

Unit 1: 1815-1900

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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

The American Civil Rights Movement , 11- 12th grade

Unit 1 1815-1900

Belleville Board of Education

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Unit Overview

This unit will begin in 1815 and end in 1900. This unit focuses on various groups that are moving towards civil rights and equality within the United States of America for minority americans, americans with disabilities, and members of te LGBTQ community. This is an extensive unit which covers the beginnings of abolition all the way through the end of the turn of the century.

Enduring Understanding

Students will evaluate the various contributions made in 1815-1900 regarding civil rights for all Americans

Students will assess the validity of supreme court rulings through this time period

Students will identify various groups in need of Civil Rights in the United States

Students will evaluate the effects of various presidents on Civil Rights

Students will examine the instances of racism and segregation that existed

Students will recognize the differences between de jure segregation and de facto segregation

Students will examine the evolution of legislation of the period and their effects

Essential Questions

Why did the U.S. need a civil rights movement in the 1950s and 1960s if America is founded on freedom and equality?

How did the Civil War change the United States of America?

What groups were working towards civil rights before 1900?

What were the goals of these groups?

How were the goals of these various groups achieved and or worked towards?

What role did legislation play in this time period ?

Exit Skills

Identify the benefits (Freedmen's Bureau, Radical Reconstruction, black congressmen, etc.) and drawbacks (KKK, Jim Crow Laws, Black Codes, voting etc.) of Reconstruction for African Americans.

Understand the current day arguments concerning the reparations issue.

Analyze the Reconstruction amendments and their effectiveness

Analyze the policy of assimilation and its effects on Native Americans

Analyze legislation and its effects

Demonstrate the connections

Analyze primary and secondary sources to understand the experiences of minorities during this time period

New Jersey Student Learning Standards (NJSL-S)

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action
	Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
SOC.6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.4	Civil War and Reconstruction (1850–1877)
	Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
SOC.6.1.12.EconNE.4.a	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.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.
	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
SOC.6.1.12.HistoryCC.4.b	Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
SOC.6.1.12.HistoryCA.4.a	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
	Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
SOC.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.
	Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.

SOC.6.1.12.GeoPP.5.a

Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

SOC.6.1.12.EconNE.5.a

Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.

