Unit 4: Social Change at Home Through the 1970s

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **5 Weeks**
Status: **Published**

Summary

In the two part United States History sequence (US History I and US History II), students serve as novice historians as they engage in historical inquiry and refine key skills necessary for success in the 21st century. In order to do so, the curriculum is designed around three central pillars: core understandings that cut across eras, development of transferable skills, and connecting historical and current events.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Sourcing - identify and explain the significance of a source's point of view, purpose, historical context, and intended audience
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a historically defensible claim and support it with evidence, both in writing and orally
- Analytical Writing - Formulate an argument in response to a prompt question that is supported with evidence
- Speaking and Listening - Engage in collaborative discussions by building on others' ideas and concretely and persuasively expressing one's own

The following core understandings cut across historical eras. As such, students have the opportunity to draw connections between events, analyze historical patternization, and speculate about future occurrence in our republic:

1. While marked by unique circumstances, periods of migration and subsequent settlement are often motivated

by a desire of one group to expand opportunities and access, often at the expense of another.

2. While America's commitment to democracy has served as a guiding principle, a source of stability, and an example to other countries, its inconsistent implementation has also resulted in tension, conflict, and unequal access at home and abroad.

3. Significant social change requires the coordinated and sustained efforts of countless individuals and groups; this change is often gradual, requires the use of various tactics, and is met with resistance that must then be counteracted.

4. Power relations between individuals, groups, or governments are ever-changing; attempts to exert influence, expand access, and assert control often lead to both intended and unintended consequences.

5. The American experience is rooted in the cultures, traditions, and contributions of various individuals and groups who have intersectional identities; a discussion of the contributions of diverse cultures, groups, and individuals offers a more complete understanding of US history.

This unit is part of the larger aforementioned course sequence and specifically focuses on domestic social change during the Cold War era where students will understand that post-World War II, the United States underwent a period of radical transformation driven by fear, conformity, and maintenance of the "status quo." Students will learn that resistance to the status quo and mainstream culture and a desire to create lasting and meaningful change led to social and counter-culture movements. By the end of this unit, students will be able to contextualize these domestic events within the greater scope of global events of the Cold War. Students will assess the responses of the US government during this time period, including limiting and expanding civil liberties through presidents' policies and legislation to address discriminiation, segregation, immigration, equal access to education, and protection under the law.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

This course fulfills one of three units in Social Studies course work required by both Cranford High School and the state of New Jersey for graduation.

Revision Date: August 2022

Standards

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.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.

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.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.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.

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.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation.

6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit

spending, employment, education).

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.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.

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.

6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement

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.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

LA.RH.9-10.1 - [Progress Indicator] - 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 - [Progress Indicator] - 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 - [Progress Indicator] - 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.

LA.RH.9-10.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

LA.RH.9-10.6 - [Progress Indicator] - Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LA.RH.9-10.8 - [Progress Indicator] - Assess the extent to which the reasoning and evidence in a text support the author's claims.

LA.RH.9-10.9 - [Progress Indicator] - Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

LA.RH.9-10.10 - [Progress Indicator] - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

LA.RST.9-10.1 - [Progress Indicator] - Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

LA.RST.9-10.2 - [Progress Indicator] - Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

LA.WHST.9-10.1.A - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LA.WHST.9-10.1.C - Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.WHST.9-10.1.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.WHST.9-10.1.E - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.2.A - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and

multimedia when useful to aiding comprehension.

LA.WHST.9-10.2.B - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.WHST.9-10.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LA.WHST.9-10.2.D - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LA.WHST.9-10.2.E - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.WHST.9-10.2.F - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.4 - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.9-10.5 - [Progress Indicator] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LA.WHST.9-10.6 - [Progress Indicator] - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.WHST.9-10.7 - [Progress Indicator] - 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.

LA.WHST.9-10.8 - [Progress Indicator] - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LA.WHST.9-10.9 - [Progress Indicator] - Draw evidence from informational texts to support analysis, reflection, and research.

