

Wilson Area School District Planned Course Guide

Title of planned course: Icons of Social Movements

Subject Area: Social Studies

Grade Level: 9-12

Course Description: This course will focus on the people who created and influenced social movements throughout the world, concentrating on historical aspects as well as the impact on today's society. The course will acknowledge the accomplishments and achievements of leaders throughout the world. It will focus on motivation and determination of these minority leaders that changed societal norms and expectations and how they gained the momentum within their social environments. Areas of study will include (although not exclusively) the following social movements: Native-American, Labor, Women's Rights, African-American, Environmental, Asian American, Hispanic American, LGBTQ+, Immigrants, Popular Culture Impact, and Religion.

Time/Credit for this Course: Half year / 0.5 Credit

Curriculum Writing Committee: Kristin Boyer

Curriculum Map

August / January: Introduction to Social Movements

September / February: Native American Rights Movement

October / March: Women's Rights Movement

November / April: Civil Rights Movement

December / May: Hispanic Rights Movement

January / June: LGBTQ + Rights Movement

Wilson Area School District Planned Course Materials

Course Title: Icons of Social Movements

State Standards:

- **8.1.9.A.** Compare patterns of continuity and change over time, applying context of events.
- **8.1.9.B.** Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- **8.2.9.D.** Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US.
 - Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic stability
- **8.3.9.A.** Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- **8.3.9.C.** Analyze how continuity and change have impacted the United States.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- **8.3.9.D.** Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
 - Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic stability
- **8.4.9.C.** Analyze how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- **8.4.9.D.** Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

Curriculum Scope & Sequence

Planned Course: Icons of Social Movements

Unit: Introduction to Social Movements

Time frame: 1 Weeks

State Standards: 8.1.9.A., 8.3.9.A., 8.4.9.D. , 8.3.9.D., 8.4.9.C.

Essential content/objectives: At end of the unit, students will be able to:

- Explain what social movements are and how they impact today's society.
- Understand the history of social movements in the United States and around the world
- Analyze the different strategies of these social movements including (but not limited to) protests, the media, and boycotts.

Core Activities: Students will complete/participate in the following:

- Unit note/information gathering
 - Basics of social movements guided discussion
 - History of social movements guided discussion
- Analyze primary and secondary sources
 - Reading analysis of social movements
 - Violent vs. Non-Violent Protest Analysis
- Class discussions
 - Tactics of Social Movement Discussion
 - Violent vs. Non-Violent Forms of Protest Discussion
- Independent, cooperative, and inquiry based student assignments

Remediation:

- Chapter end review
- Online practice
- Printed outline of notes

Instructional Methods:

- Direct Instruction
- Cooperative Learning
- Independent Learning
- Technology-based Learning

Materials & Resources:

- Teacher-made instructional materials and resources
- Primary Sources (i.e., documents, articles, books, videos)
- Secondary Sources (i.e., documents, articles, books, videos)
- Technology (i.e., computers, videos, smartphones/devices)

Assessments:

- Unit test
- Unit quizzes
- Unit project
- Independent student assignments
- Cooperative student assignments

Curriculum Scope & Sequence

Planned Course: Icons of Social Movements

Unit: Native American Rights

Time frame: 3-4 Weeks

State Standards: 8.1.9.A., 8.3.9.A., 8.4.9.D.

Essential content/objectives: At end of the unit, students will be able to:

- Understand the history of discrimination towards Native Americans throughout United States history
- Students will analyze the impact of the American Indian Movement (AIM) and other advocacy groups
- Students will be able to analyze the contributions of Dennis Banks, George Mitchell, Clyde Bellecourt, and Russell Means to the American Indian Movement
- Students will analyze the impact that the Native American Civil Rights Movement has on today's society
- Students will understand the issues still facing Native Americans today

Core Activities: Students will complete/participate in the following:

- Unit note/information gathering
 - American Indian Movement Protest/Event Research
 - Occupation of Alcatraz Notes
 - Standing Rock Protest Notes
 - Navajo Code Talkers Notes
- Primary Source Analysis
 - Native American Assimilation Primary Source Reading
 - Alcatraz Proclamation Primary Source Reading
 - Analysis of Standing Rock Protest (Primary Source Interview)
 - Enlistment of Navajo Code Talkers Primary Source Analysis
- Class discussions
- Independent, cooperative, and inquiry based student assignments
 - American Indian Movement Event research and presentation

