

EDPS 340

CAP I

Unit Topic: History and Culture of African-Americans in Michigan

Grade Level: 4

Prior Knowledge Required:

- Michigan geography
- United States geography
- Contents of United States Constitution

Prior Skills and Procedures Required:

- Research
- Art design
- Test-taking
- Graph-reading
- Presentation
- Reading
- Writing
- Basic math
- Problem-solving

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19 February 2007

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Benchmark	Objective	Level of Cognitive Complexity			Total Percent by Objective
		Low	Medium	High	
III.2.1 Interpret the meaning of Specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, due process of law and equal protection of the law.	1.) SWBAT evaluate the Constitutional rights against the functional rights that African-Americans had before the ratification of the 13 th , 14 th , and 15 th Amendments.			Essay (12 Points) (12%)	12%
VI.1.3 Evaluate possible resolutions of a public issue.	2.) SWBAT construct a solution for one of the challenges faced by the African-American community in Detroit's Black Bottom.		CAP 3 Project "Letter to the Editor" (20%)		20%
II.1.3 Locate and describe the major places, cultures, and communities of the nation and compare their characteristics.	3.) SWBAT describe and illustrate African-American culture in Detroit's Black Bottom.		CAP 3 Features Article (8%) Advertisements (8%)		16%
V.1.3 Interpret social science information about local, state, and national communities from maps, graphs, and charts.	4.) SWBAT interpret and analyze the current average economic status of African-Americans in Michigan.		Interpretation exercise (9 points) (9%)		9%
II.4.2 Describe places, cultures, and communities in the United States and compare them with those in other regions and countries.	5.) SWBAT examine and distinguish the similarities and differences between African culture and African-American slave culture.		Multiple Choice (9 points) (9%)		9%
I.1.1 Identify problems from the past that divided their local community, the State of Michigan, and the United States and analyze the interests and values of those involved.	6.) SWBAT identify factors contributing to the enlistment of African-American soldiers in the Civil War.	Multiple Choice (6 points) (6%)			6%
	7.) SWBAT identify causes of the Detroit Riots of 1967.	T/F (10 points) (10%)			10%
II.3.3 Explain how transportation and communication link	8.) SWBAT identify meanings of quilt symbols used to convey messages to	Matching (5 points) (5%)			5%

people and communities.	travelers on the Underground Railroad.				
I.2.4 Identify and explain how individuals in history demonstrated good character and personal virtue.	9.) SWBAT name major contributions of African-Americans in Michigan history.	FITB (10 points) (10%)			10%
II.3.1 Describe major kinds of economic activity and explain the factors influencing their location.	10.) SWBAT define economic structures of Reconstruction that caused the oppression of African-Americans.	Short Answer (3 points) (3%)			3%
Total Percent by Cognitive Complexity		34%	34%	32%	100%

Source: Michigan Content Standards and Draft Benchmarks

Justification of Blueprint Balance

Justification of Percent Weight and Cognitive Complexity by Objective

Objective 1 (SWBAT evaluate the Constitutional rights against the functional rights that African-Americans had before the 13th, 14th, and 15th Amendments) is given a weight of 12%. This is the third-highest weight of all objectives. This objective is important, because it guides the students to analyze both the flaws in the United States government, and also the unfairness with which African-Americans were treated in the early history of our country. This objective also receives a high weight because students practice exercising critical thinking, and develop empathy for other people and cultures, both important for students in our democratic society.. This objective is given a high level of cognitive complexity because students are required to evaluate. They must first have knowledge of Constitutional rights and African-American experience prior to these Amendments. Then, they must compare and analyze these facts, and finally evaluate them against each other.

