

# Unit #6: Civil Rights and Social Movements in the Americas

Content Area: **Social Studies**  
Course(s): **IB History of the Americas**  
Time Period: **Fourth Marking Period**  
Length: **5 Weeks**  
Status: **Published**

## Unit Overview

---

This section focuses on the origins, nature, challenges and achievements of civil rights movements after 1945. Movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society. The groups challenged established authority and entrenched attitudes.

## STAGE 1- DESIRED RESULTS

---

### 2016 New Jersey Student Learning Standards- Social Studies

---

|                   |   |
|-------------------|---|
| SOC.6.1.12.9      | Contemporary United States (1970-Today)   |
| 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.A.13.c | Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.   |
| SOC.6.1.12.A.14.a | Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.  |
| SOC.6.1.12.A.14.b | Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.  |
| SOC.6.1.12.A.14.c | Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.   |
| SOC.6.1.12.A.14.d | Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.   |
| SOC.6.1.12.A.14.e | Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.  |
| SOC.6.1.12.A.14.f | Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.   |

|                   |  |
|-------------------|--|
| SOC.6.1.12.A.14.g | Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).   |
| SOC.6.1.12.A.14.h | Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.  |
| 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.B.13.b | Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.   |
| SOC.6.1.12.B.14.a | Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.  |
| SOC.6.1.12.B.14.b | Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.   |
| SOC.6.1.12.B.14.c | Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.     |
| SOC.6.1.12.B.14.d | Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.  |
| 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.b | Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.   |
| 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.C.13.d | Relate American economic expansion after World War II to increased consumer demand.  |
| SOC.6.1.12.C.14.a | Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.  |
| SOC.6.1.12.C.14.b | Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.  |
| SOC.6.1.12.C.14.c | Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.   |
| SOC.6.1.12.C.14.d | Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.   |
| 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.D.13.b | Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.  |
| SOC.6.1.12.D.13.c | Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.  |
| SOC.6.1.12.D.13.d | Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.                     |
| SOC.6.1.12.D.13.e | Explain why the Peace Corps was created and how its role has evolved over time.  |
| SOC.6.1.12.D.13.f | Relate the changing role of women in the labor force to changes in family structure.   |
| SOC.6.1.12.D.14.a | Determine the relationship between United States domestic and foreign policies.  |
| SOC.6.1.12.D.14.b | Assess the effectiveness of actions taken to address the causes of continuing urban  |

|                   |  |
|-------------------|--|
|                   | tensions and violence.   |
| SOC.6.1.12.D.14.c | Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.   |
| SOC.6.1.12.D.14.d | Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. |
| SOC.6.1.12.D.14.e | Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.   |
| SOC.6.1.12.D.14.f | Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.                                     |
| SOC.6.2.12.A.5.e  | Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.  |
| SOC.6.3.12.D.1    | Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.  |

## **Essential Questions**

---

- Have governments acted fairly in relations with their own people?
- Can people change the way their lives are impacted by gov't policy?
- Can people increase their rights through action?
- How are the daily lives of people affected by outside factors?

## **Enduring Understanding**

---

- There was a determined effort to fight for Civil Rights in the countries of the Americas
- The fight for civil rights took individual leadership as well as mass participation in order to succeed.
- The response of the national governments in the countries of the Americas had various amounts of impact

## **Students will know...**

---

### I. Key Ideas and Concepts

## II. Possible Misunderstandings

III. Identify key terms and specific information that students will know at the end of the unit.

### **Students will be able to...**

---

- Discuss Native Americans and civil rights in Latin America, the United States and Canada
- Identify the origins, tactics and organizations involved in the struggle for civil rights in the United States.
- Analyze US Supreme court and legal challenges to segregation in education; ending of the segregation in the South (1955-65)
- Assess the role of Dr Martin Luther King in the Civil Rights Movement;
- Discuss the rise of radical African American activism (1965-8): Black Panthers; Black Muslims; Black Power and Malcolm X
- Analyze the role of governments in civil rights movements in the Americas
- Discuss the youth culture and protests of the 1960s and 1970s: characteristics and manifestation of a counterculture
- Discuss feminist movements in the Americas

## **STAGE 2- EVIDENCE OF LEARNING**

---

### **Formative Assessment During Lesson**

---

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals

- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

## **Authentic Assessments**

---

## **Benchmark Assessments**

---

## **STAGE 3- LEARNING PLAN**

---

## **Instructional Map**

---

- Outline an instructional plan from introducing to assessing the unit.

## **Modifications/Differentiation of Instruction**

---

## **Modification Strategies**

---

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

## **Differentiation Strategies**

---

### **High Preparation Differentiation**

---

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe

- Tiered Activities / Assignments
- Varying Graphic Organizers

## **Low Preparation Differentiation**

---

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

## **Horizontal Integration- Interdisciplinary Connections**

---

Language Art: Literature, Poetry from the time period

Fine and Performing Arts: Art, Plays, Movies from the time period

Science & Technology: Scientific or Technological advances made during the time period

Math: Analysis and manipulation of statistics or other numeric information

## **Vertical Integration- Discipline Mapping**

---

The United States History I course is typically offered during the Sophomore year of High School. Students will have been exposed to courses of study in United States Geography (Grade 4), World Geography (Grade 5), United States History- Settlement through Constitutional Ratification (Grade 6), United States History- Early Republic through Reconstruction (Grade 7), World History 8 (Beginning of Human Society through Expanding Exchanges and Encounters), World History HS (The Emergence of the First Global Age through Contemporary Issues), United States History I HS (Revolution through Progressive Era), and United States History II HS (Imperialism through Contemporary Issues). The skills outlined in the Common Core State Standards have been developed and expanded upon so that students reaching the 9th and 10th grades can successfully address the demands required of them.

## **Additional Materials**

---