Unit 5: Civil Rights and Civil Liberties Copied from: US Govt & Politics AP, Copied on: 02/21/22

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Belleville Public Schools

Curriculum Guide

United States Government and Politics Advanced Placement:

Grades 11 & 12

Unit 5: Civil Rights and Civil Liberties

Belleville Board of Education

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Unit Overview

Unit 5 Civil Rights and Civil Liberties

a. The development of civil liberties and civil rights by judicial interpretation

b. Knowledge of substantive rights and liberties

c. The impact of the Fourteenth Amendment on the Constitutional development of rights and liberties

Enduring Understanding

Students should understand and be able to explain the origins and development of the civil rights movement; how did the diverse disadvantaged minority groups within American society learn from, and react to each other, in their quest for legal equality.

Essential Questions

Q1. What is the definition of civil liberties and how does it differ from civil rights?

Q2. How has the Bill of Rights influenced the development of our national character? Which amendments

are the most universally accepted, which are still controversial?

Q3. What was the purpose of incorporation, and how does it differ from selective incorporation?

Q4. During times of national crisis, is it appropriate to limit civil liberties?

Q5. Have some amendments within the Bill of Rights become obsolete over time? Should they be removed?

Q6. How do we define, defend, and use the right to privacy?

Q7. Why did the road to equality for all Americans take so long to achieve?

Q8. Explain the origins and development of the civil rights movement; how did the diverse disadvantaged minority groups within American society learn from, and react to each other, in their quest for legal equality.

Q9. Have social action programs and civil rights legislation effectively reduced discrimination and achieved equity in American Society? If not, what groups continue to struggle for legal equality?

Q10. Is equality attainable under the law? How could the United States achieve equality?

Q11. How did the addition of the Fourteenth Amendment to the Constitution expand all of the other amendment's applicability?

Q12. How does the Supreme Court influence the interpretation of the Constitution, and thus its influence on the daily lives of US citizens?

Q13. How does the socio-political culture influence the rights of US citizens?

Exit Skills

U1. How governmental Policies affect the daily lives of individuals. Citizens of the United States have various rights outlined in the US Constitution and can influence the policies and rights they have.

U2. Why civil Rights and civil liberties are an important aspect of American citizenship and should be protected by the institutions of government.

U3. Explain how the adoption of the 14th amendment, the Bill of Rights has been incorporated through a series of court cases, amendments, and legislation.

U4. Explain the extension of civil rights for all American citizens has been a tumultuous journey for equality.

U5. Civil Liberties are the personal rights and freedoms that the federal government cannot abridge, either by law, constitution, or judicial interpretation. These are limitations on the power of government to restrain or dictate how individuals act.

U6. Sociopolitical Culture can influence the interpretation of the Constitution, and thus affect the rights of individuals.

Vocabulary

Racism, Civil Rights, Segregate, Integrate, Jim Crow Laws, Poll Tax, Literacy Tests

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.8	Postwar United States (1945 to early 1970s)
SOC.6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
SOC.6.1.12.A.13	Civics, Government, and Human Rights
SOC.6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities.
SOC.6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
SOC.6.1.12.D.13.b	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
SOC.6.1.12.D.13.c	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.
SOC.6.1.12.CS13	Postwar United States: Civil Rights and Social Change: The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.
SOC.6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
SOC.6.3.12.D	History, Culture, and Perspectives
SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

Interdisciplinary Connections

x LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

0xLA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
0xLA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
0xLA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
0xLA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
0xLA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
0xLA.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
0xTECH.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.
0xTECH.8.1.12.A.CS1	Understand and use technology systems.

