



ESL
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TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: English

Course: Honors Humanities 11

Grade Level: 11

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

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Dr. Leslie Septor, Program Supervisor of Literacy

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Subject/Course Title:
Course Name Humanities 11 Honors
Grade(s) 11

Date of Board Adoption:
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RAHWAY PUBLIC SCHOOLS CURRICULUM

Honors Humanities 11

PACING GUIDE

Unit	Title	Pacing
1	The Transformative Years of the Early 20th Century (1900 – 1929)	10 weeks
2	The Great Depression and America’s Response (1930 – 1945)	10 weeks
3	The Struggle for Post-War Democracy and Equality (1946 – 1970)	10 weeks
4	Contemporary Issues of the Late 20th/Early 21st Centuries (1971 – present day)	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign a peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have students repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give students a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to students. ● Give oral clues or prompts. ● Record or type assignments.

- Adapt worksheets/packets.
- Create alternate assignments.
- Have students enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow students to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Social Studies/Language Arts

Unit I Title: The Transformative Years of the Early 20th Century (1900 – 1929)

Target Course/Grade Level: Humanities 11 Honors/Grade 11

Unit Summary: This unit will explore U.S. social, economic, political, and legal policies of the early 20th century by interacting with primary and secondary historical sources as well as literary texts. Students will use critical thinking skills to analyze the push/pull factors leading to the Great Migration, examine issues abroad including American Imperialism and the U.S. involvement in WWI, as well as issues at home including the Suffrage Movement, Prohibition and Progressivism. Students will engage in a survey of the developing culture of the U.S. as demonstrated during periods such as the Roaring 20's and the Harlem Renaissance.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. 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.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

Career Readiness, Life Literacies, and Key Skills:

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

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

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

6.1.12.HistoryCC.6.b: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.

6.1.12.HistoryCC.6.c: Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.

6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.

6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country. • **6.1.12.HistoryCA.7.b:** Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.

6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

6.1.12.EconNE.8.a: Analyze the push-pull factors that led to the Great Migration.

6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.

6.1.12.HistoryCC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.

6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

Unit Understandings:

Students will understand that...

- Jim Crow Era terrorism greatly reduced opportunities and quality of life for African Americans and led to their rapid migration out of the south to places north and west, leading to a significant demographic shift.
- The rapid growth of cities created many challenges: how to provide adequate housing, transportation, water and sanitation as well as how to fight fire and crime.
- Race Riots in the early 20th century such as the Red Summer of 1919 occurred as a result of a confluence of events following WWI.
- American interests in colonial acquisitions and imperialism abroad developed significantly.
- Long-term tensions abroad erupted leading to WWI while the U.S. initially attempted to remain neutral.
- WWI unleashed a series of disruptions in American society as the U.S. government attempted to meet the demands of modern warfare.
- President Wilson's plans for peace were modified by Allied leaders in Europe and by Americans who were eager to free the country from foreign entanglements.
- American forces, though poorly equipped at the outset, tipped the balance decisively for victory for the Allies.
- African Americans played important roles in shaping the U.S. – abroad during WWI (contributing significantly to the Allied victory), and domestically (leading the fight against institutionalized racism in the form of voting restrictions, segregation and discrimination).
- Booker T. Washington and W.E.B. DuBois represented two very different approaches to securing civil rights for African Americans.

- A renaissance of art, music and literature by African-Americans during this time period reflected the development of a new identity and countered the minstrel imagery prevalent in the mainstream.

Unit Essential Questions:

- What was the social, economic, judicial and political climate of the southern states in the early years of the 20th century that prompted the Great Migration of African-Americans to northern states and western territories?
- What contributed to the rapid growth and expansion of cities and what was the impact of the subsequent challenges created by this transformation?
- What propelled U.S. interests in developing an empire and what steps did the nation take to secure those interests?
- What were the main reasons for U.S. involvement in WWI and how did the U.S. involvement propel an Allied victory?
- How did public opinion impact U.S. involvement in WWI?
- How did African American service in WWI impact their fight for civil rights at home?
- What were the lasting contributions of the Harlem Renaissance and how did they contribute to the shaping identity of and quest for equality for African Americans?

Knowledge and Skills:

Students will know...

- Civil unrest in the form of discrimination, racism and domestic terrorism contributed to the changing demographics in the U.S.
- African Americans struggled significantly to challenge systemic racism in legislative, economic and social arenas.
- United States economic ties contributed greatly to its international actions and relationships.
- WWI and its aftermath had specific tangible consequences both domestically and internationally.
- The early 20th century was a transformative period legislatively, industrially, politically and culturally in the U.S. both in domestic affairs and abroad.

Students will be able to...