Remediation:

- Chapter end review
- Online practice
- Printed outline of notes

Instructional Methods:

- Direct Instruction
- Cooperative Learning
- Independent Learning
- Technology-based Learning

Materials & Resources:

- Teacher-made instructional materials and resources
- Primary Sources (i.e., documents, articles, books, videos)
- Secondary Sources (i.e., documents, articles, books, videos)
- Technology (i.e., computers, videos, smartphones/devices)

Assessments:

- Unit test
- Unit quizzes
- Unit project
- Independent student assignments
- Cooperative student assignments

Curriculum Scope & Sequence

Planned Course: Icons of Social Movements

Unit: Women's Rights Movement

Time frame: 3-4 Weeks

State Standards: 8.1.9.A., 8.3.9.A., 8.4.9.D.

Essential content/objectives: At end of the unit, students will be able to:

- Students will understand the history of inequality for women throughout United States History
- Students will analyze the contributions of Betty Friedan and Phyllis Schlafley during the fight for the Equal Rights Amendment
- Students will analyze the contributions Gloria Steinman made to Women's Rights Movement
- Students will learn and understand the major court rulings and opinions of Ruth Bader Ginsburg and analyze how they impacted women's fight for equality
- Students will analyze the impact that the Women's Rights Movement has on today's society

Core Activities: Students will complete/participate in the following:

- Unit note/information gathering
 - Formation of The Women's Rights Movement & Seneca Falls Convention
 - Overview of Feminism
 - Women's Liberation Movement
- Primary and Secondary Source Analysis
 - Declaration of Sentiments Analysis
 - Analysis of Supreme Court Cases: Griswold vs. Connecticut, Roe vs. Wade
 - Analysis of televised debate between Phyllis Schlafley and Betty Friedan over the Equal Rights Amendment
 - Advisory Council On the Status of Women, Memorandum (1970)
 - The Power of Positive Woman-Phyllis Schlafley (1977)
 - "Silence Breakers-Time Person(s) of the Year" (2017)
- Class discussions
 - Feminism Class Discussion
 - Equal Rights Amendment Discussion/Debate
 - Me Too Movement
- Independent, cooperative, and inquiry based student assignments
 - Ruth Bader Ginsburg Decision Research

Remediation:

- Chapter end review
- Online practice
- Printed outline of notes

Instructional Methods:

- Direct Instruction
- Cooperative Learning
- Independent Learning
- Technology-based Learning

Materials & Resources:

- Teacher-made instructional materials and resources
- Primary Sources (i.e., documents, articles, books, videos)
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- Technology (i.e., computers, videos, smartphones/devices)

Assessments:

- Unit test
- Unit quizzes
- Unit project
 - Icons of the Women's Rights Movement Research and Presentation
- Independent student assignments
- Cooperative student assignments

Curriculum Scope & Sequence

Planned Course: Icons of Social Movements

Unit: Civil Rights Movement

Time frame: 4 Weeks

State Standards: 8.1.9.A., 8.3.9.A., 8.4.9.D.

Essential content/objectives: At end of the unit, students will be able to:

- Students will understand the history of inequality for African-Americans throughout United States History
- Students will analyze the contributions made by Frederick Douglass
- Students will analyze the contributions made by Malcolm X and the Black Panther Movement
- Students will analyze the contributions of John Lewis and other Civil Rights activists made towards voting equality
- Students will analyze the contributions Shirley Chisolm made towards equal rights for women and Black Americans in American politics
- Students will analyze the impact that the Civil Rights movement has on today's society

Core Activities: Students will complete/participate in the following:

- Unit note/information gathering
- Primary Source Analysis
 - Segregation primary sources (various)
 - What to the Slave is the Fourth of July-Frederick Douglass
 - Black Panthers "Ten Point Platform"
 - "I Have a Dream Speech"-Martin Luther King Jr.
 - Stokely Carmichael speech at UC Berkeley on Black Power
 - FBI Reports on Stokely Carmichael and the Black Panthers (COINTELPRO)
 - Malcolm X & Martin Luther King Jr. Comparison Video (Primary Source Interviews)
 - "For the Equal Rights Amendment"-Shirley Chisholm Speech, 1970
- Class discussions
 - Is protest patriotic?
- Independent, cooperative, and inquiry based student assignments
 - Martin Luther King Jr. and Stokely Carmichael Comparison (Venn Diagram)
 - Black History Agents of Change Unit Project

