



# Nutley Public Schools

## Social Studies Race in America

Unit #: 1	
The Impact of Race in America	
Summary and Rationale	
<p>The study of the impact of race in American history can be both complex and challenging. This unit will analyze the historical, political, sociological, and economic background that lead to the ratification of the Civil Rights Act and the Voting Rights Act. Students will analyze the national condition that lead to ratification of these acts and explore their outcomes. Students will assess the need for the acts while determining the successes and shortcomings of both. Students will also project the acts into 21<sup>st</sup> century America and reflect on how the acts have affected their lives.</p>	
Recommended Pacing	
3-4 weeks	
Standards	
2014 NJ Social Studies Core Curriculum Content Standards	
<i>CPI</i>	<i>CPI Description (Delete any not used)</i>
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
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.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.
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.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period (1945-early 1970s), while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
<b>C3 Framework Inquiry Arc</b>	
<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>• Explain how essential questions concerning the Civil Rights movement and act well as the Voting Rights Act are linked to important issues and themes in Race in America.</li> <li>• Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions.</li> <li>• Identify points of agreement and disagreement among scholars and sources in regarding race relations in 20<sup>th</sup> and 21<sup>st</sup> century America.</li> <li>• Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Apply unit-appropriate historical methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines.</li> <li>• Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding the impact of race in 20<sup>th</sup> and 21<sup>st</sup> century America.</li> <li>• Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry.</li> <li>• Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to the impact of race in 20<sup>th</sup> and 21<sup>st</sup> century America.</li> <li>• Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.</li> </ul>
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.</li> <li>• Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li> <li>• Critique the strengths and weaknesses of presented solutions to inquiries.</li> <li>• Possible examples include: <ol style="list-style-type: none"> <li>1. Evaluation of the national condition</li> <li>2. The political impact of the era</li> </ol> </li> </ul>

	<ol style="list-style-type: none"> <li>3. The economic impact of the era</li> <li>4. Class discussions</li> <li>5. Harkness tables</li> <li>6. Student led inquiries</li> <li>7. Reading interpretations/discussions</li> </ol>
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<u><i>C3 Indicator</i></u>	<u><i>C3 Indicator Description (Delete any not used)</i></u>
D1.1.9-12.	<ul style="list-style-type: none"> <li>• Explain how a question reflects an enduring issue in the field.</li> </ul>
D1.2.9-12.	<ul style="list-style-type: none"> <li>• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.</li> </ul>
D1.3.9-12.	<ul style="list-style-type: none"> <li>• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>
D1.4.9-12.	<ul style="list-style-type: none"> <li>• Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>
D1.5.9-12.	<ul style="list-style-type: none"> <li>• Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
D2.Soc.1.9-12	<ul style="list-style-type: none"> <li>• Explain the sociological perspective and how it differs from other social sciences.</li> </ul>
D2.Soc.2.9-12	<ul style="list-style-type: none"> <li>• Define social context in terms of the external forces that shape human behavior.</li> </ul>
D2.Soc.3.9-12	<ul style="list-style-type: none"> <li>• Identify how social context influences individuals.</li> </ul>
D2.Soc.4.9-12	<ul style="list-style-type: none"> <li>• Illustrate how sociological analysis can provide useful data-based information for decision making.</li> </ul>
D2.Soc.5.9-12	<ul style="list-style-type: none"> <li>• Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.</li> </ul>
D2.Soc.6.9-12	<ul style="list-style-type: none"> <li>• Identify the major components of culture.</li> </ul>
D2.Soc.7.9-12	<ul style="list-style-type: none"> <li>• Cite examples of how culture influences the individuals in it.</li> </ul>
D2.Soc.8.9-12	<ul style="list-style-type: none"> <li>• Identify important social institutions in society.</li> </ul>
D2.Soc.9.9-12	<ul style="list-style-type: none"> <li>• Explain the role of social institutions in society.</li> </ul>
D2.Soc.10.9-12	<ul style="list-style-type: none"> <li>• Analyze how social structures and cultures change.</li> </ul>
D2.Soc.11.9-12	<ul style="list-style-type: none"> <li>• Analyze the influence of the primary agents of socialization and why they are influential.</li> </ul>
D2.Soc.12.9-12	<ul style="list-style-type: none"> <li>• Explain the social construction of self and groups.</li> </ul>
D2.Soc.13.9-12	<ul style="list-style-type: none"> <li>• Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.</li> </ul>
D2.Soc.14.9-12	<ul style="list-style-type: none"> <li>• Explain how in-group and out- group membership influences the life chances of individuals and shapes societal norms and values.</li> </ul>
D2.Soc.15.9-12	<ul style="list-style-type: none"> <li>• Identify common patterns of social inequality.</li> </ul>
D2.Soc.16.9-12	<ul style="list-style-type: none"> <li>• Interpret the effects of inequality on groups and individuals.</li> </ul>
D2.Soc.17.9-12	<ul style="list-style-type: none"> <li>• Analyze why the distribution of power and inequalities can result in conflict.</li> </ul>
D2.Soc.18.9-12	<ul style="list-style-type: none"> <li>• Propose and evaluate alternative responses to inequality.</li> </ul>
D2.Civ.1.9-12.	<ul style="list-style-type: none"> <li>• Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</li> </ul>
D2.Civ.2.9-12.	<ul style="list-style-type: none"> <li>• Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</li> </ul>
D2.Civ.3.9-12.	<ul style="list-style-type: none"> <li>• Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</li> </ul>
D2.Civ.4.9-12.	<ul style="list-style-type: none"> <li>• Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</li> </ul>
D2.Civ.5.9-12.	<ul style="list-style-type: none"> <li>• Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> </ul>
D2.Civ.6.9-12.	<ul style="list-style-type: none"> <li>• Critique relationships among governments, civil societies, and economic markets.</li> </ul>

D2.Civ.7.9-12.	<ul style="list-style-type: none"> <li>• Apply civic virtues and democratic principles when working with others.</li> </ul>
D2.Civ.8.9-12.	<ul style="list-style-type: none"> <li>• Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</li> </ul>
D2.Civ.9.9-12.	<ul style="list-style-type: none"> <li>• Use appropriate deliberative processes in multiple settings.</li> </ul>
D2.Civ.10.9-12.	<ul style="list-style-type: none"> <li>• Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> </ul>
D2.Civ.11.9-12.	<ul style="list-style-type: none"> <li>• Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</li> </ul>
D2.Civ.12.9-12.	<ul style="list-style-type: none"> <li>• Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</li> </ul>
D2.Civ.13.9-12.	<ul style="list-style-type: none"> <li>• Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</li> </ul>
D2.Civ.14.9-12.	<ul style="list-style-type: none"> <li>• Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> </ul>
D2.Eco.1.9-12.	<ul style="list-style-type: none"> <li>• Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</li> </ul>
D2.Eco.2.9-12.	<ul style="list-style-type: none"> <li>• Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</li> </ul>
D2.Eco.3.9-12.	<ul style="list-style-type: none"> <li>• Analyze the ways in which incentives influence what is produced and distributed in a market system.</li> </ul>
D2.Eco.4.9-12.	<ul style="list-style-type: none"> <li>• Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</li> </ul>
D2.Eco.5.9-12.	<ul style="list-style-type: none"> <li>• Describe the consequences of competition in specific markets.</li> </ul>
D2.Eco.6.9-12.	<ul style="list-style-type: none"> <li>• Generate possible explanations for a government role in markets when market inefficiencies exist.</li> </ul>
D2.Eco.7.9-12.	<ul style="list-style-type: none"> <li>• Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.</li> </ul>
D2.Eco.8.9-12.	<ul style="list-style-type: none"> <li>• Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</li> </ul>
D2.Eco.9.9-12.	<ul style="list-style-type: none"> <li>• Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</li> </ul>
D2.Eco.10.9-12.	<ul style="list-style-type: none"> <li>• Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</li> </ul>
D2.Eco.11.9-12.	<ul style="list-style-type: none"> <li>• Use economic indicators to analyze the current and future state of the economy.</li> </ul>
D2.Eco.12.9-12.	<ul style="list-style-type: none"> <li>• Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.</li> </ul>
D2.Eco.13.9-12.	<ul style="list-style-type: none"> <li>• Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> </ul>
D2.Eco.14.9-12.	<ul style="list-style-type: none"> <li>• Analyze the role of comparative advantage in international trade of goods and services.</li> </ul>
D2.Eco.15.9-12.	<ul style="list-style-type: none"> <li>• Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</li> </ul>
D2.Geo.1.9-12.	<ul style="list-style-type: none"> <li>• Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.</li> </ul>
D2.Geo.2.9-12.	<ul style="list-style-type: none"> <li>• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</li> </ul>
D2.Geo.3.9-12.	<ul style="list-style-type: none"> <li>• Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.</li> </ul>
D2.Geo.4.9-12.	<ul style="list-style-type: none"> <li>• Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> </ul>
D2.Geo.5.9-12.	<ul style="list-style-type: none"> <li>• Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> </ul>
D2.Geo.6.9-12.	<ul style="list-style-type: none"> <li>• Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> </ul>

