholars must recognize how these core areas create opportunities and challenges when determining who is a citizen and the application of rights. Therefore, they need to know the differences between North and South, men and women, wealthy and poor, and Caucasian and African American. Understanding of these core areas leads to mastery of the North Carolina Essential Standards in Social Studies and a successful outcome on a District Final Exam and final grade.

Second, scholars must exhibit knowledge of the Constitution with interest in Amendments 5, 13, 14, 15, 19, and 24. During our studies, we place emphasis on citizenship and the execution of Constitutional rights for African-Americans especially in the Jim Crow south.

In this era, scholars learn about various legal practices that either hinder or enable people of color to exercise their rights. Citizenship Amendments include the Fifth Amendment in the Dred Scott case, the Thirteenth Amendment that abolishes slavery except for those imprisoned, and the Fourteenth Amendment that grants citizenship to natural born Americans with the exception of the indigenous. Voting Amendments include the Fifteenth and Nineteenth Amendments that give all men and later, women and the right to vote and the Twenty-fourth Amendment that ends Poll Taxes, which prevent African Americans from voting.

Last, using poetry, scholars make connections from past federal and social policies and practices to present-day racial, economic, educational, and social divides within America. As scholars analyze poets' presentations, they use the content knowledge gained from lessons to form opinions and reflect on the problems and solutions in the Constitution pertaining to citizenship and one's ability to exercise rights.

Content Research

“Social studies education is an area of study that encourages inquiry and developing understandings about the world around us and how we all live in that world. It asks students to think critically, to empathize, and to consider multiple perspectives. To step out of their shoes and consider what walking in another's shoes (past, present, or future) might entail. Poetry often opens the door to astonishment. Because poetry often ‘says’ things without saying them, it is a way of expressing that leaves spaces for interpretation; spaces for opportunities to develop the above ways of thinking.” (Hurren, 2018)

Poetry

Author and publisher, William Lloyd Garrison, provides words of encouragement to the anti-slavery and abolitionist movement. His poem, *God Speed the Year of Jubilee*, offers scholars some insight to pre-Civil War America. Within the poem, Garrison expresses his allegiance to fighting for freedom for those in bondage. This poem accompanies Dred Scott versus Sanford and the 5th Amendment lesson. In Garrison's writings, he believes the Constitution is a pro-slavery document. In addition, the Supreme Court verdict from this case further grounds his belief. During the Civil War, his newspaper, *The Liberator*, gives support to Abraham Lincoln and his war practices and policies even before the Emancipation Proclamation. After a twenty plus years career of fighting against the establishment of slavery, Garrison will live to see the 13th Amendment.ⁱⁱ

Poet, activist, and author, Maya Angelou, delivers her readers a peek inside of her experience with abandonment, disappointment, and discrimination. From her life in Arkansas, California, Africa, and back to the America, Angelou gives clear description of pain. Her most famous writing, *I Know Why the Caged Bird Sings*, speaks from her childhood. In this unit, scholars study her poem, *Still I Rise*, written in 1978. This poem accompanies The 13th Amendment lesson.ⁱⁱⁱ

"In a 2009 interview, Angelou, whose great-grandmother was born into slavery, expressed her feeling that enslaved African Americans "couldn't have survived slavery without having hope that it would get better." This sentiment can be seen in the final lines of "Still I Rise": "I am the dream and the hope of the slave. / I rise / I rise / I rise." (Kettler, 2020)

Poet, columnist, and playwright, James Mercer Langston Hughes, describes the American black experience to the world. He serves as the main contributor to the Harlem Renaissance expressing frustration and rejection from his country, America. His poems *Mother to Son* and *I Too* accompany the 14th Amendment lesson. As African Americans gain citizenship in America, Hughes tells of the promises denied.^{iv}

“The poem embodies that history at a particular point in the early 20th century when Jim Crow laws throughout the South enforced racial segregation; and argues against those who would deny that importance—and that presence. Its mere 18 lines capture a series of intertwined themes about the relationship of African-Americans to the majority culture and society, themes that show Hughes’ recognition of the painful complexity of that relationship.” (Ward, 2016)

