



US History L2 - Unit 4 - Civil Rights and Continuing Cold War 1954 - 1973

Unit Focus

In this unit, students will explore the transformative period from the mid-1950s to the mid-1970s. Building on the themes of equity, economics, and foreign policy, students will examine the Civil Rights Movement and the many movements it inspired (including those for women’s rights, Latino rights, Asian American/Pacific Islander rights, African American rights and Native American rights*).

Students will pay particular attention to how groups of citizens can effectively create change in society. They will also explore the nation's evolving Cold War policy and its deepening involvement in Vietnam, culminating in the Vietnam war and the anti-war movements.

* *In accordance with CT PA 22-80 Sec. 33*

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core History/Social Studies: 11-12</p> <ul style="list-style-type: none"> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (CCSS.ELA-LITERACY.RH.11-12.1) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (CCSS.ELA-LITERACY.RH.11-12.7) 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. (CCSS.ELA-LITERACY.WHST.11-12.2B) <p>Connecticut Goals and Standards Social Studies: 11</p> <ul style="list-style-type: none"> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. (INQ.9–12.3) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence</p> <p>T2 Trace key events, statistics, and development of ideas/innovations over time to determine patterns</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Equal rights under the law do not necessarily translate to equal rights and opportunities in practice/reality.</p> <p>U2 To the extent that equal rights do exist for disenfranchised groups, they have been earned by grassroots movements that must confront and overcome societal prejudices.</p> <p>U3 Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts.</p> <p>U4 Taking action must be a purposeful, informed, and reflective experience.</p> <p>U5 Depending on historical context and cultural beliefs, human rights have been limited and/or denied.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What does it really mean to have equal rights?</p> <p>Q2 Why hasn't everybody always had equal rights in the United States?</p> <p>Q3 How is change achieved?</p> <p>Q4 How do historians recognize past civil rights issues and apply their understandings to present obstacles of inequality?</p> <p>Q5 How do historians use historical context to impact understanding of events?</p>	

Stage 1: Desired Results - Key Understandings

<p>Social Studies: 12</p> <ul style="list-style-type: none"> Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times and places. (CIV.9–12.13) Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America. (CIV.9–12.7) Evaluate the effectiveness of citizens and institutions in solving social and political problems. (CIV.9–12.8) Analyze how historical contexts shaped and continue to shape people’s perspectives. (HIST.9–12.5) Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context and corroborative value of the sources to guide the selection. (INQ.9–12.6) <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG.5.1) 	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 The distinctions between Equality vs. Equity K2 The discrimination faced by various groups in American culture (African-Americans, Women, Native Americans, Americans with Disabilities, Immigrants, etc.) K3 The variety of obstacles that have prevented equality (gender bias, stereotypes, media, government, Jim Crow segregation) K4 The variety of approaches used by civil rights organizations to create change in the United States K5 The evolution of the Cold War under Kennedy and Johnson K6 How the United States became involved in the war in Vietnam K7 Why the public turned against the war in Vietnam K8 Vocabulary: inequality/equality, equity, oppression, discrimination, affirmative action, de facto segregation, de jure segregation, disenfranchised, separatism, SCLC, SNCC, Black Panthers, Cesar Chavez, Martin Luther King Jr., Malcolm X, Dolores Huerta, Feminine Mystique, The Great Society, Gulf of Tonkin, Military-industrial complex, McCarthyism, Stonewall Riots, Cuban Missile Crisis</p>	<p><i>Students will be skilled at...</i></p> <p>S1 engaging in source work to develop further inquiry S2 gathering relevant information from multiple sources S3 evaluating the credibility of a source S4 analyzing how historical contexts shape perspective S5 analyzing how perspectives can shape historical writing S6 evaluating the effectiveness of citizens in solving social and political problems S7 evaluating how social and political systems in the U.S. promote civic virtues and democratic principles S8 integrating and citing specific textual evidence</p>