- Identify the validity of sources and evaluate the strength of primary and secondary sources.
- Analyze fiction and nonfiction texts to identify the author's purpose.
- Interrogate various types of primary and secondary sources and decipher relevant connections between.
- Participate in discourse around historical topics, concepts and ideologies to form and articulate individual opinions on causes and effects.
- Write analytical statements and paragraphs that demonstrate an understanding of themes and literary elements utilized to create meaning.
- Cite textual evidence to support arguments and claims made verbally and in writing.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- English III Common Assessment Unit 1
 - Argumentative Essay: Students will develop an arguable claim based on their understanding of the reading. They will then need to utilize their close reading skills to find and analyze evidence that supports their claim.

- Daily participation in class discussion – whole group and small group
- Text annotations
- Tests and quizzes on key terms, figures and concepts
- Short-answer written responses to analysis questions
- Do Nows and Exit Tickets
- Written literary analysis using the two-step process to literary analysis. Step one: locate something, anything: figurative language, rhetorical strategies, or something interesting or bizarre. Step two: connect those findings to something literary such as theme, characterization, tone, etc...
- Written synthesis essay – topic: How did the U.S. shaping international identity at the start of the 20th century align with its domestic identity?
- Written DBQ response – topic: Push/pull factors of the Great Migration.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Station work to analyze various source material including graphs, charts, video, audio, text and photographs
- Socratic seminars for discussion
- Think-Pair-Share, Turn and talk
- Peer editing
- Guided reading
- Use visual media to introduce topics and concepts
- Modeling of writing strategies, analytical processes and text annotation strategies including using post-its

RESOURCES

Teacher Resources:

- <http://www.njamistad.org> NJ Amistad Curriculum Unit 10
- <http://www.history.com> Videos: The Harlem Renaissance, Prohibition, WWI
- <http://www.pbs.org> The Blues, The Harlem Renaissance, the Roaring 20s
- <http://www.phillipscollection.org> Jacob Lawrence, *The Migration Series*
- <http://www.loc.gov> WWI, The African-American Mosaic
- <http://nationalhumanitiescenter.org> Literature of the Harlem Renaissance, Jazz in African-American Lit
- <https://newsreel.org/video/ethnic-notions> Ethnic Notions
- Textbook: *The Americans Reconstructions to the 21st Century*
- Textbook: *African American History: A Journey of Liberation*
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- *The Oxford Anthology on African American Poetry*
- *The Norton Anthology for African American Literature*
- *The Piano Lesson* by August Wilson
- *Their Eyes Were Watching God* by Zora Neale Hurston
- Supplemental primary and secondary source handouts

Equipment Needed:

- HDMI t.v. projection
- Computer
- Internet Access
- Elmo Reader

UNIT OVERVIEW

Content Area: Social Studies/Language Arts

Unit II Title: The Great Depression and America's Response (1930 – 1945)

Target Course/Grade Level: Humanities 11 Honors/Grade 11

Unit Summary: This unit will examine the economic crises that led to the Great Depression, the Dust Bowl and the end of the Harlem Renaissance by interacting with primary and secondary historical sources as well as literary texts. Students will analyze the impetus of FDR's New Deal legislations, Executive Orders 8802 and 9981 and the impact these policies had on the nation. Students will trace the rise of dictators, beginnings of war, and the American response to these international and domestic concerns. Students will evaluate the goals and impacts of military campaigns, political decisions, and efforts on the Homefront that led to Allied victory in WWII and will explore African American's Double V campaign.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8.Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. 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.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Career Readiness, Life Literacies, and Key Skills:

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

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

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., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

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

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.

6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).

6.1.12.HistoryCC.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.

6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.

6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

6.1.12.CivicsPR.10.a: 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.

6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).

6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.

6.1.12.EconNE.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

6.1.12.EconNE.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).

6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.

6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.

6.1.12.HistoryCC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.

6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Unit Understandings:

Students will understand that . . .

- The economic crises of the Great Depression brought an end to the spending on the arts, thus forcing many great contributors to the Harlem Renaissance into poverty.

- President Roosevelt and the federal government took many actions to combat the Great Depression (such as the New Deal) some of which were successful, others not so much.
- The second New Deal instituted new programs to extend federal aid and stimulate the nation's economy.
- New Deal policies and actions affect Americans in all walks of life in different ways.
- There were various causes for the outbreak of WWII including the rise of the Nazi Party and the significant human rights offenses it committed.
- WWII had a specific character at home and abroad and led to a reshaping of the U.S. role in world affairs.
- African Americans made significant contributions to the war effort.
- There was an American quest for community, stability and peace in an interdependent world.
- Technological advances including the development of the atomic bomb greatly influenced the outcome of WWII.

