

UNIT 6 We the People: African American Civil Rights Movement

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 4**
Length: **6 weeks**
Status: **Published**

Course Pacing Guide

This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

Model - remove/replace information in this table with information from your course --

| Unit | MP/Trimester | Weeks |
|---|--------------|------------|
| American Identity | 1 | 1 |
| Foundations of Government | 1 | 6 |
| US Constitution | 1-2 | 10 (total) |
| Legislative Branch | 1 | 3 |
| Executive Branch | 2 | 3 |
| Judicial Branch | 2 | 3 |
| Federalism & Checks and Balances | 2 | 1 |
| Bill Of Rights | 2 | 3 |
| We The People: A Nation of Immigrants | 3 | 6 |
| We The People: Woman Suffrage Getting the Vote | 3-4 | 6 |
| We the People: African American Civil Rights Movement | 4 | 6 |

Unit Overview

We The People: African American Civil Rights Movement

This unit traces the origins of the modern African American Civil Rights movement. The unit defines and discusses race/racism and citizenship through the US Supreme Court rulings of Dred Scott and Plessy v. Ferguson. It explores the causes and effects of Jim Crow Segregation on both black and white Americans through the examination of primary sources. The unit traces governmental and civil disobedience strategies used by oppressed people in the United States to gain civil rights, particularly through the youth

movements in the African American community.

Enduring Understandings

To develop an understanding of the American Constitution and its application to social and political movements in American democratic history.

To understand one's role as a citizen.

To try and answer the question: What does it mean to be a citizen in American Democracy?

Essential Questions

What does it mean to be a citizen of a democracy?

What is race?

How does a nation determine who is a citizen? How does a nation determine who belongs?

What is segregation?

What are Civil Rights? Who is entitled to them in a democracy?

What is justice? What is the responsibility of the majority to the minority in a democracy?

What strategies/tactics did African Americans use to gain civil rights and democracy in the United States?

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|-----------------|---|
| SOC.6.1.8 | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| SOC.6.1.8.A | Civics, Government, and Human Rights |
| SOC.6.1.8.A.3.a | Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period. |
| SOC.6.1.8.A.3.b | Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. |
| SOC.6.1.8.A.3.c | Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. |
| SOC.6.1.8.A.3.g | Evaluate the impact of the Constitution and Bill of Rights on current day issues. |
| SOC.6.1.8.A.5.b | Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. |
| SOC.6.1.8.C | Economics, Innovation, and Technology |
| SOC.6.1.8.C.3.c | Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country. |
| SOC.6.1.8.D.2.b | Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. |
| SOC.6.1.8.D.4.b | Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period. |
| SOC.6.1.8.D.5.d | Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. |
| SOC.6.1.8.CS4 | Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. |
| SOC.6.1.8.CS5 | Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States. |
| SOC.6.2.8 | World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. |
| SOC.6.3.8.A.1 | Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. |
| SOC.6.3.8.CS1 | Recognize the causes and effects of prejudice on individuals, groups, and society. |
| SOC.6.3.8.CS2 | Recognize the value of cultural diversity, as well as the potential for misunderstanding. |
| SOC.6.3.8.CS3 | Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. |
| SOC.6.3.8.CS4 | Listen open-mindedly to views contrary to their own. |
| SOC.6.3.8.CS5 | Collaboratively develop and practice strategies for managing and resolving conflict. |
| SOC.6.3.8.CS6 | Demonstrate understanding of democratic values and processes. |

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| SOC.6.3.8.CS7 | Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. |
| SOC.6.3.8.CS8 | Challenge unfair viewpoints and behaviors by taking action. |
| SOC.6.3.8.CS9 | Make informed and reasoned decisions. |

Amistad Integration

Content includes but not limited to:

US Government actions and policies perpetuate racism throughout US history:

Slavery

3/5ths Compromise

Electoral College System

Lawmaking - Congressional representation/misrepresentation

Dred Scott Decision

13th-14th-15th Amendments

Plessy v. Ferguson

Segregation laws

Race/racism/discrimination

Use of 14th Amendment and 1st Amendment to protest against segregation laws

Brown v. BOE

Little Rock 9--school integration

Birmingham Student March

Freedom Summer and voting rights/registrations

Civil Rights Act of 1964

Voting Rights Act 1965

Current issues in race relations and civil rights: Criminal Justice Reform, Black Lives Matter, Mass Incarceration

-- <https://nj.gov/education/amistad/about.htm>)

Purpose:

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-

Americans and the descendants of the African Diaspora.