Poet and Songwriter, Joshua McCarter Simpson, arranges songs for the Underground Railroad in pre-Civil War America. Although, he is born free in Ohio, he does not escape poverty. With a three-month education, he learns to write and goes on to write poems about freedom. People take his poem and put them to music. The lyrics to his song, *The Fifteenth Amendment*, sound more like the 13th Amendment because it speaks of freedom from bondage. However, due to the title, it will accompany the 15th Amendment lesson.^v

Suffragist, writer, and abolitionist, Sojourner Truth, speaks of freedom and equality for women. Born in slavery, she escaped after her owner refuses to comply with New York’s anti-slavery laws. After many disappointments and two successful lawsuits against white men, she dedicates her life to abolition and women’s rights. During the fight, she befriends William Lloyd Garrison and Fredrick Douglas. She delivers her most famous speech, *Ain’t I a Woman?* at the Ohio Women’s Rights Convention in 1851. Erelene Stetson later converts this speech to a poem in 1938. The scholars will study this format with the 19th Amendment lesson.^{vi}

Social Studies

The 5th Amendment and Dred Scott - Bill of Rights 1791, Dred Scott vs. Sanford – 1857

The Dred Scott versus Sanford case serves as the beginning of the difficult journey for African Americans to establish citizenship. The Supreme Court decision from this trial is often controversial due to seven of the nine Justices identifying as pro-slavery Democrats and five are from slave holding families.^{vii}

Dred Scott, a slave owned by John Emerson of Missouri, sues for freedom after being removed from the slave holding state of Missouri, to the free state of Illinois and finally into the free Wisconsin Territory. Although Scott and his wife return to Missouri with the Emersons in the early 1840s, Scott believes he is free due to Missouri's Doctrine of "once free, always free". Following Dr. Emerson's death in 1843, Scott sues and in 1850 the state court declares Scott free. The Missouri Supreme Court reverses the decision in 1852. Then, Emerson's widow transfers Scott and the estate to her brother John Sanford, a resident of New York. Scott's attorneys file a suit against Sanford in U.S. district (federal) court, which finds in Sanford's favor. The case eventually reaches the U.S. Supreme Court, which announces its decision in March 1857, just two days after the inauguration of President James Buchanan.^{viii}

Chief Justice Roger Brooke Taney's opinion for the court includes that African Americans could be citizens of a particular state and they might even be able to vote in that state. However, he further argues that state citizenship has nothing to do with national citizenship and African Americans cannot sue in federal court because they cannot be citizens of the United States. Moreover, Taney held that Scott could not claim to be free because of his residence in Illinois or Wisconsin. Whatever status Scott might have had while in a Free State or territory, he argues, that once Scott returns to Missouri, his status hinges completely on local law, notwithstanding the doctrine of once free, always free.^{ix}

Justice Taney goes on to claim the Missouri Compromises of 1820 and 1850 as unconstitutional by citing the 5th Amendment.^x He takes privilege with interpretation and uses persons in the lands described by the Missouri Compromise, can neither be deprived of property without due process of law nor shall private property be taken for public use without just compensation. The Constitution protects slavery.^{xi}

The 13th Amendment and the Abolishment of Slavery

Ratification of the 13th Amendment takes place in 1865. It has two sections that include SECTION. 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction, and SECTION. 2. Congress shall have power to enforce this article by appropriate legislation.^{xii}

The 14th Amendment and Citizenship

Ratification of the 14th Amendment takes place in 1868. It has five sections. Citizenship is first. SECTION. 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws. SECTION. 5. The Congress shall have the power to enforce this article by appropriate legislation.^{xiii}

The 15th Amendment and the Right to Vote for all Men.