LA.WHST.9-10.10 - [Progress Indicator] - 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.

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.EG.5: Relate a country’s economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a

new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

SEL.PK-12.3.1 - [Sub-Competency] - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.2 - [Sub-Competency] - Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds

SEL.PK-12.3.3 - [Sub-Competency] - Demonstrate an understanding of the need for mutual respect when viewpoints differ

PFL.9.1.12.F.1 - Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity and religious tolerance.

This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent did social movements increase rights and freedom for people of color, women, and the LGBTQIA+ community in the United States during the 1950s and 60s?
- To what extent did the Civil Rights Movement achieve its objectives?

Enduring Understandings:

- The United States underwent a period of radical transformation driven by different social movements that sometimes collaborated to achieve their aims ranging from legislative reform to revolution

- The US government's reaction to these movements fell across a spectrum including acceptance, co-option, and outright suppression

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): Second Red Scare, conformity, President Truman, President Eisenhower, House Un-American Committee, Hollywood Ten, McCarthyism, Julius and Ethel Rosenberg, Federal Employee Loyalty Program, Lavender Scare, Daughters of Bilitis, One, Inc. v. Olesen, Sputnik, Space Race, NASA, National Education Defense Act, GI Bill of rights, Levittowns, "white flight", redlining, rock-and-roll, Beatniks, Civil Rights Movement, Brown vs. Board of Education, Emmet Till, Montgomery Bus Boycott, Rosa Parks, Claudette Colvin, Little Rock Nine, President John F. Kennedy, President Lyndon B. Johnson, "Great Society," Women's Movement, Feminine Mystique, National Organization for Women, Latino Equality Movement, Cesar Chavez, United Farm Workers, Brown Berets, Young Lords, American Indian Movement, Alcatraz, Standoff at Oglala, Japanese American Citizen League, Hippie Movement, Woodstock, Environmental Movement, Rachel Carson's "Silent Spring", Earth Day, climate change, Pure Food and Drug Administration, LGBTQIA+ Movement, Stonewall, Marsha P. Johnson, SNCC, SCLC, non-violent protests, Dr. Martin Luther King Jr., Malcolm X, black nationalism, Black Power Movement, Black Panthers, Fred Hamtpon, Freedom Riders, March on Washington, Civil Rights Act of 1964, Freedom Summer, Selma March, Voting Rights Act of 1965, Newark and Detroit Rebellions, Watts Riots, 24th Amendment, Affirmative Action, anti-war movement, 1968 Democratic Convention, Kent State and Jackson State, President Gerald Ford

- The major events of the 1950s can be contextualized via the lens of paranoia, fear and conformity.

- The Space Race with the Soviet Union and the creation of NASA acted as a catalyst for US education reform emphasizing mathematics and science.

- The GI Bill assisted returning veterans with education, low interest loans, and other benefits to provide opportunities and support while returning to civilian life.

- The Post-WWII Era redefined the roles of men and women.

- The 1950s was categorized by the emergence of the "American Dream" ideal.

- Franchises and Levittowns exemplified the lens of conformity as applied to the economy.

- Ford's Model - T became a symbol of status in American culture.

- Black Americans were largely segregated from the dominant culture of the 1950s, but significantly influenced the counterculture.

- The American Dream was difficult to achieve for groups outside of white nuclear families.
- WWII's desegregation efforts and the largescale role of African Americans during the war led to the desire for further changes at home, and a growing Civil Rights Movement
- The methods of the Civil Rights Movement groups to bring about change were largely non-violent, peaceful protests such as sit-ins and boycotts.
- Non-violent methods of the Civil Rights Movement groups were often met with violent resistance from Southerners seeking to maintain inequality, discriminiation and segregation.
- The 1960s were marked by an "era of activism" for many groups facing discrimination and injustices such as women, African Americans, Latinos, Indigenous groups, differently abled and LGBTQIA+ communities.