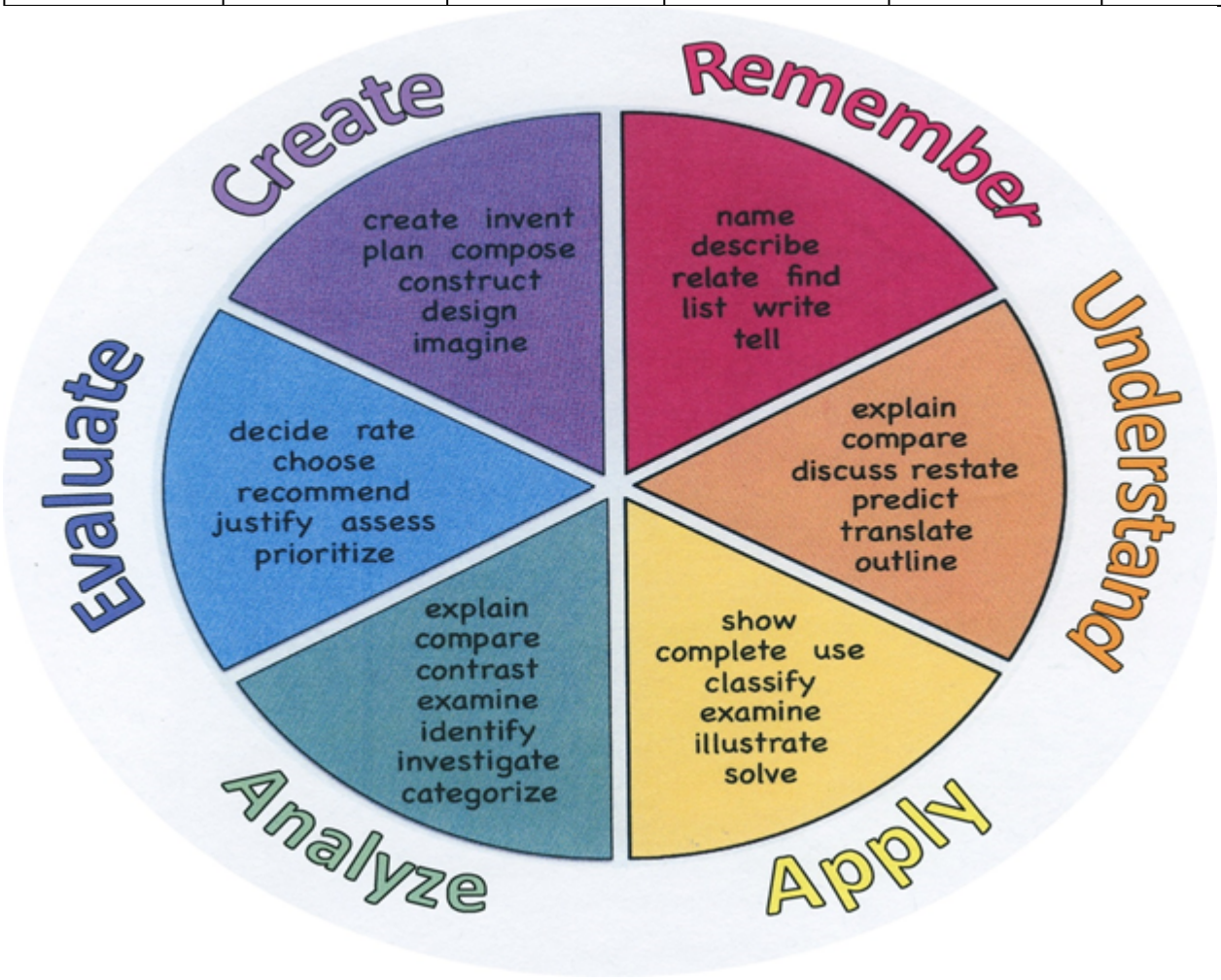
Learning Objectives

Students will be able to explain the origins and development of the civil rights movement and how did the diverse disadvantaged minority groups within American society learn from, and react to each other, in their quest for legal equity.

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 Quote Recall Recognize Repeat Reproduce	Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Discriminate Illustrate Outline Point out Separate	Test	Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

- What Do Best Practices Look Like? Classrooms that exemplify best practices are easy to detect as soon as you enter the room. • Project materials and books are numerous. • Students are engaged and focused on their work. • Teachers often use

collaborative and/or authentic tasks that place students at the center of the learning process. • Seating arrangements are clustered, varied and functional with multiinstructional areas. • Classrooms are activity-based spaces as opposed to places to “sit and get” lectures. • Teachers are actively engaged with different groups and students are anxious to enlist visitors in their various tasks or assignments. • There is a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment..

Assessment Evidence - Checking for Understanding (CFU)

• Exit Tickets-formative assessment
• Admit Tickets
• Common benchmarks
• Evaluation rubrics
• Self- assessments
• Unit tests-summative assessment
• Quizzes

Create a Multimedia poster-benchmark assessment

Written reports-alternate assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining

- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Text(s):

MaGruder's American Government Textbook, 2009 - Prentice Hall , Upper Saddle River, New Jersey

Supplemental Readings:

The United States Constitution

The United States Patriot Act.

We The People: The Citizen and the Constitution (Level 3) Center for Civic Education, Calabasas California.

Multiple-Choice & Free Response Questions in Preparation for the United States Government and Politics Examination (5th

Edition) Ethel Wood and Maria Schmidt D&S Marketing Systems, Inc. Classroom subscription to *The New York Times*

Classroom subscription to *The New York Times Upfront* Teacher provided articles
from *Newsweek* and *Time* Magazine The Most Recent Editions of the Following Study Guides:

Kaplan AP US Government and Politics

Cracking the AP US Government and Politics Exam

Ancillary Resources

Lap tops, LCD Projector, Internet, Websites, Library. Collegeboards.com, Oyez.org.