D2.Geo.7.9-12.	<ul style="list-style-type: none"> <li>Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</li> </ul>
D2.Geo.8.9-12.	<ul style="list-style-type: none"> <li>Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</li> </ul>
D2.Geo.9.9-12.	<ul style="list-style-type: none"> <li>Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.</li> </ul>
D2.Geo.10.9-12.	<ul style="list-style-type: none"> <li>Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</li> </ul>
D2.Geo.11.9-12.	<ul style="list-style-type: none"> <li>Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</li> </ul>
D2.Geo.12.9-12.	<ul style="list-style-type: none"> <li>Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</li> </ul>
D2.His.1.9-12.	<ul style="list-style-type: none"> <li>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> </ul>
D2.His.2.9-12.	<ul style="list-style-type: none"> <li>Analyze change and continuity in historical eras.</li> </ul>
D2.His.3.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> </ul>
D2.His.4.9-12.	<ul style="list-style-type: none"> <li>Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</li> </ul>
D2.His.5.9-12.	<ul style="list-style-type: none"> <li>Analyze how historical contexts shaped and continue to shape people's perspectives.</li> </ul>
D2.His.6.9-12.	<ul style="list-style-type: none"> <li>Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</li> </ul>
D2.His.7.9-12.	<ul style="list-style-type: none"> <li>Explain how the perspectives of people in the present shape interpretations of the past.</li> </ul>
	<ul style="list-style-type: none"> <li>D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</li> </ul>
D2.His.9.9-12.	<ul style="list-style-type: none"> <li>Analyze the relationship between historical sources and the secondary interpretations made from them.</li> </ul>
D2.His.10.9-12.	<ul style="list-style-type: none"> <li>Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</li> </ul>
D2.His.11.9-12.	<ul style="list-style-type: none"> <li>Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</li> </ul>
D2.His.12.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</li> </ul>
D2.His.13.9-12.	<ul style="list-style-type: none"> <li>Critique the appropriateness of the historical sources used in a secondary interpretation.</li> </ul>
D2.His.14.9-12.	<ul style="list-style-type: none"> <li>Analyze multiple and complex causes and effects of events in the past.</li> </ul>
D2.His.15.9-12.	<ul style="list-style-type: none"> <li>Distinguish between long-term causes and triggering events in developing a historical argument.</li> </ul>
D2.His.16.9-12.	<ul style="list-style-type: none"> <li>Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</li> </ul>
D2.His.17.9-12.	<ul style="list-style-type: none"> <li>Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.</li> </ul>
D3.1.9-12.	<ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
D3.2.9-12.	<ul style="list-style-type: none"> <li>Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
D3.3.9-12.	<ul style="list-style-type: none"> <li>Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
D3.4.9-12.	<ul style="list-style-type: none"> <li>Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
D4.1.9-12.	<ul style="list-style-type: none"> <li>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> </ul>
D4.2.9-12.	<ul style="list-style-type: none"> <li>Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while</li> </ul>

	acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	<ul style="list-style-type: none"> <li>Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</li> </ul>
D4.4.9-12.	<ul style="list-style-type: none"> <li>Critique the use of claims and evidence in arguments for credibility.</li> </ul>
D4.5.9-12.	<ul style="list-style-type: none"> <li>Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>
D4.6.9-12.	<ul style="list-style-type: none"> <li>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> </ul>
D4.7.9-12.	<ul style="list-style-type: none"> <li>Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</li> </ul>
D4.8.9-12.	<ul style="list-style-type: none"> <li>Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul>

**Common Core Standards Alignment**

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

**Interdisciplinary Connections**

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

**Integration of Technology**

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

**Instructional Focus**

**Enduring Understanding(s)**

- The national condition of the 20<sup>th</sup> century created a movement that, in turn, led to the passage of the Civil Rights Act and Voting Rights Act.
- At times, the government must intervene in order to protect the rights of the disenfranchised.
- Throughout American history, the need for dramatic change is created through dynamic, courageous, leaders who are willing to risk a great deal to bring about change that will positively affect the lives of many citizens.

**Essential Questions**

- What are Civil Rights?
- How did conditions in American society lead to the Civil Rights Movement?
- How successful was the Civil Rights movement in fighting racism and segregation?
- To what degree were efforts to attain equality successful?
- What was the role of all three branches of government in this era?

#### Themes

- People
- Places
- Laws
- Federal v state

#### Suggested Inquiries:

- What were the motivations of MLK and his followers?
- Why did some people look to deny rights to others?
- What motivates these behaviors?
- Why might it be the role of the federal government to intervene on behalf of some of the citizenry?
- How have civil rights changed into the 21<sup>st</sup> century?

#### Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Schoology discussion on Civil Rights
- Harkness discussion
- Critical analysis on “Letter From a Birmingham Jail”
- Reaction discussions to “Selma”, March 1,2, 3
- Essay on excerpts from Jackie Robinson (Ken Burns)

#### Objectives

Students will know or learn:

1. The national condition that lead to the CR movement
2. The people responsible for the movement both pro and con
3. The influence of MLK on the movement
4. That politics played a major role in both legislations

Students will be able to:

- Discuss the issues that faced African Americans in the Post WWII period
- Analyze the parts of the acts and why they included what they did
- Evaluate the constitutional role of the acts
- Describe race relations of Post WWII America

#### Modifications

Modified documents (ex. *Read Like a Historian* resources), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

#### Integration

##### Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

##### Writing Integration

- Informative essays
- Argumentative essays

##### Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

## Suggested Resources

- The US Constitution
- The Bill of Rights
- MLK's "Letter from a Birmingham Jail"
- Various speeches from MLK
- March 1,2,3
- Essays from James Baldwin (see Annotated Bibliography)
- To be added as teachers and students pilot the curriculum





# Nutley Public Schools

## Social Studies Race in America

Unit #: 2	
Unit Title: Colonial Slavery and Native Americans	
Summary and Rationale	
<p>In order to understand the root of race relations (ie racism ) in America, it is critical to examine its origins. For the people who would later become identified as African-Americans or by modern terms “Black Americans”, tracing the discord between the white race and black race takes us to European exploration through indentured servitude and ultimately slavery. Native Americans have their own story with respect to European colonization as their tribal culture will begin to disintegrate as North America becomes greater populated by Europe and its economic endeavors.</p>	
Recommended Pacing	
3-4 weeks	
Standards	
2014 NJ Social Studies Core Curriculum Content Standards	
<i>CPI</i>	<i>CPI Description (Delete any not used)</i>
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.D.5.d	Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.
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.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.
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.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period (1945-early 1970s), while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political

	decisions.
6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.

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<b>C3 Framework Inquiry Arc</b>	
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<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
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<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>• Explain how essential questions concerning Colonial Slavery and Native Americans are linked to important issues and themes in Race in America.</li> <li>• Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions.</li> <li>• Identify points of agreement and disagreement among scholars and sources in regarding the impact of colonial slavery on race relations in the colonies as well as the deep impact and consequences of colonization on Native America.</li> <li>• Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines.</li> <li>• Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding the impact of Colonial Slavery and Native Americans</li> <li>• Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry.</li> <li>• Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to the origins of race relations in Colonial America.</li> <li>• Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.</li> </ul>
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<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
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<p>Students will:</p> <ul style="list-style-type: none"> <li>• Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.</li> <li>• Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li> <li>• Critique the strengths and weaknesses of presented solutions to inquiries.</li> <li>• Possible examples include: <ul style="list-style-type: none"> <li>○ Data collection</li> <li>○ Informative and argumentative essays</li> </ul> </li> </ul>
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strengths and weakness of relevant claims.	<ul style="list-style-type: none"> <li>○ Debates</li> <li>○ Harkness Tables</li> <li>○ Creation of interactive digital maps and graphical presentations.</li> <li>○ Evaluations of alternative pathways to avoid the complications of slavery</li> <li>○ Evaluations of alternative pathways to better treat and deal with Native Americans</li> </ul>
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*C3 Framework Indicators (K-12 Pathways)*