Ratification of the 15th Amendment takes place in 1870. It has two sections. SECTION. 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude. SECTION. 2. The Congress shall have the power to enforce this article by appropriate legislation.^{xiv}

Jim Crow Era

Jim Crow enters the lives of African Americans after the period of Reconstruction and the ratification of the Thirteenth, Fourteenth, and Fifteenth Amendments. This legal form of discrimination allows unfair practices producing economic and civil rights restrictions. It affects the lives of African American by mandating segregation of schools, parks, libraries, cemeteries, restrooms, transportation, restaurants and other private and public institutions. Adding insult to injury, the United States upholds segregation in the Supreme Court case Plessy v. Ferguson - an 1896 ruling that states “separate but equal” facilities for African Americans and whites are constitutional.^{xv}

During this time of disenfranchisement, Southern states subject African Americans to Poll Taxes, literacy tests, and other discriminatory policies that curb voting rights. Whites also use tactics of intimidation, violence, and even lynching terrorizing and eroding the personal and constitutional freedoms of African Americans.^{xvi}

Great Migration – 1918-1970

The Great Migration is the first big step that the nation’s servant class takes without asking. At the end of the Reconstruction era, when legal segregation made living conditions for African Americans in the South unbearable, African Americans embark on the journey north. As they experience the lack of economic opportunities, and, more importantly, the prevalence of prejudice, lynching, and segregation in public spaces, this makes life intolerable. When the United States enters World War I in 1917, jobs previously held by white males suddenly became available, and industrial expansion in the North provides opportunities for African Americans to seek a new life.^{xvii}

Exodus from the south allows African-Americans to participate in democracy. Their migration north exposes the racial divisions in post-Civil War America. The presence of so many African Americans forces the North to pay attention to the injustices in the South. Unfortunately, those past disparities continue to plague our nation and dominate headlines today, from police killings of unarmed African-Americans to mass incarceration to widely documented biases in employment, housing, health care and education.^{xviii}

When the migration began, 90 percent of all African-Americans were living in the South. By the time it was over, in the 1970s, 47 percent of all African-Americans were living in the North and West. A rural people had become urban, and Southern people had spread themselves all over the nation.^{xix}

Harlem Renaissance 1918-1935

The period known as the Harlem Renaissance embraces rich cross-disciplinary artistic and cultural activity among African Americans. They assert pride in African American life and

identity as well as bring forth an awareness of inequality and discrimination. For many, this expression of art helps cultivate the rapidly changing modern world. While most know the Harlem Renaissance for its literary and performing arts—pioneering figures such as Langston Hughes, Zora Neale Hurston, Duke Ellington, and Ma Rainey may be familiar sculptors, painters, and printmakers are key contributors to the first modern Afrocentric cultural movement and formation of black avant-garde in visual arts.^{xx}

African Americans settle in various northern cities during the Great Migration with the district of Harlem in New York City being most popular. African Americans of all social classes joined there and became the focal point of a growing interest in African American culture: jazz, blues, dance, theater, art, fiction, and poetry. Harlem and New York also became the home of many seminal African American institutions, like the National Association for the Advancement of Colored People, the National Urban League, Marcus Garvey's Universal Negro Improvement Association, W. E. B. Du Bois' *The Crisis*, and more. The Harlem Renaissance began its decline with the crash of Wall Street in 1929. Rising unemployment and crime affect Harlem until it erupts in the Harlem Riot of 1935.^{xxi}

The 19th Amendment and the right to Vote for Women– August 18, 1920

The 19th Amendment to the Constitution grants American women the right to vote. Known as women's suffrage, ratification of the 19th Amendment takes place on August 18, 1920. The Seneca Fall Convention in 1848 began the national movement for women's rights and the demand for the vote became the focus. Susan B. Anthony and other activists raised public awareness and lobbied the government to grant voting rights to women. After a lengthy battle, these groups finally emerged victorious with the passage of the 19th Amendment.^{xxii}

Although the 19th Amendment passes, it takes more than 40 years for all women to exercise their right to vote. Black women along with black men, especially in the Jim Crow south, endure poll taxes, local laws and other restrictions to keep them from voting. All African Americans often face intimidation when attempting to register to vote and violent opposition at the polls.^{xxiii}

The 19th Amendment has two sections. SECTION. 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex. SECTION. 2. Congress shall have power to enforce this article by appropriate legislation."^{xxiv}