Unit Essential Questions:

- Who were the Scottsboro Boys and why is their story considered an American tragedy?
- What happened to writers and artists who gained prominence in the early 20th century during and after the Great Depression?
- What was the New Deal and how did its programs extend federal aid, impact the legal, social and economic concerns of African Americans and support artists and writers?
- How did FDR change the role of the federal government in his first hundred days?
- What was the Wagner Act and how did it help working people?
- What were the purposes behind Executive Order 8802 and 9981, and how did these policies impact the nation as a whole and African Americans in particular?
- How did the American government respond to the rise of global dictators and the beginnings of war around the world?
- How did the military campaigns, political decisions and efforts on the home front lead to success in WWII?
- What were the contributions of African Americans like the Tuskegee Airmen and the Buffalo Soldiers to the war?

Knowledge and Skills:

Students will know...

- Key terms: The New Deal, the Second New Deal, FDR's Black Cabinet, Dixiecrat, etc...
- Key people: Franklin Delano Roosevelt, Duke Ellington, Louis Armstrong, Mary McLeod Bethune, S=Asa Philip Randolph
- How the federal government created policies and initiatives to propel the nation forward in the face of socio-economic division.
- There were multiple global factors which led to the outbreak of WWII.
- The U.S. played a significant role in WWII and African-Americans were positive contributors to the war efforts.

Students will be able to...

- Interpret and analyze historical and evaluate the strengths and weaknesses of different types of documents for historical research.
- Analyze genres of literature of the time to discern the impact of events on culture.
- Analyze the social, economic and political conditions of the eve of the Great Depression.
- Identify various constitutional and societal principles which contradict the perceived American definition of freedom as it applies to non-whites during WWII.

- Distinguish the choices made by individuals, firms or government officials that often generate long-term unintended consequences that can partially or entirely offset the initial effects of the decision.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **END OF UNIT COMMON ASSESSMENT:** Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task as follows:

Informative/Explanatory Writing Task (W2): After reading a short passage, students will describe, discuss, explain or analyze an aspect of the passage. They will draw on their own experiences or opinions to develop their ideas for the essay.

- Daily participation in class discussion – whole group and small group
- Text annotations
- Tests and quizzes on key terms, figures and concepts
- Short answer written responses to analysis questions
- Do Nows and Exit Tickets
- Written literary analysis using the two-step process to literary analysis. Step one: locate something, anything: figurative language, rhetorical strategies, or something interesting or bizarre. Step two: connect those findings to something literary such as theme, characterization, tone, etc...
- Written argument essay – topic: How has the U.S. role in WWII impacted its modern history?
- Written DBQ response – topic: Examination of FDR’s New Deal Legislation’s impact on the Great Depression.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Station work to analyze various source material including graphs, charts, video, audio, text and photographs
- Socratic seminars for discussion
- Think-Pair-Share, Turn and talk
- Peer editing
- Guided reading
- Use visual media to introduce topics and concepts
- Review and modeling of writing strategies, analytical processes and text annotation strategies

RESOURCES

Teacher Resources:

- | | |
|---|--|
| • http://www.njamistad.org | NJ Amistad Curriculum Unit 11 |
| • http://www.history.com | WWII |
| • http://www.pbs.org | Documentary: <i>The Scottsboro Boys: An American Tragedy</i> |

- <http://www.loc.gov> FDR and the New Deal
- <https://www.facinghistory.org/> The Great Depression
- Textbook: *The Americans Reconstructions to the 21st Century*
- Textbook: *African American History: A Journey of Liberation*
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- *The Oxford Anthology on African American Poetry*
- *The Norton Anthology for African American Literature*
- *Maus I* and *Maus II* by Albert Spiegelman
- *They Called Us Enemy* by George Takei
- Supplemental primary and secondary source handouts

Equipment Needed:

- HDMI t.v. projection
- Computer
- Internet Access
- Elmo Reader

UNIT OVERVIEW

Content Area: Social Studies/Language Arts

Unit III Title: The Struggle for Post-War Democracy and Equality (1946 – 1970)

Target Course/Grade Level: Humanities 11 Honors/Grade 11

Unit Summary: This unit will examine the international and domestic tensions post WWII and due to the emerging Cold War. A close analysis of the goals, strategies and impacts of the Modern Civil Rights Movement, including specific legal challenges and subsequent Supreme Court rulings will be conducted. Historical events including the murder of Emmett Till, the Montgomery Bus Boycott, Bombing of the 16th Street Baptist Church and other inciting incidents will be evaluated as catalysts for protest. The rise of prominent civil rights leaders, black separatist organizations and other social and political groups, as well as U.S. involvement in the Korean and Vietnam Wars will provide a lens through which students will determine the health of the democracy during this time period.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- 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.
- 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.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WR.11–12.5. 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.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Career Readiness, Life Literacies, and Key Skills:

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. 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., NJSLSA.R6, 7.1.AL.IPRET.6).