<i>C3 Indicator</i>	<i>C3 Indicator Description</i>
D1.1.9-12.	<ul style="list-style-type: none"> <li>● Explain how a question reflects an enduring issue in the field.</li> </ul>
D1.2.9-12.	<ul style="list-style-type: none"> <li>● Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.</li> </ul>
D1.3.9-12.	<ul style="list-style-type: none"> <li>● Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>
D1.4.9-12.	<ul style="list-style-type: none"> <li>● Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>
D1.5.9-12.	<ul style="list-style-type: none"> <li>● Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
D2.Soc.1.9-12	<ul style="list-style-type: none"> <li>● Explain the sociological perspective and how it differs from other social sciences.</li> </ul>
D2.Soc.2.9-12	<ul style="list-style-type: none"> <li>● Define social context in terms of the external forces that shape human behavior.</li> </ul>
D2.Soc.3.9-12	<ul style="list-style-type: none"> <li>● Identify how social context influences individuals.</li> </ul>
D2.Soc.4.9-12	<ul style="list-style-type: none"> <li>● Illustrate how sociological analysis can provide useful data-based information for decision making.</li> </ul>
D2.Soc.5.9-12	<ul style="list-style-type: none"> <li>● Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.</li> </ul>
D2.Soc.6.9-12	<ul style="list-style-type: none"> <li>● Identify the major components of culture.</li> </ul>
D2.Soc.7.9-12	<ul style="list-style-type: none"> <li>● Cite examples of how culture influences the individuals in it.</li> </ul>
D2.Soc.8.9-12	<ul style="list-style-type: none"> <li>● Identify important social institutions in society.</li> </ul>
D2.Soc.9.9-12	<ul style="list-style-type: none"> <li>● Explain the role of social institutions in society.</li> </ul>
D2.Soc.10.9-12	<ul style="list-style-type: none"> <li>● Analyze how social structures and cultures change.</li> </ul>
D2.Soc.11.9-12	<ul style="list-style-type: none"> <li>● Analyze the influence of the primary agents of socialization and why they are influential.</li> </ul>
D2.Soc.12.9-12	<ul style="list-style-type: none"> <li>● Explain the social construction of self and groups.</li> </ul>
D2.Soc.13.9-12	<ul style="list-style-type: none"> <li>● Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.</li> </ul>
D2.Soc.14.9-12	<ul style="list-style-type: none"> <li>● Explain how in-group and out- group membership influences the life chances of individuals and shapes societal norms and values.</li> </ul>
D2.Soc.15.9-12	<ul style="list-style-type: none"> <li>● Identify common patterns of social inequality.</li> </ul>
D2.Soc.16.9-12	<ul style="list-style-type: none"> <li>● Interpret the effects of inequality on groups and individuals.</li> </ul>
D2.Soc.17.9-12	<ul style="list-style-type: none"> <li>● Analyze why the distribution of power and inequalities can result in conflict.</li> </ul>
D2.Soc.18.9-12	<ul style="list-style-type: none"> <li>● Propose and evaluate alternative responses to inequality.</li> </ul>
D2.Civ.1.9-12.	<ul style="list-style-type: none"> <li>● Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</li> </ul>
D2.Civ.2.9-12.	<ul style="list-style-type: none"> <li>● Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</li> </ul>
D2.Civ.3.9-12.	<ul style="list-style-type: none"> <li>● Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</li> </ul>
D2.Civ.4.9-12.	<ul style="list-style-type: none"> <li>● Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</li> </ul>
D2.Civ.5.9-12.	<ul style="list-style-type: none"> <li>● Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> </ul>

D2.Civ.6.9-12.	<ul style="list-style-type: none"> <li>• Critique relationships among governments, civil societies, and economic markets.</li> </ul>
D2.Civ.7.9-12.	<ul style="list-style-type: none"> <li>• Apply civic virtues and democratic principles when working with others.</li> </ul>
D2.Civ.8.9-12.	<ul style="list-style-type: none"> <li>• Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</li> </ul>
D2.Civ.9.9-12.	<ul style="list-style-type: none"> <li>• Use appropriate deliberative processes in multiple settings.</li> </ul>
D2.Civ.10.9-12.	<ul style="list-style-type: none"> <li>• Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> </ul>
D2.Civ.11.9-12.	<ul style="list-style-type: none"> <li>• Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</li> </ul>
D2.Civ.12.9-12.	<ul style="list-style-type: none"> <li>• Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</li> </ul>
D2.Civ.13.9-12.	<ul style="list-style-type: none"> <li>• Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</li> </ul>
D2.Civ.14.9-12.	<ul style="list-style-type: none"> <li>• Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> </ul>
D2.Eco.1.9-12.	<ul style="list-style-type: none"> <li>• Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</li> </ul>
D2.Eco.2.9-12.	<ul style="list-style-type: none"> <li>• Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</li> </ul>
D2.Eco.3.9-12.	<ul style="list-style-type: none"> <li>• Analyze the ways in which incentives influence what is produced and distributed in a market system.</li> </ul>
D2.Eco.4.9-12.	<ul style="list-style-type: none"> <li>• Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</li> </ul>
D2.Eco.5.9-12.	<ul style="list-style-type: none"> <li>• Describe the consequences of competition in specific markets.</li> </ul>
D2.Eco.6.9-12.	<ul style="list-style-type: none"> <li>• Generate possible explanations for a government role in markets when market inefficiencies exist.</li> </ul>
D2.Eco.7.9-12.	<ul style="list-style-type: none"> <li>• Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.</li> </ul>
D2.Eco.8.9-12.	<ul style="list-style-type: none"> <li>• Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</li> </ul>
D2.Eco.9.9-12.	<ul style="list-style-type: none"> <li>• Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</li> </ul>
D2.Eco.10.9-12.	<ul style="list-style-type: none"> <li>• Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</li> </ul>
D2.Eco.11.9-12.	<ul style="list-style-type: none"> <li>• Use economic indicators to analyze the current and future state of the economy.</li> </ul>
D2.Eco.12.9-12.	<ul style="list-style-type: none"> <li>• Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.</li> </ul>
D2.Eco.13.9-12.	<ul style="list-style-type: none"> <li>• Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> </ul>
D2.Eco.14.9-12.	<ul style="list-style-type: none"> <li>• Analyze the role of comparative advantage in international trade of goods and services.</li> </ul>
D2.Eco.15.9-12.	<ul style="list-style-type: none"> <li>• Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</li> </ul>
D2.Geo.1.9-12.	<ul style="list-style-type: none"> <li>• Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.</li> </ul>
D2.Geo.2.9-12.	<ul style="list-style-type: none"> <li>• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</li> </ul>
D2.Geo.3.9-12.	<ul style="list-style-type: none"> <li>• Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.</li> </ul>
D2.Geo.4.9-12.	<ul style="list-style-type: none"> <li>• Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> </ul>
D2.Geo.5.9-12.	<ul style="list-style-type: none"> <li>• Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> </ul>
D2.Geo.6.9-12.	<ul style="list-style-type: none"> <li>• Evaluate the impact of human settlement activities on the environmental and cultural</li> </ul>

	characteristics of specific places and regions.
D2.Geo.7.9-12.	<ul style="list-style-type: none"> <li>Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</li> </ul>
D2.Geo.8.9-12.	<ul style="list-style-type: none"> <li>Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</li> </ul>
D2.Geo.9.9-12.	<ul style="list-style-type: none"> <li>Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.</li> </ul>
D2.Geo.10.9-12.	<ul style="list-style-type: none"> <li>Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</li> </ul>
D2.Geo.11.9-12.	<ul style="list-style-type: none"> <li>Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</li> </ul>
D2.Geo.12.9-12.	<ul style="list-style-type: none"> <li>Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</li> </ul>
D2.His.1.9-12.	<ul style="list-style-type: none"> <li>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> </ul>
D2.His.2.9-12.	<ul style="list-style-type: none"> <li>Analyze change and continuity in historical eras.</li> </ul>
D2.His.3.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> </ul>
D2.His.4.9-12.	<ul style="list-style-type: none"> <li>Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</li> </ul>
D2.His.5.9-12.	<ul style="list-style-type: none"> <li>Analyze how historical contexts shaped and continue to shape people's perspectives.</li> </ul>
D2.His.6.9-12.	<ul style="list-style-type: none"> <li>Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</li> </ul>
D2.His.7.9-12.	<ul style="list-style-type: none"> <li>Explain how the perspectives of people in the present shape interpretations of the past.</li> </ul>
	<ul style="list-style-type: none"> <li>D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</li> </ul>
D2.His.9.9-12.	<ul style="list-style-type: none"> <li>Analyze the relationship between historical sources and the secondary interpretations made from them.</li> </ul>
D2.His.10.9-12.	<ul style="list-style-type: none"> <li>Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</li> </ul>
D2.His.11.9-12.	<ul style="list-style-type: none"> <li>Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</li> </ul>
D2.His.12.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</li> </ul>
D2.His.13.9-12.	<ul style="list-style-type: none"> <li>Critique the appropriateness of the historical sources used in a secondary interpretation.</li> </ul>
D2.His.14.9-12.	<ul style="list-style-type: none"> <li>Analyze multiple and complex causes and effects of events in the past.</li> </ul>
D2.His.15.9-12.	<ul style="list-style-type: none"> <li>Distinguish between long-term causes and triggering events in developing a historical argument.</li> </ul>
D2.His.16.9-12.	<ul style="list-style-type: none"> <li>Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</li> </ul>
D2.His.17.9-12.	<ul style="list-style-type: none"> <li>Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.</li> </ul>
D3.1.9-12.	<ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
D3.2.9-12.	<ul style="list-style-type: none"> <li>Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
D3.3.9-12.	<ul style="list-style-type: none"> <li>Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
D3.4.9-12.	<ul style="list-style-type: none"> <li>Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
D4.1.9-12.	<ul style="list-style-type: none"> <li>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> </ul>
D4.2.9-12.	<ul style="list-style-type: none"> <li>Construct explanations using sound reasoning, correct sequence (linear or non-linear),</li> </ul>

	examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	<ul style="list-style-type: none"> <li>Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</li> </ul>
D4.4.9-12.	<ul style="list-style-type: none"> <li>Critique the use of claims and evidence in arguments for credibility.</li> </ul>
D4.5.9-12.	<ul style="list-style-type: none"> <li>Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>
D4.6.9-12.	<ul style="list-style-type: none"> <li>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> </ul>
D4.7.9-12.	<ul style="list-style-type: none"> <li>Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</li> </ul>
D4.8.9-12.	<ul style="list-style-type: none"> <li>Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul>

**Common Core Standards Alignment**

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

**Interdisciplinary Connections**

Standard x.x

CPI #      Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

**Integration of Technology**

Standard x.x

CPI #      Cumulative Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

**Instructional Focus**

**Enduring Understanding(s)**

- European exploration and colonization affected race relations.
- European economy and its outreach to the its colonies created the demand for cheap/free labor while creating a class of non free people
- As the colonial population grew, the impact on Native Americans was felt fro hundreds of years.

**Essential Questions**

- To what extent did slavery create or compound racial perspectives and racism?
- Why was slavery introduced to the British colonies in America?
- Why was Native American culture and life altered by European colonization?

#### Themes

- Economics
- Labor
- Mercantilism
- Geography
- Land ownership and land rights

#### Suggested Inquiries:

- Where was slavery introduced into the colonies?
- Where and why did it grow?
- Where and why did it diminish?
- What were the systems of slavery?
- What are the differences among manumission, abolition, and emancipation?
- What were the social norms between the races? Between free Blacks and slaves? Free Blacks and whites?
- What types of cultures were created by the slaves?
- Why were these cultures critical to their ability to survive?

#### Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Argumentative essays
- Schoology discussion
- Reactions to readings

#### Objectives

Students will know or learn:

- The unscientific rationale for different skin colors
- The impact of colonization on race relations
- The impact of colonization of Native American life
- The impact of European economy and labor on race relations

Students will be able to:

- Analyze the role of economy and labor on race
- Evaluate the possible alternatives to the non free
- Evaluate the damages of creating a non free class of people
- Assess the outcomes to slave rebellions such as the Stono Rebellion
- Discover the impact of West African culture on slave culture in the colonies
- Evaluate the treatment of Native Americans by the colonists

#### **Modifications**

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

#### **Integration**

##### Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

##### Writing Integration

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##### Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all

- Self and Global Awareness: Personal Management, Social Responsibility, Determination

### Suggested Resources

- Readings from White Over Black by Winthrop Jordan
- Mounting Conflict with Native Americans , John Winthrop
- Destruction of the Pequots, William Bradford
- To be added as teachers and students pilot the curriculum





# Nutley Public Schools

## Social Studies Race in America

### Unit # 3

Unit Title: American Race Relations from the Founding through the Civil War

#### Summary and Rationale

As the nation grows, so does slavery. A deep analysis of the founding as it pertains to our Charters of Freedom is required to understand why slavery was allowed to continue as America becomes independent. Race relations continued to have a deep impact on American society and economy. Why are some people who lived and were born here not considered citizens? How will this issue lead to a sectional crisis and ultimately a Civil War? A deep study of our Charters of Freedom as well as the Dred Scott decision, the Emancipation Proclamation, and the 13<sup>th</sup> amendment is needed to obtain an understanding of the American condition during this time period. An additional and continuing analysis of the affect of this time period on Native Americans is provided as well.

#### Recommended Pacing

4-6 weeks

#### Standards

##### 2014 NJ Social Studies Core Curriculum Content Standards

<i>CPI</i>	<i>CPI Description</i>
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
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.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.
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.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period (1945-early 1970s), while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.

6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.

### **C3 Framework Inquiry Arc**

<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>• Explain how essential questions concerning Race Relations from the Founding through the Civil War are linked to important issues and themes in Race in America.</li> <li>• Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions.</li> <li>• Identify points of agreement and disagreement among scholars and sources in regarding our founding documents s they relate to those who were disenfranchised.</li> <li>• Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines.</li> <li>• Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding the Founding through the Civil War.</li> <li>• Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry.</li> <li>• Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to the Founding through the Civil War.</li> <li>• Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.</li> </ul>
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.</li> <li>• Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li> <li>• Critique the strengths and weaknesses of presented solutions to inquiries.</li> <li>• Possible examples include: <ul style="list-style-type: none"> <li>○ Informative and argumentative essays</li> </ul> </li> </ul>

sources to identify inconsistencies and the strengths and weakness of relevant claims.	<ul style="list-style-type: none"> <li>○ Harkness table</li> <li>○ Schoology discussions</li> <li>○ Harkness Tables</li> <li>○ Creation of interactive digital maps and graphical presentations.</li> </ul>
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*C3 Framework Indicators (K-12 Pathways)*

<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
D1.1.9-12.	<ul style="list-style-type: none"> <li>● Explain how a question reflects an enduring issue in the field.</li> </ul>
D1.2.9-12.	<ul style="list-style-type: none"> <li>● Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.</li> </ul>
D1.3.9-12.	<ul style="list-style-type: none"> <li>● Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>
D1.4.9-12.	<ul style="list-style-type: none"> <li>● Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>
D1.5.9-12.	<ul style="list-style-type: none"> <li>● Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
D2.Soc.1.9-12	<ul style="list-style-type: none"> <li>● Explain the sociological perspective and how it differs from other social sciences.</li> </ul>
D2.Soc.2.9-12	<ul style="list-style-type: none"> <li>● Define social context in terms of the external forces that shape human behavior.</li> </ul>
D2.Soc.3.9-12	<ul style="list-style-type: none"> <li>● Identify how social context influences individuals.</li> </ul>
D2.Soc.4.9-12	<ul style="list-style-type: none"> <li>● Illustrate how sociological analysis can provide useful data-based information for decision making.</li> </ul>
D2.Soc.5.9-12	<ul style="list-style-type: none"> <li>● Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.</li> </ul>
D2.Soc.6.9-12	<ul style="list-style-type: none"> <li>● Identify the major components of culture.</li> </ul>
D2.Soc.7.9-12	<ul style="list-style-type: none"> <li>● Cite examples of how culture influences the individuals in it.</li> </ul>
D2.Soc.8.9-12	<ul style="list-style-type: none"> <li>● Identify important social institutions in society.</li> </ul>
D2.Soc.9.9-12	<ul style="list-style-type: none"> <li>● Explain the role of social institutions in society.</li> </ul>
D2.Soc.10.9-12	<ul style="list-style-type: none"> <li>● Analyze how social structures and cultures change.</li> </ul>
D2.Soc.11.9-12	<ul style="list-style-type: none"> <li>● Analyze the influence of the primary agents of socialization and why they are influential.</li> </ul>
D2.Soc.12.9-12	<ul style="list-style-type: none"> <li>● Explain the social construction of self and groups.</li> </ul>
D2.Soc.13.9-12	<ul style="list-style-type: none"> <li>● Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.</li> </ul>
D2.Soc.14.9-12	<ul style="list-style-type: none"> <li>● Explain how in-group and out- group membership influences the life chances of individuals and shapes societal norms and values.</li> </ul>
D2.Soc.15.9-12	<ul style="list-style-type: none"> <li>● Identify common patterns of social inequality.</li> </ul>
D2.Soc.16.9-12	<ul style="list-style-type: none"> <li>● Interpret the effects of inequality on groups and individuals.</li> </ul>
D2.Soc.17.9-12	<ul style="list-style-type: none"> <li>● Analyze why the distribution of power and inequalities can result in conflict.</li> </ul>
D2.Soc.18.9-12	<ul style="list-style-type: none"> <li>● Propose and evaluate alternative responses to inequality.</li> </ul>
D2.Civ.1.9-12.	<ul style="list-style-type: none"> <li>● Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</li> </ul>
D2.Civ.2.9-12.	<ul style="list-style-type: none"> <li>● Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</li> </ul>
D2.Civ.3.9-12.	<ul style="list-style-type: none"> <li>● Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</li> </ul>
D2.Civ.4.9-12.	<ul style="list-style-type: none"> <li>● Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</li> </ul>
D2.Civ.5.9-12.	<ul style="list-style-type: none"> <li>● Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> </ul>
D2.Civ.6.9-12.	<ul style="list-style-type: none"> <li>● Critique relationships among governments, civil societies, and economic markets.</li> </ul>
D2.Civ.7.9-12.	<ul style="list-style-type: none"> <li>● Apply civic virtues and democratic principles when working with others.</li> </ul>