Remediation:

- Chapter end review
- Online practice
- Printed outline of notes

Instructional Methods:

- Direct Instruction
- Cooperative Learning
- Independent Learning
- Technology-based Learning

Materials & Resources:

- Teacher-made instructional materials and resources
- Primary Sources (i.e., documents, articles, books, videos)
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- Technology (i.e., computers, videos, smartphones/devices)

Assessments:

- Unit test
- Unit quizzes
- Unit project
 - Civil Rights Timeline Project
- Independent student assignments
- Cooperative student assignments

Curriculum Scope & Sequence

Planned Course: Icons of Social Movements

Unit: Hispanic American Rights Movement

Time frame: 4 Weeks

State Standards: 8.1.9.A., 8.3.9.A., 8.4.9.D.

Essential content/objectives: At end of the unit, students will be able to:

- Students will understand the history of inequality for Hispanic-Americans throughout United States History
- Students will be able to analyze the contributions that Cesar Chavez made for the worker's rights movement of agricultural workers in America
- Students will be able to evaluate the successes and failures of The Chicano Movement and their fight for equal rights for Mexican-Americans
- Students will analyze the impact that the Hispanic Rights Movement has on today's society

Core Activities: Students will complete/participate in the following:

- Unit note/information gathering
 - Latino Movements Graphic Organizer and Research
- Primary Source Analysis
 - LatinX Civil Rights Movement Image Gallery Walk with Analysis
 - Cesar Chavez- "Address to the Commonwealth Club of California" 1984
- Class discussions
- Independent, cooperative, and inquiry based student assignments

Remediation:

- Chapter end review
- Online practice
- Printed outline of notes

Instructional Methods:

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- Independent Learning
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Materials & Resources:

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- Primary Sources (i.e., documents, articles, books, videos)
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- Technology (i.e., computers, videos, smartphones/devices)

Assessments:

- Unit test
- Unit quizzes
- Unit project
- Independent student assignments
- Cooperative student assignments

Curriculum Scope & Sequence

Planned Course: Icons of Social Movements

Unit: LGBTQ+ Rights

Time frame: 3-4 Weeks

State Standards: 8.1.9.A., 8.3.9.A., 8.4.9.D.

Essential content/objectives: At end of the unit, students will be able to:

- Students will understand the history of inequality for the LGBTQ+ community throughout United States History
- Students will be able to evaluate the impact the Stonewall Riots had on the LGBTQ+ Rights Movement
- Students will evaluate the impact of “Don’t Ask, Don’t Tell” and “The Defense of Marriage Act” on the LGBTQ+ Community
- Students will analyze the impact Edith Windsor had on federal legislation of LGBTQ+ rights
- Students will analyze the impact that the LGBTQ+ Rights Movement has on today’s society

Core Activities: Students will complete/participate in the following:

- Unit note/information gathering
 - History of the LGBTQ+ Rights Movement
 - Major Events in the Fight for LGBTQ+ Rights
- Primary Source Analysis
 - Stonewall Uprising Video Clip “The American Experience”
 - The Lavender Scare Clip “Time Magazine”
 - Pride Parades Throughout History Photo Analysis
 - Analysis of *Obergefell vs. Hodges* Supreme Court Case
- Class discussions
 - “Don’t Ask, Don’t Tell” Analysis and Discussion
- Independent, cooperative, and inquiry based student assignments
 - “Stonewall; A Riot that Changed Thousands of Lives” Article Analysis
 - Profile on Harvey Milk (milkfoundation.org)
 - LGBTQ+ Timeline Project

Remediation:

- Chapter end review
- Online practice
- Printed outline of notes

Instructional Methods:

- Direct Instruction
- Cooperative Learning
- Independent Learning
- Technology-based Learning

Materials & Resources:

- Teacher-made instructional materials and resources
- Primary Sources (i.e., documents, articles, books, videos)
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- Technology (i.e., computers, videos, smartphones/devices)

Assessments:

- Unit test
- Unit quizzes
- Unit project
- Independent student assignments
- Cooperative student assignments