



BHH Essential Learnings Assessment

Washington CSD ♦ 2006

The assessment for this unit is pen and paper for students whose writing skills are adequate to answer the questions listed below. The assessment should be oral for those students whose writing skills will not allow them to demonstrate their knowledge. The assessment may be administered as a pre and post test.

Essential Learnings	Assessment Questions/Activities
<ul style="list-style-type: none"> ❖ Students learn a war was fought long ago between states that enslaved African Americans and states that did not. ❖ Students are introduced to which states during the Civil War were part of the Confederate South and which were Union North. ❖ Students learn that during the war, President Abraham Lincoln made a symbolic gesture, the Emancipation Proclamation, to free African Americans. 	<ol style="list-style-type: none"> 1. On a blank U.S. map, students color in the northern states and southern states with different colors. 2. Students indicate whether the Union or Confederacy supported the continuation of slavery. 3. Question: What was the Emancipation Proclamation? Who made the Proclamation?
<ul style="list-style-type: none"> ❖ Students understand there are various types of rules in our country. ❖ Students understand the Constitution is a set of rules that determine how the government operates and that protect individual rights and freedoms. 	<p>Question: What is the U.S. Constitution?</p>
<ul style="list-style-type: none"> ❖ Students define prejudice. ❖ Students explore some of the ways prejudice is harmful to both the person discriminated against and the person who is prejudiced. 	<p>What is prejudice? Who does it harm? Why?</p>



Essential Learnings	Assessment Questions/Activities
<ul style="list-style-type: none"> ❖ Students learn the 13th Amendment made slavery illegal in the U.S. ❖ Students learn the 15th Amendment gave African American men the right to vote. 	<ol style="list-style-type: none"> 1. What did the 13th Amendment make illegal? 2. What right did the 15th Amendment establish for African American men?
<ul style="list-style-type: none"> ❖ Students learn sharecropping was a form of farm labor that kept African Americans in poverty after the end of formal slavery. 	<p>Describe sharecropping.</p>
<ul style="list-style-type: none"> ❖ Students learn some states passed laws, called Jim Crow, that were used to keep African American and white people apart and to oppress African Americans. ❖ Students learn about some of the ways black people coped with and/or resisted Jim Crow. 	<ol style="list-style-type: none"> 1. Photo Analysis – Students are given a Jim Crow segregation photo to analyze with the questions “Who, what, when, where, why.” 2. What was one way black people resisted Jim Crow?
<ul style="list-style-type: none"> ❖ Students are introduced to three African American leaders of the segregation era. 	<p>Which African American leader that you recently studied do you admire most? Why?</p>
<ul style="list-style-type: none"> ❖ The Civil Rights Act of 1965 made illegal those laws that prevented black citizens from voting (poll taxes and literacy tests.) 	<p>What did the Civil Rights Act of 1965 do away with? Why was this legislation necessary?</p>