Interdisciplinary Connections

LA.RH.9-10.1

Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LA.RH.9-10.2

Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LA.RH.9-10.3

Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

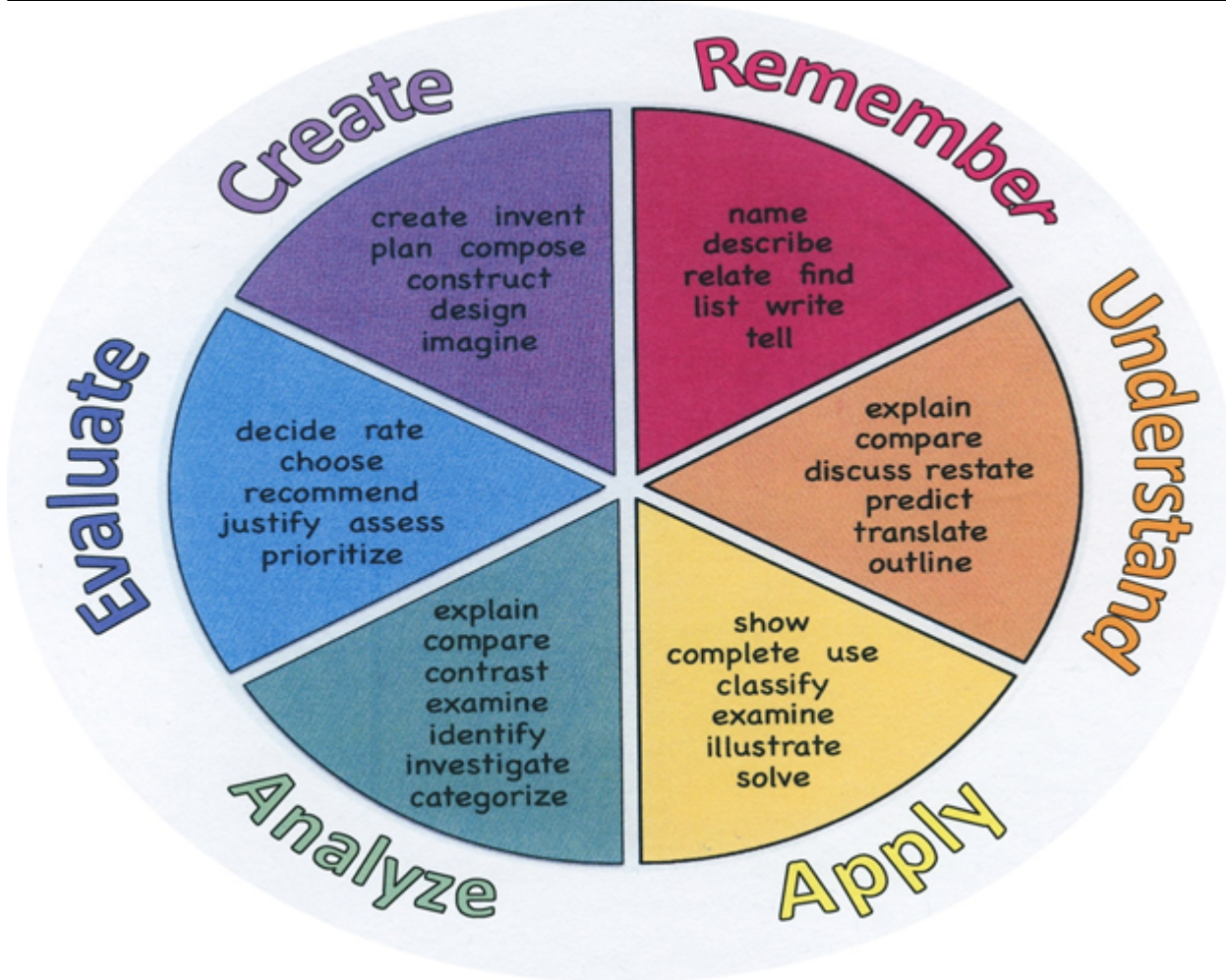
Learning Objectives

1. Identify Key People of the time period
2. Compare and contrast contributions of groups and their tactics
3. Relate to future movements throughout history

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct

Reproduce	Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Divide Examine Graph Interpolate Manipulate Modify Operate Subtract			Revise Rewrite Transform
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Suggested Activities & Best Practices

- Project Based Learning
- Primary Source Analysis
- Class Collaboration
- Comparing and Contrasting time relevant literature and primary sources

- Socratic Seminars
- Use of Oral Histories

Assessment Evidence - Checking for Understanding (CFU)

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to assess students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

Benchmarks (Benchmark)

Unit Tests (summative)

Quizzes (Summative)

PBL (alt)

DBQ's (formative)

Essay Writing (formative)

Socratic Seminar (alt)

Evaluation Rubrics (formative)

Self Assessments (formative)

Compare & Contrast (alt)

Exit Tickets (summative)

- Admit Tickets

- Common Benchmarks
- Compare & Contrast
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- KWL Chart
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Write, Pair, Share
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

HMH United States History Textbook

Voices of Freedom: Oral History of the Civil Rights Movement

Ancillary Resources

Voices of Freedom: Oral History of The Civil Rights Movement

Sheg Stanford: teaching like a Historian

The Teaching Tolerance Program

Facing History and Ourselves Online Platform

Newsela & Common Lit Subscriptions

Zinn Education Project

Civil Rights Teaching

PBS

Technology Infusion

Google Classroom and Google Suite.

