Course: U.S. History II **Unit # 5:** Social Change and Cultural Divide	**Year of Implementation:** 2021-2022

Curriculum Team Members: Katelynn Woll (KWoll@lrhsd.org) Justin McKay (jmckay@lrhsd.org) Amanda Perry (aperry@lrhsd.org) Eric Krastek (ekrastek@lrhsd.org)

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:
{provide all applicable links to standards here}
https://www.state.nj.us/education/cccs/2020/

Unit Standards:

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights

leaders served as catalysts for social change, inspired social activism in subsequent generations.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

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.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.

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.EconNE.13.b: 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).

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.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.

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.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.

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.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.

9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

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

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice

Amistad Law: N.J.S.A. 18A 52:16A-88 *Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.*

Holocaust Law: N.J.S.A. 18A:35-28 *Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.*

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.*

Transfer Goal: Students will be able to synthesize information from the reform movements of the 1960s through the 1980s in order to trace the evolution of current-day social issues and the development of modern reform movements.

As aligned with LRHSD long term learning goal(s):

1. Choose and analyze appropriate sources to gain content knowledge

2. Apply acquired content to connect past and present day events
3. Collaborate and interact with others in a diverse and ever-changing world
4. Independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics
5. Communicate effectively through written, oral, and visual means

Enduring Understandings Students will understand that. . .	Essential Questions
EU 1 diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.	**EU 1** ● How have women, racial and ethnic minorities, the LGBTQ+ community, and individuals with disabilities contributed to American society through culture, jobs, politics, etc.? ● How does analyzing a variety of sources from diverse perspectives of marginalized and underrepresented groups and/or individuals help celebrate diversity and promote tolerance?
EU 2 national legislation, policies, and Supreme Court decisions have varying degrees of success in promoting civil liberties and equal opportunities	**EU 2** ● How can national legislation or government policy positively or negatively impact civil liberties and equal opportunities? ● To what extent has the Supreme Court defined, expanded or curtailed the protection of civil and human rights? ● Did the Civil Rights Movement of the 1950's expand democracy for all Americans? ● To what extent was the conservative ideals and policies of the Reagan era a reaction of the liberal reform movement of the 1960s and 1970s?
EU 3 social and political systems throughout time have promoted and denied civic virtues and democratic principles.	**EU 3** ● How and why is it important that people from diverse cultures and perspectives collaborate to find solutions to community, state, national, and global challenges? ● What is the impact of both the success and failures of women's rights organizations, the American Indian movement, civil rights movement, and LGBTQ+ in their pursuit of equal opportunity? ● To what extent is leadership within a civil rights or social

	justice organization critical to the success or failure of the movement's progress and goals? ● Is civil disobedience the most effective means of achieving racial equality? ● Do the ideals of the 1960's still have relevance today?
Knowledge *Students will know . . .*	*Skills* Students will be able to. . .

EU 1
- the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. (6.1.12.HistorySE.14.a)
- how important diverse perspectives are in order to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. (6.1.12.HistorySE)

EU 2
- how to 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.CivicsDP.13.a)
- 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.HistoryCC.13.c)
- how to analyze various ways 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. (6.1.12.CivicsPI.14.c)

EU3
- the leadership tactics and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.(6.1.12.HistoryCC.13.a)
- 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.EconEM.13.a)

EU 1, EU 2, EU 3, EU 4
- read and analyze primary source documents to determine different points of view.
- draw inferences from factual material.
- recognize and interpret different points of view.
- detect bias in data presented in various forms.
- compare and contrast the credibility of differing ideas, elements or accounts.
- test the validity of the information, using criteria such as source, objectivity, technical correctness, and currency.
- research useful and valid resources in all forms of media
- develop media literacy.
- evaluate the effectiveness of economic, political and social policies

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. (6.1.12.HistoryCC.13.d)	

Stage Two - Assessment

Other Evidence:
- *Tests/Quizzes*
- *Discussion/Debate, etc.*
- *Essays /DBQ*
- *Presentations*
- *Research projects*
- *Primary and secondary source analysis*
- *Multimedia projects*

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

- *Debate whether Brown v. Board of Education has realized its purpose in today's society. (A,M, EU2)*
- *Compare and contrast the ideology of Martin Luther King, Jr. and Malcolm X by reading King's "I have a Dream" speech and Malcolm X's "The Ballot or the Bullet" speech. (A,M, EU3)*
- *Show excerpts of "Eyes on the Prize" and provide a historical example from this era of the film's major themes: non-violence, civic participation, equal opportunity, injustice. (A,M, EU3)*
- *Create a website on one of the protest movements of the 60's that explains the goals of the movement and why one should support the movement. (A,M, EU3)*
- *Discussion/lecture on the major civil rights-related Supreme Court decisions and federal legislation (focused on minorities and rights of the accused) since 1954. (A, EU2)*
- *Write a persuasive essay to encourage action on a current race-related civil rights issue or inequities along racial lines (income/employment/ poverty levels, education, crime rates/incarceration). (M,T, EU1,3)*

- *List the leading feminists/feminist groups of the 1960s. Find evidence in our modern society of the results of their ideas and efforts. (A,M,T, EU1,3)*
- *Create a dialogue/exchange of ideas between a reformist and conservative of the time period and discuss each of their viewpoints on recent legislation, events, etc. (i.e. Betty Friedan and Phylis Schlafly) (M,T, EU2)*
- *Analyze conservative policies of the 1980s as a response to liberal reform movements of the 1960s/1970s (A, M, T EU1,2)*
- *Create a venn diagram comparing the status of women in American society during the 1950s, 1970s, and today (A, M EU 1,2)*
- *Research and explain, using examples, how Title IX is part of your school sports program. (M,T, EU2)*
- *Show excerpts from And Still I Rise − Black America Since MLK and use resources from PBS to highlight modern social justice reform for people of color (A, M, EU3)*
- *Create a digital timeline that highlights various aspects of social justice and prominent figures in LGBTQ community including (1)Romantic Friendships Increase Women's Rights (1890-1930) (2) Gays in the Military from the Civil War to Don't Ask Don't Tell (1860-2010) (3) Harlem Renaissance: As Gay as it was Black(1917-1935) (4) The Lavender Scare and the 1950s (1918-2011) Amendments, Laws and Court Decisions Expand Equality (1868-2015) (A, M, EU1)*
- Use this resource to help craft lessons around educational awareness regarding African American history and the many contributions Africans have made to American society. (A, M, EU1, EU2, EU3)