Social Studies Curriculum

Grade 8
Course Description

Where the seventh grade curriculum focuses on World History, eighth grade highlighted selections from American history; specifically the following five units, the Origins of American Democracy and the Founding Fathers, the Declaration of Independence and the Revolutionary War, The Constitution and the Bill of Rights, Native Americans: Tribes, Land and Relationships with Government 1776-1900, and finally Civil Rights: Race, Gender and Equality.

As a means of reinforcing essential content and skill acquisition, the use of grade level appropriate complex thinking types, strategies of critical thinking, creative thinking, problem solving and the metacogative process will be a key component in assisting students to gather and reinforce the essential knowledge being presented throughout the school year.
Pacing Guide

The five-unit Eighth Grade curriculum is designed as a full-year (four-marking period) course. As such, each unit breakdown as follows:

Unit 1: Origins of American Democracy and the Founding Fathers → 4-5 weeks
Unit 2: Declaration of Independence and the Revolutionary War → 6-8 weeks
Unit 3: The Constitution and the Bill of Rights → 5-6 weeks
Unit 4: Native Americans: Tribes, Land and Relationships with Government 1776-1900 → 7-8 weeks
Unit 5: Civil Rights: Race, Gender and Equality in the U.S. → 8-9 weeks
### Educational Technology Standards

| 8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1 |

- **Technology Operations and Concepts**
  - Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

- **Creativity and Innovation**
  - Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

- **Communication and Collaboration**
  - Participate in an [online learning community](#) with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.

- **Digital Citizenship**
  - Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

- **Research and Information Literacy**
  - Gather and analyze findings using [data collection technology](#) to produce a possible solution for a content-related or real-world problem.

- **Critical Thinking, Problem Solving, Decision Making**
  - Use an [electronic authoring tool](#) in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.
Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1. Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**CRP3. Attend to personal health and financial well-being.**
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
### Career Ready Practices

**CRP4. Communicate clearly and effectively and with reason.**
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
<table>
<thead>
<tr>
<th>Career Ready Practices</th>
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<tr>
<td><strong>CRP12. Work productively in teams while using cultural global competence.</strong> Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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### Differentiated Instruction

#### Accommodate Based on Students Individual Needs: Strategies

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<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
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<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
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<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
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<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
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<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
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<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
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<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
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<td>• Color code materials</td>
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</tbody>
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**Source:** Paterson Public Schools
Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
New Jersey Core Curriculum Content Standards, Grade 8, 12

6.1 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.

A. Civics, Government, and Human Rights
   - 6.1.8.A.3.a: Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
   - 6.1.8.A.3.g: Evaluate the impact of the Constitution and Bill of Rights on current day issues
   - 6.1.8.A.5.a: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
   - 6.1.12.A.6.b: Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
   - 6.1.12.A.6.c: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
   - 6.1.12.A.13.b: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities.

C. Economics, Innovation, and Technology
   - 6.1.12.C.13.a: Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
New Jersey Core Curriculum Content Standards, Grade 8, 12 (continued)

6.1 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.

D. History, Culture, and Perspectives

- 6.1.8.D.3.b: Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- 6.1.8.D.4.b: Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
- 6.1.8.D.5.c: Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.12.D.6.c: Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
- 6.1.12.D.10.c: Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.
- 6.1.12.D.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.D.13.a: Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
- 6.1.12.D.13.c: 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.
- 6.1.12.D.14.d: Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
Common Core State Standards: English Language Arts Standards

Reading - History/Social Studies – Grade 6-8

Key Ideas and Details:
- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure:
- RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:
- RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

Writing - History/Social Studies – Grade 6-8

Text Types and Purposes:
- WHST.6-8.1: Write arguments focused on discipline-specific content.
- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Research to Build and Present Knowledge:
- WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.
### NJCCCS:

### CCSS:
RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.7, RH.6-8.9, WHST.6-8.1, WHST.6-8.2, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9

### NJDOE Student Learning Objectives
- Examine efforts to address injustices for women and racial minorities during the Civil War and Reconstruction era. Consider:
  - Resistance to slavery and the Underground Railroad
  - Changing roles
  - Emancipation Proclamation
  - 13th, 14th, and 15th Amendments

### Essential Question
- Why don’t more people stand up to bullies?
- Why would someone volunteer to assist on the Underground Railroad, knowing they could be punished?
- Why is it important for all citizens to be treated under the law equally?
- Do you feel all people are always treated equally under the law? Explain.

### Sample Activities
- **PowerPoint presentation:** Create a PowerPoint presentation of an overview and history of slave resistance, by both slaves and non-slaves.
- **Primary Source Analysis:** Analyze the language of the 13th, 14th, and 15th Amendments of the US Constitution. Use close reading strategies and a graphic organizer for analysis. Elicit discussion.

### Resources
- **Slave Resistance and Revolts**
  - [http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3045](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3045)
- **Underground Railroad**
- **Women and the Civil War**
  - [http://www.history.com/topics/american-civil-war/women-in-the-civil-war](http://www.history.com/topics/american-civil-war/women-in-the-civil-war)

### Interdisciplinary Connections
- **English-Language Arts:** Write a journal entry or letter home, taking the role of an escaped slave on the Underground Railroad. Describe events that led you there, your experiences, and thoughts and feelings.
- **Performance Art, ELA:** Recite the Emancipation Proclamation. Can be done individually or chunked into sections for the entire class. Analyze excerpts, using close reading.
Fourteenth Amendment – Library of Congress [https://www.loc.gov/rr/program/bib/ourdocs/14thamendment.html](https://www.loc.gov/rr/program/bib/ourdocs/14thamendment.html) |
| Outline and appraise the ways in which advocacy organizations were created to address inequality for women and African Americans, both in and out of the legal system. **Standard:** 6.1.12.A.6.b, 6.1.12.A.6.c, RH.6-8.1, RH.6-8.2, RH.6-8.7, WHST.6-8.2, WHST.6-8.8 | Create Your Own Organization: Based on the era as context, develop your own advocacy organization to rectify inequality for either (or both) women or African Americans. Create a name, mission statement and no less than 5 objectives with explanation of how they will be achieved. **Organization Profile:** Develop a thorough profile of an advocacy organization – from both the period as well as present day. Compare and contrast their work. **Graphic Organizer:** Compare and contrast the work, successes and failures of leaders and organizations for the advocacy of African Americans and women. | **Fifteenth Amendment – Library of Congress**
http://www.loc.gov/rr/programp/bib/ourdocs/15thamendment.html

**NOW**
http://now.org

**National Woman Suffrage Association**

**Woman’s Christian Temperance Union**

**NAACP**
http://www.naacc.org/pages/naacp-history

**SNCC**
http://www.ibiblio.org/sncc/

**Black Panther Party**
http://www.britannica.com/topic/Black-Panther-Party

**CORE**
http://www.coreonline.org/History/history.html

**UNIA**
http://nationalhumanitiescenter.org/tserve/twenty/tkeyinfo

**English-Language Arts:** Write a letter as either a period-era African American or woman to the individual you did not select. Offer advice and critiques or suggestions on how to collaborate and/or improve efficiency of their respective movements for equality. Students may pair up with another student (who has selected the opposite role) and they may write to each other and discuss.

**Performing Arts:** Plan an advocacy organization awards show, in which the class develops “awards” for various period-era advocacy organizations. Students can write “acceptance speeches” in which they demonstrate their learning.

| What drives some to volunteer? Why was the right to vote such a focal point for minatory advocacy organizations? What can community-based organizations provide that governments cannot? What do you feel is more powerful: organization at the ballot box or in the community? Explain. | NOW | English-Language Arts: Write a letter as either a period-era African American or woman to the individual you did not select. Offer advice and critiques or suggestions on how to collaborate and/or improve efficiency of their respective movements for equality. Students may pair up with another student (who has selected the opposite role) and they may write to each other and discuss.

**Performing Arts:** Plan an advocacy organization awards show, in which the class develops “awards” for various period-era advocacy organizations. Students can write “acceptance speeches” in which they demonstrate their learning. |
Evaluate the successes and failures of efforts to expand women’s rights, as well as highlight the work of importance leaders, which lead to the passage and ratification of the 19th Amendment.

**Standard:** 6.1.12.D.6.c, RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.7, WHST.6-8.1, WHST.6-8.2, WHST.6-8.8, WHST.6-8.9

| In what ways were women disadvantaged in the early 20th century? In what ways are they today? Explain. | **Leadership Profile:** Profile a specific leader from the women’s rights movement; present to class. May be done in written, PowerPoint or post board presentation format. | **Nineteenth Amendment – National Archives**

| Why, do you believe, women were denied the right to vote when the Constitution was ratified? How important is/was women’s suffrage, in your opinion? | **Political Cartoon:** Create a full-color political cartoon to characterize the status of women’s rights and equality at the time of historical analysis. | **Women’s Suffrage Movement**

| In what ways did the Great Depression help and hinder social activist movements? Explain. For what reasons could a white male be more threatened or hostile to | **Letter to the President:** Write a letter to the President, taking on the role of a female suffrage activist. Write about your hopes for a remedy. | **Frederick Douglass**

| Identify and articulate how key individuals, including minorities and women, helped shape social attitudes and government policy through participation in the workforce, activism, military service in the 1930s | **Primary Source Analysis:** Analyze and progress demonstrated in the 1930s and 1940s on behalf of African Americans and women in the military. Cite 3 examples of evidence to suggest progress was made. | **Susan B. Anthony**

| Women and the Great Depression**
http://www.gilderlehrman.org/history-by-era/great-depression/essays/women-and-great-depression | **Elizabeth Cady Stanton**

| Race During the Great Depression | **Art:** Create a collage or painting about the women’s suffrage movement. | **English-Language Arts:** Write a poem, song or narrative about the women’s rights – or more specifically women’s suffrage movement.

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<thead>
<tr>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td>New Deal Program:</td>
<td>Assume the role of President Roosevelt and develop a New Deal program specifically geared to rectify inequality among women and minorities. Give it a name, mission statement and clear objectives.</td>
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<tr>
<td>Graphic Organizer:</td>
<td>Develop a graphic organizer demonstrating how social attitudes and government policies changed (or not) after involvement by individuals and organizations in the civil rights movement.</td>
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<tr>
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<tbody>
<tr>
<td>Depression</td>
<td><a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/race/">Link</a></td>
</tr>
<tr>
<td>Beyond Rosie the Riveter: Women’s Contributions During World War II</td>
<td><a href="http://www.gilderlehrman.org/history-by-era/world-war-ii/resources/beyond-rosie-riveter-womens-contributions-during-world-war-ii">Link</a></td>
</tr>
<tr>
<td>Civil Rights for Minorities During World War II</td>
<td><a href="http://www.livinghistoryfarm.org/farminginthe40s/life_18.html">Link</a></td>
</tr>
<tr>
<td>Wartime Changes for Women and Minorities</td>
<td><a href="http://tdl.org/txlorspace/bitstream/handle/2249.3/236/07_wartm_chng_wom_min.htm?sequence=25">Link</a></td>
</tr>
<tr>
<td>English-Language Arts:</td>
<td>Assume the role of a specific leader covered in this learning objective. Write a letter to the editor of the newspaper in which you promote a specific goal on behalf of your movement or organization.</td>
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<tr>
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<tbody>
<tr>
<td>Art:</td>
<td>Create a protest sign that could have likely been used in a demonstration or protest during a 1950s of 1960s civil rights campaign.</td>
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<tr>
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<tbody>
<tr>
<td>Do you think people are more apt to respond to kindness or bluntness?</td>
<td>Explain?</td>
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<tr>
<td>In your opinion, what aspect</td>
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<tr>
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<tbody>
<tr>
<td>Primary Source Analysis:</td>
<td>Analyze speech transcripts (or videos, audio recordings) of no less than three leaders from the 1950s or 1960s. Find textual evidence of</td>
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<tr>
<td>Ella Baker</td>
<td><a href="http://blackhistorynow.com/ella-baker/">Link</a></td>
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<tr>
<td>James Bevel</td>
<td><a href="http://www.blackpast.org/aam">Link</a></td>
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<tbody>
<tr>
<td>Distinguish varying community-based efforts of civil rights leaders and organizations during the 1950s and 1960s, accounting for similarities</td>
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</tbody>
</table>
and differences in approaches and outcomes.

**Standard:** 6.1.12.C.13.a, 6.1.12.D.13.b, RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.9, WHST.6-8.1, WHST.6-8.8, WHST.6-8.9

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<tr>
<th>of King’s approach would have appealed to people?</th>
<th>What aspects of Malcolm X’s approach?</th>
</tr>
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</table>

Why may civil rights organizations have opted for demonstrations and boycotts in lieu of political activism and lobbying?

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<th>similarities and difference in both content and delivery.</th>
<th>Gallery Walk:</th>
</tr>
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<tr>
<td>Post pictures of the 1950s and 1960s civil rights movement. Group students and have them rotate throughout the room, leaving feedback and questions based on the picture before them. Students are also encouraged to answer questions left by previous groups.</td>
<td><strong>Graphic Organizer:</strong></td>
</tr>
<tr>
<td>Create a graphic organizer of no less than five leaders introduced in this objective. Compare and contrast their leadership style, goals and affected outcomes.</td>
<td><strong>English-Language Arts:</strong> Write a letter to a grandparent or great-grandparent, or someone who was alive during the 50s or 60s. What questions would you ask them to get a better understanding of the social tone of the era, specifically with regards to civil rights.</td>
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</table>

**Gallery Walk:**

- **James Farmer**
  - [http://www.core-online.org/History/james_farmer_bio.htm](http://www.core-online.org/History/james_farmer_bio.htm)

- **Martin Luther King, Jr.**
  - [http://www.thekingcenter.org/about-dr-king](http://www.thekingcenter.org/about-dr-king)

- **John Lewis**

- **Rosa Parks**
  - [http://www.history.com/topics/black-history/rosa-parks](http://www.history.com/topics/black-history/rosa-parks)

- **Medgar Evers**

- **Malcolm X**
  - [http://www.history.com/topics/black-history/malcolm-x](http://www.history.com/topics/black-history/malcolm-x)

- **Bobby Seale**

- **Huey Newton**

- **Stokely Carmichael**
  - [http://www.shmoop.com/civil-rights-black-power/stokely-carmichael.html](http://www.shmoop.com/civil-rights-black-power/stokely-carmichael.html)

**English-Language Arts:**

Write a letter to a grandparent or great-grandparent, or someone who was alive during the 50s or 60s. What questions would you ask them to get a better understanding of the social tone of the era, specifically with regards to civil rights.
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Cesar Chavez</td>
<td><a href="http://www.ufw.org/_page.php?menu=research&amp;inc=history/07.html">http://www.ufw.org/_page.php?menu=research&amp;inc=history/07.html</a></td>
</tr>
<tr>
<td>NAACP</td>
<td><a href="http://www.naacp.org/pages/naacp-history">http://www.naacp.org/pages/naacp-history</a></td>
</tr>
<tr>
<td>SNCC</td>
<td><a href="http://www.ibiblio.org/sncc/">http://www.ibiblio.org/sncc/</a></td>
</tr>
<tr>
<td>CORE</td>
<td><a href="http://www.core-online.org/History/history.htm">http://www.core-online.org/History/history.htm</a></td>
</tr>
<tr>
<td>United Farm Workers Union</td>
<td><a href="http://www.ufw.org/_page.php?menu=research&amp;inc=history/03.html">http://www.ufw.org/_page.php?menu=research&amp;inc=history/03.html</a></td>
</tr>
<tr>
<td>Mexican American Youth Organization</td>
<td></td>
</tr>
<tr>
<td>Event</td>
<td>URL</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Freedom Rides</td>
<td><a href="http://www.core-online.org/History/freedom%20rides.htm">http://www.core-online.org/History/freedom%20rides.htm</a></td>
</tr>
<tr>
<td>March on Washington</td>
<td><a href="http://www.history.com/topics/black-history/march-on-washington">http://www.history.com/topics/black-history/march-on-washington</a></td>
</tr>
<tr>
<td>I Have a Dream Speech</td>
<td><a href="http://www.americanrhetoric.com/speeches/mlkihaveadream.htm">http://www.americanrhetoric.com/speeches/mlkihaveadream.htm</a></td>
</tr>
<tr>
<td>Selma to Montgomery March</td>
<td><a href="http://www.history.com/topics/black-history/selma-montgomery-march">http://www.history.com/topics/black-history/selma-montgomery-march</a></td>
</tr>
<tr>
<td>1960s Civil Rights</td>
<td><a href="https://tshaonline.org/handbook/online/articles/wem01">https://tshaonline.org/handbook/online/articles/wem01</a></td>
</tr>
</tbody>
</table>
| 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. **Standard:** 6.1.12.D.13.c, RH.6-8.1, RH.6-8.2, RH.6-8.7, WHST.6-8.1; WHST.6-8.17, WHST.6-8.18 | In what ways are women and racial minorities similar in their quest for equality? In what ways are they different? Explain. For any minority group, do you think true equality is ever achievable? Explain. What obstacles did Latino and Native American activists face that were different to that of African American activists? | **Mock Newscast:** Plan and perform a mock newscast in which students in the classroom take on varying roles, such as: reporter, anchor, leaders in various movements, citizens active in and affected by said movements. **Mini-Report:** Select a leader or organization from either women’s rights, La Raza or American Indian Movement. Cite how they affected their respective movement and how they ultimately assumed their role. **Graphic Organizer:** Compare and contrast organizations associated with the women’s rights movement, La Raza and the American Indians Movement. | ** Movements – Latinos** [http://hushcivilrights.tumblr.com/post/409451928/1960s-civil-rights-for-latinos](http://hushcivilrights.tumblr.com/post/409451928/1960s-civil-rights-for-latinos)  
**American Indian Movement, A Brief History** [http://www.aimovement.org/ggc/history.html](http://www.aimovement.org/ggc/history.html)  
**Viva La Raza!** [http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3347](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3347) | ** Art:** Create an artistic work with attention to the culture of Native Americans or Latinos. Demonstrate aspect that represent efforts or successes in their respect movements for equality.  
**English-Language Arts:** Read literary work – either fiction or non-fiction – connected to any of the causes represented in this objective. Report out on connections to progress in the movement. |
actions, including legislation, Supreme Court rulings, and executive orders, which promoted civil liberties and equal opportunities in the 1950s and 1960s.


<table>
<thead>
<tr>
<th>Question</th>
<th>Action</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone to publicly do something that disagrees with his or her personal opinions?</td>
<td>Select any year in either the 1950s or 1960s. Based on what legislation had been past to that point, propose additional legislation to specifically target a facet of equality that, you believe, has been left out to date.</td>
<td><strong>Timelines:</strong> Create a timeline of civil rights legislation. Cite a source for each entry and add a picture and description for each.</td>
</tr>
<tr>
<td>In what ways was challenging existing laws more efficient than creating new laws in an effort to obtain equality.</td>
<td>Is it possible to legislate equality? Explain.</td>
<td><strong>Graphic Organizer:</strong> Compare and contrast two pieces of legislation: one from the 1950s and the other from the 1960s. Compare and contrast their focus and mandates. Reflect, via journal, how the evolution of the civil rights movement.</td>
</tr>
<tr>
<td>Is it possible to legislate equality? Explain.</td>
<td><strong>Education, 1954</strong> <a href="http://www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactment">http://www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactment</a></td>
<td><strong>Art:</strong> Create a political cartoon that would have been published in a newspaper at the time of a specific civil rights case heard in the Supreme Court. Characterize in the political cartoon the social ramifications of the decision.</td>
</tr>
<tr>
<td>Select any year in either the 1950s or 1960s. Based on what legislation had been past to that point, propose additional legislation to specifically target a facet of equality that, you believe, has been left out to date.</td>
<td><strong>Civil Rights Act of 1957</strong> <a href="http://www.eisenhower.archives.gov/research/online_documents/civil_rights_act.htm">http://www.eisenhower.archives.gov/research/online_documents/civil_rights_act.htm</a></td>
<td>Using close reading, examine excerpts of civil rights legislation in small group. Assign each group a different piece, then have the groups breakout and report findings.</td>
</tr>
<tr>
<td>Select any year in either the 1950s or 1960s. Based on what legislation had been past to that point, propose additional legislation to specifically target a facet of equality that, you believe, has been left out to date.</td>
<td><strong>Heart of Atlanta v. United States, 1964</strong> <a href="http://www.americanbar.org/groups/public_education/initiatives_awards/students_in_action/atlanta.html">http://www.americanbar.org/groups/public_education/initiatives_awards/students_in_action/atlanta.html</a></td>
<td><strong>Civil Rights Act of 1964</strong> <a href="http://www.archives.gov/education/lessons/civil-rights-act/">http://www.archives.gov/education/lessons/civil-rights-act/</a></td>
</tr>
</tbody>
</table>
https://www.law.cornell.edu/constitution/amendmentxxiv  
Executive Order 11246 of 1965  
http://www.dol.gov/ofccp/regs/compliance/ca_11246.htm  
Voting Rights Act of 1965  
http://www.justice.gov/crt/about/vot/intro/intro_b.php  
1967 Age Discrimination in Employment Act  
http://www.eeoc.gov/laws/statutes/adea.cfm  
Civil Rights Act of 1968  
http://www.history.com/topics/black-history/fair-housing-act  
Determine the extent immigration and social attitudes were impacted after national policy changes in 1965.  
Primary Source Analysis: Using both close reading strategies and a primary source analysis worksheet, assess the tone, language and objectives set forth in the Immigration and Nationality Act of 1965.  
Immigration and Nationality Act of 1965  
Dueling Political Cartoons: Create two political cartoons, each with opposing viewpoints, of the Immigration and Nationality Act of 1965.  
Art: Create a mural characterizing the diversity our nation enjoys post 1965-immigration legislation.  
English-Language Arts: Locate, read and analyze journal entries from immigrants who came to America after 1965. Compare and contrast no less than two, and cite similarities and differences based on their experiences as a new American. |
## Creating Policy:
If you were a Congress and were charged with writing an immigration policy, what proposals would you make? Present and justify your answer.

