

# Unit 6 - Civil Rights and Civil Disobedience

Content Area: **History**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **4 Weeks**  
Status: **Published**

## Unit Overview - Objectives

---

Artists will be able to:

- Understand the historical and systemic failures to minorities and marginalized people in America.
- Analyze the ways in which the Constitution has failed minority groups in America.
- Determine the effectiveness of the 13th, 14th, and 15th amendments.
- Understand the differences in arguments made by civil rights leaders.
- Determine the differences in the definition of justice, violence, and disobedience, in the arguments of civil rights leaders.
- Understand the concept of civil disobedience.

## Essential Questions

---

- Type Question 1
- Type Question 2

## Unit Standards

---

State Mandated Topics Addressed in this Unit:

**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:** A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

## **Additional Unit Standards:**

- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have met contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.9	Contemporary United States (1970-Today)
SOC.6.1.12.A.16	Civics, Government, and Human Rights
SOC.6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
SOC.6.1.12.C.12	Economics, Innovation, and Technology
SOC.6.1.12.C.13	Economics, Innovation, and Technology
SOC.6.1.12.C.13.a	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
SOC.6.1.12.D.13	History, Culture, and Perspectives
SOC.6.1.12.D.13.b	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
SOC.6.1.12.D.13.d	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.
SOC.6.1.12.D.14	History, Culture, and Perspectives
SOC.6.1.12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
SOC.6.1.12.D.14.f	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.D.16	History, Culture, and Perspectives
SOC.6.1.12.D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

## **Instructional Resources**

---

- CommonLit
- Google Docs for essays and research assignments.
- Google Slides for presentations.
- Library of Congress Primary Documents
- Other multimedia resources will be utilized throughout the unit as appropriate.
- Scanned excerpts from Plato's Apology, Crito. (The Trials of Socrates.)

- Teacher generated notes on Docs and Slides.
- The Hope Speech, Harvey Milk
- Use of Chromebooks for online research, readings, and assignments.

## **Learning Path - Assessments**

---

### **Formative Assessments**

---

- Activities
- Class Debate and Discussions
- Class work
- Lesson Exit/Entrance Tickets
- Lesson Graphic Organizer
- Socratic Seminar
- Student Work Sample
- Teacher Collected Data
- Teacher observation
- Type Additional Formative Assessment Here

### **Unit/Summative Assessments**

---

- Essays
- Final Cumulative Project
- Homework
- Quizzes/Tests