D2.Civ.8.9-12.	<ul style="list-style-type: none"> <li>Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</li> </ul>
D2.Civ.9.9-12.	<ul style="list-style-type: none"> <li>Use appropriate deliberative processes in multiple settings.</li> </ul>
D2.Civ.10.9-12.	<ul style="list-style-type: none"> <li>Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> </ul>
D2.Civ.11.9-12.	<ul style="list-style-type: none"> <li>Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</li> </ul>
D2.Civ.12.9-12.	<ul style="list-style-type: none"> <li>Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</li> </ul>
D2.Civ.13.9-12.	<ul style="list-style-type: none"> <li>Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</li> </ul>
D2.Civ.14.9-12.	<ul style="list-style-type: none"> <li>Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> </ul>
D2.Eco.1.9-12.	<ul style="list-style-type: none"> <li>Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</li> </ul>
D2.Eco.2.9-12.	<ul style="list-style-type: none"> <li>Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</li> </ul>
D2.Eco.3.9-12.	<ul style="list-style-type: none"> <li>Analyze the ways in which incentives influence what is produced and distributed in a market system.</li> </ul>
D2.Eco.4.9-12.	<ul style="list-style-type: none"> <li>Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</li> </ul>
D2.Eco.5.9-12.	<ul style="list-style-type: none"> <li>Describe the consequences of competition in specific markets.</li> </ul>
D2.Eco.6.9-12.	<ul style="list-style-type: none"> <li>Generate possible explanations for a government role in markets when market inefficiencies exist.</li> </ul>
D2.Eco.7.9-12.	<ul style="list-style-type: none"> <li>Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.</li> </ul>
D2.Eco.8.9-12.	<ul style="list-style-type: none"> <li>Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</li> </ul>
D2.Eco.9.9-12.	<ul style="list-style-type: none"> <li>Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</li> </ul>
D2.Eco.10.9-12.	<ul style="list-style-type: none"> <li>Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</li> </ul>
D2.Eco.11.9-12.	<ul style="list-style-type: none"> <li>Use economic indicators to analyze the current and future state of the economy.</li> </ul>
D2.Eco.12.9-12.	<ul style="list-style-type: none"> <li>Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.</li> </ul>
D2.Eco.13.9-12.	<ul style="list-style-type: none"> <li>Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> </ul>
D2.Eco.14.9-12.	<ul style="list-style-type: none"> <li>Analyze the role of comparative advantage in international trade of goods and services.</li> </ul>
D2.Eco.15.9-12.	<ul style="list-style-type: none"> <li>Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</li> </ul>
D2.Geo.1.9-12.	<ul style="list-style-type: none"> <li>Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.</li> </ul>
D2.Geo.2.9-12.	<ul style="list-style-type: none"> <li>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</li> </ul>
D2.Geo.3.9-12.	<ul style="list-style-type: none"> <li>Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.</li> </ul>
D2.Geo.4.9-12.	<ul style="list-style-type: none"> <li>Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> </ul>
D2.Geo.5.9-12.	<ul style="list-style-type: none"> <li>Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> </ul>
D2.Geo.6.9-12.	<ul style="list-style-type: none"> <li>Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> </ul>
D2.Geo.7.9-12.	<ul style="list-style-type: none"> <li>Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas,</li> </ul>

	technologies, and cultural practices have influenced migration patterns and the distribution of human population.
D2.Geo.8.9-12.	<ul style="list-style-type: none"> <li>Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</li> </ul>
D2.Geo.9.9-12.	<ul style="list-style-type: none"> <li>Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.</li> </ul>
D2.Geo.10.9-12.	<ul style="list-style-type: none"> <li>Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</li> </ul>
D2.Geo.11.9-12.	<ul style="list-style-type: none"> <li>Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</li> </ul>
D2.Geo.12.9-12.	<ul style="list-style-type: none"> <li>Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</li> </ul>
D2.His.1.9-12.	<ul style="list-style-type: none"> <li>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> </ul>
D2.His.2.9-12.	<ul style="list-style-type: none"> <li>Analyze change and continuity in historical eras.</li> </ul>
D2.His.3.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> </ul>
D2.His.4.9-12.	<ul style="list-style-type: none"> <li>Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</li> </ul>
D2.His.5.9-12.	<ul style="list-style-type: none"> <li>Analyze how historical contexts shaped and continue to shape people's perspectives.</li> </ul>
D2.His.6.9-12.	<ul style="list-style-type: none"> <li>Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</li> </ul>
D2.His.7.9-12.	<ul style="list-style-type: none"> <li>Explain how the perspectives of people in the present shape interpretations of the past.</li> </ul>
	<ul style="list-style-type: none"> <li>D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</li> </ul>
D2.His.9.9-12.	<ul style="list-style-type: none"> <li>Analyze the relationship between historical sources and the secondary interpretations made from them.</li> </ul>
D2.His.10.9-12.	<ul style="list-style-type: none"> <li>Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</li> </ul>
D2.His.11.9-12.	<ul style="list-style-type: none"> <li>Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</li> </ul>
D2.His.12.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</li> </ul>
D2.His.13.9-12.	<ul style="list-style-type: none"> <li>Critique the appropriateness of the historical sources used in a secondary interpretation.</li> </ul>
D2.His.14.9-12.	<ul style="list-style-type: none"> <li>Analyze multiple and complex causes and effects of events in the past.</li> </ul>
D2.His.15.9-12.	<ul style="list-style-type: none"> <li>Distinguish between long-term causes and triggering events in developing a historical argument.</li> </ul>
D2.His.16.9-12.	<ul style="list-style-type: none"> <li>Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</li> </ul>
D2.His.17.9-12.	<ul style="list-style-type: none"> <li>Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.</li> </ul>
D3.1.9-12.	<ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
D3.2.9-12.	<ul style="list-style-type: none"> <li>Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
D3.3.9-12.	<ul style="list-style-type: none"> <li>Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
D3.4.9-12.	<ul style="list-style-type: none"> <li>Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
D4.1.9-12.	<ul style="list-style-type: none"> <li>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> </ul>
D4.2.9-12.	<ul style="list-style-type: none"> <li>Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g.,</li> </ul>

	cause and effect, chronological, procedural, technical).
D4.3.9-12.	<ul style="list-style-type: none"> <li>Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</li> </ul>
D4.4.9-12.	<ul style="list-style-type: none"> <li>Critique the use of claims and evidence in arguments for credibility.</li> </ul>
D4.5.9-12.	<ul style="list-style-type: none"> <li>Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>
D4.6.9-12.	<ul style="list-style-type: none"> <li>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> </ul>
D4.7.9-12.	<ul style="list-style-type: none"> <li>Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</li> </ul>
D4.8.9-12.	<ul style="list-style-type: none"> <li>Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul>

**Common Core Standards Alignment**

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

**Interdisciplinary Connections**

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

**Integration of Technology**

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

**Instructional Focus**

**Enduring Understanding(s)**

- The need to determine the inconsistencies to our documents as they relate to the non free
- There is a need to reconcile these inconsistencies
- This is a time period of extraordinary people – all of whom had opinions regarding slavery and Native Americans –
- Although probably not intentional, decisions made by the federal government may have exacerbated the slavery dilemma
- Lincoln solves the issues that the Founders refused to solve.

<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• How did racial relations continue after the American Revolution with respect to slaves and Native Americans?</li> <li>• Is there an aspect to social control to governmental actions?</li> <li>• How can this be proved? Can it be disproved?</li> </ul>
<b>Themes</b>
<ul style="list-style-type: none"> <li>• Concepts of freedom</li> <li>• Slave culture</li> <li>• Lack of freedom</li> <li>• States v federal</li> <li>• Drastic measures for freedom</li> </ul>
<b>Suggested Inquiries:</b>
<ul style="list-style-type: none"> <li>• What decisions were made that adversely affected American/Amerindian relations?</li> <li>• Why were those decisions made?</li> <li>• What were the outcomes for Amerindians moving forward?</li> <li>• Did the DOI affect race relations?</li> <li>• What did our Founding Fathers think of slavery?</li> <li>• Was the US Constitution pro slavery?</li> <li>• What was the evolution of governmental actions with respect to slavery?</li> <li>• What was the impact of these decisions?</li> <li>• Why did the Haitian Revolution impact the treatment of slaves? (Slave Rebellions: Stono, Gabriel's, Nat Turners)</li> <li>• What are the coping mechanisms that became a part of slave culture?</li> <li>• What are the stereotypes that were created regarding slaves? Why were these stereotypes created? What message was trying to be made by creating these stereotypes? (Mammie, Sapphire, Jezebel, Tom)</li> <li>• Why did Jackson force Indian removal? (Handsome Lake, 1799 – Digital History)</li> <li>• Why does the creation and usage of the Underground RR factor into a racial perspective?</li> <li>• What do you do with an unjust law? (Fugitive Slave Law)</li> <li>• What do slave stories force us to consider? (Celia/Robert Newsome, Margaret Garner, etc.)</li> <li>•</li> </ul>
<b>Evidence of Learning (Assessments – parenthetical notes reference competencies)</b>
<ul style="list-style-type: none"> <li>• Argumentative essays</li> <li>• Reading analysis/comparisons</li> <li>• Harkness tables</li> <li>• Schoology</li> </ul>
<b>Objectives</b>
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• Our founding documents</li> <li>• Principles of government: Locke and Hobbes, Jefferson and Hamilton</li> <li>• Economics of the time period</li> <li>• The divisions surrounding Negroes and the slavery question</li> <li>• The treatment of Native Americans: Washington - Jackson</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Ascertain if the US Constitution protected slavery</li> <li>• Ascertain if the US Constitution was against slavery</li> <li>• Evaluate government actions pertaining to slavery</li> <li>• Evaluate the impact of Legislative actions regarding slavery</li> <li>• Evaluate the impact of Judicial actions regarding slavery</li> <li>• Evaluate the importance of Lincoln, Douglass, and the abolition movement</li> </ul>

- Evaluate the impact of the slave culture on its desire to be free

### **Modifications**

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

### **Integration**

#### Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

#### Writing Integration

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#### Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

### **Suggested Resources**

- Government Actions: US Constitution, The Bill of Rights, The Missouri Compromise, The Wilmot Proviso, The Compromise of 1850, (the New Fugitive Slave Law), Dred Scott, Thirteenth Amendment
- Speeches, Letters: Thomas Jefferson: Letter to John Holmes (If God is just...), William Seward (Higher Law), Frederick Douglass (What is the 4<sup>th</sup> of July for the Negro), Harriet Beecher Stowe (Uncle Tom's Cabin), Alexander Stephens (Corner Stone), Emancipation Proclamation, Gettysburg Address, Thirteenth Amendment
- 
- To be added as teachers and students pilot the curriculum





# Nutley Public Schools

## Social Studies Race in America

Unit #: 4	
Unit Title: Late Jim Crow- Civil Rights	
<b>Summary and Rationale</b>	
<p>This period examines the effects of Jim Crow on race relations as the nation moved into the 20<sup>th</sup> century. Within the African-American community debates arose regarding the most effective means to the distant goal of equality. Also to be considered is the Great Migration and the economic and social challenges faced by African-Americans in the North. Two world wars had profound consequences for various racial groups, including Japanese internment via Executive Order 9066. The post-war era witnessed an increase in resistance in the form of protest from the African American community, commencing in the South and spreading to nearly all of America.</p>	
<b>Recommended Pacing</b>	
4-5 weeks	
<b>Standards</b>	
<b>2014 NJ Social Studies Core Curriculum Content Standards</b>	
<i>CPI</i>	<i>CPI Description (Delete any not used)</i>
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
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.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.
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.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period (1945-early 1970s), while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political

	decisions.
6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.