Poll Taxes and the 24th Amendments – January 23, 1964

In America, many southern states enact Poll taxes to keep Blacks from voting. Ratification of the 24th Amendment to the Constitution takes place on January 23, 1964. During this time, Alabama, Arkansas, Mississippi, Texas, and Virginia have poll taxes. The amendment forbids Congress and states from requiring poll taxes in order to vote in federal elections. Mississippi was the only state to reject the amendment. A year and a half later on August 6, 1965, America enacts the Voting Rights Act and bans Poll taxes in all U.S. elections.^{xxv}

The 24th Amendment has two sections. Section.1. The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay poll tax or other tax. Section. 2. The Congress shall have power to enforce this article by appropriate legislation.^{xxvi}

Instructional Implementation

Teaching Strategies

This academic year comprise challenges and opportunities to grow and present learning activities differently. In Remote Learning, CANVAS has become our new classroom and within the program, scholars use an e-notebook known as OneNote Class Notebook. Each class has a notebook and all teachers use this tool. Within the OneNote, scholars have sections including Do Now, Class Notes, Handouts, Homework, and Projects. In addition to these sections, scholars use a Poetry section in social studies.

Technology Integration

We are one-to-one with technology with chrome notebooks. As a STEM school, our scholars and staff use technology as a part of our daily learning process. All classes are live using either Zoom or Google Meet according to the teacher preference. In class, students navigate our Learning Management System, CANVAS, for attendance, assignments, discussions, and quizzes within the Social Studies module. We also embed videos and PowerPoints in the assignments. Daily lessons include the use of OneNote Class Notebooks (in CANVAS) for turning in assignments and accessing handouts and other materials. Unit examinations happen in masteryconnect.com where teachers and students can observe mastery of material (green), near mastery (yellow), and necessary remediation (red).

Poetry

Within the Poetry section of the OneNote Class Notebook, scholars receive selected poetry inserts for the lessons. Following suggestions by McCall, the poems contain accurate historical facts and perspectives, provide authentic voices, are developmentally appropriate for the scholars and fit classroom constraints.^{xxvii}

When planning the lessons, Schoch's strategies for poetry in the classroom help mold the structure. His ten strategies are activate prior knowledge, establish a theme, explore language, focus on facts, set a scene, inspire writing, see new perspectives, ignite curiosity, provide pleasure, and capture character. (Schoch, 2018)

Using poetry, scholars explore the denial or application of citizenship and Constitutional Rights to individuals and groups of various races with emphasis on African Americans. They use this information to connect to self, text, and world. Research suggests using the strategy of self-connection by providing the scholar with background knowledge of the poet.^{xxviii} They may connect by gender, race, age, or experience. Connecting to text requires content knowledge.

When examining the author's purpose and meaning, scholars must associate laws and policies leading to the author's description of injustice. Scholars must also explain how poetry and other creative presentations arouse the consciousness of Americans.

Last, scholars then connect-to-world by exhibiting understanding of the receipt and usage of Constitutional Rights in America for natural born citizens and others who immigrate, voluntarily and non-voluntarily, here. As scholars examine the practices used in denial of Citizenship and rights to certain groups in America, they must refer to the core areas (geography, economics, civics and government, history, and culture). Scholars must recognize how these core areas create opportunities and challenges when determining who is a citizen and the application of rights.

Primary Source Documents

As we study the Constitution, students examine primary source documents (PSD) such as the Amendments, Presidential Executive Orders, Supreme Court cases and results, letters, documentaries, and biographies. These sources provide the most accurate information. They also require scholars to use their literacy strategies to mastery North Carolina standards such as interpreting historical perspectives and understanding the relationship between historical content and decision-making. Students receive copies of each document in the handout section of their OneNote Class Notebook.

AVID

Wilson STEM Academy implemented AVID within our curriculum last year and this academic year, we have an AVID elective. Using WICOR, scholars have exercises in writing, inquiry, collaboration, organization, and reading daily.

For this curriculum unit, scholars respond to inquiry using writing. Using adapted strategies from Sell and Griffin, scholars read a poem and then answer a set of questions.^{xxix} Questions include: (1) What injustice does the author present? (2) How does the injustice affect citizenship? (3) Where do we find this injustice in the Constitution or policy? (4) What is your solution to the injustice? and (5) What is the government's response to the injustice? They may also read a primary source document (PSD) or an informative article in readworks.org.