Students will be skilled at:

- Examining the way in which the events of the Second Red Scare threaten the Civil Liberties of Americans.
- Making connections between the Red Scare and the Lavender Scare.
- Determining the impact of the controversial execution of Julius and Ethel Rosenberg.
- Establishing cause and effect between global events and the domestic tactic of accusing people of "disloyalty" towards the US government known as McCarthyism.
- Identifying the steps which President Truman took to stabilize the government and advance civil rights on the home front.
- Discussing the Moon Landing of 1969 as a symbolic moment for the nation and Cold War efforts.
- Evaluating the overt and covert intentions of the interstate highway system.
- Comparing and Contrasting the post WWI prosperity of the 1920s with the post WWII prosperity of the 1950s for the roles of women, buying on credit, consumerism etc.
- Defining the demographic makeup and characteristics of the Beat Movement subculture.
- Explaining how rock 'n' roll challenged middle class values of the 1950s.
- Establishing cause and effect between the 1950s culture and technology and the 1960 election of John F. Kennedy.
- Evaluating the successes and challenges of the foreign and domestic policies of John F. Kennedy's "New Frontier."
- Examining LBJ's experiences which led him to be JFK's running mate and later deemed a "master" politician.
- Evaluating LBJ's "Great Society" plan for education, immigration, the environment and other

domestic issues.

- Assessing the impact of students, individuals, groups and leaders of the Civil Rights Movement.
- Examining the surge of Civil Rights activism in response to Emmet Till's wrongful death in Mississippi, exposing the injustices of the Jim Crow South.
- Recognizing and defining the major pieces of legislation which resulted from the Civil Rights Movement, such as the Civil Rights Act of 1964 and the Voting Rights Act of 1965.
- Comparing and contrasting civil rights issues of the South to that of the North, particularly urban cities.
- Discussing the change of leadership and tactics of the Civil Rights Movement of the 1960s compared to that of the 1950s.
- Examining the demographics of the US military during the Vietnam War.
- Explaining how and why many student-aged individuals protested the war in Vietnam.
- Evaluating Nixon's leadership at home and abroad as the Vietnam War ended.
- Identifying the major leaders and movements of the:
    - Latino Equality Movement
    - American Indian Movement
    - Environmental Movement
    - Hippie Movement
    - LGBTQIA+ Movement
    - Anti-War Movement.
- Comparing and contrasting the involvement of women in the antiwar movement and civil rights movement to that of women in the Antebellum Reform Movements.
- Evaluating the successes and challenges of each movement during the "era of activism."
- Connecting events of this unit to specific New Jersey events and locations.
- Examining, analyzing and interpreting primary and secondary source documents to determine application by historians.
- Working independently and collaboratively to present their comprehension and understanding.
- Contextualizing events and sources within a broader historical timeline to describe the circumstances surrounding the topic.
- Interpreting multiple perspectives to compare and contrast varying viewpoints of a specific topic for relative similarities and differences.

- Writing with evidence to support an original claim.
- Creating a claim to respond to a prompt.
- Establishing cause and effect relationships between events and time periods. This includes both short and long term factors to be explained in connection to the topic.

Learning Plan

This learning plan includes but is not limited to the following learning strategies:

