Unit 1 Reconstruction- 1950’s: The building up to the Civil Rights Movement Copied from: The American Civil Rights Movement, Copied on: 02/21/22

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

The American Civil Rights Unit, 11- 12th grade

Reconstruction- 1950’s: The building up to the Civil Rights Movement

Belleville Board of Education

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Board Approved:

Unit Overview

This unit will begin with the reconstruction of The United States after the Civil War. Focusing primarily on the Civil War amendments, the transformation from DeFacto to DeJure segregation in the American south. The validity of practices such as sharecropping and the eventual transformation from the Black Codes to Jim Crow Laws. The Unit will also cover the Great Migration and the roles, realities, and rights of African Americans fighting in WWI and WWII. This unit will stand as a build up to the Civil Rights Movement.

Enduring Understanding

Students will examine the positive and negative aspects of the Reconstruction era

Students will recognize the effects of Reconstruction on race relations throughout American history

Students will examine the roles of black leaders of the early 1900s

Students will identify the contributions of African Americans in industry, sports, music and culture in the early 1900s and their effects on America today

Students will examine the instances of racism and segregation that existed in the American south in the post Reconstruction era

Students will examine the roles and treatment of African Americans in the Spanish American War, WWI & WWII

Students will examine the causes and effects of the Great Migration

Students will be able to recognize the effects of the Great Depression on African American society

Students will recognize the opportunities the New Deal provided for African Americans and their influence today

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

Students will examine the evolution of legislation that effected minorities exclusively 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 Reconstruction change life for African Americans?

What new opportunities did African Americans find in the early 1900s?

How was the experience of African Americans different from other groups during the Great Depression?

How does war affect the domestic social politics of a nation?

How did race based organizations use the concept of racial solidarity to meet their goals?

What lasting social and economic changes occurred in the South during and as a result of Reconstruction?

What results of the Reconstruction era are evident in later U.S. history and in modern-day America?

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 in abolishing slavery and promoting equality.

Demonstrate the connection between sharecropping and the cycle of poverty

Analyze primary and secondary sources to understand the experiences of African Americans during this time period.

Label a map tracing the paths of the Great Migration emigrants

Explain the reasons for the rise of the KKK and the popularity of racist social beliefs during the 1920s.

Identify New Deal programs and their effects on the African American population.

Compare and contrast the experiences of blacks and whites during the Great Depression

New Jersey Student Learning Standards (NJSLS-S)

	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
SOC.6.1.12.A.4.a	Analyze 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.
SOC.6.1.12.A.4.c	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
SOC.6.1.12.A.6.c	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.
SOC.6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
SOC.6.1.12.D.4.e	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
SOC.6.1.12.CS11	The Great Depression and World War II: World War II: The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

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.

