

09 Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **3 Weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

United States History II is designed to help students develop an understanding of the political, economic, technological, cultural, and social development of the United States from the post-Reconstruction period to the present.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Enduring Understanding:

- The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

Social Studies NJSLs 2020 Essential Question(s):

- 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?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

CONTENT AREA STANDARDS

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| 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.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.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.EconNE.13.a | Relate American economic expansion after World War II to increased consumer demand. |
| SOC.6.1.12.EconNE.13.b | Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation. |
| SOC.6.1.12.EconNE.13.c | Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education). |
| 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.GeoPP.13.a | Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities. |
| SOC.6.1.12.GeoPP.13.b | Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965. |
| 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.HistorySE.13.a | Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure. |
| SOC.6.1.12.HistoryUP.13.a | 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.HistoryCC.13.b | Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy. |
| 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. |

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

1.1.12prof.CR3a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6)

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| LA.RH.9-10.1 | Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| LA.RH.9-10.2 | Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| LA.RH.9-10.3 | Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. |
| LA.RH.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone. |
| LA.RH.9-10.5 | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| LA.RH.9-10.6 | Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| LA.RH.9-10.7 | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums. |
| LA.RH.9-10.8 | Assess the extent to which the reasoning and evidence in a text support the author's claims. |
| LA.RH.9-10.9 | Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. |
| LA.RH.9-10.10 | By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. |
| LA.WHST.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. |
| LA.WHST.9-10.1.A | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. |
| LA.WHST.9-10.1.B | Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. |
| LA.WHST.9-10.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons |

and evidence, and between claim(s) and counterclaims.

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| LA.WHST.9-10.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.WHST.9-10.1.E | Provide a concluding paragraph or section that supports the argument presented. |
| LA.WHST.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LA.WHST.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| LA.WHST.9-10.6 | Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| LA.WHST.9-10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| LA.WHST.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| LA.WHST.9-10.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| LA.WHST.9-10.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand:

- The Baby Boom generation would be born during the Cold War, the largest generation in the history of the United States
- Post-war prosperity would generate the greatest and last increase in the American middle class
- The automobile will become even more central to American culture and will help radically change the landscape of the country
- The G. I. Bill will create opportunities that will change the United States in unexpected ways
- Television will change the movement of information and products as well as how Americans use their free time
- The Fair Deal, Eisenhower's Moderate Republicanism, New Frontier, and Great Society
- The Baby Boom generation will revolt against the conservative values of their parents who were raised during the Great Depression
- Movements in various cross-sections of American culture will impact the country in areas including: women's rights; race relations; music; and drug use
- The actions of President Johnson and the Supreme Court will begin to address the unresolved issues of

racial equality left from the American Civil War

- The Civil Rights Movement's key players, events, successes, and failures
- Other significant movements including The Second Feminist Movement, Counterculture, Environmental Rights Movement, American Indian Movement, Gay Liberation Movement, Latino Activism, etc.
- The rise of immigration and the movement to the suburbs

Procedural Knowledge

Students will be able to:

- Determine 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.
- 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*).
- Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
- Describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
- Explain the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
- Relate American economic expansion after World War II to increased consumer demand.
- 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).
- Evaluate the effectiveness of economic policies that sought to combat post- World War II inflation.
- Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
- Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
- 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.
- 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.
- 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.
- Explain the relationship between the changing role of women in the labor force and changes in family structure.

EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

- Help students track their individual progress toward the learning target
- Students will be asked to explain their progress toward learning targets
- Students will be asked to provide evidence of their progress toward the learning target

Alternative:

- Formative measures such as small map quizzes and exit slips containing multiple-choice questions or other open-ended responses will be used to determine student progress toward learning targets

Summative Assessments

- Students will complete an end of unit test consisting of multiple-choice questions requiring the examining of maps, text, and graphs about the War for Independence. Essay questions will include

prompts such as:

1. Identify and explain four key accomplishments of the African American civil rights movement from 1954-1968.
 2. Evaluate the extent to which the goals, support, and strategies of the African American civil rights movement changed during the 1960s.
 3. What were the successes and failures of the Gay Liberation Movement, Second Feminist Movement, and American Indian movement during the 1960s and 1970s?
- Students can select a topic from the late 19th century to 2000 to write a year long research paper. This will help to enhance their understanding of the topic and to further develop their research and writing skills.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

American History. Orlando, Florida: Houghton Mifflin Harcourt Publishing Company, 2017. (CP)

Brinkley, Alan. *American History: A Survey*. 12th ed. Boston: McGraw-Hill College, 2006. (Honors)

Danzer, Gerald A. *The Americans*. Orlando, FL: Holt McDougal Houghton Mifflin Harcourt, 2012. (CP)

Supplemental:

The Sixties Project: Primary Document

Archive http://lists.village.virginia.edu/sixties/HTML_docs/Resources/Primary.html

Various primary and secondary sources of the time period (i.e. Letter from Birmingham Jail, The Civil Rights Acts of 1964 and 1968, accounts of the Stonewall Riots, etc.)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts:

- Information Writing
- Implementation of conventions of Standard English
- Language Acquisition

Technology/Multimedia:

- Google

- Media Literacy

Math:

- Statistics

Career Readiness:

- Use technology to enhance productivity
- Employ valid and reliable research strategies.

Visual and Performing Arts:

- Debates

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Gifted and Talented modifications may include:

- Use of Higher-Level Questioning Techniques
- Provide assessments at a higher level of thinking

For Students with Disabilities, modifications may include:

- Asking students to restate information, directions, and assignments
- Repetition and practice
- Extended time on assessments and classwork
- Providing class notes