- **HUAC Mock Committee:** Students will act as either members of the HUAC committee or individuals accused/representing the accused of being members of the Communist party. Students will research the figures they are assigned to represent and attempt to question or defend accused Americans in a "trial." Afterwards, students will discuss the effects of such trials on individuals accused and American society as a whole, and whether the use of such trials is justified.
- **Lavender Scare Mind Map**: Students will work in groups to investigate the successes and challenges to the LGBTQIA+ movement throughout the 1950s using the PBS Website. Students will illustrate their findings through the creation of a mind map which highlights significant figures, events, laws, and organizations which contributed to the goal of greater rights, as well as the ways in which members of the LGBTQIA+ community have been discriminated against.
- **Space Race "Interview"**: Students will create a mock interview dialogue between a fictitious journalist and real-life person involved in the Space Race against the Soviet Union. Students will focus on significant events, multiple perspectives and challenges faced by those involved, and how the Space Race served as a turning point. Students may focus on brinkmanship, NASA, the Moon Landing, National Education Defense Act and the contributions of individuals such as Katherine Johnson, Dorothy Vaughan, Alan Shepard, and Neil Armstrong.
- **1950s Housing Investigation Project**: Students will first watch a video on the origins of Redlining and Housing Segregation. Students will then use two interactive map websites to first investigate how racial housing segregation has impacted New Jersey, and then use another map to investigate New Jersey Opportunity Resources. Students will reflect on access to resources and their correlation with housing demographics. Students will also reflect on their own town and how it has been impacted by the creation of suburban towns in the 1950s.
- **1950s Conformity and Counterculture:** Students will analyze 1950s conformity and counterculture through investigation of primary sources such as Rock and Roll songs, consumer ads, Beatniks poetry, and newspaper articles. Students will assess how conformity was pushed and challenged in the media, the targeted audiences of each type of media, and the messages being portrayed in 1950s media.
- **1950s Family- Comparison to Today:** Students will watch a clip or episode from the television show "Leave it to Beaver" and analyze its portrayal of white suburban America and the nuclear family. Students will then watch a clip from "Modern Family" to compare and contrast how media portrayals of everyday American families have changed over time.

- **Brown v. Board of Education and Little Rock Nine Case Study**: Students will read about the landmark court case of Brown v. Board of Education and how the Little Rock Nine executed their rights under the ruling. Students will then analyze the famous "Scream Image" of Little Rock Nine and firsthand accounts to analyze the challenges to school integration and implementing change.

- **Era of Activism Hall of Fame:** After the instructor has introduced the major movements of the Civil Rights era, students will work collaboratively to select an early Civil Rights Activist and create an argument using evidence (contributions, impact, successes, overcoming challenges, etc.) to induct this leader into the Hall of Fame. Students may pick a leader from the early Civil Rights Movement, American Indian Movement, Latino Equality Movement, or Women's Movement. Showcased individuals and groups may include but are not limited to: Claudette Colvin, the Little Rock Nine, Cesar Chavez, United Farm Workers, the Brown Berets, Young Lords, George Mitchell, Dennis Banks, Clyde Bellecourt, Grace Lee Boggs, Yuri Kochiyama, Betty Friedan, NOW, the Japanese American Citizens League, Patsy Mink, Judy Heumann, and Ed Roberts. Students will then "visit" the Hall of Fame to investigate these significant figures and draw conclusions on how social change can be achieved.

- **JFK- Expectations vs. Reality:** Students will first analyze photographs and media related to JFK and his campaign for the presidency to make predictions on changes he will make as president. Students will then read about JFK's actions through secondary sources and write a comparison about how JFK's expected time as president compared to the reality.

- **LBJ's Great Society Billboards:** Students will choose one of the programs created from LBJ's Great Society and illustrate a billboard either digitally or by hand that represents the change made through the program and how it impacted society. Students will include an image and slogan for their billboard as well as a separate caption highlighting how their billboard represents the social program.

- **Environmental Movement Socratic Seminar:** Students will investigate the origins of environmental activism through viewing a video on Rachel Carson's Silent Spring and listening to excerpts from Throughline's "Force of Nature" Podcast episode. After students listen to environmental concerns and ways in which they were addressed by American citizens and the government, students will engage in a full class discussion through questions such as, "How did the government previously treat the environment and natural resources? Why were people concerned about government and business environmental practices? To what extent have environmental issues from the 1950s-70s been addressed by the U.S. government and corporations? How do examples from the sources on treatment of the environment relate to events in the news today?"

