Unit 4: Power to the People

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

Summary

The civics course prompts students to examine the fundamentals of our democratic republic, including institutions, founding documents, essential rights, and civic responsibilities. Students explore how they can become more civically engaged in different capacities and during different phases of their life. Problem-based learning is a hallmark of the course where students are encouraged to explore issues currently affecting the communities they operate in and how they might solve or address them. Students leave the course with greater civic competence needed to be a productive and proud citizen in their local, national, and global communities.

This unit is part of the larger aforementioned course sequence and specifically focuses on the power citizens have to enact changes. Students will understand that lifelong citizen engagement and participation in the community is necessary for our democracy to continue, and the cohesiveness of our democratic society today is a product of the contributions of historical and current leaders and citizens. By the end of this unit, students will be able to draw connections between past and present civil rights movements of historically marginalized groups, examining how civil action can influence legislation on the local, state, and federal level. Students will engage in comparative analysis both across historical time periods and among social movements to examine throughlines in civic action, and draw their own conclusions as to how best address issues of inequality. Students will culminate their investigation of civil action through their own civil action research project, which will include the ability to share with government officials student proposals that attempt to address an issue they see within the United States.

Revision Date: August 2023

Standards

- 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
- 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.
- 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
- 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
- 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to

climate change.

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- 8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.
- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

- RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

- WHST.6-8.1. Write arguments focused on discipline-specific content.

    - A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

    - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

    - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

    - D. Establish and maintain a formal/academic style, approach, and form.

    - E. Provide a concluding statement or section that follows from and supports the argument presented.

- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

    - A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

    - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

    - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

    - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

    - E. Establish and maintain a formal/academic style, approach, and form.

    - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

- WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow

for multiple avenues of exploration.

- WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

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, disabilities, and religious tolerance.

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:

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- Why is it important for citizens to work for the common good? What is the "common good?"
- What is public policy and how can citizens influence it?

Enduring Understandings:

- Lifelong citizen engagement and participation in the community is necessary for our democracy to continue.
- The cohesiveness of our democratic society today is a product of the contributions of historical and current leaders and citizens.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): common good, public policy, selective action, equality, civic action, protest, civil disobedience, coalition, peaceful protest, non-violent action, proposal
- Historically, there have been systems of injustice and oppression that have generational impacts.
- Individuals and groups have the power to enact change.
- Change is most successful when a large coalition of people from diverse backgrounds unite around a cause.
- Change to a systemic issue can be slow moving, but can ultimately be successful in bringing greater equity to society.
- Connections to historical civil rights movements of the past to present day civil rights movements.
- Major leaders, tactics, and developments of the Black Civil Rights Movement, Latinx Rights Movement, Disability Rights Movement, LGBTQIA+ Movement, Women's Rights Movement, Indigenous Rights Movement, Environmental Rights Movement, AAPI Rights Movement.

Students will be skilled at:

- Drawing connections between political movements of the past and present.

- Analyzing comparisons among movements in their goals, tactics and achievements.
- Creating a claim backed by evidence.
- Developing original analysis.
- Utilizing research skills to develop an argument.
- Assessing the role of collective action in addressing injustices.
- Analyzing how local, state, and federal governments respond to public calls to action.
- Assessing the responses of government officials to public calls to action, focusing on successes and areas for improvement.
- Explaining actions civilians can take to bring about social change.
- Explaining how planning and collective action are needed to bring about social change.
- Differentiating the roles of local, state, and federal governments in terms of bringing about change and explaining who to contact in various situations.

Learning Plan

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

Human Rights Analysis: Students will begin by discussing which rights are basic human rights. They will then evaluate how different groups in American history have had to fight or advocate for these rights.

How Social Movements Form: Students will examine the building blocks of a social movement including addressing an injustice, forming a coalition, encouraging collective action, and addressing government officials on the local, state, and federal level. Students will reflect on the steps to have social movements be successful and gain national attention.

"Social Movements and Change Makers - Then and Now" Research Project: Students will choose a social movement and work together in groups to research. Students will work in groups to research a modern social movement to understand how these movements are fighting for change. Students should research (including but not limited to) leaders, goals and tactics used for their movement. Using their research, students will create a claim addressing, "How has collective action historically brought about change? How are attempts by citizens to address injustices still seen today?" Students will create a presentation representing their findings.

Movements to research may include the following:

- Black Civil Rights Movement
- Latinx/e Rights Movement
- Disability Rights Movement
- LGBTQIA+ Rights Movement
- Women's Rights Movement
- Indigenous Rights Movement
- Environmental Rights Movement
- AAPI Rights Movement

Social Movements and Change Makers Then and Now Comparative Analysis: Paired with student research projects, students will write a comparative analysis written response which addresses, "To what extent have social movements' goals and tactics used to achieve these goals changed over time?"

Social Movement Presentation: Students will present their findings to the class. When not presenting, students should take notes based on the presentations and prepare questions to ask the presenting group. Students will engage in comparative analysis when examining other social movements and reflect on overarching connections among movements and civic action tactics.

Civic Action Project - Based on presentations shared, students will further their research on a movement of their choice to examine specific goals of their movement and propose solutions to address injustices seen, making connections to potential rights being violated. Students will address how their movement connects to either the local, state, or federal level using current events to support their claim. Students will write their proposal using research-based evidence, original analysis, and connection to how similar solutions have seen success in the past. Students will address potential concerns about their solution and how they will be mitigated. Students will write their findings and proposals to a government official at the appropriate level, considering how they will best be able to support their solution. Students may have the option to send their proposal to a government official or not.

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.

Assessments

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:

- Highlight and annotate articles
- Check-ins for research/project
- How Social Movements Form
- Presentation Reflections
- Do Nows
- Exit Slips

Summative Assessments:

- Social Movements Change Makers Project and Comparative Analysis Written Response
- Civic Action Project (Research and Proposal)

Benchmark Assessments:

- Analytical Writing Responses:
    - To what extent have social movements' goals and tactics used to achieve these goals changed over time?
    - To what extent do the injustices civil rights activists fought to address in the past still exist today?
    - How can intersectional civic activism increase the ability to bring about change?

Alternative Assessments:

- Civics Concepts Curation Project - Throughout the course, students can select key artifacts from various forms of media to highlight key historical concepts as related to the unit. For each artifact, they must compose a narrative explaining how the curated piece reflects the assigned concept.

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:

- Civic Action Lesson Plans (unit 4) - rutgers.edu
- Social Movements - NewsELA
- Social Movements - pbs.org
- County Solution Civic Action Plan Unit - iCivics
- Project Citizen: Making Change to Improve your Community Overview - rutgers.edu
- Social Movement Research Lesson - Urbana School District
- Types and stages of Social Movements Article - lumenlearning.com
- TImeline of Social Movements - gcdd.org
- The Roles of Women in 1960s Civil Rights Movements
- Feminism and Backlash (Includes resources on Women's Rights Movement, Indigenous Rights Movement, Latinx Rights Movement, Black Civil Rights Movement, Environmentalism Movement)

Black Civil Rights Movement

- Civil Rights Movement - loc.gov
- Black Civil Rights - howard.edu
- Black Lives Matter- loc.gov
- Black Lives Matter Movement Recent Developments: PEW Research
- The Voting Rights Act: 10 Things You Should Know- Zinn Education Project

Latinx/e Rights Movement

- Background on the Chicano Movement- Facing History
- The Young Lords Organization/Party- loc.gov
- Latino Civil Rights Movement Timeline
- United Farm Workers Union (Can also be used to examine Filipino Activism)
- Obstacles Latinos Face Today: ABC News

Disability Rights Movement

- Civil Rights for the Disabled - howard.edu
- Brief History of Disability Rights Movement - adl.org
- Disability Rights and Independent Living Movement
- A 'Declaration of Equality': UpFront Scholastic

LGBTQIA+ Rights Movement

- LGBTQ Activism - loc.gov
- Milestones in the LGBTQIA+ Movement
- LGBTQIA+ Civil Rights Movement - howard.edu
- LGBTQIA+ Rights and Issues Today: ACLU

Women's Rights Movement

- Women's Suffrage Movement- WAMS
- Timeline: The Women's Rights Movement in the U.S.- usnews.com
- Women's Civil Rights - howard.edu

Indigenous Rights Movement

- Indigenous Peoples Civil Rights Movement - howard.edu
- Native American Activism: 1960s to Present
- AIM Website
- Women of All Red Nations
- Warrior Women: #WARNRidesAgain
- Justice for Lakota Today
- Indigenous Rights to Ancestors Remains: UpFront Scholastic

Environmental Rights Movement

- Environmental Movement Timeline - pbs.org
- History of Environmentalism - greenpeace.org

AAPI Rights Movement

- Our History - aafe.org

- A National Outcry over Anti-Asian Hate: UpFront Scholastic
- Seattle's Asian American Movement: University of Washington

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.

Suggested Strategies for Modification

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, including graphic organizers for writing.