Goals:

- 1) To infuse the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete and inclusive history.
- 2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.
- 3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

SEL.PK-12.1.2

Recognize the impact of one's feelings and thoughts on one's own behavior

Holocaust/Genocide Education

Content includes but not limited to

US Government actions and policies perpetuate racism throughout US history:

Slavery

3/5ths Compromise

Electoral College System

Lawmaking - Congressional representation/misrepresentation

Dred Scott Decision

13th-14th-15th Amendments

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Interdisciplinary Connections

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|------------|---|
| LA.W.8.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| LA.W.8.1.B | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| LA.W.8.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LA.RL.8 | Reading Literature |
| LA.RL.8.1 | Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RL.8.2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| LA.RL.8.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |

Technology Standards

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| TECH.8.1.8.A.CS1 | Understand and use technology systems. |
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21st Century Themes/Careers

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |

Financial Literacy Integration

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| PFL.9.1.8.F.2 | Examine the implications of legal and ethical behaviors when making financial decisions. |
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Instructional Strategies & Learning Activities

- Writing and using scripts (Curriculum Based Readers Theatre)

- Kinesthetic role play
- Venn Diagrams & Graphic Organizers
- Big Paper conversations
- Primary Source analysis segregation images, laws, governmental research data
- Journal writing
- Think-pair-share
- One Pager
- Group research/presentation
- Analysis/creation of political cartoons

Skills:

- Analyze how events are related over time.
- Use critical thinking skills to interpret events, recognize bias, point of view, and context
- Assess the credibility of primary and secondary sources.
- Analyze data in order to see persons and events in context.
- Examine current issues, events, or themes and relate them to past events.
- Formulate questions based on information needs.
- Use effective strategies for locating information.
- Compare and contrast competing interpretations of current and historical events.
- Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
- Summarize information in written, graphic, and oral formats.

Differentiated Instruction

Examples may include:

- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Self-Directed Learning
- Choice Boards
- Debate
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring

- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

*Add or remove any of these as you see fit.

Formative Assessments

- Observation
- Notetaking--using Cornell style notes
- Questioning for information and critical thinking
- Weekly homework assignments (readings, reading checks, notes, and textbook questions) that align with class material.
- Outside primary and secondary sources will be assigned for further understanding and mastery of the historical period being studied, as either homework or in class.
- In class writing assignments and prompts (charts, maps, and presentations)
- Daily warm ups to activate prior knowledge using various techniques (i.e. draw a picture, write a poem, ask a question, explain to a 1st grader, etc.)
- In-class review games
- Low-stakes quizzes, i.e. Kahoot!
- Sequence It: create timelines of major events discussed
- Gallery Walk and reflection
- Think-Pair-Share
- Linking terms
- Exit tickets

Summative Assessment

Each chapter will be assessed in a variety of ways, from traditional test formats to argumentative-based essays and textual citation (DRP).

Traditional test formats include multiple choice questions, matching, true and false questions, and short answer questions essays.

Content not tested in the traditional format will be assessed through research projects, presentations, art projects and other alternative assessments.

Arts Integration--art/music/drama/dance projects.

Benchmark Assessments

Link-it ELA

Alternate Assessments

Resources & Technology

Resources:

- The Call to Freedom; Holt Reinholt
- Gilder Lehrman Institute
- The History Channel
- PBS
- America: the Story of Us
- Library of Congress
- iCivics
- Facing History and Ourselves
- Howard Zinn Education Project
- NJState Bar Association
- CSPAN
- National Constitution Center
- NewsELA

Technology:

- Promethean Board
- Chromebooks (1:1)
- Google Classroom
- Genesis

BOE Approved Texts

Call to Freedom - Holt Rienholt

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

*Add to or remove any of these as you see fit.

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time

- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

*Add to or remove any of these as you see fit.

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.

- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

*Add to or remove any of these as you see fit.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

*Add to or remove any of these as you see fit.

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback

- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

*Add to or remove any of these as you see fit.

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking