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**Civil Rights**

**US History, Unit #7**

Chapters 16 & 18

CCCS Standards RH: 11-12.1 – 11-12.3; WHST: 11-12.7 – 11-12.10

State Standards 11.10

**Overview:** 1954 – 1979, the single most important issue that has plagued the fair and equal treatment of all citizens has been the treatment of minority ethnic groups. For most of American history, equal treatment of all citizens was not guaranteed either by the U.S. Constitution or in practice by its institutions. The 1950s to the late 1970s was a period of tremendous social and cultural change where long standing social inequalities erupted into a movement that forced rapid change in American society.

1. **Essential Question(s)**: By the end of the unit, students should be able to expertly answer the following question(s):
	1. How did federal civil and voting rights develop in the US?
2. **Key Terms**: In order to fully understand and connect the current topic of inquiry with previous and future topics in history and the social sciences, it is necessary to have a working knowledge of the following key terms.

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| 1. Civil Rights 2. 3/5 Compromise 3. De-jure Segregation 4. De-facto Segregation 5. Affirmative Action | 6. Civil Rights Act of 19647. Voting Rights Act of 19658. Immigration Act of 19659. Feminism | 10. ERA11. Title 912. California Proposition 209 13. California Proposition 8 |

1. **Historical People:** People are the movers and shakers of history (i.e., history is created by and then molded by the key figures of the day). The knowledge and understanding of the following people and groups’ contribution to this unit of inquiry is essential.

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| 1. Martin Luther King, Jr. - SCLC2. Malcom X – N.O.I3. Huey Newton – Black Panthers | 4. Thurgood Marshall - NAACP5. James Farmer - C.O.R.E6. Rosa Parks – Bus Boycott | 7. Cesar Chavez - UFW8. Betty Friedan - NOW9. Dennis Banks - AIM |

1. **Events and Ideas**: History is a series of events woven together to create the fabric of our history. Events, however, do not occur in isolation. Events are driven by the popular ideas of the time. As such, students must have a clear understanding of not only the major events of this unit of inquiry, but also the ideas behind those events.

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| 1. Foundations of Rights2. Major Supreme Court Cases | 3. Little Rock Nine4. Non-Violent Resistance | 5. Birmingham/Selma6. Stonewall |

1. **Graphic Organizers:** (Maps, timelines, charts, organizers, etc.) – Graphic organizers serve as a way to visualize historical topics of inquiry, creating not only a deeper understanding of the topic of inquiry being addressed but also allows for the ability to recognize the interconnectedness among historical topics.

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| 1. Civil Rights Organizations | 2. Civil Rights Timeline | 3. Primary Source Pictures (6 Cs) |

1. **Primary Sources**: Primary sources are “first-hand” accounts that give us an insight into the dominant thoughts, beliefs, and ideas of the time helping us to better understand and make inferences about the unit of inquiry.

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| 1. Letter From a Birmingham Jail2. “I have a dream” | 3. 24th Amendment4. 19th Amendment | 5. excerpt from *The Feminine Mystique* |

1. **Class Notes:** Use Cornell notes to record class lectures.
2. **Miscellaneous**: Anything else used in support of this unit but not specifically listed on the unit sheet.
3. **Capstone Activity:** Culminating activity that demonstrates mastery of the Essential Question. ***Civil Rights Timeline Project:***
* **Choose a format: (Poster, Book/Magazine, Children’s Book, Comic Strip, PowerPoint)**
* Select ***20*** events, laws, supreme court cases, or important people. (Put in chronological order)
* **Find the info**: **Write a brief summary explaining what happened and why it was important.** (what impact did this have on the civil rights movement?)
* **Illustrate** **each with a drawing or image.**

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| **COMMON CORE LITERACY STANDARDS** |

**Reading History:**

**11-12.1 -** 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.

**11-12.2 -** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**11-12.3 -** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**Writing History:**

**11-12.7 -** 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.

**11-12.8** 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 specific 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.

**11-12.9 -** Draw evidence from informational texts to support analysis, reflection, and research.

**11-12.10 -** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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| **CALIFORNIA STATE CONTENT STANDARDS** |

* 1. **Students analyze the development of federal civil rights and voting rights.**
		1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.
		2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott* v. *Sanford, Plessy* v. *Ferguson*, *Brown* v. *Board of Education, Regents of the University of California* v. *Bakke,* and California Proposition 209.
		3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
		4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.’s “Letter from Birmingham Jail” and “I Have a Dream” speech.
		5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
		6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
		7. Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.