

# Unit 5: Modern (Weeks 17-18)

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

## UNIT RATIONALE

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The domestic issues covered in this unit are varied, numerous, and complex. They can be divided into political, economic, social, cultural, and technological headings, although they are all interrelated. It is important to include all ethnic groups and women in the narrative. For example, women began to have their rights of citizenship respected, and they began to be recognized for their significant role in American society. African Americans gained, in large measure, their civil rights and participated more fully in national life at all levels. Latinos grew in significant numbers, superseding African Americans demographically. They, too, enhanced their roles in society. A good teacher will ensure that America's history is not told entirely from the perspective of elite groups.

Students should develop an appreciation of America's diverse cultural streams and an understanding of the richness of its heritage. There should be useful debates over continuing challenges, both domestic and foreign. This unit affords the teacher an unusual opportunity to engage the students in issues of the moment, allowing them to express their opinions freely on the national and international problems that animate them. This is a chance for them — based upon a year or more immersion in the course content — to imagine the future of the United States, of which they constitute an important part.

## ESSENTIAL QUESTIONS

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- How did the Civil Rights Movement and Black Power movement shape the social and political landscape of the United States during the 1960s and 1970s?
- What role did African Americans play in shaping popular culture during the late 20th century, and how did this influence perceptions of race and identity in the United States?
- In what ways did the War on Drugs, mass incarceration, and other policies of the late 20th and early 21st century disproportionately affect African Americans and other marginalized communities?
- How did the election and presidency of Barack Obama impact the political and social climate in the United States, particularly in terms of race relations and identity politics?
- What challenges and opportunities face African Americans and other marginalized communities in the contemporary United States, and how can we work towards a more equitable and just society?

## STANDARDS

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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## **NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA**

### **New Jersey (NJSL) - Grades 9-12 - Social Studies (2020)**

#### **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.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.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.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.HistoryCA.14.b:**

Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.

#### **6.1.12.HistoryCA.14.c:**

Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

### 6.1.12.HistorySE.14.a:

Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

SOC.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).
SOC.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).
SOC.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.
SOC.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.
SOC.6.1.12.HistoryCA.14.b	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
SOC.6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
SOC.6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

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

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CRP12. Work productively in teams while using cultural global competence.

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Social-Emotional Learning Competencies:

Relationship Skills

Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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8.1.12.A.2

Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

## **PRE-ASSESSMENTS**

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- What were some of the key events and social movements that characterized the 1960s, and how did they impact the struggle for civil rights for African Americans?
- How did African American culture and art evolve during the modern era, and what were some of the major contributions of African American artists and writers?
- What were some of the key legislative and policy changes that impacted African American communities during the modern era, and how did they impact the struggle for civil rights?

## **INSTRUCTIONAL PLAN**

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### **MODULE 1**

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Students will discover how civil liberties and equal opportunities are represented as a result of ground-breaking Supreme Court decisions.

Students will discover how the suburbs began to emerge. Students will discover how the economy and occupations allowed Americans to leave the city and migrate to the suburbs.

Students will explore the plight of African-Americans that led to the establishment of the Civil Rights Movement. Students will learn about the legacies of critical players of the movement as well as their affiliation with legislators.

Students will explore the plight of African-Americans that led to the establishment of the Civil Rights Movement. Students will learn about the legacies of Martin Luther King Jr. as well as Malcolm X. The students will see the movement shift as Malcolm X began to foster the same ideologies as Martin Luther King Jr. towards the end of his life.

Students will explore the differing roles of women in the labor force as well as the family structure. Students will review how women served in previous eras in the labor force as well as in the family structure.

Students will explore the urban tensions and violence through many cases that were popular in culture, such as 1) L.A. Riots 2) the O.J. Simpson Murder Trial. The aftermath of both events will be explored as a means of understanding social ills.

Students will explore how women, minorities, those with disabilities, and differing gender preferences achieved workplace, political, and societal equality.