Youtube

Icivics

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

Alignment to 21st Century Skills & Technology

WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2). Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

21st Century Skills

Civic Literacy

- Civic Literacy

- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice board
- Group investigations
- Guided Reading
- Independent research and projects
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- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Project-based learning
- Problem-based learning
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Provide modifications as dictated in the student's IEP/504 plan

- additional time for skill mastery

- have student repeat directions to check for understanding

- teacher initiated weekly assignment sheet

- highlighted text visual presentation

- student working with an assigned partner

- modified test length

- modified assignment format

- assistive technology
- computer or electronic device utilizes
- check work frequently for understanding
- secure attention before giving instruction/directions
- shortened assignments
- extended time on tests/ quizzes
- modified test content
- modified test format
- multiple test sessions
- multi-sensory presentation
- preferential seating
- Reduced/shortened written assignments
- printed copy of board work/notes provided

- decreasing the amount of work presented or required
- using videos, illustrations, pictures, and drawings to explain or clarify
- teaching key aspects of a topic. Eliminate nonessential information
- providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- using computer word processing and Google Chrome extensions for translation, spell check and grammar check features
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- reducing the number of answer choices on a multiple choice test
- allowing the use of note cards or open-book during testing
- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes

- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- reducing the number of answer choices on a multiple choice test
- allowing the use of note cards or open-book during testing
- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers

- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Create a blog or social media page about their unit

- Debate issues with research to support arguments
 - Create a plan to solve an issue presented in the class or in a text
 - Complete activities aligned with above grade level text using Benchmark results
 - Flexible skill grouping within a class or across grade level for rigor
 - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
 - Multi-disciplinary unit and/or project
 - Allow students to work at a faster pace
 - Utilize project-based learning for greater depth of knowledge
 - Utilize exploratory connections to higher-grade concepts
-
- Above grade level placement option for qualified students
 - Advanced problem-solving
 - Allow students to work at a faster pace
 - Cluster grouping
 - Complete activities aligned with above grade level text using Benchmark results
 - Create a blog or social media page about their unit
 - Create a plan to solve an issue presented in the class or in a text
 - Debate issues with research to support arguments
 - Flexible skill grouping within a class or across grade level for rigor
 - Higher order, critical & creative thinking skills, and discovery
 - Multi-disciplinary unit and/or project
 - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
 - Utilize exploratory connections to higher-grade concepts
 - Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name: The END of Slavery and The Reconstruction Amendments: Bill of Rights Institute

NJSLS:

Interdisciplinary Connection: Civics, ELA

Statement of Objective:

Students will trace constitutional changes during the period following the Civil War.
Students will consider the principle of equal justice under the law and analyze efforts to advance equal protection during the era of Reconstruction.

Anticipatory Set/Do Now: Use [Handout A: Opinion Check-In](#), think-pair-share format, to poll student opinion regarding the principle of equality.

Learning Activity:

Distribute [Handout B: The Tenth Amendment and Reconstruction Amendments](#), and have students work either individually or in small groups to analyze Amendments 10, 13, 14, and 15. After students have worked through the amendments, reconvene the class to have a few volunteers answer: To what extent and in what ways did the Reconstruction Amendments change the relationship between the state governments and the federal government?

Activity Two [15 minutes]

Distribute [Handout C: Court Cases](#) and have students work in small groups to examine how the Supreme Court has interpreted the Fourteenth Amendment in landmark decisions, Slaughterhouse Cases (1873), the Civil Rights Cases (1883), and Gitlow v. New York (1925).

Distribute [Handout D: Opinion Double-Check](#); have students complete the first page individually, then compare their responses to those on their [Handout A: Opinion Check-In](#). Direct students to move on to page 2, and talk through their responses in small groups. Conduct a whole-class discussion for a few students to share

their responses to page 2.

Student Assessment/CFU's: Google Form Exit Ticket: Conclude the discussion by asking: How, over time, has the relationship between federal and state government been altered by the Fourteenth Amendment? How has this influenced the role of the federal government in U.S. citizens' everyday lives?

Materials: laptop, handouts,

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: research

SOC.6.1.4

Civil War and Reconstruction (1850–1877)

SOC.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.

SOC.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.