Unit 04: Civil Rights and Civil Liberties

Content Area: **Social Studies**
Course(s): **AP US Gov & Pol**
Time Period: **Semester 2**
Length: **3 weeks**
Status: **Published**

Standards

6.1.12.HistoryCC.4.a	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
6.1.12.HistoryUP.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
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.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
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.CivicsPI.13.a	Craft an argument as to 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 laws in eliminating segregation and discrimination.
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.GeoPP.13.a	Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
6.1.12.GeoHE.13.a	Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
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.HistoryCC.13.d	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.
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.
	Governments around the world support universal human rights to varying degrees.

6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

Enduring Understandings

Throughout our nation's history, our Constitution has been clarified through policy creation and case law to protect the liberties and rights of all citizens.

Minority groups, opinions, and thoughts have played a significant role in determining government decisions.

- 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

How has judicial review served an important role in the clarification of civil liberties for all Americans?

How have the courts used the 14th Amendment and the commerce clause to clarify issues involving civil rights and civil liberties?

What social forces surrounded the Civil Rights Movement for African Americans and other minority groups?

Which groups within society have yet to achieve equality? What can we predict for the future of these groups?

Knowledge and Skills

Through exploration of the Bill of Rights and subsequent amendments, students will examine the social and judicial struggle to achieve equal rights for all, and to incorporate liberties into state policy. Students will examine the development of civil liberties and civil rights by judicial interpretation.

How have civil liberties and civil rights developed by judicial interpretation?

- Substantive civil rights and civil liberties
- Overview of how Supreme Court "makes law" in area of civil rights and civil liberties through judicial interpretation
- Impact of the 14th Amendment on the constitutional development of rights and liberties

How has selective incorporation propelled Supreme Court decisions?

- Selective incorporation
- Barron v. Baltimore
- Gitlow v. NY

How have civil liberties been tested in times of crisis?

- Habeas corpus
- Patriot Act

How have 20th century challenges to individual freedoms been clarified by the Supreme Court?

- Engle v. Vitale
- Schenk v. US
- NY Times v. Sullivan
- Tinker v. Des Moines
- Gideon v. Wainwright
- Miranda v. Arizona
- Furman v. Georgia
- Due Process Clause

How did the Civil Rights movement redefine federalism?

- Dred Scott v. Sanford
- Plessy v. Ferguson

Brown v. BOE

Civil Rights Act

Voting Rights Act

Equal Protection Clause

How have women, people with disabilities, Native Americans, homosexuals, etc. been involved in the quest for equal rights?

Griswold v. Connecticut

Roe v. Wade

Right to privacy

Is affirmative action still necessary in the 21st century?

The Regents of University of California v. Bakke

Quotas

University of Michigan rul**ing**

Transfer Goals

Students will be able to independently synthesize how the Constitution has been clarified through policy creation and case law to protect the liberties and rights of all citizens.

Students will be able to independently apply the lessons of the past and the use of the Bill of Rights and other amendments to better understand other historical/current events and issues and anticipate and prepare for the future.

Resources

Textbook:

Ford, Bardes, Schmidt & Shelley, *American Government and Politics Today* (2015-2016 edition)

Amsco Review Book

Additional Resources from WH databases, and articles connected to the content, including primary readings,

historiography, and secondary sources.

News publications, including but not limited to NYTimes, Washington Post.

Upfront Magazine

Pear Deck

Albert i.o.

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

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

Supplemental Sources:

SCOTUS case *Engel v. Vitale*

SCOTUS case *Tinker v. Des Moines*

SCOTUS case *Schenck v. United States*

SCOTUS case *Wisconsin v. Yoder*

SCOTUS case *New York Times v. US*

SCOTUS case *Brown v. BOE*

Digital Sources:

Battle for the Pentagon Papers https://www.c-span.org/video/?292784-1/top-secret-battle-pentagon-papers

Celebrating 50 Years of Free Speech, *Tinker v. Des Moines* https://www.desmoinesregister.com/story/opinion/columnists/2019/02/20/fifty-years-after-free-speech-case-supreme-court-school-freedom-youth-voices-activism-peace-tinkers/2915067002/

***Schenck v. United States* - landmark Supreme Court case https://www.c-span.org/video/?327714-1/supreme-court-landmark-case-schenck-v-united-states**

Eyes on the Prize https://www.youtube.com/watch?v=Ud82QzXO7xw

Civil Rights Movement https://www.pbs.org/video/back-time-civil-rights-clara-luper/

Assessments

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

Modifications

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