## Immigration Attitudes

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| Connect the central ideas of our founding documents with the current status of equality among racial and ethnic minorities, women, and sexual minorities. | Today, is American a place that has "liberty and justice for all"?  
To what extent have our founding documents been successful with regarding to ensuring equality and justice? To what extent what they failed?  
Should our Constitution be amended to specifically include legal protections for women? Sexual minorities? Why or why not? | Primary Source Analysis:  
Breaking the class into three groups, (Declaration of Independence, Constitution and Bill of Rights) scrutinize the language of the assigned document with regards to the status of equality for various minority groups.  
Mock Interviews on Equality:  
What would prominent civil rights leaders, present and past, have to say about their interpretation of our foundational documents and the status of their minority group in today’s society? Assign students a leader to research and conduct “interviews” in class.  
Graphic Organizer:  
Using the three foundational documents, examine the current status of equality among racial and ethnic minorities, women, and sexual minorities. | Declaration of Independence  
[http://www.archives.gov/exhibits/charters/declaration_transcript.html](http://www.archives.gov/exhibits/charters/declaration_transcript.html)  
Constitution  
[http://www.archives.gov/exhibits/charters/constitution_transcript.html](http://www.archives.gov/exhibits/charters/constitution_transcript.html)  
Bill of Rights  
100 Milestone Documents  
Human and Civil Rights and the Constitution  
[http://theusconstitution.org/issue/rights](http://theusconstitution.org/issue/rights)  
Constitutional Law and Civil Rights  

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| English-Language Arts:  
Write a mini-report on one of the three foundational documents and examine it in the scope of equality in the present day. Cite no less than 3 sources.  
Art:  
Create a collage or mural using key words and phrases that refer to equality, as found in our foundational documents. |  |  |

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**Standard:** 6.1.8.A.3.a, 6.1.8.A.3.g, 6.1.8.D.3.b, RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.9, WHST.6-8.1, WHST.6-8.2, WHST.6-8.9
| Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. | Does our government need to continually work at overseeing justice? Or can it create a precedent where it can move on and focus on other matters?  
Is the United States done “ensuring equality” for specific groups of Americans?  
What does a “perfect America” look like to you? Describe. | Equality Puzzle:  
On a large piece of paper or poster board, cut out the shape of a puzzle, but ensure that it fits with two other “pieces” on each side. On each puzzle piece, have students write what they believe needs to be present in a society that promotes and ensures equality for all people.  
Goal-Setting:  
On a poster board, create a “thermometer” or a scale that can demonstrate varying levels of progress toward a goal. Assign students a minority group and have them fill out benchmarks that would track progress toward equality with real, historical data and goals for the future.  
Current Events:  
Assign students a particular minority group. Have them research in current news to find articles related to minority groups. | Equality Still Elusive 50 Years After Civil Rights Act  
Women in the World: Where the U.S. Falters in Quest for Equality  
LGBT Equality & Civil Rights  
http://polis.house.gov/issues/issue/?IssueID=5032  
Equality for People with Disabilities, Then and Now  
http://www.americanbar.org/publications/gp_solo/2014/november_december/equality_people_disabilities_then_and_now.html | English-Language Arts:  
Develop an acrostic poem using the word “equality” vertically down the page. Start each line using a corresponding letter to portray the struggles or successes of minority groups in their journey for civil rights.  
Culinary Arts, Sociology:  
Host a diversity day, in which students research a particular minority group in America. They can bring in music, artifacts, art, clothing and even food representative of the culture of the assigned group. Cap off the day with a roundtable discussion about a vision for the future and fulfilling the ideas of what America is, as documented by our Founding Fathers. |
### Unit Vocabulary

