



# Biddy Mason: Standards & Learning Objectives

## AP US History

### American and National Identity (NAT)

### Migration and Settlement (MIG)

### Culture and Society (CUL)

NAT-4.0 Analyze relationships among different regional, social, ethnic, and racial groups, and explain how

these groups' experiences have related to U.S. national identity.

CUL-1.0 Explain how religious groups and ideas have affected American society and political life.

CUL-3.0 Explain how ideas about women's rights and gender roles have affected society and politics.

CUL-4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

MIG-1.0 Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life

5.1.I.A. Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives. The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.

5.1.I.C. The U.S. added large territories in the West through victory in the Mexican– American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.

5.1.I.D. Westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development.

5.2. Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

5.3. The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.



5.3.II. Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.

5.3.II.A. The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.

5.3.II.B The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.

## **AP US Government and Politics**

PRD Civic Participation in a Representative Democracy

CON Constitutionalism

## **COMMON CORE STANDARDS**

English Language Arts & History/Social Studies

CCSS.ELA-LITERACY.RH.9.10.4

CCSS.ELA-LITERACY.RH.9-10.10

CCSS.ELA-LITERACY.RH.11-12.4

CCSS.ELA-LITERACY.RH.11-12.8

CCSS.ELA-LITERACY.RH.11-12.10

Speaking/Listening

CCSS.ELA-LITERACY.SL.9-10.1

CCSS.ELA-LITERACY.SL.9-10.1.A

CCSS.ELA-LITERACY.SL.9-10.1.C

CCSS.ELA-LITERACY.SL.9-10.1.D

CCSS.ELA-LITERACY.SL.9.10.4

CCSS.ELA-LITERACY.SL.9.10.6

CCSS.ELA-LITERACY.SL.11.12.1

CCSS.ELA-LITERACY.SL.11.12.1.A

CCSS.ELA-LITERACY.SL.11.12.1.C

CCSS.ELA-LITERACY.SL.11.12.1.D



## **NCSS**

1 CULTURE

2 TIME, CONTINUITY, AND CHANGE

3 PEOPLE, PLACES, AND ENVIRONMENTS

4 INDIVIDUAL DEVELOPMENT AND IDENTITY

5 INDIVIDUALS, GROUPS, AND INSTITUTIONS

6 POWER, AUTHORITY, AND GOVERNANCE

8 SCIENCE, TECHNOLOGY, AND SOCIETY

## **ASCA National Standards for Students**

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.2 Learn and apply critical-thinking skills

A:B1.3 Apply the study skills necessary for academic success at each level

A:B2 Plan to Achieve Goals

A:B2.1 Establish challenging academic goals in elementary, middle/ jr. high and high school

A:B2.4 Apply knowledge of aptitudes and interests to goal setting

A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals

A:C1.5 Understand that school success is the preparation to make the transition from student to community member

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

C:A1.2 Learn about the variety of traditional and nontraditional occupations

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning C:A1.8

Pursue and develop competency in areas of interest

C:A1.9 Develop hobbies and vocational interests

C:A2 Develop Employment Readiness



**Standard B:** Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

C:B1.1 Apply decision-making skills to career planning, course selection and career transition

C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice

C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice

C:B1.8 Understand how economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.2 Assess and modify their educational plan to support career

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

**Standard A:** Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

**Standard B:** Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

PS:B1.1 Use a decision-making and problem-solving model

PS:B1.2 Understand consequences of decisions and choices

## CASEL

Self-Awareness

Recognizing Strengths

Self-Management

Stress management

Self-discipline

Self-motivation

Social Awareness

Appreciating Diversity

Perspective-taking

Empathy



### Learning Objectives:

- At the end of this lesson:
- Students will be able to give an overview of the life of a freed slave.
- Students will be able to explain the difference between a slave state and a free state.
- Students will be able to define Profit, Appreciate/Depreciate, Assets, Philanthropy, Investment, Interest/compound interest, Down payment, Legacy, Adversity.
- Students will develop a list of inner resources that can help them to overcome adversity.
- Students will identify at least one trade or skill they are interested in developing.
- Students will identify at least one financial investment possibility.
- Students will explain/interpret a quotation using their own words.

### AP African American Studies Standards

**LO 2.6.A** Describe the range and variety of specialized roles performed by enslaved people.

**EK 2.6.A.1** Enslaved people of all ages and genders performed a wide variety of domestic, agricultural, and skilled labor in both urban and rural locales.

**EK 2.6.A.4** Many enslaved Africans brought skills to the Americas, including blacksmithing, basket-weaving, and the cultivation of rice and indigo. Enslavers exploited these valuable skills, as well as the specializations many African Americans developed as painters, carpenters, tailors, musicians, and healers. In the face of such commodification, African Americans used these skills to survive, create culture, and build community.

**LO 3.8.B** Describe ways that Black women promoted the advancement of African Americans.

**EK 3.8.B.3** Black women leaders, including churchwomen, created clubs and denominational organizations that countered race and gender stereotypes by exemplifying the dignity, capacity, beauty, and strength of Black women.