

# Unit 8 The Civil Rights Movement

Content Area: **Social Studies**  
Course(s): **U.S. History II**  
Time Period: **March**  
Length: **1**  
Status: **Published**

## Unit Overview

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The Civil Rights Movement grew out of a century of grassroots efforts which began to coalesce at the end of WWII. The National Association for the Advancement of Colored People (NAACP) joined other organizations in an effort to gain full citizenship rights for their people. A turning point came in 1954 with *Brown v. Board of Education* which overturned nearly 60 years of legalized segregation. The Reverend Martin Luther King, Jr. led a crusade of civil disobedience and nonviolent resistance. A high point was reached with the March on Washington which helped to bring about passage of the Civil Rights Act of 1964. Efforts were also successful in securing voting rights for many disenfranchised African Americans in the south. By the mid-1960's, some African Americans, feeling the pace of change was too slow, began to turn to the more militant philosophies of leaders like Malcolm X and groups like the Black Panthers. Racial riots would erupt in hundreds of cities and help create a white backlash.

## Enduring Understandings

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- The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.
- The civil rights movement caused dynamic changes in American culture and politics

## Essential Questions

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- What was the impetus for the Civil Rights Movement and why were national governmental actions needed to ensure civil rights for African Americans?
- How did individuals and organizations use economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights?
- How does the leadership and ideology of Martin Luther King, Jr. and Malcolm X compare during the Civil Rights Movement and what are their legacies?
- How effective was national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Affirmative Action, *Brown v. Board of Education*) in promoting civil liberties and equal opportunities?

## Standards/Indicators/Student Learning Objectives (SLOs)

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- Read and interpret primary source documents from the civil rights era
- Make conclusions about various approaches activists took within the movement, as well as key legislation and events Identify important figures and political and social leaders in the civil rights movement
- Explain trends in American society that evolved during the civil rights movement
- Determine how the movement brought about equal rights and solidified the guarantees established in the U.S. Constitution and the Bill of Rights
- Understand the impact of the civil rights movement on U.S. society and politics during the movement and after
- Identify important figures and political and social leaders in the civil rights movement

SOC.6.1.12.A.13.a	Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
SOC.6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
SOC.6.1.12.B.13.a	Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
SOC.6.1.12.C.13.a	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
SOC.6.1.12.C.13.c	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
SOC.6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
SOC.6.1.12.CS13	Postwar United States: Civil Rights and Social Change: The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

## Lesson Titles

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- Civil Rights Review Game
- Dr. Martin Luther King and His Non-Violent Strategy
- King and the Movement Gains Ground
- Militant Groups and Urban Violence
- Overview of the Movement
- Research Project (Alternative )

- The Fight For Voting Rights
- The Non-Violent Civil Rights Movement Begins

## 21st Century Skills and Career Ready Practices

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- Civic literacy
- Critical Thinking and Problem Solving
- Media Literacy
- Information Literacy
- Social and Cross Cultural Skills
- Leadership and Responsibility

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

## Inter-Disciplinary Connections

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Sociology: Social structure: The Civil Rights Movement

English Language Arts: Close reading

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.1.2.1	Impact of social context on human behavior
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.3	Social movements
SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.4.1	Individual responses to inequality
SOC.9-12.4.4.2	Group responses to inequality such as social movements

### **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

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- Draw conclusions about various approaches activists took within the movement, as well as key legislation and events Identify important figures and political and social leaders in the civil rights movement
- Determine how the movement brought about equal rights and solidified the guarantees established in the U.S. Constitution and the Bill of Rights
- Explain trends in American society that evolved during the civil rights movement
- Research and Report on Civil Rights Topic
- Read and interpret primary source documents from the civil rights era
- DBQ Writing
- DBQ Analysis
- Thematic Thinking
- Guided Discussion
- Power Point Presentation
- Video and Analysis
- Linking Historical Events
- SWAG
- Delsea One

### **Modifications**

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## **ELL Modifications**

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- Sheltered English Instruction
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use visuals to show how African Americans and White Americans took action in the Civil Rights Movement
- Use graphic organizer to structure the reasons behind discrimination
- Establish a framework allowing ELL students to understand and assimilate new ideas and information relating to new Civil Rights Laws
- Repeat, reword, clarify
- Provide academic (Tier III) vocabulary
- SWAG
- Delsea One

## **IEP& 504 Modifications**

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- higher level reasoning questions such as, DBQs or RAFTs, would have less weight than other questions or possibly be provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content
- DBQs and RAFTs will include highlighted segments
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
- word banks, multiple choice, matching questions help when possible
- less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Political cartoons and other images/graphics should include a synopsis
- Maps with keys/ word banks
- Current events can be watched or read
- Read tests aloud

### **Instructional modifications/accommodations:**

- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used.

- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
- modeling and showing lots of examples
- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side
- direct teaching and/or assistance for organization, social skills/peer interactions
- breaking larger assignments/projects into shorter tasks with clear deadlines for each
- monitoring student moods/behavior fluctuation patterns to report to caseman
- Preferential Seating
- Use visuals
- Tap prior knowledge of Early Civil Rights Activist
- Be flexible with time frames and deadlines
- Repeat reword and clarify
- Repetition of key concepts through varied methods
- SWAG
- Delsea One

## **G&T Modifications**

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- Close reading: historical texts, poetry, speeches, primary sources, etc. (Martin Luther King Jr)
- Document Based Questions (DBQs)
- Student led/directed discussions Inquiry based learning Modeling Jigsaw Generating and testing hypotheses about racism and discrimination
- Argumentation and debate about civil rights strategies
- Annotating Evaluation and creation of thesis statements in DBQs relating to first encounters.
- Graph/political cartoon / interpretation/creation
- Analysis of current events to understand origins from historical periods.
- Media literacy to evaluate credible sources (use of videos, webistes, and documents to correlate information. see resources section)
- Thematic learning
- SWAG
- Delsea One

## **At Risk Modifications**

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- Meetings or tutoring during Delsea One
- SWAG
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed

- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances

## **Benchmark Assessment**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessment**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Formative Assessment**

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### **Warm Up**

- Group Activity/Collaboration - Scenerios of action
- Reading Prompt - "Witnessing History/Human Chain of Freedom"
- Review Previous Info and Bridge to Lesson
- Writing Prompt - King vs Malcolm X
- Kahoot Pre Quiz on Civil Rights

### **Anticipatory Set**

- Read Witnessing History - Blocking the School House Door
- MLK Quote and Analysis
- Video Clip of MLK Speech
- Malcolm X Quote and Analysis
- Analysis of Infographic/Chart "Riding For Freedom"

## **Closure**

- Debriefing
- Exit Ticket
- Idea Spinner
- Index Card Summary
- Oral Questions and Review
- Whip Around

## **Summative Assessment**

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- DBQ - Civil Rights Activists, Strategies and Successes
- Unit Test - Civil Rights
- Quiz - Early Demands for Equality
- Martin Luther King Jersey Project
- Notebook Check
- MP3 Assessment

## **Resources & Materials**

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- US History Textbook (Prentice Hall) - Chapter 27 The Civil Rights Movement
- Outline notes, collected images and political cartoons
- Century Series : Happy Days/1953-1960, Poisoned Dreams/1960-1964, Unpinned/1965-1970
- DVD Eyes on the Prize (Pepsi) - Emmett Till, Sit Ins, Little Rock 9, March on Selma
- NJ Amistad Commission
- Martin Luther King "I Have a Dream Speech" Archive

### Amistad Resources:

- DBQ: Using S.P.E.E.C.H. as an investigative tool, analyze the following image of a young civil rights demonstrator at the March on Washington in 1963. After you have finished examining the picture, make a S.P.E.E.C.H. outlining the social, economic, and political demands civil rights leaders made at the March on Washington.
- FRQ: In a short essay discuss the FBI's application of a counterintelligence program (COINTELPRO) against Malcolm X and Martin Luther King and the Black Panther Party between 1966 and 1971.
- NJSLA Activity: Documents: "A Call for Unity" (1963) and "Letters from a Birmingham Jail"

Gilder-Lehrman:



- The Civil Rights Movement: Major Events and Legacies
- The Civil Rights Movement:
- “People Get Ready”: Music and the Civil Rights Movement of the 1950s and 1960s
- The Civil Rights Movement
- Different Perspectives on the Civil Rights Movement

Facing History:

- 60 Years After Little Rock: A Q&A with Terrence Roberts

PBS Learning Media:

- Black History Month Collection
- The African Americans: Many Rivers to Cross
- Malcolm X: Minister and Civil Rights Activist