Technology Infusion

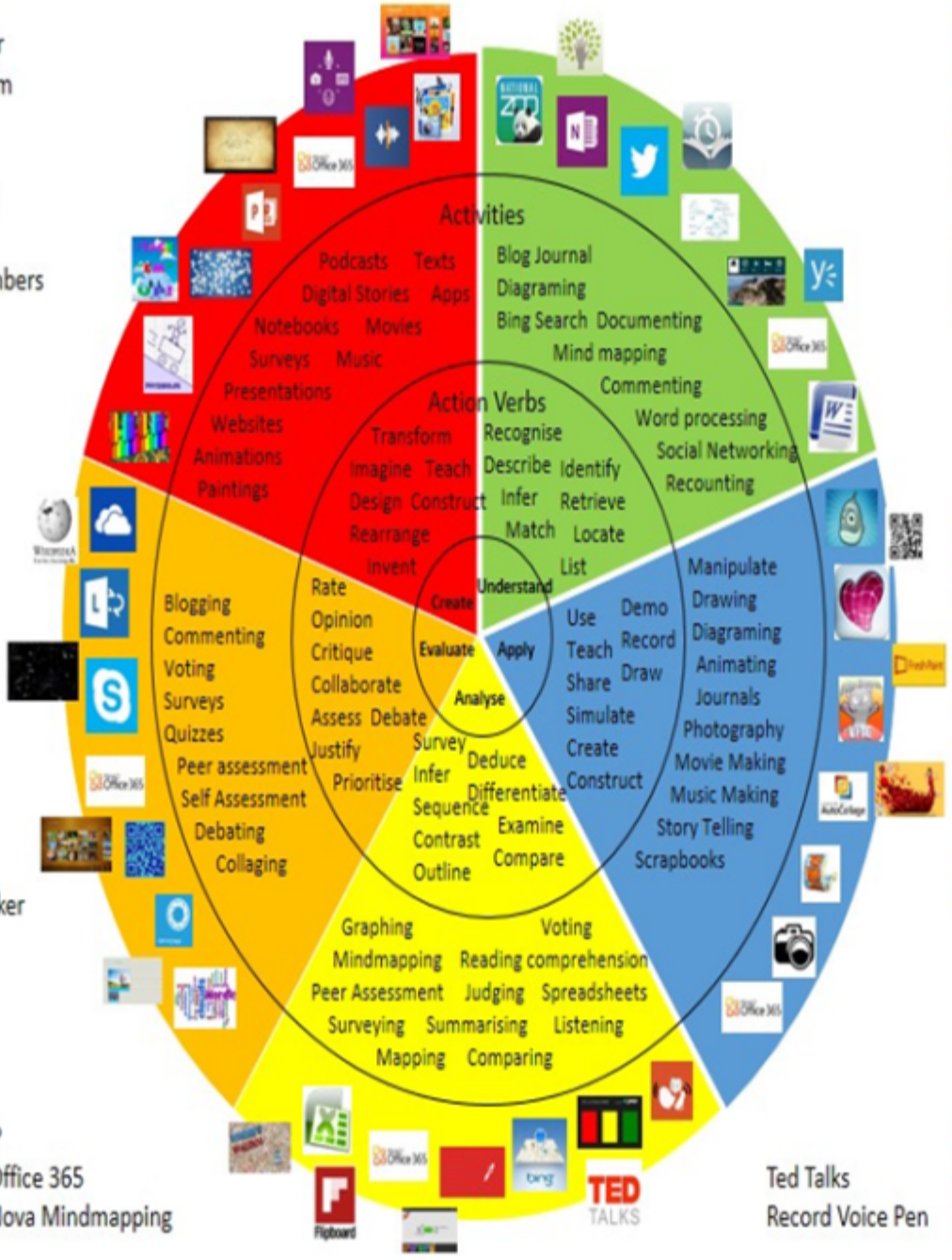
Students will utilize: Chrome books, the Internet, Google Classroom and other technologies such as The Cornell on line Library and our on-line text book.

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

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century Skills/Interdisciplinary Themes

0x • Global Awareness
0x • Financial, Economic, Business and Entrepreneurial Literacy
0x • Civic Literacy
0x • Health Literacy
0x • Environmental Literacy

- 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

21st Century Skills

0x • Communication and Collaboration

0x • Information Literacy
0x • Media Literacy
0x • ICT (Information, Communications and Technology) Literacy
0x • Life and Career Skills
0x • Creativity and Innovation
0x • Critical thinking and Problem Solving

- 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
-

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards

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

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- 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)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- 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

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- 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)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- 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

Unit Name: New Civil Rights

NJSLS:linked

Interdisciplinary Connection:Linked

Statement of Objective: SWDAT Understand and articulate what the Civil Rights Movement was and Articulate their opinions.

Anticipatory Set/Do Now:Liked Day 1

Learning Activity: Students will researching and reporting chapter 20-22 the Civil Rights movement. They wi ll understand key terms, Laws and Actions.

Student Assessment/CFU's:Linked Well written assignment, while also being able to articulate their opinions.

Materials: Laptop, Internet, LCD, Text Maps, handouts,

21st Century Themes and Skills: Linked

Differentiation: Pair grouping, these pairs are put together during the first few weeks of school and will change during the school year to improve success.

Integration of Technology: During group research, students will utilize laptops if available or cellphones to access the INTERNET. https://www.library.cornell.edu/