Objective 2 (SWBAT construct a solution for one of the challenges faced by the African-American community in Detroit's Black Bottom) is given the highest weight for the unit at 20%. This objective is assessed through my CAP 3 project in which students write a "Letter to the Editor" of a newspaper proposing a solution to one of the urban problems affecting African-Americans in Black Bottom Detroit. This objective receives the highest weight of all objectives because it requires the student to not only perceive a societal problem, but more importantly attempt to solve it. So often citizens are bombarded by the crises of society. As teachers, it is our responsibility to form students with the skills to solve them. This objective is given a high level of cognitive complexity because it requires the student to construct an original solution. In

order to do that, the student must first have knowledge of urban problems (low), and then critically analyze them (medium).

Objective 3 (SWBAT describe and illustrate African-American culture in Detroit's Black Bottom), is given the second-highest weight at 16%. This objective is assessed as part of my CAP III project, in which students demonstrate their knowledge of the culture by composing and illustrating a "Features Article" and two "Advertisements" to be submitted to a newspaper of the time period. This objective was given such a high weight because it exposes the students to a vibrant culture that revolutionized the world, and most importantly that it was born in their own community of Southeastern Michigan. This objective receives a high weight because it guides students to appreciate their own diverse community and heritage. This objective was given a medium level of cognitive complexity, because students must to describe and illustrate information by creating something original, with information that is already provided to them.

Objective 4 (SWBAT interpret and analyze the current average economic status of African-Americans in Michigan) is given a weight of 9%, approximately the average weight of all objectives. In this objective, students must interpret social science information from a graph. This skill is extremely necessary, as much information that students will encounter comes in graphic form like this, and must be analyzed and interpreted. While the importance of this objective would necessitate a large weight, since it is assessed with only one graph with three test questions for this particular unit, a lesser weight is more appropriate. This objective receives a cognitive complexity of medium, because it cannot be achieved by simple learning. The student obtains information only by applying his her skill of graph interpretation.

Objective 5 (examine and distinguish the similarities and differences between African culture and African-American slave culture), like Objective 4, is given an average weight of 9%

for all objectives. This objective is important not only because it demonstrates how African culture was altered after slaves moved to the United States, but even more importantly because it provides a model for the universal changes in culture that occur when populations move. The students' home in the United States is a society especially composed of aggregate cultures modified and created by the interaction of diverse cultures. Studying histories and changes in cultures guides students' to appreciate their own culture and that of others. This objective receives a cognitive complexity of medium, because it requires the student to first have knowledge (low) of both African and African-American cultures, but then compare (medium) the two in order to deduce similarities and differences.

Objective 6 (SWBAT identify factors contributing to the enlistment of African-American soldiers in the Civil War) is given a weight of 6% for all objectives. This is lower than most because it is a less important objective. While the previous objectives are comprised of an intrinsic skill as well as knowledge, this Objective 6 is simply history knowledge. Therefore, since this objective is basic comprehension, it receives a cognitive complexity of low.

Objective 7 (SWBAT identify causes of the Detroit Riots of 1967) is given a weight of 10%, slightly above the average weight for all objectives. This objective receives a high weight because, like objective 2, it guides the student to recognize the social turbulence that caused crisis in their own community. While Objective 2 examines the social disorder of Black Bottom Detroit in the 1940's, this Objective examines the social disorder in Detroit in the 1960's, during the time of the Civil Rights. The Detroit Riots of 1967 were caused by the social and political unrest of the African-American people living in the city. Since this Social Studies unit explores the experiences and history of African-American people in Michigan, this topic is extremely relevant. Students will grow to empathize with the struggles of a people living in their own

community. More importantly, students will learn to recognize those struggles and hear those voices in order to remedy the situation before it turns into an eruption like the Detroit Riots. While this topic is extremely relevant, it receives only a low cognitive complexity because it requires the student to only identify (low) accurate causes of the Riots.