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., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.

6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.

6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.

6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.

6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.

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.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.

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.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).

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.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.

Unit Understandings:

Students will understand that...

- Americans began to adjust to new economic opportunities and continuing social problems after WWII.
- The Allied coalition fell apart as the United States and the Soviet Union found themselves in conflict with each other.
- The Cold War created a fear of communist influence in the United States.
- Some Americans found their dream of material comfort and economic prosperity realized.
- The term "teenager" was established to identify a new group of young people striving to find a voice along with the many distinct voices striving to be heard; the language used by these new voices greatly impacts American English.
- Mass popular culture boomed, largely through the influence of television, and the media generally reflected mainstream middle-class values while a vital counterculture emerged.
- Many Americans continued to suffer from poverty and racial discrimination, despite unprecedented economic prosperity in the nation as a whole.
- African American leaders of organizations such as CORE and SNCC responded to ongoing racially motivated oppression through protests such as the Montgomery Bus Boycott, legal challenges such as *Brown vs. Board of Education*, boycotts and various other means.
- Malcolm X and the Nation of Islam and Dr. Martin Luther King, Jr. espoused philosophies and tactics that differed in their attempts to secure equality for African-Americans.
- The U.S. sent troops to Vietnam but the conflict quickly became a stalemate.
- The Black Panther Party evolved at the end of the 1960's with a focus on anti-Vietnam War messages and grassroots, community outreach.

- Lyndon B. Johnson drove the most ambitious legislative agenda through Congress since the New Deal.
- There was a wide range of poetry, literature and music that focuses on the aspirations of African-Americans, the pride and process of protest, the impact of the individual and the collective, and the impact this movement has had on the civil liberties enjoyed today.

Unit Essential Questions:

- What were the goals of the U.S. foreign policy in the Cold War and how did the U.S., including the CIA, wage the Cold War in the 1950s?
- What actions of Joseph McCarthy worsened the national hysteria about communism?
- How did the Rosenberg case fuel anti-communist feeling?
- What are some of the voices of the new nation and what are the different ways a culture can express itself?
- What are some of the distinct elements of language of the various shaping cultures?
- How did many major cities change in the 1950s and how did life in the suburbs provide the model for the American dream?
- How did American efforts to promote democracy abroad contrast with the status of African-Americans at home?
- How did African American performers influence American popular culture during this time period?
- What obstacles to improve their lives did Native Americans face during this time period?
- How did Executive Order 9981 reflect changes in American attitudes about African-Americans, segregation and civil rights?
- Why do we distinguish between the early and modern civil rights movements and is this distinction worthwhile or relevant?
- Why was the murder of Emmett Till so powerful as to re-ignite and re-energize the flames of the Civil Rights Movement?
- What were some strategies used during the modern civil rights movement that distinguishes it from the earlier movement?
- What was the *Brown v. Board of Education* decision and why is it significant? What were its shortcomings?
- What was the Montgomery Bus Boycott and what was Dr. Martin Luther King Jr.'s role in that event?
- Who were the Little Rock Nine and were their efforts successful?
- What were the strategies used by CORE and other organizations and were these strategies effective in confronting segregation in the South?
- What were the essential differences between Dr. King and Malcolm X? Where might they have found common ground?
- What accounts for the rise of the Black Power Movement and in the mid-1960s?

Knowledge and Skills:

Students will know...

- Key terms: boycott, sit-in, freedom rides, integration, desegregation, “separate is inherently unequal,” black nationalism, separatism, non-violence, active resistance, Black Power, spirituals, grass roots, militant, reparations, affirmative action, urban crisis.
- Key people: Emmett Till, Dr. Martin Luther King, Jr., Rosa Parks, James Farmer, Ella Jo Baker, Bull Connor, Malcolm X, Medgar Evers, Fannie Lou Hamer, John F. Kennedy, Lyndon Johnson, James Meredith, James Baldwin, Stokely Carmichael, Bobby Seale, Huey Newton, Julian Bond, Eldridge Cleaver.
- Key events: lunch counter sit-ins, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Supreme Court ruling in *Brown v. Board of Education*, protests in Birmingham and Selma, Dr. King’s “Letter from a Birmingham Jail,” March on Washington for Jobs and Freedom, assassinations of Medgar Evers, Dr. King and Malcolm X, Freedom Democratic Party, emergence of the Black Panthers.
- Key places: Montgomery, Selma, Birmingham, Memphis, Jackson, Woolworth lunch counter, Audubon Ballroom, Washington, D.C., Vietnam.

