Unit 5: The Civil Rights Era

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 3**
Length: **February - March**
Status: **Published**

Unit Overview

Since the years of the Civil War, African Americans have been actively fighting for not only the right to be a citizen, but also the right to live. In the post-war years, things did not get much better, as Jim Crow laws made it legal to discriminate based on skin color. The tensions built for years until the 1950's. During this time, great leaders, both men and women, stood up for their beliefs and let the world know that discrimination and hatred is not, and should not be legal. Leaders like MLK, JFK, and Rosa Parks did their part to instill a generation with hope, and they helped to change not only the laws, but the way people viewed America. Students will learn about the fight for Civil Rights for African Americans, as well as other groups, during this time period.

During this unit, the historical content will be infused with information relevant to building students' understanding of civics. This unit focuses on rights guaranteed within the Constitution as well as gaining an understanding of the legal process for challenging the system when rights are not being upheld. In addition, the study of the civil rights movement also brings attention to the civic duties of American citizens and how citizens have the right to protest.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.

LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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.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.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
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.

Essential Questions

- When should one use actions? When is it appropriate to use words to solve issues?
- Why did the Civil Rights Movement change American culture?
- How should the presidency of JFK be remembered?
- Why does discrimination exist?

Application of Knowledge and Skills...

Students will know that...

- 1. Civil Rights Roots: Where and why did it all start? The foundations of discrimination and hate in America during the 20th century. A retrospective view on how discrimination as permeating institutions in the South and the differences between a white and black education.
- 2. Thurgood Marshall: "The Forgotten Man" and his role during Brown vs. Board of Education. The importance of Marshall in the fight for Civil Rights and how he used law to fight the discrimination of the 20th century.
- 3. Rosa's Story: The spark that lit the fire. A first hand look at Rosa Parks courage. Primary sources to look at Rosa's life and how she became a central figure in the fight for Civil Rights. How she also played a figure in the Montgomery Bus Boycott and her role in later legislation in the Federal Government.
- 4. JFK: The Life, Presidency, and Downfall of our youngest president - How a president's age, religion, and upbringing can affect personal decisions and decisions for the nation. The life of JFK and his untimely death, along with the conspiracy theories that followed, and the rise of LBJ and his policies as president.
- 5. Martin Luther King and the march for Civil Rights - The life of Martin Luther King and how he became a central figure for Civil Rights. The importance of Kings "I have a Dream" speech and how his march on the National Mall helped to bring the Civil Rights fight to the Federal Legislature.
- 6. Civil Rights for All: Women, Latino, Elderly fight for Civil Rights. How the African-American fight for rights spurred other sub groups to fight for their Rights, including Latinos and the elderly.

Students will be able to...

- A. Identify key events that led up to the Civil Rights movement during the 19th and 20th century, such as the Jim Crow Laws.
- B. Rank the significance of the Civil Rights Movement of all sub groups.
- C. Define key vocabulary and how they were used during the 1950's and 60's, including segregation, integration and others.
- D. Evaluate how people deal with tension and issues.
- E. Scrutinize the differences of Civil Rights leaders and their effectiveness.
- F. Apply Civil Rights knowledge towards their research/presentation skills.
- G. Invent journal entries from the time period.
- H. Use cinema to demonstrate the power of the Civil Rights Movement.

Assessments

- African American Bio Historical Project Summative: Personal Project Students will choose a positive African American figure and create a star project as well as a written report about his/her lives, his/her accomplishments and how his/her have helped out their race and America. 6.1.12.A.13.c 6.1.12.C.13.a 6.1.12.D.13.d WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.7
- Civil Rights Introduction Photos/Questions Diagnostic: Other visual assessments Students will label photos as 19th or 20th century and answer questions about the Jim Crow laws. 6.1.12.D.13.a RH.6-8.1 RH.6-8.2 RH.6-8.6
- Civil Rights Quiz Formative: Written Test A quiz on the Roots of the Civil Rights Movement, important vocabulary and events, as well as the most influential individual in the Movement. 6.1.12.A.13.b 6.1.12.B.13.a 6.1.12.C.13.a 6.1.12.D.13.b 6.1.12.D.13.d