Objective 8 (SWBAT identify meanings of quilt symbols used to convey messages to travelers on the Underground Railroad) receives the second-lowest weight of all the objectives at 5%. It receives a low weight because it is less important for the student to know than the other objectives. While most of the other objectives are more complex and have related implications that relate directly to the students' lives, this objective is concerned only with a brief period in the past. That being said, this objective still retains some importance. From this objective, students manipulate a form of communication that is very different from their own, and from others they may have encountered. Through this objective, they will recognize that there are multiple ways for people to communicate. They will come to appreciate differences in communication between cultures. This objective receives a low cognitive complexity as well, because it requires the student to simply identify the meaning of a symbol from a given list, without requiring any understanding or analysis to a greater depth. Only a very cognition is required to memorize a symbol and its definition.

Objective 9 (SWBAT name major contributions of African-Americans in Michigan history) receives an average weight for all the objectives at 10%. This objective is important because of its relevancy to the topic of this Social Studies Unit: History and Culture of African-Americans in Michigan. As students study the history and culture of African-Americans in Michigan, they should encounter the contributions of the strong African-Americans who affected much of Michigan History. This objective is especially imperative since much of history

(including the students' textbooks) is written by Caucasian males. For this reason, the contributions of females and minority races are often times left out. This objective is important because from it, students perceive that people from a variety of cultures make contributions to our state's rich history. While this objective ranks higher in importance (and therefore weight) it ranks low in cognitive complexity. This objective requires the student to only name contributions of African-Americans in Michigan history. It receives a low cognitive complexity because it can be achieved through the simple memorization of names matched to contributions, without an understanding of anything deeper, such as the contribution's significance to Michigan history.

Objective 10 (SWBAT define economic structures of Reconstruction that caused the oppression of African-Americans) receives the lowest weight of all 10 objectives at only 3%. This receives a low weight because compared to the other objectives, it includes a very small amount of information. The scope of this objective is very limited, while the others are broader. There are only a few economic structures of the Reconstruction period that caused the oppression of African-Americans. While this objective requires the learning of only a small amount of information, it is still important for the unit. This objective demonstrates to students the economic structures that caused African-Americans to be oppressed during the Reconstruction, but more importantly, the structures that *continue* to cause oppression for this group of people. Objectives 2, 4 and 7 expose students to various forms of oppression that African-Americans have felt throughout history, in Black Bottom Detroit, during the Detroit Riots and currently in their lower household income than another racial group. This objective 10 demonstrates one of the primary *causes* of the oppression that we still existing today. This objective is important for students to achieve in this unit, but it receives the lowest weight because its scope is so small. It

receives a low cognitive complexity, because it requires the student to only define. The student can memorize the definition without comprehension or analysis to any greater depth.

Justification of Percent Cognitive Complexities

This unit is composed of objectives encompassing a large range of cognitive complexities. Objectives of low cognitive complexity make up 34% of the unit. Objectives of medium cognitive complexity make up 34% of the unit. Objectives of high cognitive complexity make up 34% of the unit. Cognitive complexities are divided almost evenly for the entire objective. This was done so to reflect both the students' future in school, and also the students' future in life. In both school and life, students will be required to possess simple memorized knowledge as well as complex analytical and judgmental skills. This even distribution of cognitive complexities was also done to reflect the cognitive abilities of the students. Some students naturally and easily grasp and execute the complex skills and higher-level thinking, while other students struggle with simple memorization of facts. Because of the differences in student abilities, this unit allows each kind of student a chance to excel in something that he or she can realistically do.

While this unit is composed objectives of a wide range of cognitive complexities, it is also composed of a wide range of assessments. This also reflects the varied learning styles and cognitive abilities of various students. In this unit, students have the opportunity to demonstrate that they possess the required knowledge and skills through the creation of a newspaper project, the illustration of Black Bottom culture, the writing of an essay, the analysis of a data in a graph and a variety of pencil-and-paper test questions.

Students of all learning styles and cognitive abilities can excel in this unit composed of objectives encompassing a wide range of cognitive abilities, and composed of assessments encompassing a wide range of demonstration styles.