- Racial tensions continue to plague the U.S. as demonstrated by the 1943 Detroit Riots, the Zoot Suit Riots in Los Angeles and the internment of Japanese Americans.
- U.S. goals during the Cold War were to encourage democracy, to gain access to raw materials and markets to rebuild Europe and to contain Soviet expansion.
- The G.I. Bill of Rights included tuition reimbursement, unemployment benefits and loans to help veterans buy homes, farms or establish businesses.
- Systemic racial discrimination impacted access to the G.I. Bill for African American veterans.
- Domestic and foreign issues of the time were the Korean War stalemate, the rise of McCarthyism, the threat of communism, the expanding power of the federal government, inflation and labor unrest.
- Suburbia offered affordable single-family houses, good schools and a safe environment for children so many white families moved to the suburbs; alternatively, the rural poor moved into the cities, which contributed to the economic decline of many large cities.
- Native Americans faced racial prejudice, inadequate education, lack of jobs and poor access to medical care.
- Radio started to target specific audiences such as African Americans.
- Jazz music, growing out of various other African American traditions, greatly influenced rock n' roll.
- Labor leader and civil rights activist A. Philip Randolph influenced the creation of Executive Order 9981, as he had with Executive Order 8802.
- The Modern Civil Rights Movement shaped the political, social and judicial climate of the U.S., the Caribbean and South America of today.

Students will be able to...

- Analyze literary narrative texts and interpret what those texts reveal about the time period.
- Explain how conflicts over Germany increased fear of Soviet aggression.
- Explain how Communists came to power in China and how the United States reacted.
- Summarize the events of the Korean War and African American involvement in this conflict.
- Explain the conflict between President Truman and General MacArthur.
- Describe the government efforts to investigate the loyalty of U.S. citizens.
- Identify economic and social problems Americans faced after WWII and explain the ways that various racial groups experienced these problems differently.
- Explain how the desire for domestic stability often led to political conservatism.
- Describe various causes of social unrest in the 1950s, including the Beat movement and rock n' roll music clashing with middle class values.
- Evaluate the impact of Great Society programs.
- Describe the major accomplishments of the Kennedy and Johnson administrations.
- Explain the effects of large-scale white migration to the suburbs.
- Describe the ongoing efforts of various minority groups to gain equal rights and fight poverty, particularly in the cities.
- Explain some of the ways in which America's perceived effort to achieve democracy abroad was translated into African American efforts to secure rights at home.
- Summarize civil rights legal activity and the response to the *Plessy* and *Brown* cases and explain how legalized segregation deprived African Americans of their rights as citizens.
- Trace Dr. Martin Luther King Jr.'s civil rights activities and legacy.
- Identify the leaders who shaped the Black Power Movement.
- Explain the major features of America's involvement in the Vietnam conflict and its aftermath.
- Describe the growth and diversity of the Latino population in the U.S. during the 1960s and summarize the efforts of Latinos to secure civil rights and respect for their cultural heritage.
- Explain the efforts of Native Americans to secure reforms in government policies.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task in the following genre:
Argumentative Essay (W1): After reading a passage(s), students will write an argument to support their claims with clear reasons and relevant textual evidence, including direct quotations from the passage.
- Daily participation in class discussion – whole group and small group
- Text annotations
- Tests and quizzes on key terms, figures and concepts
- Short answer written responses to analysis questions
- Do Nows and Exit Tickets
- Written literary analysis using the two-step process to literary analysis. Step one: locate something, anything: figurative language, rhetorical strategies, or something interesting or bizarre. Step two: connect those findings to something literary such as theme, characterization, tone, etc...
- Written analytical essay – topic: Is America to be considered a successful democracy by this point in her development?
- Written DBQ response – topic: To what extent did American society change during the years of 1940 – 1970 as a result of economic growth?

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Station work to analyze various source material including graphs, charts, video, audio, text and photographs
- Socratic seminars for discussion
- Think-Pair-Share, Turn and talk
- Peer editing
- Guided reading
- Use visual media to introduce topics and concepts
- Review and modeling of writing strategies, analytical processes and text annotation strategies

RESOURCES

Teacher Resources:

- <http://www.njamistad.org> NJ Amistad Curriculum Unit 12
- <http://www.history.com> Korean and Vietnam Wars
- <http://www.pbs.org> American Experience Documentary: *The Murder of Emmett Till*
- <http://www.loc.gov> Cold War/Communism
- <https://www.facinghistory.org/> Modern Civil Rights Movement
- Textbook: *The Americans Reconstructions to the 21st Century*

- Textbook: *African American History: A Journey of Liberation*
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- Textbook: *African American History: A Journey of Liberation*
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- *The Oxford Anthology on African American Poetry*
- *The Norton Anthology for African American Literature*
- *Warriors Don't Cry* by Melba Patillo Beals
- *The Things They Carried* by Tim O'Brien
- Supplemental primary and secondary source handouts