- **Civil Rights Organizations Quote Analysis**: Students will investigate quotes from major leaders of the Civil Rights movement including but not limited to Martin Luther King Jr, Malcolm X, Stokely Carmichael, and John Lewis. Students will read quotes without knowing who said them and compare messages of major leaders. Students will then be revealed to the author of each quote and reflect on how quotes challenge misconceptions of Civil Rights leaders.

- **Civil Rights Movie Analysis:** Students will watch the movie Selma and answer analysis questions on organizing the Civil Rights Movement, non-violent tactics, and the role of local and federal government in the passing and enforcement of the Civil Rights Act and Voting Rights Act.

- **Challenging Misconceptions of the Black Power Movement:** Students will first share their understandings of the Black Power Movement and Black Panther Party and then investigate through a critical analysis what the Black Power Movement stood for and the change that the Black Panther party was attempting. Students will analyze primary and secondary source documents on the creation and actions of the Black Panther Party and Black Power Movement. Students will also learn about the

assassination of Fred Hampton and address how their source investigation challenged, complicated, or confirmed their previous understanding of the Black Power Movement and the government's role in removing leaders of the movement.

- **Addressing Racism and Discrimination in the North**: Students will investigate primary and secondary sources on the rebellions of Newark and Detroit and the Watts Riot to determine the causes of the events and reflect on how racism and discrimination were still rampant in the North post-Civil Rights movement. Students will compare the way the events are described by newspapers at the time to how they are recalled by individuals present at the events 50 years later to analyze point of view and multiple perspectives.

- **Changes in Immigration Policy:** Students will analyze maps, graphs, the 1965 Immigration and Nationality Act, and primary accounts on immigrating to America to determine how a shift in immigration policy increased the number of Asian immigrants in the United States. Students will also reflect on how changes in immigration policy also impacted the stereotype of Asian immigrants and Asian Americans as a "model minority" and how that continues to affect Asian Americans today.

- **Chicano Movement Visual Timeline:** Students will work in groups and be assigned a time period in the Latino Civil Rights movement. Students will research significant events which occurred during their time period and work together to create visuals that encapsulate the significance of their time period. Students will then connect their visuals in chronological order and examine the change over time that has occurred within the Chicano Movement.

- **American Indian Movement Case Study:** Students will examine different protest tactics used by Indigenous People such as the occupying of Alcatraz, Mount Rushmore, Bureau of Indian Affairs and Wounded Knee, the "longest walk", and the creation of "Survival schools." Students will compare these tactics to others used in civil rights movements and determine the extent to which Indigenous Peoples saw an expansion of civil rights during this time.

- **Women's Movement Analysis:** Students will use primary and secondary sources to learn about major figures and organizations which formed the women's movement in the 1960s. Students will examine the issues that women attempted to address through organizations such as NOW and the National Black Feminist Organization (NFBO). Students will address the successes and shortcomings of the women's movement through their examination of sources and write an analytical response addressing one of the following questions, "To what extent was the 1950s and 60s Women's Movement successful in achieving its goals?" "To what extent was the mainstream women's movement inclusive for all women?" "How can movements such as the women's movement attempt to change societal norms and expectations?"

- **Asian Americans and Social Justice Inquiry Based Lesson**: Students will address the question, "How have Asian Americans contributed to social activism?" by examining the role of Filipino farmers in the Delano Grape Strike, the role of Asian American women such as Grace Lee Boggs and Yuri Kochiyama in the Black Power Movement, and the Third World Liberation Front Strike. Students will examine the ways in which Asian Americans have fought for expansion of not only their own civil rights, but also the rights of oppressed Americans of varying racial, ethnic, and socio-economic identities. Students will use primary and secondary sources to address the central question.

- **Stonewall Inquiry Based Lesson:** Students will address the question, "What were the causes of the Stonewall Riots?" by analyzing primary source accounts of the event. Students will investigate the role of Black transgender women in the LGBTQIA+ movement and attempts to expand civil rights for LGBTQIA+ people.