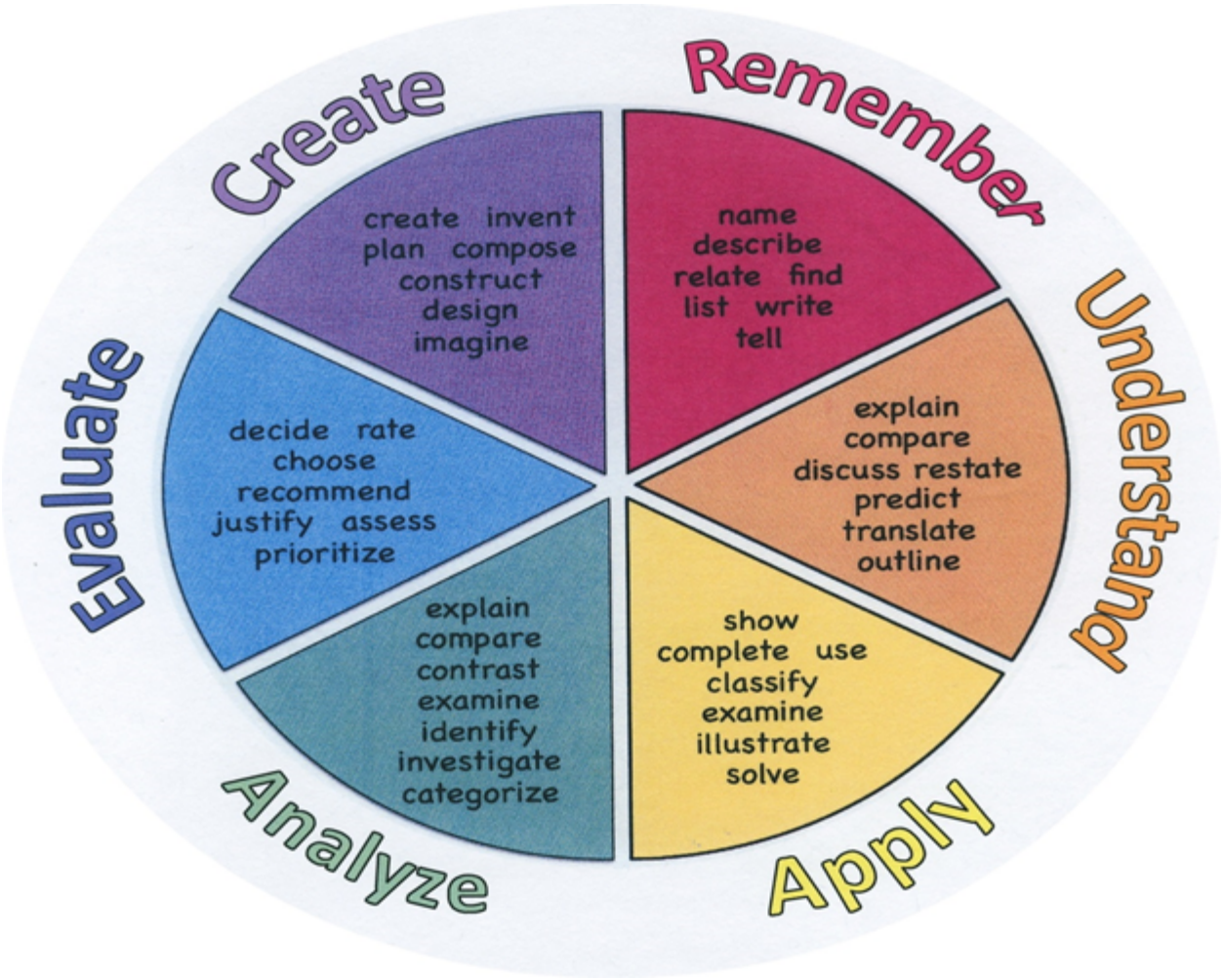
Learning Objectives

1. Analyze the Reconstruction amendments and their effectiveness in abolishing slavery and promoting equality
2. Understand the role racism and segregation played in the decades post reconstruction
3. Identify migration patterns and their effect on African Americans after the Civil War
4. Analyze economic strugles that the African American community faced throughout the country and their origins
5. Analyze the strength and evolution of Jim Crow Laws throughout American History

6. Idenitfy the need for a Civil Righst Movement in the United States of America

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	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



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 access 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)

Slef Assesments (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

Ancillary Resources

Voices of Freedom: Oral History of The Civil Rights Movement

Sheg Standford: teaching like a Historian

The Teaching Tolerance Program

Facing History and Ourselves Online Platform

Newsela & Common Lit Subscriptions

Technology Infusion

Google Classroom and Google Suite.

