

Unit 5: Unit 5- Diversity (Weeks 1-36)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

1. This Unit is not made to be a STAND ALONE UNIT- the lessons here are to be infused where they align with other topics in this course. They are here for easy access.

ESSENTIAL QUESTIONS

- In what ways and to what extent did the Jacksonian approach to Native American issues represent a continuation of a long-standing attitude toward the American Indian?
- How did the extension of the franchise (the right to vote) create a more "democratic" American society various groups: women, African Americans, Native Americans ?
- "The South grew, but it did not develop." By the 1840s this was true socially, politically, and economically. In what ways?

STANDARDS

21st Century Standards

CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 6-8 - Social Studies (2020)

6.1.8.CivicsPI.3.a:

Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

6.1.8.CivicsPI.3.b:

Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.1.8.CivicsPI.3.c:

Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

6.1.8.CivicsDP.3.a:

Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.CivicsHR.3.c:

Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

6.1.8.HistoryUP.3.b:

Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.HistoryCC.4.d:

Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted

6.1.8.HistoryUP.5.b:

Examine the roles of women, African Americans, and Native Americans in the Civil War.

SOC.6.1.8.CivicsPI.3.a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
SOC.6.1.8.CivicsPI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
SOC.6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
SOC.6.1.8.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
SOC.6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
SOC.6.1.8.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
SOC.6.1.8.HistoryCC.4.d	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

9.1.8.CR.1:

Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.2:

Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.CR.4:

Examine the implications of legal and ethical behaviors when making financial decisions

9.1.8.FP.1:

Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2:

Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.4:

Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

9.1.8.FP.7:

Identify the techniques and effects of deceptive advertising.

9.2.8.CAP.10:

Evaluate how careers have evolved regionally, nationally, and globally.

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).

PFL.9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
PFL.9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
PFL.9.1.8.CR.4	Examine the implications of legal and ethical behaviors when making financial decisions.
PFL.9.1.8.FP.1	Describe the impact of personal values on various financial scenarios.
PFL.9.1.8.FP.2	Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
PFL.9.1.8.FP.4	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
PFL.9.1.8.FP.7	Identify the techniques and effects of deceptive advertising.
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world

problem or theory.

TECH.8.1.8.A.4

Graph and calculate data within a spreadsheet and present a summary of the results.

TECH.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).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

TECH.8.1.8.A.1

Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.2

Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.A.4

Graph and calculate data within a spreadsheet and present a summary of the results.

TECH.8.1.8.D.2

Demonstrate the application of appropriate citations to digital content.

TECH.8.1.8.D.4

Assess the credibility and accuracy of digital content.

TECH.8.1.8.E.1

Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

PRE-ASSESSMENTS

Common Lit Readings

Pre-test

INSTRUCTIONAL PLAN

MODULE 1

The New Deciders- The New Deciders” examines the influence of voters from four demographic groups—black millennials, Arab Americans, Latino Evangelicals and Asian Americans. Viewers will meet political hopefuls, community leaders, activists and church members from Orange County, California, Cleveland, Ohio, Greensboro, North Carolina and Orlando, Florida, all of whom have the opportunity to move the political needle, locally and nationally.

Student Learning Intentions (SLI) WALT:
(We are learning to...)

- **Examine the Presidential Election Results in Your State Over Time.**
- **Review the Voting Data in One of the “New Decider” Groups, and Predict Future Results.**
- **Identify Past Efforts at Voter Suppression.**
- **Review New Voting Laws and Identify Groups Most Likely to Be Affected.**
- **Investigate Voter Turnout in the United States.**

Student Learning Strategies

- Using Prior Knowledge/Previewing
- Predicting
- Identifying the Main Idea and Summarization
- Questioning
- Making Inferences
- Visualizing
- Story Maps
- Retelling
- Teaching other students

<p>Success Criteria</p>	<ul style="list-style-type: none"> • Create a graph that illustrates the presidential election results over the last 50 years. • Create a report that predicts the future results in one of the "new decider" groups. • List past examples of voter suppression in US history. • Identify a voting law that could limit the voice of an historically marginalized group. • Complete a map activity of the voter turnout in various regions of the US in the last presidential election.
<p>Formative Assessment (drives instructional decisions)</p>	<p>Exit tickets Round table discussions</p>
<p>Activities and Resources</p>	<p>New Deciders Resources Research how NJ votes in the last 10 presidential elections. View- The New Deciders- viewing score card <i>Selma: The Bridge to the Ballot Viewer's Guide</i>. Read Part Three, pages 18-21, and answer the Focus Questions that follow.</p>
<p>Suggested Modifications</p>	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary. This</p>

means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading,

MODULE 2

WOMEN'S SUFFRAGE

The overall goal of this lesson is for students to explore the complicated history of voting rights in the United States. Two characteristics of that history stand out: First, sometimes with great difficulty, more and more Americans have gained the right to vote. Second, over time, the federal government's role in securing these rights has expanded considerably.