Equipment Needed:

- HDMI t.v. projection
- Computer
- Internet Access
- Elmo Reader

UNIT OVERVIEW

Content Area: Social Studies/Language Arts

Unit IV Title: The Late 20th and Early 21st Centuries (1971 – present day)

Target Course/Grade Level: Humanities 11 Honors/Grade 11

Unit Summary: This unit will examine the political, social, cultural and economic landscape of the post-Civil Rights Movement era. Students will evaluate the policies of the administrations of U.S. Presidents Nixon through Biden, considering the changing political climate as well as domestic and international issues faced. Students will interpret forms of modern social protest including Hip Hop music, social media and political satire. An analysis of the changing meaning of identity in light of America's rapidly transforming ethnic and racial demographics and the LGBTQ community's quest for equality will be performed, engaging topics of immigration policies, multiculturalism, socioeconomic, health and education disparities, tensions between law enforcement and community, etc...

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

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., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

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

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

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.

6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues. • **6.1.12.GeoPP.14.b:** Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e. interest rates) policies.

6.1.12.EconNE.14.b: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.

6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.

6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.

6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's.

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.

6.1.12.HistoryUP.14.a: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.

6.1.12.HistoryCC.14.b: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.

6.1.12.HistoryCC.14.c: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.

6.1.12.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.

6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.

6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.

6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.

6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.

6.1.12.HistorySE.15.b: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor and evaluate how this has affected individuals and society.

Unit Understandings:

Students will understand that...

- The Black Power Movement continued into the 1970s, but various factors contributed to its reduced impact in black communities.
- A Black Arts Movement emerged in the 1970s to address new aesthetic, cultural and political concerns.
- President Richard M. Nixon attempted to move the country in a more conservative direction and to ease Cold War tensions throughout the world.
- In the wake of the Watergate, Presidents Ford and Carter attempted to restore faith in America's leadership as they battled the worst economic crisis in decades.
- Americans began to address a growing number of environmental concerns.
- The election of Ronald Reagan in 1980 signaled the flourishing of conservative ideology in the political realm.
- Bill Clinton was elected in 1992 and moved the nation's politics toward the center.
- African Americans continued to vote strongly for Democratic candidates and endorsed Bill Clinton in large numbers.
- The 1970s, 1980s and 1990s witnessed the re-emergence of powerful black political actors capable of running for and winning elected office.
- African American youth experimented with various musical genres and developed Hip Hop, a new sound/style that served to voice the social unrest of the times.
- The Apartheid system in South Africa came under international fire with increasing protests from American activists' intent on seeing an end to the system of brutality and segregation there.
- Major changes throughout the world had a great impact on the direction of U.S. foreign policy.
- George W. Bush won the presidency in 2000 amid controversy over balloting in several states.
- New opportunities and challenges arise from technological developments in many industries, especially computers and communications and an evolving U.S. economy.
- Demographic changes in the U.S. had significant implications for American society at the beginning of the 21st century.
- The so-called War on Terrorism has had significant implications for American foreign policy, politics and relationships with other countries around the world.
- The election of Barack H. Obama as America's first African American president carried with it considerable symbolic, political and cultural significance.
- African Americans and other minority groups faced new challenges as well as new opportunities as the United States underwent demographic transformations.
- The emergence of a new multiracial movement suggests that older racial categories are being supplanted by a newer understanding of racial identity.
- A quest for civil rights and equality by the LGBTQ community has inspired renewed activism and legislative actions.

Unit Essential Questions:

