

## SOCIAL PROGRESS IN AMERICA

Subject: Social Studies

State/Group: NJ

Country: USA

School: EHTHS

Course/Grade: 11

### UNIT SUMMARY

This unit will explore the evolution of the Civil Rights movement, its main participants, and the overall achievements for all Americans. Various people, events, and groups will be examined in order to draw conclusions regarding the Civil Rights movement in the United States from the late 1940's until the present.

### UNIT RESOURCES

#### **Resources:**

Emmett Till Story (<http://www.schooltube.com/video/c328dd2b6577d2f8ea04/Emmett-Till> )

#### **Internet Resource Links:**

- [www.loc.gov](http://www.loc.gov) (Library of Congress)
- [www.ushmm.org](http://www.ushmm.org) (US Holocaust Memorial Museum)
- [www.americanrhetoric.com](http://www.americanrhetoric.com) (American Rhetoric)
- [www.livingroomcandidate.org](http://www.livingroomcandidate.org) (Presidential Commercials)
- [www.havefunwithhistory.com](http://www.havefunwithhistory.com)
- [www.authentichistory.com](http://www.authentichistory.com)
- [www.nbclearn.com](http://www.nbclearn.com) (NBC Learn)
- <http://njamistadcurriculum.org> (Amistad Commission)
- <http://www.state.nj.us/education/holocaust/> (NJ Holocaust Commission)
- <http://www.archives.gov/> (National Archives)
- [www.history.com](http://www.history.com) (History.com)
- [www.pbs.org](http://www.pbs.org) (PBS)
- [www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu) (Digital History)
- <http://www.nypl.org/> (New York Public Library)
- [www.world-war-2.info](http://www.world-war-2.info) (World War II)
- [www.Gilderlehrman.org](http://www.Gilderlehrman.org) (Studying American History)
- [www.ushistory.org](http://www.ushistory.org) (American History)
- [www.billofrightsinstitute.org](http://www.billofrightsinstitute.org) (Bill of Rights/Constitution)

- <http://americanhistory.si.edu> (Smithsonian Institution)
- [www.calisphere.universityofcalifornia.edu](http://www.calisphere.universityofcalifornia.edu) (University of California)

## **GOALS AND STANDARDS**

Standard State: NJ

6.1.12. U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

## **ENDURING UNDERSTANDINGS**

*Students will be able to understand:*

- The roots and foundations of the Civil Rights movement in America.
- How the events of this movement represent a turning point in racial and social relations, and act as a stepping stone to the future.
- Understand that there were a variety of methods employed by a variety of groups, leaders, and people, in order to forward the causes of civil and human rights.
- Examine the reaction engendered by various opposition groups, individuals, and states and examine the national response to this dissension.

## **ESSENTIAL QUESTIONS**

- What different methods were employed in order to achieve the goals set forward by the Civil Rights movement ? By whom ?
- In general, and in the 21st century perspective, was the Civil Rights movement successful? If so, to what extent? If not, why not?
- How did the southern states defend their position in relation to the resistance of Civil Rights mandates?
- What Supreme Court decisions were instrumental in helping to mold a national policy on Civil Rights?

## **KNOWLEDGE AND SKILLS**

*Students will be able to:*

- Identify key people, groups, events, court decisions, and legislation associated with the Civil Rights movement in America.
- Compare and contrast the non-violent strategy with the more aggressive ideas associated with the Civil Rights movement.
- Describe the various campaigns and events associated with the struggle for equal rights in the south, and the reactions which they elicited.
- Analyze the success and failures of the Civil Rights movement.

*Students will know:*

- The steps in the 'evolution' of the Civil Rights movement from the late 1940s until the present.
- The different philosophies engendered by the various groups involved in the movement.
- The reasons for resistance to the political, social, economic, and legal changes brought about by Civil Rights legislation and court decisions.
- The importance of landmark Civil Rights legislation and Supreme Court decisions.

## **PERFORMANCE TASKS**

### 1. Examination of primary sources

Students will examine a variety of primary source material in order to draw conclusions about the effectiveness and methods of the Civil Rights movement. These sources may be visual, audio, demonstrative, or in print and will cover a variety of topics.

### 2. Venn diagram/ Visual chart, graph, or illustration

Students will construct a visual representation of the various viewpoints of the Civil Rights movement. This may include Venn diagrams, charts, graphs, illustrations or other visual means.

### 3. Class Debate

Students will research, organize, and present group debate on one or more of the following topics:

- MLK vs. Malcolm X
- Black Panthers vs. “mainstream society”

## Social Progress in America

- Segregation vs. Integration

or based on any number of events or court cases such as:

- Montgomery Bus Boycott
- Brown vs. Board of Education
- Freedom Rides
- Sit-Ins

### 4. Creative task

Students will be given the opportunity to visually describe a stand on Civil Rights. These may include, but are not limited to:

- posters
- drawings
- poetry
- short skit
- short stories
- political cartoons or caricatures

### **OTHER EVIDENCE**

- Essays on a variety of topics related to Civil Rights and social changes.
- Examination of other court cases and movements involving 'other' sub-cultures and ethnic groups.
- Homework
- Tests and Quizzes
- Document Based Question

## **LEARNING ACTIVITIES**

Teacher will:

- Introduce a unit on Civil Rights and social movements with discussion/recall centering on previously learned material.
- Promote the understanding of both short and long term effects of the Civil Rights movement(s) on the southern states and the entire nation.
- Conclude the unit with review, quizzes, and tests.

Students will:

- Be able to develop a time line of the Civil Rights movement in America.
- Examine the goals of the Civil Rights movements and determine to what extent they have been achieved.
- Work in groups and as individuals in order to analyze documents and draw conclusions.

Students and teacher will:

- Note key vocabulary words, events, groups, and documents associated with this period/movement in American History.
- Discuss the hardships engendered by those in the movement (especially the everyday 'real heroes').
- Recognize the conjunction of the American Civil Rights movement with various modern movements associated with general Human Rights.