

Unit 4: Rights for All

6th Grade Humanities

14 Class Meetings

Created May 2024

Essential Questions

- What does it mean to have equality and justice in a society?
- How have civil rights movements shaped the world we live in today?

Enduring Understandings with Unit Goals

EU 1: Civil rights are fundamental rights that belong to every person, ensuring equality and freedom from discrimination.

- Understand that civil rights help us appreciate the importance of equality, justice, and human dignity in society.
- Examine what are civil rights, and why they are important as well as what it means to have equality and justice in a society.

EU 2: The Civil Rights Movement in the United States, as well as other global civil rights movements, played crucial roles in challenging and changing unjust laws and practices.

- Investigate key figures and events from civil rights movements and how they have left a lasting impact on laws, societal norms, and the fight for equality.
- Determine how the Civil Rights Movement of the 1960s built on earlier struggles for freedom and equality.
- Assess in what ways other countries have experienced their own civil rights movements, and how they compare to the U.S. Civil Rights Movement.

EU 3: The struggle for civil rights is ongoing, as many groups continue to fight for recognition, equality, and justice.

- Examine how modern civil rights issues often mirror past struggles, showing the need for continued vigilance and activism.
- Determine what civil rights issues are still being addressed today and how we can recognize and combat discrimination in our own communities.
- Assess what role do young people and students play in the ongoing fight for civil rights

Standards

CT Social Studies Frameworks Standards:

- **GEO 6-7.1** Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.
- **GEO 6-7.3:** Explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- **GEO 6-7.9** Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- **CIV 6-7.3:** Compare historical and contemporary means of changing societies and promoting the common good.
- **INQ 6-8.6** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection

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- **INQ 6-8.7** Evaluate the credibility of a source by determining its relevance and intended use.
- **INQ 6-8.9:** Develop claims and counterclaims while point out the strengths and limitations of both.
- **INQ 6-8.10:** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

Common Core State Standards:

- **CCSS.ELA-LITERACY.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.
- **CCSS.ELA-LITERACY.WHST.6-8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- **CCSS.ELA-LITERACY.WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.WHST.6-8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **CCSS.ELA-LITERACY.WHST.6-8.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-LITERACY.RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **CCSS.ELA-LITERACY.RH.6-8.3:** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- **CCSS.ELA-LITERACY.RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **CCSS.ELA-LITERACY.RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text
- **RI 6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI 6.3:** Analyze in detail how key individuals, events, or ideas are introduced, illustrated, and elaborated in a text.
- **RI 6.8:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **W 6.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **W 6.2:** Write informative/explanatory texts to examine and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

1. Fundamental Understanding of Civil Rights

- Investigate civil rights and equality, justice, and human dignity in society within the context of rights.
- Examine why civil rights are important.
- Analyze what it means to have equality and justice in a society.

2. Historical Context of Civil Rights

- Create a timeline that outlines key figures and events from civil rights movements.
- Investigate how key figures and events have left a lasting impact on laws, societal norms, and the fight for equality.
- Explore the Civil Rights Movement of the 1960s and determine how it built on earlier struggles for freedom and equality through non-fiction readings

3. Ongoing Struggles and Contemporary Civil Rights

- Research modern civil rights movements and compare how they mirror historical movements
- Explore current civil rights that are being violated
- Assess how youth can play a part in ongoing civil rights movements

Vocabulary and Key Terms: civil rights, equality, justice, discrimination, segregation, integration, activism, advocacy, Martin Luther King Jr., Rosa Parks, Malcom X, Harriet Tubman, Fredrick Douglass, Civil Rights Movement, Montgomery Bus Boycott, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, nonviolent resistance, boycott, sit-in, Freedom Riders, March on Washington, human rights, oppression, empowerment, prejudice, tolerance, injustice, liberty

Interdisciplinary Connection:

Language Arts

Daily Learning Objectives with TWPS

Students will be able to...

- Investigate civil rights and equality, justice, and human dignity in society within the context of rights. **
 - *What are civil rights, and why are they important for everyone in society?*
 - *How do civil rights relate to the concepts of equality, justice, and human dignity?*
- Examine why civil rights are important.
 - *Can you think of examples where people's civil rights were denied? How did it affect their lives?*
- Analyze what it means to have equality and justice in a society.
 - *What does it mean to have equality in society? Can you give examples of what this might look like in school or in your community?*
- Outlines key figures, events from civil rights movements and their lasting impacts. *****
 - *How did Martin Luther King Jr.'s approach of nonviolent resistance influence the Civil Rights Movement?*

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- *How did the Montgomery Bus Boycott affect the Civil Rights Movement?*
- *What other contributions did Harriet Tubman make to the cause of civil rights and equality?*
- *What were some of the challenges faced in implementing the desegregation of schools?*
- *What was the purpose of the March on Washington?*
- *How did the Civil Rights Act of 1964 change American society?*
- Explore the Civil Rights Movement of the 1960s and determine how it built on earlier struggles.
**
 - *What were the Civil Rights Act of 1964 and the Voting Rights Act of 1965 and how did they change the lives of African Americans?*
 - *Why is it important to learn about both the Civil Rights Movement of the 1960s and the earlier efforts that led to it?*
- Explore current civil rights that are being violated. **
 - *What are some examples of civil rights that people have today? Why are they important?*
 - *Which groups of people are often affected by civil rights violations today? Why do you think these groups are more vulnerable to having their rights violated?*
- Assess how youth can play a part in ongoing civil rights movements.
 - *What are some actions you can take in your community to support civil rights (e.g., volunteering, community clean-ups, attending town meetings)?*

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Paragraph frames and sentence starters
- Teacher modeling
- Think-write-pair-share and small-group discussions
- Graphic organizers
- Accountable talk
- Homework
- Word walls with visuals (Venn Diagrams)
- Small group instruction
- Visual exemplars with teacher and student critiques
- Text and video chunking
- Spiraling back to guiding questions
- Multiple CFUs
- Close reading with text-dependent questions

EL Differentiation Strategies

- Word Banks and Word Walls with visuals
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit teacher modeling
- Key vocabulary
- Graphic organizers
- Strategic Grouping

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- Non-verbal assessments

Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Academic Discourse
- Exit Slips
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Homework
- Performance Task – “Powerful Words” Written Expression Analysis
 - Teacher’s Scoring Guide

SUMMATIVE ASSESSMENTS:

- Quiz: Vocabulary terms and definitions (EU1)
- Unit Exam: Historical relevance of civil rights (EU2 and EU3)
- Unit Task: “Powerful Words” Written Expression Analysis (EU1, EU2 and EU3)

Unit Task

Unit Task Name: “Powerful Words” Written Expression Analysis

Description: Students will choose and analyze a song and poem that were written during or in response to civil rights movements. They will explore literary devices as well as the mood and tone of each piece as well as how it conveys struggles of equality, justice, and dignity (EU1). Students will then write a piece explaining how the song and poem of their choice are connected to past, present, or future civil rights movements (EU2 and EU3).

Evaluation: Teacher’s Scoring Guide

Unit Resources

- Google Classroom
- NewsEla Articles (Primary and Secondary Sources Included)
- ReadWorks Articles
- Interactive Notebook
- Google Slides