## Technology

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- Century Series: Happy Daze: <https://www.youtube.com/watch?v=l6dsc5p5-3A&t=1776s>
- Century Series: Unpinned: <https://www.youtube.com/watch?v=jET2qR8Y-Ng&t=1794s>
- Century Seies: Poisoned Dreams: <https://www.youtube.com/watch?v=93iBar-VrqA&t=2158s>
- Little Rock 9: <http://www.njamistadcurriculum.net/history/unit/era-of-reform/content/4030/7371>
- Civil Rights Act of 1964: <http://www.njamistadcurriculum.net/history/unit/era-of-reform/content/3641/7288>
- An Alabama Literacy Test: <http://www.njamistadcurriculum.net/history/unit/era-of-reform/content/3641/7287>
- DVD : Eyes on the Prize
- Smartboard to project outline notes, images, maps and political cartoons
- Rand McNally: <https://worldatlas.randmcnally.com/map>
- Kahoot
- Quizlet
- Google Classroom and Chrome Books

Amistad Resources:

- DBQ: <http://www.njamistadcurriculum.net/history/unit/era-of-reform/content/4559/7628>
- FRQ: <http://www.njamistadcurriculum.net/history/unit/era-of-reform/content/4559/7629>
- NJSLA Activity: Documents: <http://www.njamistadcurriculum.net/history/unit/era-of-reform/content/4556/7767>

Gilder-Lehrman:

- The Civil Rights Movement: Major Events and Legacies: <https://www.gilderlehrman.org/history-by-era/civil-rights-movement/essays/civil-rights-movement-major-events-and-legacies>
- The Civil Rights Movement: <https://www.gilderlehrman.org/history-by-era/1945-present/civil->

### rights-movement

- “People Get Ready”: Music and the Civil Rights Movement of the 1950s and 1960s: <https://www.gilderlehrman.org/history-by-era/civil-rights-movement/essays/%E2%80%9Cpeople-get-ready%E2%80%9D-music-and-civil-rights-movement-1950s>
- The Civil Rights Movement: <https://www.gilderlehrman.org/history-now/2006-06/civil-rights-movement>
- Different Perspectives on the Civil Rights Movement: <https://www.gilderlehrman.org/history-by-era/civil-rights-movement/essays/different-perspectives-civil-rights-movement>
- Winning the Vote: A History of Voting Rights: <https://www.gilderlehrman.org/history-by-era/government-and-civics/essays/winning-vote-history-voting-rights>

### Facing History:

- 60 Years After Little Rock: A Q&A with Terrence Roberts: [http://facingtoday.facinghistory.org/60-years-after-little-rock-a-qa-with-terrence-roberts?utm\\_source=hs\\_email&utm\\_medium=email&utm\\_content=56716435&hsenc=p2ANqtz-WD4pr3r7L1TPoJ4ktY07dvAHmRqrR7Fp7wYnXHETuv63vbsv8HZSXinOqW4fgP3MjUNBT\\_d\\_asjippmelp8ZHMVQvCXk4-pgLRcepBqZBdBka6\\_Zg&hsmi=56716435](http://facingtoday.facinghistory.org/60-years-after-little-rock-a-qa-with-terrence-roberts?utm_source=hs_email&utm_medium=email&utm_content=56716435&hsenc=p2ANqtz-WD4pr3r7L1TPoJ4ktY07dvAHmRqrR7Fp7wYnXHETuv63vbsv8HZSXinOqW4fgP3MjUNBT_d_asjippmelp8ZHMVQvCXk4-pgLRcepBqZBdBka6_Zg&hsmi=56716435)

### PBS Learning Media:

- Black History Month Collection: [https://nj.pbslearningmedia.org/collection/black-history-collection/?utm\\_source=PBSEDU&utm\\_medium=email&utm\\_campaign=BHM\\_2018#.WnHPQqinHcs](https://nj.pbslearningmedia.org/collection/black-history-collection/?utm_source=PBSEDU&utm_medium=email&utm_campaign=BHM_2018#.WnHPQqinHcs)
- The African Americans: Many Rivers to Cross: [https://nj.pbslearningmedia.org/collection/the-african-americans-many-rivers-to-cross/?utm\\_source=PBSEDU&utm\\_medium=email&utm\\_campaign=BHM\\_2018#.WnHPPKinHcs](https://nj.pbslearningmedia.org/collection/the-african-americans-many-rivers-to-cross/?utm_source=PBSEDU&utm_medium=email&utm_campaign=BHM_2018#.WnHPPKinHcs)
- Malcolm X: Minister and Civil Rights Activist: [https://nj.pbslearningmedia.org/resource/americon-lp-malcolm-x/lesson-plan/?utm\\_source=PBSEDU&utm\\_medium=email&utm\\_campaign=BHM\\_2018#.WnHPPainHcs](https://nj.pbslearningmedia.org/resource/americon-lp-malcolm-x/lesson-plan/?utm_source=PBSEDU&utm_medium=email&utm_campaign=BHM_2018#.WnHPPainHcs)

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TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.