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

- understand that until the Nineteenth Amendment was ratified, many states denied women the right to vote

	<ul style="list-style-type: none"> • use primary and secondary sources to understand the ways that women advocated for the right to vote • evaluate the importance of the federal government in securing women's right to vote
Student Learning Strategies	<ul style="list-style-type: none"> • Using Prior Knowledge/Previewing • Predicting • Identifying the Main Idea and Summarization • Questioning • Making Inferences • Visualizing • Story Maps • Retelling • Teaching other students
Success Criteria	<ul style="list-style-type: none"> • Create a map that illustrates states where woman had the right to vote before the 19th Amendment was passed. • Write a short history of the women's suffrage movement citing both primary and secondary sources. • Explain 3 actions that led to the passing of the 19th Amendment.
Formative Assessment (drives instructional decisions)	Exit tickets Class discussions small group kahoots
Activities and Resources	Read <u>Why Women Couldn't Vote</u> . Read <u>Suffragists Change Tactics</u> Strategy Card <u>Activity</u> Read the <u>Nineteenth Amendment</u> .
Suggested Modifications	English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

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MODULE 3

THE ROLE OF GAY MEN

AND LESBIANS IN THE CIVIL RIGHTS MOVEMENT

This lesson introduces students to four key figures in LGBTQ history who made incredible contributions to the civil rights movement: James Baldwin, Lorraine Hansberry, Pauli Murray and Bayard Rustin.

Student Learning Intentions (SLI) WALT:
(We are learning to...)

1. Analyze the connection between civil rights and gay rights.
2. Explore artistic expression as a form of political activism
3. Develop an awareness of how individuals have the ability to simultaneously advocate for multiple causes, even if those causes conflict or overlap.

Student Learning Strategies

- Using Prior Knowledge/Previewing
- Predicting
- Identifying the Main Idea and Summarization
- Questioning
- Making Inferences
- Visualizing
- Story Maps
- Retelling
- Teaching other students

Success Criteria

Research and create a poster highlighting a gay civil rights activist.
Locate, research and share a piece of art that can be viewed as a form of political activism.
Explore personal causes and identify any conflicts or

	<p>overlap.</p> <p>.</p>
Formative Assessment (drives instructional decisions)	<p>Exit tickets</p> <p>Class discussions</p>
Activities and Resources	<ul style="list-style-type: none">• Read From Montgomery to Stonewall, Graphic organizer• Listen to “American Lives: James Baldwin, ‘Lifting the Veil.’”- Handout/questions• Read “James Baldwin, Eloquent Writer In Behalf of Civil Rights, Is Dead,” - round table discussion.• Using the completed <u>James Baldwin Final Interpretations</u> handout as your resource, write one page about what you learned about Baldwin, and how your perception of him evolved throughout the activity.
Suggested Modifications	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson</p>

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MODULE 4

The Trail of Tears; Its Grief and Loss: Students will trace the development and expansion of the U.S. while studying the Trail of Tears. They will look at the political factors and analyze the impact the Indian Removal Act had upon a society. Students will also study the causes of death and grief of the Cherokee Nation

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

1. Read and understand primary and secondary documents that explaining the events and points of view of the Trail of Tears.
2. Compare and Contrast the treatment of the Native Americans and the protections granted by the Constitution.

Student Learning Strategies

- Using Prior Knowledge/Previewing
- Predicting
- Identifying the Main Idea and Summarization

	<ul style="list-style-type: none"> • Questioning • Making Inferences • Visualizing • Story Maps • Retelling • Teaching other students
<p>Success Criteria</p>	<ol style="list-style-type: none"> 1. Write a summary of the events of the Trail of Tears including citations from both primary and secondary sources. 2. Explain which protections (bill of rights) were not granted to the Native Americans with the Indian Removal Act.
<p>Formative Assessment (drives instructional decisions)</p>	<p>Class discussion Exit ticket small group discussions</p>
<p>Activities and Resources</p>	<p>The Indian Removal Act and the Trail of Tears PBS- Trail of Tears Video- viewing guide "What do we hold dear" Activity</p>
<p>Suggested Modifications</p>	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is</p>

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REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

ELA.L.SS.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
ELA.L.SS.8.1.B	Form and use verbs in the active and passive voice.
ELA.L.SS.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
ELA.L.SS.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
ELA.L.SS.8.1.E	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
ELA.L.SS.8.1.F	Use an ellipsis to indicate an omission.
ELA.L.SS.8.1.G	Recognize spelling conventions.
ELA.L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.8.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
ELA.L.KL.8.2.C	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

ELA.RI.MF.8.6

Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

ELA.RI.AA.8.7

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.