Unit 08: The Civil Rights Movement 1954-Present (Reconstruction's legacy)

Content Area: **Social Studies**
Course(s): **US History 2**
Time Period: **Semester 2**
Length: **4 weeks**
Status: **Published**

Standards

6.1.12.HistoryCC.13.b	Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
	Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
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.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
	Historical sources and evidence provide an understanding of different points of view about historical events.

Enduring Understandings

1) Identify and analyze how the Reconstruction Era impacted racial issues in this nation.

2) Identify Jim Crow Laws and the impact of a segregated south socially, politically and economically.

3) Identify and explain how Supreme Court Decisions impacted civil rights.

4) Explain why the civil rights era begins in earnest in the 1950s by looking at desegregation efforts in Education and bus systems.

5) Identify and explain the various tactics (both nonviolent and illegal) used by the Civil Rights movement to end segregation.

- 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

RECONSTRUCTION Through The CIVIL RIGHTS ERA QUESTIONS

1) Was the American Civil War a Success or failure? Explain Various perspectives: Northerners, white southerners, blacks, abolitionists.

2) What were the goals of Reconstruction? Explain how it was both a failure and a success using perspectives.

3) In relation to Civil Rights issues: Who should have more say? The State government or Federal Government? WHY?

4) How did issues of civil rights impact government and society?

Knowledge and Skills

OBJ: What is the legacy of Reconstruction's Failure - analyze the impact of "Jim Crow" Laws and racial policies during the period 1865-1954

13th, 14th and 15th Amendments, Radical reconstruction, Military Reconstruction, The Tilden-Hayes Compromise, Conservative/Moderate reconstruction, The KKK, State's Rights, Federal authority, Sharecropping, Amnesty, Jim Crow Laws, Plessy v. Ferguson, Cummins v. Board of Education

OBJ: What are the challenges & changes in desegregating education

Cummins v. Board of Educ. 1890s, Brown V. Board of Education 1954, Autherine Lucy, Little Rock 9, Governor Orville Faubus, Pres. Eisenhower, Ernest Green, Interposition v. The Supremacy clause, NAACP, Thurgood Marshall, James Meredith, "Ole' Miss", Governor Ross Barnett, Pres., John Kennedy, Federal intervention, Gradualism, Integration of Southern schools. Bussing to de-segregate Northern schools, Riots in Plainfield NJ

OBJ: What are the tactics used by the Civil Rights movement to effect change in racial issues and ending Jim crow in Society

Montgomery Bus Boycott, NAACP, Dr. Martin Luther King, Non-violence & Passive resistance, Rev. Ralph Abernathy, SCLC, SNCC, Sit-ins, Greensboro, Freedom Riders, Freedom Summer, the FBI, J. Edgar Hoover, President Lyndon B. Johnson, James Chaney, Mickey Schwerner, Andrew Goodman, March on Washington, I have a Dream Speech, March from Selma to Montgomery, Letters from a Birmingham Jail, Role of the black church

New Jersey Constitution of 1947 - New Jersey Supreme Court decisions (i.e. Hedgpeth and Williams v. Trenton Board of Education) - New Jersey laws in eliminating discrimination and segregation

OBJ: How can we explain the battle between the civil rights activists and pro-segregation.

Eisenhower, JFK, LBJ, MLK, Malcolm X, gradualism, terrorism, the KKK, state v. federal rights, church bombings, assassinations, lynching, Viola Liuzzo, Col. Lemuel Penn, Goodman, Chaney and Schwerner, Mississippi Burning Case

Civil Rights Act, Voting Rights Act, Title IX, Affirmative Action, Roe v. Wade

Transfer Goals

Students will be able to independently apply the lessons of the past "patterns of history" to anticipiate and prepare for the future in regards to race relations.

Students will be able to examine causes and effects to determine causaility in relation to issues and racism, civil rights, and government policy.

Resources

News publications, including but not limited to NYTimes, Washington Post.Textbook: The Americans by Gerard A Danzer 2012

American Yawp - Stanford University: Edited by Joseph Locke and Ben Wright; updated yearly starting in 2019

Who Built America by Christopher Clark et. al 2007

Openstax - Rice University 2003

Taking Sides by William Miller 21st edition 2002

AP Textbook: By the People by James Fraser 2014

Liberty, Equality and Power- Murrin 1999

ADDITIONAL RESOURCES

Primary Sources and Readings on Civil Rights 1960s

I have a Dream Speech reading and video clip - Martin Luther King 1963

Including Malcolm X the Bullet or the Ballot 1964

Brown vs Board of Ed opinion 1954

George Wallace Speech 1963

Civil Rights Act 1964

Including readings and video clips: Birmingham, Little Rock 5 1957

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

Modifications for Text levels/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

DocsTeach (Library of Congress)

Voices of Freedom, Foner

Amsco Review Book

Portrait of America (secondary source anthology)

Give Me Liberty, Foner

American History, Brinkley

March of Liberty, Urofsky & Finkleman

Myth America, Keven Kruse

For the Record (primary source anthology)

The Atlantic Monthly

Dissent in America, Ralph Young (primary source)

Zinn: Voices of a People's History

American Spirit: Bailey/Kennedy (primary)

Taking Sides: Clashing Views in US History

Prom Night in Mississippi

New Visions for Learning

Stanford Thinking Like a Historian

Immigration Political Cartoons

PBS American Experience Video Clips

Facing History

60 Minutes

New York Times

Washington Post

Newsela

Vox Videos

Upfront Magazine

Zinn Education Project

Internet and AI (Gemini, Magicschoolai, etc.)

Diffit

Pear Deck

Albert i.o.

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

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit