Unit VII: Race

Content Area: **Social Studies**
Course(s): **Social Justice**
Time Period: **Semester 2**
Length: **4-5 Weeks**
Status: **Published**

Standards

6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
6.1.12.CivicsPR.4.a	Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsDP.11.a	Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (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).
6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

6.1.12.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
6.1.12.CivicsPI.14.a	Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

Enduring Understanding

- The difference between equality and equity is that equality provides the same for everyone, but equity gets everyone to the same starting point.
- That diversity includes the impact of unequal power relations on the development of group identities and cultures.
- Awareness of the advantages and disadvantages present in society because of membership in different identity groups, and how it affects people's lives
- Examine society and legislation based on civil rights from Reconstruction through the Present.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

- Historically, how have people justified the treatment of others based on their race?- understanding that there is a difference between justification and morality.
- How have historical events and movements influenced the concepts of race and racial superiority in the United States?
- How have the struggles of the Civil Rights Movement in the United States been intertwined with other movements?
- How have legislation, court decisions, and regulations contributed to ongoing racism in the United States?
- What progress has been made in regards to Civil Rights in the United States since the Civil War, and why is it still a struggle today?
- What are the 13th, 14th and 15th Amendments, and how have they been interpreted by the Supreme Court?
- What can individuals do to make a difference in not only bringing awareness to the equities in society, but to actually work to end them?

Knowledge/Skills

How has the concept of race in the United States impacted the treatment of people throughout American History?

- Slavery
  - Slavery in the Constitution: https://drive.google.com/file/d/1xYSYxh5DzH6NMY-qWiN2xravQSK9e00H/view?usp=sharing
  - Slavery Narratives: https://drive.google.com/file/d/11vvWaKg4XUWi2PBtXMF4nhmLkdnsepbn/view?usp=sharing
  - Freedom's Journal: https://drive.google.com/file/d/14jtGezWDLMQ1GSLAQsUGJiVrQSvDJ0l9/view?usp=sharing
  - John Brown's Motivation: https://drive.google.com/file/d/1LLLKcgWPkVno7AjN9Ck5m9wlKTtmxxJy/view?usp=sharing
- Reconstruction
  - Reconstruction SAC: https://drive.google.com/file/d/1v1TnJgLpiIRbPdq0heONJaZaEkCZoSGr/view?usp=sharing
  - Sharecropping: https://drive.google.com/file/d/1FrFVv1mqV_6fij9OkX-hGW0H9kDoGUVk/view?usp=sharing
- Jim Crow
  - Thomas Nast Political Cartoons: https://drive.google.com/file/d/1MQAtA24c5TEtlVh8bCB0ImcuFXBbJ1E1/view?usp=sharing
  - The Great Migration: https://drive.google.com/file/d/1JYRVQOZk96aV3KdeV7JRY4BF8At1Zza3/view?usp=sharing
  - Chicago Race Riots of 1919: https://drive.google.com/file/d/1P3R-qX_-6OpgjYtaJKH1JIsYOpq-1es_/view?usp=sharing
- Mexican Americans
  - The Porvenir Massacre (Against Mexican Americans): https://drive.google.com/file/d/1CwMNudWS4bu8QZ0vhVEzcl1b46BgFrR8/view?usp=sharing
  - Mexicans in the US in the 1920s: https://drive.google.com/file/d/1Gj2CqXgY6t4_XsNrfmgJhwwmagzNrcLy/view?usp=sharing
  - Zoot Suit Riots (against Mexican Americans): https://drive.google.com/file/d/1y-ArgFvkiHPNCApIWBdZwkGHoaRXSqGC/view?usp=sharing
- KKK and other Hate Groups
- Emmitt Till
- Racial Profiling
  - The Future of Policing in the US: Reform, Transform or Abolish: https://www.adl.org/education/educator-resources/lesson-plans/the-future-of-policing-in-the-us-reform-transform-or
- Systemic Racism
  - Implicit Bias: https://www.adl.org/education/educator-resources/lesson-plans/implicit-bias
  - Microaggressions - Mini Lesson: https://www.adl.org/sites/default/files/Microaggressions-web/story.html
- Ferguson

How have major national and international events affected race relations in the United States?

- The Civil War
- World War I
- World War II
    - Japanese American Incarceration: https://drive.google.com/file/d/1523Y_nrPjG8kK3twiviOIT6twGS3f37F/view?usp=sharing
- Vietnam (The Draft)
- SARS
- 9/11
- Covid - 19/Anti-Asian Aggression
- CoVid0-19/Healthcare inequities
    - The Corona Virus and Racial Disparity: https://www.adl.org/education/educator-resources/lesson-plans/coronavirus-and-racial-disparities

How have the US National government as well as the indiviutal State governments reacted to racial conflict in the United States, and how has the influenced the varying experiences of BIPOC in the US?

