



Marietta City Schools
2024–2025 District Unit Planner

Individuals and Societies IB HOTA Y1

Unit Title/ Topic	<i>Unit 7: Civil Rights Movements in the Americas post-1945</i>	Hours	<i>15 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Unit Description and texts

Transfer goals/Skills	Approaches to learning (ATL)
<p>Skills:</p> <p>Students’ thinking</p> <p>Research</p> <p>Communication</p> <p>Details: Students will be able to apply their learning from this unit to an evaluation of history that helps prepare them for writing the external assessment, Internal Assessment in HOTA, and the Paper 2 Essay. Students will also continue to work on document analysis skills, particularly the OPCVL analysis tool, that will help prepare students for the Internal Assessment and Paper 1 of the IB Exam. The African-American Civil Rights Movement content is also assessed in Paper 1 along with Paper 3. Students will use their knowledge from this unit to answer a prompt that uses the same command terms on the IB Exam.</p>	<p>To be determined by the IB HOTA Y1 Team</p> <p>Category: Thinking skills Cluster: Discuss Skill Indicator: With a partner, discuss the effects of the Great Depression on various groups.</p> <p>Category: Communicating Cluster: Visual Skill Indicator: Create a poster examining the how the civil rights movement was expressed in the arts</p> <p>Category: Research and thinking skills Cluster: Information Literacy Skill Indicator: Work with a group examining the rise of the Chicano Movement.</p> <p>Details: Students will consider the causes and effects of each of these social movements. Special attention will be given to the progression of the African-American Civil Rights Movement and a focus on how the movement splintered into different movements after the original movements of the 1950s. Students will communicate the significance of these movements through various activities such as an Annotated Timeline and activities that ask</p>

	<p>students to connect aspects of the movements to visual images. These events will prompt students to research sources that provide basic information about these movements and allow for analysis on the importance of these events. Students will also communicate their understanding of these concepts through Paper 3 prompts that will be used as summative grades.</p>
Content/skills/concepts	Learning process
<p style="text-align: center;"><u>Students will know the following content:</u></p> <ol style="list-style-type: none"> 1. African Americans and the civil rights movement: origins, tactics and organizations; the US Supreme Court and legal challenges to segregation in education; ending of segregation in the south (1955–1980) 2. Role of Dr Martin Luther King Jr in the civil rights movement; the rise of radical African American activism (1965–1968)—Black Panthers, Black Power and Malcolm X; role of governments in civil rights movements in the Americas 3. Feminist movements in the Americas; reasons for emergence; impact and significance 4. Hispanic American movement in the United States; Cesar Chavez; immigration reform 5. Youth culture and protests of the 1960s and 1970s: characteristics and manifestation of a counterculture <p>SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.</p> <p>b. Connect major domestic issues to their social effects including the G.I. Bill, Truman’s integration policies, McCarthyism, the National Interstate and Defense Highways Act, and Brown v. Board of Education.</p> <p>SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations</p> <p>b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson’s Great Society, following the assassination of John F. Kennedy.</p> <p>c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.</p> <p>d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.</p>	<p>Small group/pair work PowerPoint lecture/notes Group presentations Student lecture/leading Interdisciplinary learning</p> <p>Details: Power Points:</p> <ol style="list-style-type: none"> 1. Impact of the war on Japanese Americans and Japanese Canadians 2. Impact of the war on other minority groups 3. Impact of the war on women 4. Impact of the war on African Americans 5. Impact of the war on civil rights 6. Impact of the war on everyday life <p>Small-Group Pair Work: Paper 1 Sourcing Practice</p> <p>Group Presentations: Students will present the impacts of the different groups discussed in this unit.</p> <p>Student Lecture/Leading: Daily student-led conclusion</p>

e. Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election.

SSUSH22 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.

b. Connect major domestic issues to their social effects including the creation of the Environmental Protection Agency, the emergence of the National Organization for Women, Nixon's resignation due to the Watergate scandal, and his pardon by Ford.

Students will develop the following skills:

Map and Globe Skills: 1, 3, 4, 5, 6, 7, 8, 11, 12, 17

Information Processing Skills: 1, 2, 3, 5, 6, 8, 10, 11, 17

1. The gathering and sorting of historical evidence. Many of the skills developed in the history course relate to the gathering and sorting of historical evidence. This area includes research skills such as locating and selecting relevant and appropriate evidence from books, articles, websites and audio-visual resources and recognizing the distinctions between different kinds of evidence.

The course provides the opportunity for students to increase their confidence and independence in locating and using a variety of historical sources

2. The evaluation of historical evidence. A key element is the development of thinking and research skills relating to the evaluation of historical evidence. These skills include recognizing the subjective nature of the historical evidence; examining sources for information and interpretations, and for cases where they corroborate, complement or contradict each other; recognizing the value and uses of sources, and reasons to use them cautiously; and recognizing and appreciating why and how opinions and interpretations differ.

The course provides the opportunity for students to increase their awareness of multiple perspectives, historical opinions and interpretations.