- **Analyzing the Anti-War Movement:** Students will address the question, "Why were Americans protesting the Vietnam War?" by reading speech excerpts from John Kerry and Martin Luther King Jr and listening to one anti-war song of their choice to analyze the multiple reasons why the Vietnam war was protested. Students will assess multiple perspectives to gain a nuanced understanding of the anti-war movement.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

Do Nows/ Exit Slips, Class Activities, Homework, Quizzes

Summative Assessments:

Unit Tests including Multiple Choice, Free (Paragraph-length) response questions, and Source Analysis

Alternative Assessments:

-1950s Pamphlet: Students will create a pamphlet that describes life in the 1950s. Student pamphlets include major events/ aspects of the 1950s including housing, conformity, consumerism, the Second Red Scare, and at least one of the early Civil Rights movements (including Women's Movement, American Indian Movement, African American early Civil Rights Movement, Chicano Movement, etc.)

-Civil Rights Movement Museum: Students will collect photos and online artifacts that represent major aspects of the Civil Rights Movement to create their online "museum." Students will add a written description of their artifacts to explain how they represent major events in the Civil Rights movement and their long term impact on today. Students will include artifacts from the Civil Rights Movement in the North and South.

- Podcast Project: After listening to Nice Try! - Levittown/Concord Park: Utopia in Our Backyard, students will research a historical hallmark of 1950s America and use the podcast lab to create their own podcast where

they will inform listeners of their chosen topic and discuss its historical significance and legacy.

Benchmark Assessment:

Written Responses to Document Analysis Questions

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course:Core Book List

The following are approved resources that teachers can include to further unit related objectives:

Primary Sources:

- Advertisements of the 1950s (automobiles, consumer ads)
- Betty Friedan's "Feminine Mystique" excerpts
- Stonewall Uprising The New York Daily News "Queen Bees are Stinging Mad"

Choices Program Unit: The U.S. Role in a Changing World

- Part I: A Changing World (post WWII)

Choices Program Unit: Civics Lesson for Student Engagement

- Oral Histories: Students in the Civil Rights Movement

Warriors Don't Cry by Melba Pattillo Beals

Episodes/Clips of I Love Lucy, Leave It to Beaver, and Father Knows Best

- How do these episodes show issues or caricatures of a particular race, social class structure, roles of women and children, or American life and culture in a particular setting.

Library of Congress - African Americans At War: Fighting Two Battles

SNCC Digital Gateway - Voices, Timeline, etc.

Resistance and Revolution: The Anti-Vietnam War Movement Exhibit at the University of Michigan

Nice Try! - Levittown/Concord Park: Utopia in Our Backyard Podcast

NPR Redlining Video (beginning at 0:13)

NJ Interactive Map: Housing Segregation in New Jersey

NJ.gov New Jersey Opportunity Zones Resource Center- Opportunity Zones Mapping Tools

The History You Didn't Learn: Lavender Scare Video

Stonewall Riots SHEG

NPR 6 Minute Listen and Article: "Before there was Rosa Parks there was Claudette Colvin"

PBS: Rachel Carson and Silent Spring Video

NPR Throughline: Force of Nature Podcast- How Earth Day became an annual celebration

Selma Film

Black Power Movement SHEG

Zinn Project: Teaching the Black Panthers' Ten Point Program

Smithsonian Magazine "Understanding Detriot's 1967 Upheaval 50 Years Later"

Democracy Now! Video,"The Rebellions that Changed U.S. History: Looking Back at the 1967 Newark & Detroit Uprisings"

Rosa Parks life story lesson plan

Latino Civil Rights Timeline, 1903 to 2006 Learning for Justice

Native American Activism: 1960 to Present

COINTELPRO Lesson Plan

Role Play: What we don't learn about the Black Panther Party

PBS: "Milestones in the American Gay Rights Movement" Timeline

Asian American Profiles in the People's History of the United States

Library of Congress 1962: United Farm Workers Union: A Latinx Resource Guide

The Student Strike That Changed Higher Ed Forever NPR's Code Switch

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.