<b>Student Learning Intentions (SLI) WALT: (We are learning to/that...)</b>	<b>Strategies for Student Learning</b>	<b>Formative Assessment (drives instructional decisions)</b>	<b>Activities/ Resources</b>
<p><b>6.1.12.CivicsDP.13.a:</b> 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).</p>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Audio/Visual instruction</li> <li>• Activities that incorporate kinesthetic learning</li> <li>• Socratic Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Journals/Prompts</li> <li>• Entrance/Exit slips</li> <li>• Student conferences</li> <li>• Class discussions</li> <li>• Student Conferences</li> <li>• Observation</li> <li>• RACE responses</li> <li>• Fishbowl Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Amistad Comm Interac Curric</li> </ul>
<p><b>6.1.12.EconEM.13.a:</b> Explain how individuals and organizations used</p>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Amistad</li> </ul>

<p>economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).</p>	<ul style="list-style-type: none"> <li>• Audio/Visual instruction</li> <li>• Activities that incorporate kinesthetic learning</li> <li>• Annotations</li> <li>• Supplemental Videos</li> <li>• Student/Teacher Led Read Alouds</li> </ul>	<p>Journals/Prompts</p> <ul style="list-style-type: none"> <li>• Entrance/Exit slips</li> <li>• Student conferences</li> <li>• Class discussions</li> <li>• Student Conferences</li> <li>• Observation</li> <li>• RACE responses</li> <li>• CommonLit</li> <li>• Google Forms</li> <li>• Turn and Talks</li> <li>• Multi-Text Assignments</li> </ul>	<p>Comm Inter: Curric</p> <ul style="list-style-type: none"> <li>• The Way of Othello: Epic of America's Great Migration</li> </ul>
<p><b>6.1.12.HistoryCC.13.a:</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.</p>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Journals/Prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Amistad: Comm Inter: Curric</li> </ul>

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<p><b>6.1.12.HistoryCC.13.c:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Audio/Visual instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Journals/Prompts</li> <li>• Entrance/Exit slips</li> </ul>	<ul style="list-style-type: none"> <li>• Amist: Comn Intera Curric</li> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>• Activities that incorporate kinesthetic learning</li> <li>• Annotations</li> <li>• Supplemental Videos</li> <li>• Student/Teacher Led Read Alouds</li> </ul>	<ul style="list-style-type: none"> <li>• Student conferences</li> <li>• Class discussions</li> <li>• Student Conferences</li> <li>• Observation</li> <li>• RACE responses</li> <li>• CommonLit</li> <li>• Google Forms</li> <li>• Turn and Talks</li> <li>• Multi-Text Assignments</li> </ul>	<p>The V of Oth Suns: Epic S Ameri Great Migrat</p>
<p><b>6.1.12.HistoryCA.14.b:</b> Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.</p>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Audio/Visual instruction</li> <li>• Activities that incorporate kinesthetic</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Journals/Prompts</li> <li>• Entrance/Exit slips</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Amist: Comm Interac Curric</li> <li>• The V of Oth Suns:</li> </ul>

	<p>learning</p> <ul style="list-style-type: none"> <li>• Annotations</li> <li>• Supplemental Videos</li> <li>• Student/Teacher Led Read Alouds</li> </ul>	<p>Student conferences</p> <ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Student Conferences</li> <li>• Observation</li> <li>• RACE responses</li> <li>• CommonLit</li> <li>• Google Forms</li> <li>• Turn and Talks</li> <li>• Multi-Text Assignments</li> </ul>	<p>Epic S Ameri Great Migrat</p>
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	<ul style="list-style-type: none"> <li>• Annotations</li> <li>• Supplemental Videos</li> <li>• Student/Teacher Led Read Alouds</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Student Conferences</li> <li>• Observation</li> <li>• RACE responses</li> <li>• CommonLit</li> <li>• Google Forms</li> <li>• Turn and Talks</li> <li>• Multi-Text Assignments</li> </ul>	Great Migrat
<p><b>6.1.12.HistorySE.14.a:</b> Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.</p>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Audio/Visual instruction</li> <li>• Activities that incorporate kinesthetic learning</li> <li>• Annotations</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Journals/Prompts</li> <li>• Entrance/Exit slips</li> <li>• Student conferences</li> <li>• Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Amist: Comm Interac Curric</li> <li>• The W of Oth Suns: Epic S Ameri Great Migrat</li> </ul>

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Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

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.

## 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

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.

### 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, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll

simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

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## **REFLECTIONS**

N/A

## **FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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.