- What factors made it possible for Congresswoman Shirley Chisholm to become the first black woman to run for presidential nomination from a major political party in 1972 and what factors prevented her success?
- In what ways did President Nixon attempt to reform the federal government and try to combat stagflation?
- In what ways did the participants in Watergate attempt to cover up the scandal and what were the results of the Watergate scandal?
- What role did African American Congresswoman Barbara Jordan play in Nixon's impeachment?
- What were General Ford's greatest successes as president?
- How might one characterize President Carter's civil rights record?
- What factors increased Americans' concerns about environmental issues during the 1970s and beyond?
- What were the circumstances surrounding Angela Davis's arrest and trial in the early 1970s and how did the government conspire against various Black Panther Party members and others considered to be a threat?
- What factors led to Ronald Reagan's victory in 1980?
- What progress and obstacles did different minority groups and women experience in the 1980s and beyond and what gains did they experience?
- What caused the downfall of the Soviet Union and the founding of the Commonwealth of Independent States?
- How has urban flight changed both cities and suburbs?
- What are some of the moral issues, political issues and economic issues surrounding immigration?
- Why did crime rates fall dramatically in the early 1990s and how has changes in policing in the U.S. impacted crime and public confidence?
- What role have black politicians played since the 1970s?
- What were some of the causes of the 1992 Los Angeles riots?
- What accounts for the large number of black cabinet appointees in the Clinton Administration?
- What factors led George W. Bush to victory in 2000?
- Why did the U.S. and Great Britain press the UN to pass a resolution in 2003 authorizing the use of force against Iraq?
- Which two countries formed the basis of the coalition that launched Operation Iraqi Freedom and what were the outcomes?
- What challenges did the U.S. face after the overthrow of Saddam Hussein?
- Why does immigration remain such a controversial topic?
- What are some major issues surrounding the debates about public education in the U.S. and why is school funding a controversial political issue?
- What issues divide people about the concept of affirmative action?
- How might one characterize the communications revolution in the 21st century?
- What are the 21st century challenges faced by long-time federal programs such as Medicare, Medicaid and Social Security?
- How might one explain the current debate over global warming and the accompanying issues about the environment in general?
- What are the implications for U.S. politics in the wake of Barack Obama's election as the first African American president and what particular challenges and opportunities did his time in office create for African Americans?
- What do the repeated instances of police brutality and high incarceration rates among African Americans suggest about the relationship between crime, race and notions of justice in the 21st century?
- How did the industries of film, television and publishing shift in their representations of African American and other marginalized people's identities?

Knowledge and Skills:

Students will know...

- Key terms: stagflation, OPEC (Organization of Petroleum Exporting Countries), SALT I Treaty, Watergate, Saturday Night Massacre, Camp David Accords, Environmental Protection Agency, entitlement program, affirmative action, Moral Majority, supply-side economics, AIDS, Contras, Operation Desert Storm, NAFTA, Contract with America, service sector, General Agreements on Tariffs and Trade(GATT), Telecommunications Act of 1996, genetic engineering, urban flight, Proposition 187, terrorism, Medicare, welfare, social security, Million Man March, Rainbow Coalition, Congressional Black Caucus.
- Key people: Richard M. Nixon, Ayatollah Ruhollah Khomeini, Rachel Carson, Ronald Reagan, Geraldine Ferraro, Mikhail Gorbachev, William Jefferson Clinton, Shirley Chisholm, Barbara Jordan, Nelson Mandela, Jesse Jackson, Clarence Thomas, Alice Walker, Maya Angelou, Nikki Giovanni, Audre Lourde, Maulana Karenga.
- President Nixon tried to lessen the federal government's responsibilities through revenue sharing and welfare reform.
- Nixon tried to stop stagflation by raising taxes, cutting the budget, raising interest rates and imposing wage-and-price controls.
- Frustration over entitlement programs, inflation, high taxes, criticism of affirmative action and religious revival caused a conservative revolution in the early 1980s.
- African Americans made political gains even though economic progress lagged.
- Latinos became the fastest growing minority gaining both political and economic power.
- Native Americans continued to face long-term problems in health, education and employment.
- Asian-Americans became the second fastest growing minority.
- Gay men and lesbians openly fought for civil rights.
- Women were making political and economic gains in the 1980s through Ferraro's 1984 vice presidential candidacy, increases in the number of women in Congress and a push for pay equality.
- The downfall of the Soviet Union was a result of economic problems and nationalism in non-Russian republics.
- The cease-fire agreement between Iraq and the UN at the end of the Persian Gulf War prohibited Iraq from producing chemical, biological and nuclear weapons.
- Fewer immigrants were becoming U.S. citizens by the 1990s because of rising numbers of undocumented immigrants, a backlog of applications and a presumed lack of interest among many immigrants.
- South Africa's system of apartheid ended in 1990 due to significant international pressure and insistent internal activism and pressure.
- Several prominent incidents of police brutality in the 1990s – Rodney King, Abner Louima and Amadou Diallo – suggested continuing problems with the American justice system.
- George W. Bush's victory in 2000 was a result of a close election, the third-party candidacy of Ralph Nader, and a U.S. Supreme Court decision.
- Experts felt that the U.S. will face significant challenges in the 21st century with the environment, poverty, global terrorism and issues surrounding cultural diversity.
- The U.S.'s interest in responding to acts of terrorism has fueled our foreign policy concerns in the 21st century.
- Many feel that the U.S. has violated the civil rights of many that have been detained as a result of terrorist acts.
- The cease-fire agreement between Iraq and the UN at the end of the Persian Gulf War prohibited Iraq from producing chemical, biological and nuclear weapons.
- George Bush and Great Britain feared that Saddam Hussein was providing terrorists with weapons of mass destruction and formed the basis of the coalition that launched Operation Iraqi Freedom.
- The terror attacks on the U.S. on September 11, 2001 was a devastating event that had significant impacts domestically and internationally.
- Opposition by many different groups has led to problems for the U.S. after the overthrow of Saddam Hussein.
- The issue about how to handle the many millions of immigrants who are here illegally continues to be a divisive one.
- The charter school movement and debates surrounding it have played a considerable role in conversations about public education.