- Segregation (Plessy v Ferguson)
- The Tuskagee Experiments
- Franklin D. Roosevelt - Executive Order 8802
- Franklin D. Roosevelt - Japanese Internment Camps
- Harry Truman - 1948 - Executive Order 9981
- Redlining
- Brown v Board of Education - White Flight
- Eisenhower - Civil Rights Act 1957
- John F. Kennedy and Civil Rights: https://drive.google.com/file/d/1dmlmUlZCHBhsSIzhPBR3blilHLByMJD5/view?usp=sharing
- Voting Rights Act - 1965
    - The True History of Voting Rights: https://www.learningforjustice.org/classroom-resources/lessons/the-true-history-of-voting-rights
- Johnson - Fair Housing Act of 1968
- Affirmative Action
- Reagan's War on Drugs
- The School to Prison Pipeline
- Racial Disparity Jigsaw: https://www.learningforjustice.org/classroom-resources/lessons/racial-disparities-jigsaw-miniunit

What organizations, movements, and individuals have emerged over the history of the US to fight for equality, and how successful have they been?

- Abolitionists [Sojourner Truth, Harriet Beecher Stow, Frederick Douglass, Harriet Tubman, William Lloyd Garrison, Lucretia Mott, David Walker...)
- Harriet Tubman - Underground Railroad
- Booker T Washington and WEB Dubois: https://drive.google.com/file/d/191kvzXssy-egr9ZFcZBNIsHzOQGOyJLi/view?usp=sharing
- Harlem Renaissance
- Marcus Garvey - PanAfrican Movement
    - Marcus Garvey: https://drive.google.com/file/d/1qcJki9pZvZLwpdXbKjJZKaeQXnlBzjN2/view?usp=sharing
- NAACP
    - NAACP Letters: https://drive.google.com/file/d/1yD3co-Kpiv51AfOOj2dpVBzoYcm-wMVX/view?usp=sharing
- The Little Rock Nine - 1957
    - Little Rock Nine: https://drive.google.com/file/d/15S6WV1-LZIE1voBdx3Tgj1GP5F_P2QSr/view?usp=sharing
- Unsung Heroes of the Civil Rights Movement: https://www.learningforjustice.org/classroom-resources/lessons/unsung-heroes-of-the-civil-rights-movement

- Martin Luther King
- Montgomery Bus Boycott
    - Juliette Hampton Morgan: A White Woman Who Understood: https://www.larningforjustice.org/classroom-resources/lessons/juliette-hampton-morgan-a-white-woman-who-understood
    - Montgomery Bus Boycott: https://drive.google.com/file/d/114rLBjEsXQ6WTQ-wQKxh2ppVbNVRBe2U/view?usp=sharing
    - Before Rosa Parks: Susie King Taylor: https://www.learningforjustice.org/classroom-resources/lessons/before-rosa-parks-susie-king-taylor
- Sit-ins 1960s - Student Nonviolent Coordinating Committee (SNCC)
- Freedom Riders - 1961'
- March on Washington 1963
- Stokely Carmichael - Freedom Summer - 1964
    - Young People in the Civil Rights Movement (Stokely Carmichael and Ruby Bridges) : https://www.adl.org/education/educator-resources/lesson-plans/young-people-in-the-civil-rights-movement
- Civil Rights Act - 1964
    - Civil Rights Movement Photos: https://drive.google.com/file/d/16YCKJ-_IFqMG1nChn48SFMN5Eu6H4gzV/view?usp=sharing
- Selma - Montgomery March - 1965 "Bloody Sunday"
- Assassination of Malcolm X 1965
- Assassination of MLK Jr. 1968
- Black Lives Matter
    - Black Lives Matter: An Activist Movement: https://www.adl.org/education/educator-resources/lesson-plans/black-lives-matter-from-hashtag-to-movement
- #Saytheir names
- Anti-Defamation League

What is the current racial climate in the United States today? is it the same across the entirety of the US and if not why?

- Manifestations of White Privilege in Professional Sports: https://www.adl.org/education/educator-resources/lesson-plans/game-changer-kyle-korver-speaks-truth-on-privilege
- The Alt Right and White Supremacy in the US Today: https://www.adl.org/education/educator-resources/lesson-plans/the-alt-right-and-white-supremacy
- Should Confederate Monuments be Removed? https://www.adl.org/education/educator-resources/lesson-plans/confederate-monuments-and-their-removal

What can we do to help ease the current racial climate, and make the United States a safer and more accepting environment for people of all races?

- Exploring Solutions to Address Racial Disparity Concerns: https://www.adl.org/education/educator-resources/lesson-plans/exploring-solutions-to-address-racial-disparity-concerns

Resources

Movies:

- The Hurricane
- Just Mercy
- When They See Us
- Thirteenth
- I Am Not Your Negro

- Loving
- Selma

Books:

- Stamped: Remix
- 400 Souls
- How to Be An Anti-Racist
- How The Word is Passed
- The Color of Law
- Becoming

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Supreme Court Cases:

- Dred Scott
- Plessy
- Insular Cases
- Brown
- Terry v Ohio
- Bhagat Singh Thind
- Takao Ozawa
- Loving v Virginia

AI (Gemini, Co-pilot, Magicschoolai, etc.)

Diffit

Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Transfer Goals

Students will be able to independently analyze race as a social construct, explaining how it has been historically defined and redefined to create hierarchies and justify power imbalances, rather than viewing it as a purely biological or fixed category.

Students will be able to independently identify and challenge racist language, microaggressions, and

discriminatory behaviors in their daily lives and social interactions.

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.0

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0