The remainder of the WICOR involves collaboration and organization. According to McCall, poetry can often capture scholars' attention and address controversial issues in a meaningful, less-threatening manner.^{xxx} Therefore, the class is an open, positive environment that allows scholars to express their opinion and interpretations of the author's purpose and meaning. Scholars record all notes on graphic organizers they create or use Cornell Notes.

Vocabulary Development

In Remote Learning, Scholars receive works from the e-book version of the United States History Guided Reading Workbook. This e-book delivers vocabulary words with definitions at the beginning of each lesson. English Language Learners (ELL) who maintain Spanish as their primary language receive lessons in Spanish with English translation.

Daily Lessons and Activities

All lessons are present in Canvas. At Wilson STEM Academy, all core subject lessons have this structure: Do Now!, Warm-Up, Remediation, Synchronous Learning, Asynchronous Learning, and an Exit Ticket.

We begin all lessons with the five minutes Do Now! This continues from the morning Community Connection Circle, a part of our Social Emotional Learning (SEL). Questions post in the Do Now! Section of the OneNote Class Notebook.

In Social Studies, scholars begin the daily lesson with an outline including name of lesson, standards, scholars' objectives, essential question, and vocabulary.

Lesson 1 – The 5th Amendment and Dred Scott v. Sanford

Day 1

Warm- Up: Scholars watch a short video, [Dred Scott v. Sanford](#), to gain background knowledge. While they watch, they complete a [Fill in the Blank sheet](#) (Appendix III) for the video.

Remediation: As a class, we review causes leading to the Civil War. In this lesson, we discuss four causes. Three of our causes are the Missouri Compromise of 1820, Missouri Compromise of 1850, and Dred Scott v. Sanford. They are in the warm-up video. The fourth cause, The Kansas Nebraska Act, happens because of Dred Scott case.

Synchronous Learning: As a class, we discuss the 5th Amendment using Cornell Notes. Why blacks, free or slaves, not considered citizens? How does the 5th Amendment protect slavery? Why does Chief Justice Taney consider the Missouri Compromises unconstitutional? What is popular sovereignty?

Day 2

Asynchronous Learning: Scholars research and read about writer and abolitionist William Lloyd Garrison. Inside of their OneNote, Poetry section, they will have the poem for the lesson. Inside of Canvas, they will make a copy of the [Poetry Analysis Worksheet](#). Scholars may work either individually or with a partner in a breakout room. We come back together for a class discussion.

Poetry: [God Speed The Year of Jubilee by William Lloyd Garrison](#)

Exit Ticket: How does William Lloyd Garrison's poem relate to Dred Scott?

Lesson 2 – The 13th Amendment and the Abolition of Slavery

Day 1

Warm- Up: Scholars watch a short video, [President Obama and the 150th Anniversary of the 13th Amendment](#), to help understand the importance of the Amendment.

Remediation: Eight years after the Dred Scott case, America ratifies the 13th Amendment, abolishing slavery with one exception. As a class, we review Dred Scott. We compare and contrast the 5th and 13th Amendments.

Synchronous Learning: As a class, we discuss the 13th Amendment and the problems it creates. Using Cornell Notes, we answer, “What is Freedom?” Once slaves are free, what do they need? Where do they go? Are they citizens? What group of people can still serve in slavery? We create a class wordle for our definition of freedom.

Day 2

Asynchronous Learning: Scholars research and read about poet and actress Maya Angelou. Inside of their OneNote, Poetry section, they will have the poem for the lesson. Inside of Canvas, they will make a copy of the [Poetry Analysis Worksheet](#). Scholars may work either individually or with a partner in a breakout room. We come back together for a class discussion.

Poetry: [Still I Rise by Maya Angelou](#)

Exit Ticket: What does the poet mean when she says, “Still I rise?” Why does she repeat the phrase?

Lesson 3 – The 14th Amendment and Citizenship

Day 1

Warm- Up: Scholars watch a short video, the [14th Amendment Part 1](#) and [Part II](#), to help understand the complexities and various parts of this Amendment.