3. Recognizing and understanding historical processes and their relationships to human experience, activity and motivation

The history course allows students to develop their appreciation of the nature of human experience in a range of contexts. It achieves this through a focus on skills such as recognizing, explaining and analyzing causes and consequences; recognizing, explaining and analyzing continuity, change and development over time; recognizing, explaining and analyzing similarity and difference; relating human activities, experiences and motivations in history to a range of cultural and social dimensions; and synthesizing material studied across time and space

<p>4. Organizing and expressing historical ideas and information</p> <p>The history course places a strong emphasis on developing the communication skills needed to organize and express ideas and information with clarity. These skills include: posing questions and hypotheses, and answering or testing them; handling and synthesizing several sources for one inquiry; selecting and deploying information and ideas; constructing narratives, with ideas, analysis and relevant substantiation; and summarizing and arriving at conclusions. The development of these skills helps increase students' confidence and sophistication in both oral and written communication</p> <p style="text-align: center;"><u>Students will grasp the following concepts:</u></p> <p>See historical concepts for the unit listed above</p>	
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Language and Learning	TOK Connections	CAS connections
<p>Activating background knowledge</p> <p>Scaffolding for new learning</p> <p>Acquisition of new learning through practice</p> <p>Demonstrating proficiency</p> <p>Details:</p> <p>Students will be taking their prior knowledge of the Civil Rights Movements and examining significance of movements, along with examining the interconnections between certain events in the movements. Students will showcase proficiency of knowledge of these events through formative and summative assignments.</p>	<p>Areas of knowledge</p> <p>The knowledge framework</p> <p>Details:</p> <p>Ask students to ask about the methods they have used to find out about the causes of the Civil Rights Movement. How are those methods similar/different to the methods used to gain knowledge in other areas of knowledge?</p>	<p>Activity</p> <p>Details:</p> <p>As a part of the lesson on the core events of the African American movement, students were required to use post-it notes to attach to paper posted around the room that represented early events and themes. The post-its were designed to contain arguments for the significance of these events to the movement.</p>

Essential Understandings and Questions

Factual: The sequence of events that were a part of and a result of the Civil Rights Movements.

Conceptual: Civil rights has been an ongoing process throughout American history.

Debatable: To what extent were the tactics of the Civil Rights Movement effective?

Assessment Tasks
List of common formative and summative assessments.

<p>DP Assessments</p>	<p>Students will practice, as practicable as possible, the conditions for IB Paper 3. Students will practice, as practicable as possible, the conditions for IB Paper 3. Students will answer one of the following essays.</p> <ol style="list-style-type: none"> 1. “Civil rights for indigenous peoples significantly improved after 1945.” To what extent do you agree with this statement? 2. Discuss the reasons for, and the impact of, youth protests in the 1960s and 1970s in one country of the Americas. 3. Examine the tactics and successes of African-American civil rights organizations up to 1965. 4. “Feminist movements had a positive impact on societies in the Americas.” Discuss. 5. To what extent did the civil rights movement in the US end segregation in the south between 1955 and 1980? 6. “Youth protests of the 1960s and 1970s successfully challenged established authority.” Discuss. 7. “Dr Martin Luther King Jr was the most influential leader of the African-American civil rights movement.” To what extent do you agree with this statement? 8. Evaluate the contributions of Cesar Chavez to the Hispanic American movement. 9. Evaluate the success of civil rights organizations in advancing the 	<p>Formative Assessments</p>	<p>Schoology discussion post Checkpoint quizzes Checkpoint writing response Document analysis practice</p>	<p>Summative Assessments</p>	<p>IB exam style essays</p>
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	<p>interests of African Americans during the period from 1945 to 1980.</p> <p>10. Discuss the impact and significance of feminist movements in the Americas.</p> <p>11. To what extent did indigenous peoples in the Americas achieve their civil rights in the period after 1945?</p> <p>12. Discuss the importance of US Supreme Court rulings in advancing the civil rights movement up to 1980.</p> <p>13. “While the US national government attempted to advance civil rights for African Americans, state and local governments resisted change.” Discuss.</p> <p>14. To what extent did Cesar Chavez advance the civil rights of Hispanic Americans in the United States after 1945?</p> <p>15. Evaluate the reasons for the emergence and development of radical African American activism in the 1960s and 1970s.</p> <p>16. Evaluate the factors that led to the emergence of a counterculture in the 1960s and 1970s in the Americas.</p>				
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Learning Experiences

Add additional rows below as needed

Topic or Content	Learning Experiences	Personalized Learning and Differentiation
<p>1. African Americans and the civil rights movement: origins, tactics and organizations; the US Supreme Court and legal challenges to segregation in education; ending of segregation in the south (1955–1980)</p>	<p>Civil Rights Annotated Timeline (for lesson 1 and 2) Students will work in collaborative groups to create a visual representation of the Civil Rights Movement</p>	<p>Students will choose a civil rights movement or leader to become the “subject matter expert” in. Students will look at the underlying issues that led to the movement and the course and consequences of the</p>

<p>2. Role of Dr Martin Luther King Jr in the civil rights movement; the rise of radical African American activism (1965–1968)—Black Panthers, Black Power and Malcolm X; role of governments in civil rights movements in the Americas</p> <p>SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations</p> <p>b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson’s Great Society, following the assassination of John F. Kennedy.</p> <p>c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.</p>		<p>movement. For those students who choose a person, they will determine if the “person makes the times or the times make the person.”</p>
Content Resources		
<p>InThinking Resources)</p>		