

Winslow Township School District
United States History II
Unit 6: Civil Rights and Social Change

Overview: This unit will compare and contrast the economic, social, foreign, and political policies of Kennedy's New Frontier and Johnson's Great Society. This unit will identify the major events, leaders, legislation, struggles, and gains of African Americans during the civil rights movement. It will also examine the issues and achievements of Latino Americans, Native Americans, and women during the 1960s. This unit will evaluate the impact of the 1960s culture and counterculture on American society and politics. The unit will finish with the Conflict in Vietnam.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<p><u>Unit 6</u></p> <p>Civil Rights and Social Change</p>	<ul style="list-style-type: none"> • 6.1.12.CivicsPI.13.a • 6.1.12.CivicsDP.13.a • 6.1.12.GeoPP.13.a • 6.1.12.GeoPP.13.b • 6.1.12.GeoHE.13.a • 6.1.12.EconNE.13.a • 6.1.12.EconEM.13.a • 6.1.12.EconNE.13.a • 6.1.12.EconNE.13.b • 6.1.12.HistoryCC.13.a • 6.1.12.HistoryCC.13.b • 6.1.12.HistoryCC.13.c • 6.1.12.HistoryCC.13.d • 6.1.12.HistorySE.13.a • 6.1.12.HistorySE.13.a • WIDA 1,5 	<ul style="list-style-type: none"> • Summarize the New Frontier domestic and foreign agendas • Trace the tragic chain of events surrounding Kennedy's assassination • Explain the goals and impact of Johnson's Great Society programs • Identify the reforms of the Warren Court • Explain how legalized segregation deprived African Americans of their rights of citizens • Trace Dr. Martin Luther King, Jr.'s civil rights activities, beginning with the Montgomery Bus Boycott • Explain how civil rights activism forced President Kennedy to act against segregation • Compare segregation in the North with segregation in the South • Compare Martin Luther King, Jr. and Malcolm X's approaches in the civil rights movement • Summarize the accomplishments of the civil rights movement • 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 • Describe the legacy of the women's movement in employment, education, and politics 	<ul style="list-style-type: none"> • How did the American people react to Kennedy's assassination and the Warren Commission? • What were the components of LBJ's Great Society? • How did the Warren Court reflect political and cultural transitions in America? • Which events inspired African Americans to fight for civil rights? • How did Kennedy help developing nations, address issues of poverty and civil rights, and spur development of the U.S. space program? • How did the NAACP, Thurgood Marshall, and the <i>Brown</i> decision affect the cause of civil rights? • How did Americans respond to Martin Luther King, Jr.'s "civil disobedience" approach? • How did media coverage of freedom riders and Birmingham marchers affect legislation? • Which factors prevented millions of African Americans from voting in the South? • How did Malcolm X and the Black Panthers reflect a growing radicalism in segments of the civil rights movement? • How successful was the civil rights movement in getting rid of de jure and de facto segregation? • How did César Chávez help the Latino Americans in the "Brown Power" Movement?

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		<ul style="list-style-type: none"> • Examine the impact of the counterculture on art, fashion, music, and attitudes • Trace the steps of early U.S. involvement • Identify reasons for escalation of U.S. involvement • Describe U.S. conduct of the war and its effect on morale • Describe the antiwar movement and divisions in public opinion • Examine the Tet Offensive and its impact on Americans • Describe the outcome of the war and its legacy 	<ul style="list-style-type: none"> • What successes did Native Americans attain during the American Indian Movement? • What were the National Organization for Women's goals? • How did the women's movement change the way society looks at work and careers for women? • How did American business, media, and populations change during the 1950s? • How did the postwar baby boom affect social and economic forces? • What opportunities and problems were created by the successes of the automobile and television industries in the 1950s?
<p><u>Unit 6</u></p> <p>Civil Rights and Social Change</p>	<ul style="list-style-type: none"> • John F. Kennedy's New Frontier • Kennedy Assassination • Lyndon B. Johnson's Great Society • Civil Rights Movement • Segregation and <i>Brown v. Board of Education</i> • Martin Luther King, Jr. and Malcolm X • Montgomery Bus Boycott • Voting and Civil Rights Legislative Advancements • Little Rock Nine • Latino and Native American Civil Rights • Mendez v. Westminster • Women's Movement • 1960s Culture and Counterculture 	<ul style="list-style-type: none"> • How did the beat movement and rock 'n' roll challenge conformity and middle class values? • How did urban renewal affect cities and civil rights efforts? 	

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Curriculum Unit 6	Performance Expectations		Pacing	
			Days	Unit Days
<u>Unit 6</u> Civil Rights and Social Change	6.1.12.CivicsPI.13.a	Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s laws in eliminating segregation and discrimination	1	40
	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).	4	
	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.	2	
	6.1.12.GeoPP.13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.	1	
	6.1.12.GeoHE.13.a	Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government’s environmental protection agencies and laws.	1	
	6.1.12.EconNE.13.a	Relate American economic expansion after World War II to increased consumer demand.	2	
	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).	3	
	6.1.12.EconNE.13.a	Evaluate the effectiveness of economic policies that sought to combat post World War II inflation.	1	

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	6.1.12.EconNE.13.b	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).	2	
	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.	4	
	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.	3	
	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.	3	
	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	2	
	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.	3	
	6.1.12.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.	3	
	Assessment, Re-teach and Extension		5	

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Unit 6 Grade 11	
Core Ideas	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s laws in eliminating segregation and discrimination
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	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).
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	<ul style="list-style-type: none"> • 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. GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	6.1.12. GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government’s environmental protection agencies and laws.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	6.1.12. EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.	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).
Governments and financial institutions influence monetary and fiscal policies.	<ul style="list-style-type: none"> • 6.1.12. EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat post World War II inflation. • 6.1.12. EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	<ul style="list-style-type: none"> • 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.