Remediation: Eleven years after the Dred Scott case and three years after the 13th Amendment, America ratifies the 14th Amendment, granting citizenship to natural born and offering protection of rights. As a class, we review Amendments 1-13. We answer (1) why they do not address citizenship. In addition, why is it automatic for some and denied to others?

Synchronous Learning: As a class, we discuss the 14th Amendment and the problems it creates. Using Cornell Notes, we answer, “What is Citizenship?” Once blacks have citizenship, how do they use it? How is citizenship restricted? What group of Americans did the government exclude from citizenship? We create a class wordle for our definition and characteristics of a citizen.

Day 2

Asynchronous Learning: Scholars research and read about Langston Hughes. Inside of their OneNote, Poetry section, they will have the poem for the lesson. Inside of Canvas, they will make a copy of the [Poetry Analysis Worksheet](#). Scholars may work either individually or with a partner in a breakout room. We come back together for a class discussion.

Poetry: Poetry: [Mother to Son](#) and [I, Too](#)

Exit Ticket: In Mother to Son, Hughes repeats, “keep climbing.” Maya Angelou repeats, “Still I rise.” How are Langston Hughes and Maya Angelou describing African American life?

Lesson 4 – The 15th Amendment and the Right to Vote for all Men

Day 1

Warm- Up: Scholars watch a short video, [The 15th Amendment](#). It offers background knowledge on obtaining the right to vote but unable to utilize it.

Remediation: In 1870, America ratifies the 15th Amendment, granting the right to vote to all men. As a class, we review a map of the United States in 1870 and the population. We answer why we call Amendments 13, 14 and 15 the Reconstruction Amendments. Moreover, how do they change America?

Synchronous Learning: As a class, we discuss the 15th Amendment. Using Cornell Notes, we answer, “What does it mean for Black men to have the right to vote?” Once black men have voting rights, how do they use it? How is the right to vote restricted? What group of Americans did the government exclude from voting?

Day 2

Asynchronous Learning: Scholars research and read about Joshua McCarter Simpson. Inside of their OneNote, Poetry section, they will have the lyrics for the lesson. Inside of Canvas, they will make a copy of the [Poetry Analysis Worksheet](#). Scholars may work either individually or with a partner in a breakout room. We come back together for a class discussion.

Poetry: [The 15 Amendments lyrics](#)

Exit Ticket: How does the right to vote affect political parties?

Lesson 5 – The 19th Amendment and the Right to Vote for Women

Day 1

Warm- Up: Scholars watch a short video, [The 19th Amendment](#). It provides insight to the struggle women experienced when trying to gain the right to vote.

Remediation: In 1920, fifty years after the 15th Amendment, America ratifies the 19th Amendment, granting the right to vote to women. As a class, we review our wordles and discuss how the 15th and 19th Amendments help define and build citizenship.

Synchronous Learning: As a class, we discuss the 19th Amendment. Using Cornell Notes, we answer, “What does it mean for women to have the right to vote?” Why does race become an

issue after women receive the right to vote? How is the right to vote restricted? During this period, what group of Americans continue to be without citizenship or the right to vote?

Day 2

Asynchronous Learning: Scholars research and read about suffragist, Sojourner Truth. Inside of their OneNote, Poetry section, they will have the poem for the lesson. Inside of Canvas, they will make a copy of the [Poetry Analysis Worksheet](#). Scholars may work either individually or with a partner in a breakout room. We come back together for a class discussion.

Poetry: Poetry: [Ain't I a woman?](#)

Exit Ticket: How do voting women effect laws and policies?

Lesson 6 – The 24th Amendment and Poll Taxes

Day 1

Warm- Up: Scholars watch a short video, [President L. B. Johnson and the Voting Rights Act 1965](#). It addresses the Literacy Test, Poll Taxes, and intimidation that African Americans faced when trying to exercise their right to vote.

Remediation: In 1964, America ratifies the 24th Amendment, forbidding Congress and states from requiring poll taxes in order to vote in federal elections. As a class, we discuss the restrictions the Jim Crow South placed on the 15th and 19th Amendments.