<table>
<thead>
<tr>
<th>Accent discrimination</th>
<th>Homophobia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative action</td>
<td>Homosexuality</td>
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<tr>
<td>American Indian Movement</td>
<td>Integration</td>
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<tr>
<td>Black Panthers</td>
<td>Jim Crow Laws</td>
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<tr>
<td>Boycotts</td>
<td>Literacy test</td>
</tr>
<tr>
<td>Census</td>
<td>LGBTQ</td>
</tr>
<tr>
<td>Civil rights</td>
<td>Lynching</td>
</tr>
<tr>
<td>Counter culture</td>
<td>Pay equity</td>
</tr>
<tr>
<td>Culture of poverty</td>
<td>Poll tax</td>
</tr>
<tr>
<td>Desegregation</td>
<td>Quotas</td>
</tr>
<tr>
<td>Disability</td>
<td>Racial profiling</td>
</tr>
<tr>
<td>Discrimination</td>
<td>Racism</td>
</tr>
<tr>
<td>Equal protection</td>
<td>Reapportionment</td>
</tr>
<tr>
<td>Equal Rights Amendment</td>
<td>Segregation</td>
</tr>
<tr>
<td>Feminism</td>
<td>Sexual Orientation</td>
</tr>
<tr>
<td>Freedom Riders</td>
<td>SCLC (Southern Christian Leadership Conference)</td>
</tr>
<tr>
<td>Gender Identity</td>
<td>Segregation</td>
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<tr>
<td>Gerrymandering</td>
<td>Sit-ins</td>
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<td>Habeas Corpus</td>
<td>Suffrage</td>
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<tr>
<td>Hate crime</td>
<td>Underclass</td>
</tr>
<tr>
<td>Heterosexism</td>
<td>Undocumented immigrant</td>
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</tbody>
</table>

**Suggested Project - Choose 1**
<table>
<thead>
<tr>
<th>Suggested Project 1:</th>
<th>Suggested Project 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student pairs or groups create &amp; present a chronological PowerPoint Presentation with multimedia-images, video clips &amp; sounds or boards-posters with images that explains the origins, growth and key players in civil rights movements for race, gender, religion or sexual orientation.</td>
<td>Students write paper 3-5 pages long describing a significant person or court case civil rights movements for race, gender, religion or sexual orientation that made a lasting impact on American society.</td>
</tr>
</tbody>
</table>
The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12. 
[http://www.njamistadcurriculum.net/](http://www.njamistadcurriculum.net/)

All New Jersey educators with a school email address have access to the curriculum free of charge. Registration can be found on the homepage of the NJ Amistad Curriculum. All Paterson public school Social Studies teachers should create a login and password.

The topics covered in the Amistad curriculum are embedded within our curricula units. The Amistad Commission Interactive Curriculum units contain the following topics:

<table>
<thead>
<tr>
<th>1. Social Studies Skills</th>
<th>5. Establishment of a New Nation and Independence to Republic (1600-1800)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Indigenous Civilization (1000-1600)</td>
<td>6. The Constitution and Continental Congress (1775-1800)</td>
</tr>
<tr>
<td>4. The emerging Atlantic World (1200-1700)</td>
<td>8. The Civil War and Reconstruction (1861-1877)</td>
</tr>
<tr>
<td>9. Post Reconstruction and the origins of the Progressive Era</td>
<td>10. America Confronts the 20th Century and the emergent of Modern America (1901-1920)</td>
</tr>
</tbody>
</table>

The Amistad Commission Interactive Curriculum contains the following resources for a teacher's use that aligns with the topics covered:
All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.