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<p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts</p>	<ul style="list-style-type: none"> • 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
<p>Complex interacting factors influence people’s perspective.</p>	<p>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.</p>
<p>Historical sources and evidence provide an understanding of different points of view about historical events.</p>	<p>6.1.12. HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.</p>

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Unit 6 Grade 11	
Assessment Plan	
<ul style="list-style-type: none"> • Geography Application worksheet completion and success • Chapter Guided Reading worksheets completion and success • Graphic Organizer Web completion and success • Reteaching worksheets completion and success • Venn Diagram completion and success • Graphic Organizer Diagram completion and success • Timeline completion and success • Chapter Assessment Quiz • Venn Diagram completion and success • Graphic Organizer Diagram completion and success • Unit Assessment Test • Guided Reading Worksheets • Reteaching worksheet for success 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Debate • Oral Report • Role Playing • Think Pair Share • Projects • Portfolio • Presentations • Prezi • Gallery Walks
Resources	Activities
<ul style="list-style-type: none"> • Ed: Your Friend in Learning • HMH Assessment Workbook • NJ Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education https://www.nj.gov/education/standards/dei/ 	<ul style="list-style-type: none"> • Guided Reading worksheets • The New Frontier Graphic Organizer Web • Great Society Programs, 1964-1967 Chart examination • Great Society Programs/Warren Court Ruling Graphic Organizer Chart • Reteaching worksheets • New Frontier/Great Society Venn Diagram • Unit Assessment Test • U.S. School Segregation, 1952 Map examination • Challenging Segregation Graphic Organizer Diagram • Civil Rights Acts of the 1950s and 1960s Chart examination • Guided Reading worksheets • Civil Rights Movement Timeline • Changes in Poverty and Education Pie Chart examination • Latino/Native American Issues Venn Diagram • Native American Legal Victories Timeline examination • Women in the Workplace, 1950-2000 Chart examination

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- Geography Skillbuilder , Map
- Table for Climate/Topography and Military Disadvantage
- Critical Thinking, Making Inferences
- Main Idea, Taking Notes
- Critical Thinking, Developing Historical Perspective
- American Birthrate, 1940-1970 Chart examination
- Impact of the Car Graphic Organizer Web
- Americans Hit the Road examination
- The American Dream Graphic Organizer Diagram
- The Road to Suburbia examination
- Popular Culture Idols of the 1950s Graphic Organizer Chart
- The Emergence of the Teenager examination
- African Americans/Mexican Americans/Native Americans Venn Diagram

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness

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.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).
 The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:
Philadelphia Mint <https://www.usmint.gov/learn/kids/resources/educational-standards>
Different ways to teach Financial Literacy.
<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: Listen to audio recordings instead of reading text Learn content from audiobooks, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes Be given a study guide to assist in preparing for assessments Use visual presentations of verbal material, such as word webs and visual organizers Use manipulatives to teach or demonstrate concepts Have curriculum materials translated into native language

Response accommodations: Use sign language, a communication device, Braille, other technology, or native language other than English Dictate answers to a scribe Capture responses on an audio recorder Use a spelling dictionary or electronic spell-checker Use a word processor to type notes or give responses in class Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: Work or take a test in a different setting, such as a quiet room with few distractions Sit where he learns best (for example, near the teacher, away from distractions) Use special lighting or acoustics Take a test in small group setting Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: Take more time to complete a task or a test Have extra time to process oral information and directions Take frequent breaks, such as after completing a task

Scheduling accommodations: Take more time to complete a project Take a test in several timed sessions or over several days Take sections of a test in a different order Take a test at a specific time of day

Organization skills accommodations: Use an alarm to help with time management Mark texts with a highlighter Have help coordinating assignments in a book or planner

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Modifications for At-Risk Students	
<p>Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations</p> <ul style="list-style-type: none"> • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Oral prompts can be given. • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support 	
English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Assist with organization • Use of computer • Emphasize/highlight key concepts • Teacher Modeling • Peer Modeling <p>Label Classroom Materials - Word Walls</p>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Students can complete extend research outside of the classroom • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Project Based Learning • Real world scenarios • Student Driven Instruction • Gifted Programming Standards • Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy • REVISED Bloom's Taxonomy Action Verbs

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Interdisciplinary Connections

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

SL.9-10.4: Present information, findings and supporting evidence clearly, concisely and logically. The content, organization, development and style are appropriate to task, purpose and audience.

NJSLSA.L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Integration of Technology Standards NJSLS 8

8.1.12.NI.2: Evaluate security measures to address various common security threats.

8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.