Activities

- Civil Rights Introduction Questionnaire: Sampling of pictures and questions that have students date the pictures to either 19th or 20th century and answer questions on the Jim Crow Laws.
- Thurgood Marshall Reading and Questions: Use Marshall's biography to understand his role in the Civil Rights Movement.
- Little Rock “Nine” Journal Responses: Using actual footage from the Little Rock Nine scene, students will be divided up into different roles. They must write a response to the footage based on assigned roles to help them actively engage in the tension of the time.
- Rosa’s Story Note Taking/Evaluation: Using Rosa Parks journal, first and second hand accounts of the event, and the America: History of our Nation Textbook, students will compare and contrast the differing of historical texts to determine which one is the real event.
- Civil Rights Scenarios (Group Work): Students will be given different fictional Civil Rights scenarios that they will act out in front of the class. The class must draw from prior knowledge to determine what group is being affected and what they can do to solve the issue.
- Voices of Civil Rights Movie, Questions, Role Plays, and Newspaper Headlines: Use "Voices of Civil Rights" DVD set and packet of activities, which includes creating Mock Headlines and Video Worksheet Questions.
- MLK "I Have a Dream" Speech & Exit Cards: Use "American Rhetoric" website to show students the "I Have a Dream" speech. Use in conjunction with Exit Cards to get reactions from the students on the speech, its effectiveness, and overall impact.to
- JFK Presidency Essay Evaluation, Radio vs. TV Debate: Students will listen and then watch the 1960 Presidential Debate to witness the power the media has on the American population. They will then use historical evaluations of the presidency of JFK to determine for themselves if this presidency was a positive or negative influence on the US.
- Conspiracy Theories: A list of theories of the murder of JFK. Students rate them and pick one or create their own to explain what happened to JFK.
- Civil Rights Quiz Study Guide
- Civil Rights Quiz
- African American Bio-Historical Project: Students will choose an individual from the Civil Rights Era or present day that has had a positive impact on African Americans. They will then create a Star Project and short report on that individual.
- Freedom Riders Primary Source Analysis: Students will use document analysis to understand a Freedom Rider's perspective on the Movement.
- "Remember the Titans" Questions and Movie Critique: Use the DVD of the "Remember the Titans" movie to show connection between reality and Hollywood.
- Use the Maps101 interactive maps to control displayed information and analyze maps as history unfolds: school segregation
- Use Maps101 election map to compare how the country changed politically between 1860 and 1960 (see specified link)

  http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3318%3Aelections-of-1860-and-1960-grades-9-12&cid=165%3A9-12&Itemid=11

Marshall Questions

Marshall Reading

Civil Rights Scenarios

Scenario Questions

Rosa's Story Handout

Voices Documentary Questions

Civil Rights Quiz
Civil Rights Quiz Study Guide
JFK Death Theories
JFK Legacy Packet
Bio Historical Project
http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3318%3Aelections-of-1860-and-1960-grades-9-12&cid=165%3A9-12&Itemid=11

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Students will differing abilities will receive completed study guides and notes during the unit.
- Differentiation of the Bio-Historical Project through use of more Internet sites as resources, fewer pages on the written report, and computer-generated stars.
- Provide a graphic organizer to assist students in their analysis of primary sources and provide reminders in what areas to look for clues for revealing their meaning.

Content specific modifications for ELL's may include:

- Tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: segregation, civil rights, integration, boycott, sit-in, welfare, rights

Content specific modifications to extend learning for gifted students may include:

- Students will take their "person" from the Little Rock Nine event and write a response to a current-day Civil Rights issue occurring in America.

Modified Civil Rights Quiz

Integrated/Cross-Disciplinary Instruction

- Connection to Performing Arts through Civil Rights simulations. Students must use persuasion in their actions to come across as realistic.
- Literature connection in the Rosa's Story activity.
- Spanish connection to the Latino Civil Rights struggle; history of leaders and events of their plight.

Resources

- America: History of our Nation: Chapter 26 (Prentice Hall)
- America: History of our Nation Note Taking Workbook
- Teacher-created handouts, worksheets, and daily homework assessments
- "Remember the Titans" DVD Movie
- "Voices of Civil Rights" DVD Movie
- Time Magazine "100 Most Influential People" article
- JFK Historical Analysis Sheets
- American Rhetoric: "I Have a Dream" speech
- Freedom Rider Primary Source
- Rosa Parks Packet
- http://www.maps101.com/

"I Have a Dream" Speech

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they

	thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.