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<b>C3 Framework Inquiry Arc</b>	
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<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
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<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>• Explain how essential questions concerning the late Jim Crow era through the Civil rights Movement are linked to important issues and themes in Race in America.</li> <li>• Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions.</li> <li>• Identify points of agreement and disagreement among scholars and sources in regarding the impact of Jim Crow as we enter the 20<sup>th</sup> century and settle into the WWII and post war time period.</li> <li>• Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines.</li> <li>• Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding the time period of late Jim Crow through the beginnings of the Civil Rights movement.</li> <li>• Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry.</li> <li>• Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to the effects Jim Crow and WWII on race relations in the US.</li> <li>• Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.</li> </ul>
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<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
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<p>Students will:</p> <ul style="list-style-type: none"> <li>• Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.</li> <li>• Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li> <li>• Critique the strengths and weaknesses of presented solutions to inquiries.</li> <li>• Possible examples include: <ul style="list-style-type: none"> <li>○ Debates</li> <li>○ Harkness Tables</li> </ul> </li> </ul>
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strengths and weakness of relevant claims.	<ul style="list-style-type: none"> <li>○ Creation of interactive digital maps and graphical presentations.</li> <li>○ Evaluations of alternative pathways to avoid the complications of slavery</li> <li>○ Evaluations of alternative pathways to better treat and deal with Native Americans.</li> <li>○ Informative and argumentative essays</li> <li>○ Debates</li> <li>○ Role playing (ex. advisor advocating reforms)</li> <li>○ Harkness Tables</li> <li>○ Creation of interactive digital maps and graphical presentations.</li> </ul>
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*C3 Framework Indicators (K-12 Pathways)*

<i>C3 Indicator</i>	<i>C3 Indicator Description (Delete any not used)</i>
D1.1.9-12.	<ul style="list-style-type: none"> <li>● Explain how a question reflects an enduring issue in the field.</li> </ul>
D1.2.9-12.	<ul style="list-style-type: none"> <li>● Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.</li> </ul>
D1.3.9-12.	<ul style="list-style-type: none"> <li>● Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>
D1.4.9-12.	<ul style="list-style-type: none"> <li>● Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>
D1.5.9-12.	<ul style="list-style-type: none"> <li>● Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
D2.Soc.1.9-12	<ul style="list-style-type: none"> <li>● Explain the sociological perspective and how it differs from other social sciences.</li> </ul>
D2.Soc.2.9-12	<ul style="list-style-type: none"> <li>● Define social context in terms of the external forces that shape human behavior.</li> </ul>
D2.Soc.3.9-12	<ul style="list-style-type: none"> <li>● Identify how social context influences individuals.</li> </ul>
D2.Soc.4.9-12	<ul style="list-style-type: none"> <li>● Illustrate how sociological analysis can provide useful data-based information for decision making.</li> </ul>
D2.Soc.5.9-12	<ul style="list-style-type: none"> <li>● Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.</li> </ul>
D2.Soc.6.9-12	<ul style="list-style-type: none"> <li>● Identify the major components of culture.</li> </ul>
D2.Soc.7.9-12	<ul style="list-style-type: none"> <li>● Cite examples of how culture influences the individuals in it.</li> </ul>
D2.Soc.8.9-12	<ul style="list-style-type: none"> <li>● Identify important social institutions in society.</li> </ul>
D2.Soc.9.9-12	<ul style="list-style-type: none"> <li>● Explain the role of social institutions in society.</li> </ul>
D2.Soc.10.9-12	<ul style="list-style-type: none"> <li>● Analyze how social structures and cultures change.</li> </ul>
D2.Soc.11.9-12	<ul style="list-style-type: none"> <li>● Analyze the influence of the primary agents of socialization and why they are influential.</li> </ul>
D2.Soc.12.9-12	<ul style="list-style-type: none"> <li>● Explain the social construction of self and groups.</li> </ul>
D2.Soc.13.9-12	<ul style="list-style-type: none"> <li>● Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.</li> </ul>
D2.Soc.14.9-12	<ul style="list-style-type: none"> <li>● Explain how in-group and out- group membership influences the life chances of individuals and shapes societal norms and values.</li> </ul>
D2.Soc.15.9-12	<ul style="list-style-type: none"> <li>● Identify common patterns of social inequality.</li> </ul>
D2.Soc.16.9-12	<ul style="list-style-type: none"> <li>● Interpret the effects of inequality on groups and individuals.</li> </ul>
D2.Soc.17.9-12	<ul style="list-style-type: none"> <li>● Analyze why the distribution of power and inequalities can result in conflict.</li> </ul>
D2.Soc.18.9-12	<ul style="list-style-type: none"> <li>● Propose and evaluate alternative responses to inequality.</li> </ul>
D2.Civ.1.9-12.	<ul style="list-style-type: none"> <li>● Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</li> </ul>
D2.Civ.2.9-12.	<ul style="list-style-type: none"> <li>● Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</li> </ul>
D2.Civ.3.9-12.	<ul style="list-style-type: none"> <li>● Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</li> </ul>

D2.Civ.4.9-12.	<ul style="list-style-type: none"> <li>Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</li> </ul>
D2.Civ.5.9-12.	<ul style="list-style-type: none"> <li>Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> </ul>
D2.Civ.6.9-12.	<ul style="list-style-type: none"> <li>Critique relationships among governments, civil societies, and economic markets.</li> </ul>
D2.Civ.7.9-12.	<ul style="list-style-type: none"> <li>Apply civic virtues and democratic principles when working with others.</li> </ul>
D2.Civ.8.9-12.	<ul style="list-style-type: none"> <li>Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</li> </ul>
D2.Civ.9.9-12.	<ul style="list-style-type: none"> <li>Use appropriate deliberative processes in multiple settings.</li> </ul>
D2.Civ.10.9-12.	<ul style="list-style-type: none"> <li>Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> </ul>
D2.Civ.11.9-12.	<ul style="list-style-type: none"> <li>Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</li> </ul>
D2.Civ.12.9-12.	<ul style="list-style-type: none"> <li>Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</li> </ul>
D2.Civ.13.9-12.	<ul style="list-style-type: none"> <li>Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</li> </ul>
D2.Civ.14.9-12.	<ul style="list-style-type: none"> <li>Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> </ul>
D2.Eco.1.9-12.	<ul style="list-style-type: none"> <li>Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</li> </ul>
D2.Eco.2.9-12.	<ul style="list-style-type: none"> <li>Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</li> </ul>
D2.Eco.3.9-12.	<ul style="list-style-type: none"> <li>Analyze the ways in which incentives influence what is produced and distributed in a market system.</li> </ul>
D2.Eco.4.9-12.	<ul style="list-style-type: none"> <li>Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</li> </ul>
D2.Eco.5.9-12.	<ul style="list-style-type: none"> <li>Describe the consequences of competition in specific markets.</li> </ul>
D2.Eco.6.9-12.	<ul style="list-style-type: none"> <li>Generate possible explanations for a government role in markets when market inefficiencies exist.</li> </ul>
D2.Eco.7.9-12.	<ul style="list-style-type: none"> <li>Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.</li> </ul>
D2.Eco.8.9-12.	<ul style="list-style-type: none"> <li>Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</li> </ul>
D2.Eco.9.9-12.	<ul style="list-style-type: none"> <li>Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</li> </ul>
D2.Eco.10.9-12.	<ul style="list-style-type: none"> <li>Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</li> </ul>
D2.Eco.11.9-12.	<ul style="list-style-type: none"> <li>Use economic indicators to analyze the current and future state of the economy.</li> </ul>
D2.Eco.12.9-12.	<ul style="list-style-type: none"> <li>Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.</li> </ul>
D2.Eco.13.9-12.	<ul style="list-style-type: none"> <li>Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> </ul>
D2.Eco.14.9-12.	<ul style="list-style-type: none"> <li>Analyze the role of comparative advantage in international trade of goods and services.</li> </ul>
D2.Eco.15.9-12.	<ul style="list-style-type: none"> <li>Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</li> </ul>
D2.Geo.1.9-12.	<ul style="list-style-type: none"> <li>Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.</li> </ul>
D2.Geo.2.9-12.	<ul style="list-style-type: none"> <li>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</li> </ul>
D2.Geo.3.9-12.	<ul style="list-style-type: none"> <li>Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.</li> </ul>
D2.Geo.4.9-12.	<ul style="list-style-type: none"> <li>Analyze relationships and interactions within and between human and physical systems to</li> </ul>