Synchronous Learning: As a class, we discuss the 24th Amendment. Using Cornell Notes, we answer, “What is a Poll Tax? What is a Literacy Test? Why is race an issue for citizenship and the right to vote?”

Day 2

Asynchronous Learning: Scholars research and read about poetry and voting. Inside of their OneNote, Poetry section, they will select and insert a poem for the lesson. Inside of Canvas, they will make a copy of the [Poetry Analysis Worksheet](#). Scholars may work either individually or with a partner in a breakout room. We come back together for a class discussion.

Poetry: Scholars select a poem, rap, or song discussing voting.

Exit Ticket: Which Amendment(s) does your selection address?

Lesson – Black Out Poetry

Day 1

Warm- Up: Scholars watch a short video on how to do Black out Poetry.

Remediation: Scholars select a reading or research on one of the Poets we studied. They insert the reading or research in their OneNote Poetry Section. The reading should be at least one to two pages.

Synchronous Learning: As a class, we select a reading. As I share my screen, scholars can see and suggests what words we need to black out using the highlighter function. When completed, we read our new poem and discuss the meaning. The meaning includes “What it means, How it affects us and others, How does it relate to citizenship and rights, How does it relate to what we learned”.

Day 2

Asynchronous Learning: Using the reading or research they inserted in their OneNote, scholars read and black out words they choose. Then, they read their poem. They make a copy of the [Poetry Analysis Worksheet](#) and answer the questions. They insert this in their OneNote Poetry Section. Scholars may work either individually or with a partner in a breakout room. We come back together for a class discussion.

Poetry: Scholars make their own poem

Assessment

At the end of this Unit, scholars have two assessments. The first assessment is an essay. Scholars answer the Essential Question for the Unit. The Essential Question is “Why do you think the Framers created a flexible plan for governing the nation? What advantages and what disadvantages are there to having a Constitution that is so old? What basic rights do you think all people are entitled to?”

The second assessment is the Constitution Unit 2 Exam. This is a twenty-five mixed questions exam with multiple choice and short essay provided by the District in Schoolnet. Scholars will take the exam in masteryconnect.

Appendix I: Implementing Teaching Standards for North Carolina Standard Course of Study

Within this unit, students will review the following North Carolina Essential Standards:

History

8.H.1.3 – Use primary and secondary sources to interpret various historical perspectives

8.H.3.3 – Explain how individuals and groups have influenced economic, political, and social change in North Carolina and the United States

8.H.3.4 – Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States

Geography

8.G.1.1 – Explain how location and place have presented opportunities and challenges for movement of people, goods, and ideas in North Carolina and the United States

Economics

8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline (e.g. economic depressions and recessions).

Civics and Government

8.C&G.1.1 – Summarize democratic ideals expressed in local, state, and national government

8.C&G.1.2 – Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States

8.C&G.2.3 – Explain the impact of human and civil rights issues throughout North Carolina and the United States

Culture

8.C.1.3 – Summarize the contribution of particular groups to the development of North Carolina and the United States

Appendix II – Poetry Analysis Worksheet

Poetry Analysis Worksheet		
#	Question	Answer
1.	What injustice does the author present?	
2.	How does the injustice affect citizenship?	
3.	Where do we find this injustice in the Constitution or policy?	
4.	What is your solution to the injustice?	
5.	What is the government's response to the injustice?	

Appendix III – Dred Scott v. Sanford Answer Sheet

- 1) In 1857, how many Supreme Court Justices were pro-slavery Democrats? _____
- 2) In 1857, how many Supreme Court justices came from slave holding families? _____
- 3) Who is Dred Scott? _____
- 4) Who is his owner? _____
- 5) In what 2 states did Dred Scott experience freedom? _____

- 6) After his owner dies, to whom did his widow give Scott? _____
- 7) While Scott remained in Missouri, where did Scott's new owner live? _____
- 8) What was the verdict of the 1st trial? _____
- 9) After the verdict was overturned, what did the Supreme Court rule? _____

- 10) What happened with the Missouri Compromise? _____

- 11) Which Amendment protected Slavery? _____
- 12) What happened to Dred Scott after the trial? _____

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