

Unit 16: Civil Rights Movements

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **1**
Status: **Published**

Unit 16: Civil Rights Movements (1954-1975)

Essential Skills

- Compare and Contrast: identifying similarities and differences between two or more like things
- Empathy: understanding and sharing the thoughts and feelings with people from the past
- Evaluate: taking a stance and supporting it with evidence
- Explain: breaking down a complex task into understandable terms and concepts
- Geographic Literacy: reading and interpreting maps to analyze and explain concepts
- Historical Reasoning: apply and recognize historical patterns in the modern world

Standards

SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
SOC.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.
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.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.
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.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.
SOC.6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand

individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

Learning Objectives

- Analyze the women's rights movement, and determine how impactful their efforts were
- Compare national civil rights legislation, and explain how they expanded rights for everyone
- Compare nonviolent and militant civil rights activists, and determine which approach was more effective
- Describe Malcolm X's approach of black separatism/militancy
- Describe MLK's approach of nonviolence
- Describe Native Americans' approach to the Civil Rights Movements
- Describe the causes and effects of the environmentalism movement
- Describe the factors which led to the Civil Rights Movements
- Describe the values and goals of the Black Power movement
- Determine how the Civil Rights Movements impacted New Jersey
- Determine the relationship between the Supreme Court and the Civil Rights Movements
- Explain how Latinos unified during the Civil Rights Movements
- Explain why economic measures were effective forms of protest during the Civil Rights Movements
- Identify and describe methods of protest used during the Civil Rights Movements

Essential Questions

- How can we guarantee our civil and human rights?
- What is the best way to protest?
- Why do people protest?

Instructional Tasks/Activities

- Checks for comprehension
- Civil Rights Legislation Timeline Activity
- Civil Rights Movement Discussion
- Ducksters
- Guided Notes
- Make up previous work
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- McGraw Hill textbook readings, Chapter 14
- McGraw Hill textbook readings, Chapter 16
- McGraw Inquiry: Civil Rights Movement Activists
- McGraw Inquiry: Discrimination and Segregation

- Oral check for previous lesson understanding
- Primary Source Analysis: Brochure on Equal Rights Amendment
- Primary Source Analysis: Cesar Chavez
- Primary Source Analysis: Malcolm X
- Primary Source Analysis: MLK's "I Have a Dream" speech
- Protest Music Lyrical Analysis
- Video lesson review sheet

Accommodations/Modifications/Differentiation

Modifications/Accommodations

Resources

- Appropriately stimulating and educative multimedia (e.g., YouTube)
- DBQ Online
- Gimkit
- Internet research
- Primary Source Collection: Voices of Freedom: A Documentary History by Eric Foner, Vol. 1-2, 6th Edition, ISBN: 978039369612 (vol. 1) / 978039369629 (vol. 2)
- Primary Sources, as mentioned in the McGraw Hill textbook
- Reading level appropriate online text
- Teacher-made PowerPoints
- Textbook: McGraw Hill United States History ISBN: 978-0-07-902313-1

Assessment Procedure