	explain reciprocal influences that occur among them.
D2.Geo.5.9-12.	<ul style="list-style-type: none"> <li>Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> </ul>
D2.Geo.6.9-12.	<ul style="list-style-type: none"> <li>Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> </ul>
D2.Geo.7.9-12.	<ul style="list-style-type: none"> <li>Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</li> </ul>
D2.Geo.8.9-12.	<ul style="list-style-type: none"> <li>Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</li> </ul>
D2.Geo.9.9-12.	<ul style="list-style-type: none"> <li>Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.</li> </ul>
D2.Geo.10.9-12.	<ul style="list-style-type: none"> <li>Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</li> </ul>
D2.Geo.11.9-12.	<ul style="list-style-type: none"> <li>Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</li> </ul>
D2.Geo.12.9-12.	<ul style="list-style-type: none"> <li>Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</li> </ul>
D2.His.1.9-12.	<ul style="list-style-type: none"> <li>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> </ul>
D2.His.2.9-12.	<ul style="list-style-type: none"> <li>Analyze change and continuity in historical eras.</li> </ul>
D2.His.3.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> </ul>
D2.His.4.9-12.	<ul style="list-style-type: none"> <li>Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</li> </ul>
D2.His.5.9-12.	<ul style="list-style-type: none"> <li>Analyze how historical contexts shaped and continue to shape people's perspectives.</li> </ul>
D2.His.6.9-12.	<ul style="list-style-type: none"> <li>Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</li> </ul>
D2.His.7.9-12.	<ul style="list-style-type: none"> <li>Explain how the perspectives of people in the present shape interpretations of the past.</li> </ul>
	<ul style="list-style-type: none"> <li>D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</li> </ul>
D2.His.9.9-12.	<ul style="list-style-type: none"> <li>Analyze the relationship between historical sources and the secondary interpretations made from them.</li> </ul>
D2.His.10.9-12.	<ul style="list-style-type: none"> <li>Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</li> </ul>
D2.His.11.9-12.	<ul style="list-style-type: none"> <li>Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</li> </ul>
D2.His.12.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</li> </ul>
D2.His.13.9-12.	<ul style="list-style-type: none"> <li>Critique the appropriateness of the historical sources used in a secondary interpretation.</li> </ul>
D2.His.14.9-12.	<ul style="list-style-type: none"> <li>Analyze multiple and complex causes and effects of events in the past.</li> </ul>
D2.His.15.9-12.	<ul style="list-style-type: none"> <li>Distinguish between long-term causes and triggering events in developing a historical argument.</li> </ul>
D2.His.16.9-12.	<ul style="list-style-type: none"> <li>Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</li> </ul>
D2.His.17.9-12.	<ul style="list-style-type: none"> <li>Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.</li> </ul>
D3.1.9-12.	<ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
D3.2.9-12.	<ul style="list-style-type: none"> <li>Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
D3.3.9-12.	<ul style="list-style-type: none"> <li>Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
D3.4.9-12.	<ul style="list-style-type: none"> <li>Refine claims and counterclaims attending to precision, significance, and knowledge</li> </ul>

	conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	<ul style="list-style-type: none"> <li>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> </ul>
D4.2.9-12.	<ul style="list-style-type: none"> <li>Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> </ul>
D4.3.9-12.	<ul style="list-style-type: none"> <li>Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</li> </ul>
D4.4.9-12.	<ul style="list-style-type: none"> <li>Critique the use of claims and evidence in arguments for credibility.</li> </ul>
D4.5.9-12.	<ul style="list-style-type: none"> <li>Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>
D4.6.9-12.	<ul style="list-style-type: none"> <li>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> </ul>
D4.7.9-12.	<ul style="list-style-type: none"> <li>Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</li> </ul>
D4.8.9-12.	<ul style="list-style-type: none"> <li>Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul>

### Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

### Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

### Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

## Instructional Focus

### Enduring Understanding(s)

- The Jim Crow era affected all parts of life for African Americans.
- The Jim Crow era was not contained to the South

<ul style="list-style-type: none"> <li>• Hate groups began to resurface</li> <li>• Southern prison systems affects African American life</li> <li>• American entrance into WWII led to Executive Order 9066</li> <li>• The post WWII era brings us into an aggressive period of protest and into the Civil Rights Era</li> </ul>
<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Can the Southern prison in the first 20 years of the 20<sup>th</sup> century be perceived as re enslavement?</li> <li>• What was the effect of Jim Crow?</li> <li>• Why was there a geographic shift in the African American population?</li> <li>• What was the effect of FDR’s decision to use internment camps?</li> <li>• Why did the post WWII era result in an era of protest?</li> </ul>
<b>Themes</b>
<ul style="list-style-type: none"> <li>• Economics</li> <li>• Geography</li> <li>• Labor</li> <li>• Justice</li> <li>• Incarceration</li> </ul>
<b>Suggested Inquiries:</b>
<ul style="list-style-type: none"> <li>• How did Jim Crow change into the 20<sup>th</sup> century?</li> <li>• Was was the system of incarceration in the South unfair? Why? Why not?</li> <li>• What was the impact of the Harlem Renaissance?</li> <li>• Why was the migration of African Americans so important?</li> <li>• How did Plessy v Ferguson affect the lives of African Americans?</li> <li>• How did this time period affect sports?</li> <li>• What was the impact of Jackie Robinson?</li> <li>• Why did FDR issue Executive Order 9066?</li> <li>• What were the long term results of 9066?</li> <li>• What were the critical pieces/events of the post WWII era that would lead to the /civil Rights Movement?</li> <li>• What drove MLK?</li> </ul>
<b>Evidence of Learning (Assessments – parenthetical notes reference competencies)</b>
<ul style="list-style-type: none"> <li>• Argumentative essays</li> <li>• Schoology discussion</li> <li>• Reactions to readings</li> </ul>
<b>Objectives</b>
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• The impact of the African American migration</li> <li>• The short term and long term effects of Jim Crow in the 20<sup>th</sup> century</li> <li>• The impact of incarceration in the South</li> <li>• The result and constitutional impact of Japanese internment</li> <li>• The significance of Brown v Board of Education</li> <li>• The impact of protest</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze the impact of migrations on economy and American cities</li> <li>• Evaluate the result of the changes to American cities</li> <li>• Evaluate the early 20<sup>th</sup> century carceral state in the US South</li> <li>• Assess the fairness of Japanese internment</li> <li>• Assess the impact of protest as well as the impact of Brown v Board of Education</li> </ul>
<b>Modifications</b>
Modified documents (ex. <i>Read Like a Historian resources</i> ), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.
<b>Integration</b>

<b>Technology Integration and Use of Data</b>
<ul style="list-style-type: none"> <li>• Use of appropriate online resources</li> <li>• Online collaboration during conduct of inquiries</li> <li>• Digital mapping and heat mapping relevant available historical data to identify patterns and issues.</li> <li>• Use of presentation technology</li> </ul>
<b>Writing Integration</b>
<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Competencies</b>
<ul style="list-style-type: none"> <li>• Collaboration: all</li> <li>• Communication: all</li> <li>• Research: all</li> <li>• Problem Solving: all</li> <li>• Self and Global Awareness: Personal Management, Social Responsibility, Determination</li> </ul>
<b>Suggested Resources</b>
<ul style="list-style-type: none"> <li>• Readings from W.E.B DuBois</li> <li>• I Know Why the Caged Bird Sings , Maya Angelou</li> <li>• Letter From a Birmingham Jail, MLK</li> <li>• Readings from James Baldwin and John Hope Franklin</li> <li>• Excerpts from “Jackie Robinson” by Ken Burns</li> <li>• 42</li> <li>• To be added as teachers and students pilot the curriculum</li> </ul>





# Nutley Public Schools

## Social Studies Race in America

Unit #: 5	
Unit Title: Race in the 21 <sup>st</sup> Century	
Summary and Rationale	
<p>The Civil Rights Era ends Jim Crow. However, the consideration of a New Jim Crow must be examined. As mandatory minimums took hold, the impact of mass incarceration must be taken into consideration. However, with the election of the first African American president some wondered if MLK's dream had been fulfilled. We will look into our recent history and attempt to analyze it in a beneficial way to make predictions and suggestions based on inquiries as we continue into the third decade of the 21st and approach new era of minority majority. The impact of 911 will be assessed as well.</p>	
Recommended Pacing	
4-5 weeks	
Standards	
2014 NJ Social Studies Core Curriculum Content Standards	
<i>CPI</i>	<i>CPI Description (Delete any not used)</i>
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
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.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.
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.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period (1945-early 1970s), while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political

	decisions.
6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.

