



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	US History		Grade:	11
Unit Number:	8	Unit Name:	1960's and the Civil Rights Movement	
Unit Length	Days: 15 Days (Buffer Imbedded)		Mins / Day: 55	
Unit Synopsis	<p>Focuses On</p> <ul style="list-style-type: none"> • Brown vs Board • UC Regents vs Baake • MLK <ul style="list-style-type: none"> ○ Letters from Birmingham Jail ○ I Have a Dream Speech • Malcolm X • Thurgood Marshall • Rosa Parks • Voting Rights Act • 24th Amendment • Equality to the Ballot <ul style="list-style-type: none"> ○ Freedom Riders • Domestic Policies <ul style="list-style-type: none"> ○ Kennedy ○ LBJ 			

	Current History Standards	Common Core Literacy Standards
Supporting Standards	<p>11.10.2 Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209.</p>	<p>READING 11-12.6 – Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning and evidence.</p>
	<p>11.10.4 Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm 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.</p>	<p>READING 11-12.7 – 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.</p>
	<p>11.10.6 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.</p>	<p>WRITING 11-12.1 – Write arguments focused on discipline specific content.</p>
	<p>11.11.2 Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).</p>	<p>WRITING 11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
	<p>11.11.2 Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).</p>	
	<p>11.10. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.</p>	
	<p>11.10.5 Discuss the diffusion of the civil rights movement 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.</p>	
	<p>11.10.7 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.</p>	
	<p>11.11.1 Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.</p>	
	<p>11.11.6 Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.</p>	
	<p>11.11.7 Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.</p>	

Supporting Standards		Common Core Literacy Standards
Target ELD Standards	<p>Collaborative</p> <p>Interpretive</p> <p>Productive</p>	

Unwrapped Priority Standards

"Unwrapped" Skills (Students need to be able to do)	"Unwrapped" Concepts (Students need to know)	Bloom's Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
Examine origins	<ul style="list-style-type: none"> • 11.10.2 <ul style="list-style-type: none"> ○ Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209. 	Level 2: Comprehension	Level 2: Skills and Concepts
Explain the roles of various Civil Rights Leaders	<ul style="list-style-type: none"> • 11.10.4 <ul style="list-style-type: none"> ○ Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm 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. 	Level 2: Comprehension Level 4: Analysis	Level 2: Skills and Concepts Level 3 Strategic Thinking
Analyze the causes and responses to poverty in America	<ul style="list-style-type: none"> • 11.11.6 <ul style="list-style-type: none"> ○ Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies. 	Level 2: Comprehension Level 4: Analysis	Level: Skills and Concepts

Learning Progressions of Skills and Concepts

Priority History Standard	<ul style="list-style-type: none"> • 11.10.2 <ul style="list-style-type: none"> ○ Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209. 		
Previous Grade	Current Grade	Next Grade	
NA	Current	NA	
Priority History Standard	<ul style="list-style-type: none"> • 11.10.4 <ul style="list-style-type: none"> ○ Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm 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. 		
Previous Grade	Current Grade	Next Grade	
NA	Current	NA	

Priority History Standard	<ul style="list-style-type: none"> • 11.11.2 <ul style="list-style-type: none"> ○ Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy). • . 	
Previous Grade	Current Grade	Next Grade
NA	Current	NA
Priority History Standard	<ul style="list-style-type: none"> • 11.10.6 <ul style="list-style-type: none"> ○ 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. 	
Previous Grade	Current Grade	Next Grade
None Found	Current	NA

<i>Essential Questions</i>	<i>Corresponding Big Ideas</i>
<ol style="list-style-type: none"> 1. Who's Philosophy for America was Right: MLK or Malcolm X? 2. What were the major events of the Civil Rights movement? 3. How did politicians react in word and in deed to the events of the Civil rights movement? 	<p>1. Can a student read transcripts and speeches of events and be able to evaluate their own political and social positions on the issue.</p>

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
	<p>Please see Unit 7 Toolbox for a Full List of Content specific vocabulary in the Vocabulary List Word File</p>
Resources for Vocabulary Development (Strategies, Routines and Activities)	
<p>Please see Unit 8 Toolbox for a Full List of Content specific vocabulary in the Vocabulary List Word File</p>	

Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Test Description:</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current EADMS CFA ID numbers.</p>	<p>Test Description:</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current EADMS CFA ID numbers.</p>
Scoring Guides and Answer Keys	

SEE UNIT 8 Toolbox

SEE UNIT 8 Toolbox

Assessment Differentiation

Students with Disabilities

Reference IEP

Accommodations

Refer To Students IEP

Modifications

Refer To Students IEP

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
Description: Students will complete the MLK vs Malcolm X DBQ. This DBQ has A LOT of documents so we highly suggest that you use a thrash out or grouping strategies to split up the documents among your students to help facilitate that process. With this being a end of the year DBQ we do still expect a written essay, and we leave it your discretion to scale the assignment as necessary. All materials are in the Toolbox, though blackline masters of the DBQ are in the Black DBQBinder.		Days: 5+ Minutes/Day:
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	Civil Rights event annotate timeline: Students will be given a person or event in the Civil rights movement that they will need to research and do a full page write up on. Then once the write up is completed, they are to compile those sheets into a large timeline. Once the timeline is completed, students are to give a 2 minute oral summary of their piece of the timeline.	Days: 2-3 Minutes/Day:
Interdisciplinary Connections		
Scoring Rubric	See Toolbox	
21 st Century Skills		
<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input type="checkbox"/> Information and Media Literacy	<input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Connections between 21st Century Skills, CCCSS, and Unit Overview:		
<i>from P21 and Costa & Kallick, 2008, http://www.p21.org/about-us/p21-framework</i>		

Authentic Performance Task 1

<p>Task Description</p>	<p>Civil Rights event annotate timeline: Students will be given a person or event in the Civil rights movement that they will need to research and do a full page write up on. Then once the write up is completed, they are to compile those sheets into a large timeline. Once the timeline is completed, students are to give a 2 minute oral summary of their piece of the timeline.</p>	<p>Suggested Length</p>	<p>Days: 2-3 Minutes/Day:</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Standards Addressed</p>	<p>Priority Standard(s)</p>		
	<ul style="list-style-type: none"> • 11.10.2 <ul style="list-style-type: none"> ○ Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209. • 11.10.4 <ul style="list-style-type: none"> ○ Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm 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. • 11.10.6 <ul style="list-style-type: none"> ○ 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. 		
	<p>Supporting Standard(s)</p>		
	<ul style="list-style-type: none"> • 11.11.2 <ul style="list-style-type: none"> ○ Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy). 		
	<p>Target ELD Standard(s)</p>		
<p>Essential Question(s)</p>	<ol style="list-style-type: none"> 1. What were the major events of the Civil Rights movement? 2. How did politicians react in word and in deed to the events of the Civil rights movement? 		
<p>Big Idea(s)</p>	<p>Can a student read transcripts and speeches of events and be able to evaluate their own political and social positions on the issue.</p>		
<p>Bloom's</p>		<p>DOK</p>	<p>Scoring Rubric</p>
<p>Comprehension</p>		<p>Skills and Concepts</p>	

(Suggested Instructional Strategies and Tasks)

- See toolbox for all the materials.

We suggest you give each student their own even or leader to summarize and explain before establishing the group timeline to be able to easily grade student work.

Teaching and Learning Sequence**Resources and Materials****(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)**

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
	<p>Reference IEP</p> <p><i>Accommodations</i></p> <p>Refer to Students IEP</p>	<p>Emerging</p>	
		<p>Expanding</p>	
	<p><i>Modifications</i></p> <p>Refer to Students IEP</p>	<p>Bridging</p>	

Scoring Rubric	
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Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)			
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Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
	<i>Reference IEP Accommodations</i> Refer to students IEP <i>Modifications</i> Refer to students IEP	Emerging	
		Expanding	
		Bridging	

Feedback to Curriculum Team		
Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?		
	Successes	Challenges
Student Perspective		
Teacher Perspective		