Youtube

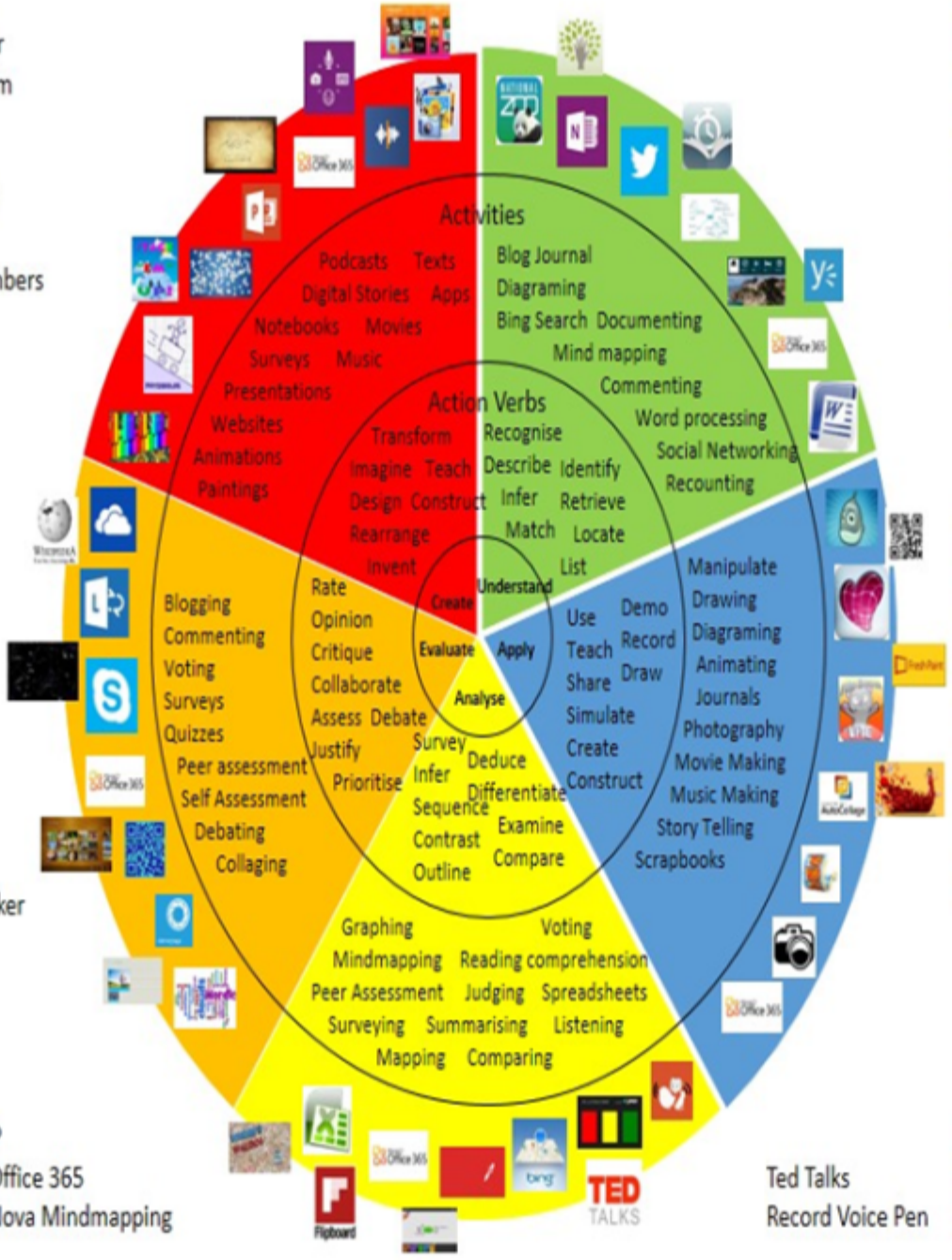
Icivics

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.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

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.
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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 directionsy
- 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
-
- 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

• reduced/shortened reading assignments

• Use open book, study guides, test prototypes

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- decreasing the amount of work presented or required

• using videos, illustrations, pictures, and drawings to explain or clarif

• 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 clarif
- 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 workpresented 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 workpresented 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: MINI PBL: The Great Migration

NJSLS:

Interdisciplinary Connection: Math, Science, Geography

Statement of Objective:

SWDAT Identify and trace the motivations and effects of the Great Migration using data, primary and secondary sources, and content knowledge

Anticipatory Set/Do Now: Launch of the PBL starts with coming up with an Essential Question for the mini project and forming Group hypothesis

Learning Activity: PBL to answer the question: Why did 1,000,000 African Americans migrate from the South to the North in 1916-1930?

Student Assessment/CFU's: Formative CFUs end of the period, final presentation and tri fold

Materials: laptop, handouts, tri fold supplies

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: research

Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.

SOC.6.1.12.C.8.a	Analyze the push-pull factors that led to the Great Migration.
SOC.6.1.12.D.8.a	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.