- A number of reforms to the social security program are considered.
- Controversy exists over the issue of global warming, whether it exists and the degree to which human action causes it.
- The 2008 and 2012 presidential elections highlighted important changes in America's demographics, voting patterns and political culture as the nation elected its first African-American president, Barack Obama.
- Changing American racial demographics will have important implications for politics, culture, education and voting.

Students will be able to...

- Explain the significance of Shirley Chisholm's political career.
- Summarize Nixon's plan to lead the nation on a more conservative course and analyze his efforts to win the support of Southern Democrats.
- Summarize the details of the Watergate scandal.
- Analyze the significance of Jimmy Carter's election in 1976.
- Explain the goals of the environmental movement and describe debates over global warming.
- Identify the reasons for the resurgence of conservative values and list the major goals of the New Right.
- Analyze the emergence of Reagan and Bush as conservative leaders.
- Summarize Reagan's economic programs and explain the impact of his policies on poor, minority and underrepresented groups.
- Describe the changes that occurred in the composition of the Supreme Court and the controversy surrounding Clarence Thomas's Supreme Court nomination.
- Analyze the presidential elections of 1984 and 1988.
- Identify national concerns about education, drug use, health issues and urban problems.
- Summarize political, economic and social gains achieved by women.
- Summarize the issues of the 1992 presidential campaign, and describe Clinton's stand on domestic issues and analyze his approach to foreign policy.
- Explain how Hip-Hop music developed as a means of social protest among urban African-American youth.
- Identify the causes and impacts of urban flight.
- Analyze the legal, economic and moral aspects of immigration and the arguments for and against restricting immigration.
- Identify trends in crime rates and crime prevention strategies.
- Describe attempts to reform American public education in the 1970s – 1990s.
- Examine the history of and controversy surrounding affirmative action policies in areas including education.
- Explain the importance of forced busing policies in Boston and elsewhere.
- Describe the causes and extent of poverty in the U.S., and analyze the challenges facing the American welfare systems and efforts to reform it.
- Explain the obstacles to equality that women face in the workplace.
- Explain the causes and effects of the urban crises of the 1970s, 1980s and 1990s.
- Discuss the impact of Jesse Jackson's 1984 and 1988 runs for President.
- Explain the impact of the new global economy on poor and underrepresented groups.
- Analyze the controversial events of the 2000 election.
- Explain challenges and opportunities Americans may face in the 21st century.
- Identify acts of terrorism in modern history, and examine the tactics used in and the motives behind terrorist acts.
- Describe the measures the U.S. has taken to combat terrorism and describe the circumstances that led to the launching of Operation Iraqi Freedom.
- Describe the major candidates and issues of the presidential elections of 2004, 2008, 2012, 2016 and 2020.
- Explain the significance of America's changing racial demographics.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task in the following genre:
 - Argumentative Essay (W1): After reading a passage(s), students will write an argument to support their claims with clear reasons and relevant textual evidence, including direct quotations from the passage.
- Daily participation in class discussion – whole group and small group
- Text annotations
- Tests and quizzes on key terms, figures and concepts
- Short answer written responses to analysis questions
- Do Nows and Exit Tickets
- Written literary analysis using the two-step process to literary analysis. Step one: locate something, anything: figurative language, rhetorical strategies, or something interesting or bizarre. Step two: connect those findings to something literary such as theme, characterization, tone, etc...
- Written research paper, MLA format. Topic choices: immigration, police reform, social justice and protest, climate change.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Station work to analyze various source material including graphs, charts, video, audio, text and photographs
- Socratic seminars for discussion
- Think-Pair-Share, Turn and talk
- Peer editing
- Guided reading
- Use visual media to introduce topics and concepts
- Review and modeling of writing strategies, analytical processes and text annotation strategies

RESOURCES

Teacher Resources:

- <http://www.njamistad.org> NJ Amistad Curriculum Unit 12
- <http://www.loc.gov> McCarthyism
- <https://www.facinghistory.org/> Modern Civil Rights Movement
- Textbook: *The Americans Reconstructions to the 21st Century*
- Textbook: *African American History: A Journey of Liberation*
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- Textbook: *African American History: A Journey of Liberation*
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- *The Oxford Anthology on African American Poetry*

- *The Norton Anthology for African American Literature*
- *Blues for Mister Charlie* by James Baldwin
- *A Message From Rosa* by Quince Duncan
- Supplemental primary and secondary source handouts

Equipment Needed:

- HDMI TV projection
- Computer
- Internet Access
- Elmo Reader