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<b>C3 Framework Inquiry Arc</b>	
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<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
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<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.</li> <li>• Explain how essential questions concerning Race in the 21<sup>st</sup> Century are linked to important issues and themes in Race in America. Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions.</li> <li>• Identify points of agreement and disagreement among scholars and sources in regarding the possibility of a new Jim Crow and changes in race relations in the 21<sup>st</sup> century.</li> <li>• Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines.</li> <li>• Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding race in the 21<sup>st</sup> century. Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry.</li> <li>• Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to the influence and impact of race relations into the 21<sup>st</sup> century.</li> <li>• Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.</li> </ul>
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<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
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<p>Students will:</p> <ul style="list-style-type: none"> <li>• Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility.</li> <li>• Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives.</li> <li>• Critique the strengths and weaknesses of presented solutions to inquiries.</li> <li>• Possible examples include: <ul style="list-style-type: none"> <li>○ Data collection</li> <li>○ Informative and argumentative essays</li> </ul> </li> </ul>
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strengths and weakness of relevant claims.	<ul style="list-style-type: none"> <li>○ Debates</li> <li>○ Harkness Tables</li> <li>○ Creation of interactive digital maps and graphical presentations.</li> <li>○ Examination of political races and political speeches</li> </ul>
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*C3 Framework Indicators (K-12 Pathways)*

<u><i>C3 Indicator</i></u>	<u><i>C3 Indicator Description (Delete any not used)</i></u>
D1.1.9-12.	<ul style="list-style-type: none"> <li>● Explain how a question reflects an enduring issue in the field.</li> </ul>
D1.2.9-12.	<ul style="list-style-type: none"> <li>● Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.</li> </ul>
D1.3.9-12.	<ul style="list-style-type: none"> <li>● Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>
D1.4.9-12.	<ul style="list-style-type: none"> <li>● Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>
D1.5.9-12.	<ul style="list-style-type: none"> <li>● Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
D2.Soc.1.9-12	<ul style="list-style-type: none"> <li>● Explain the sociological perspective and how it differs from other social sciences.</li> </ul>
D2.Soc.2.9-12	<ul style="list-style-type: none"> <li>● Define social context in terms of the external forces that shape human behavior.</li> </ul>
D2.Soc.3.9-12	<ul style="list-style-type: none"> <li>● Identify how social context influences individuals.</li> </ul>
D2.Soc.4.9-12	<ul style="list-style-type: none"> <li>● Illustrate how sociological analysis can provide useful data-based information for decision making.</li> </ul>
D2.Soc.5.9-12	<ul style="list-style-type: none"> <li>● Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.</li> </ul>
D2.Soc.6.9-12	<ul style="list-style-type: none"> <li>● Identify the major components of culture.</li> </ul>
D2.Soc.7.9-12	<ul style="list-style-type: none"> <li>● Cite examples of how culture influences the individuals in it.</li> </ul>
D2.Soc.8.9-12	<ul style="list-style-type: none"> <li>● Identify important social institutions in society.</li> </ul>
D2.Soc.9.9-12	<ul style="list-style-type: none"> <li>● Explain the role of social institutions in society.</li> </ul>
D2.Soc.10.9-12	<ul style="list-style-type: none"> <li>● Analyze how social structures and cultures change.</li> </ul>
D2.Soc.11.9-12	<ul style="list-style-type: none"> <li>● Analyze the influence of the primary agents of socialization and why they are influential.</li> </ul>
D2.Soc.12.9-12	<ul style="list-style-type: none"> <li>● Explain the social construction of self and groups.</li> </ul>
D2.Soc.13.9-12	<ul style="list-style-type: none"> <li>● Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.</li> </ul>
D2.Soc.14.9-12	<ul style="list-style-type: none"> <li>● Explain how in-group and out- group membership influences the life chances of individuals and shapes societal norms and values.</li> </ul>
D2.Soc.15.9-12	<ul style="list-style-type: none"> <li>● Identify common patterns of social inequality.</li> </ul>
D2.Soc.16.9-12	<ul style="list-style-type: none"> <li>● Interpret the effects of inequality on groups and individuals.</li> </ul>
D2.Soc.17.9-12	<ul style="list-style-type: none"> <li>● Analyze why the distribution of power and inequalities can result in conflict.</li> </ul>
D2.Soc.18.9-12	<ul style="list-style-type: none"> <li>● Propose and evaluate alternative responses to inequality.</li> </ul>
D2.Civ.1.9-12.	<ul style="list-style-type: none"> <li>● Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</li> </ul>
D2.Civ.2.9-12.	<ul style="list-style-type: none"> <li>● Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</li> </ul>
D2.Civ.3.9-12.	<ul style="list-style-type: none"> <li>● Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</li> </ul>
D2.Civ.4.9-12.	<ul style="list-style-type: none"> <li>● Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</li> </ul>
D2.Civ.5.9-12.	<ul style="list-style-type: none"> <li>● Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> </ul>
D2.Civ.6.9-12.	<ul style="list-style-type: none"> <li>● Critique relationships among governments, civil societies, and economic markets.</li> </ul>
D2.Civ.7.9-12.	<ul style="list-style-type: none"> <li>● Apply civic virtues and democratic principles when working with others.</li> </ul>

D2.Civ.8.9-12.	<ul style="list-style-type: none"> <li>Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</li> </ul>
D2.Civ.9.9-12.	<ul style="list-style-type: none"> <li>Use appropriate deliberative processes in multiple settings.</li> </ul>
D2.Civ.10.9-12.	<ul style="list-style-type: none"> <li>Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> </ul>
D2.Civ.11.9-12.	<ul style="list-style-type: none"> <li>Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</li> </ul>
D2.Civ.12.9-12.	<ul style="list-style-type: none"> <li>Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</li> </ul>
D2.Civ.13.9-12.	<ul style="list-style-type: none"> <li>Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</li> </ul>
D2.Civ.14.9-12.	<ul style="list-style-type: none"> <li>Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> </ul>
D2.Eco.1.9-12.	<ul style="list-style-type: none"> <li>Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</li> </ul>
D2.Eco.2.9-12.	<ul style="list-style-type: none"> <li>Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</li> </ul>
D2.Eco.3.9-12.	<ul style="list-style-type: none"> <li>Analyze the ways in which incentives influence what is produced and distributed in a market system.</li> </ul>
D2.Eco.4.9-12.	<ul style="list-style-type: none"> <li>Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</li> </ul>
D2.Eco.5.9-12.	<ul style="list-style-type: none"> <li>Describe the consequences of competition in specific markets.</li> </ul>
D2.Eco.6.9-12.	<ul style="list-style-type: none"> <li>Generate possible explanations for a government role in markets when market inefficiencies exist.</li> </ul>
D2.Eco.7.9-12.	<ul style="list-style-type: none"> <li>Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.</li> </ul>
D2.Eco.8.9-12.	<ul style="list-style-type: none"> <li>Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</li> </ul>
D2.Eco.9.9-12.	<ul style="list-style-type: none"> <li>Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</li> </ul>
D2.Eco.10.9-12.	<ul style="list-style-type: none"> <li>Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</li> </ul>
D2.Eco.11.9-12.	<ul style="list-style-type: none"> <li>Use economic indicators to analyze the current and future state of the economy.</li> </ul>
D2.Eco.12.9-12.	<ul style="list-style-type: none"> <li>Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.</li> </ul>
D2.Eco.13.9-12.	<ul style="list-style-type: none"> <li>Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> </ul>
D2.Eco.14.9-12.	<ul style="list-style-type: none"> <li>Analyze the role of comparative advantage in international trade of goods and services.</li> </ul>
D2.Eco.15.9-12.	<ul style="list-style-type: none"> <li>Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</li> </ul>
D2.Geo.1.9-12.	<ul style="list-style-type: none"> <li>Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.</li> </ul>
D2.Geo.2.9-12.	<ul style="list-style-type: none"> <li>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</li> </ul>
D2.Geo.3.9-12.	<ul style="list-style-type: none"> <li>Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.</li> </ul>
D2.Geo.4.9-12.	<ul style="list-style-type: none"> <li>Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</li> </ul>
D2.Geo.5.9-12.	<ul style="list-style-type: none"> <li>Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> </ul>
D2.Geo.6.9-12.	<ul style="list-style-type: none"> <li>Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> </ul>
D2.Geo.7.9-12.	<ul style="list-style-type: none"> <li>Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas,</li> </ul>

	technologies, and cultural practices have influenced migration patterns and the distribution of human population.
D2.Geo.8.9-12.	<ul style="list-style-type: none"> <li>Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</li> </ul>
D2.Geo.9.9-12.	<ul style="list-style-type: none"> <li>Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.</li> </ul>
D2.Geo.10.9-12.	<ul style="list-style-type: none"> <li>Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</li> </ul>
D2.Geo.11.9-12.	<ul style="list-style-type: none"> <li>Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</li> </ul>
D2.Geo.12.9-12.	<ul style="list-style-type: none"> <li>Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</li> </ul>
D2.His.1.9-12.	<ul style="list-style-type: none"> <li>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> </ul>
D2.His.2.9-12.	<ul style="list-style-type: none"> <li>Analyze change and continuity in historical eras.</li> </ul>
D2.His.3.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> </ul>
D2.His.4.9-12.	<ul style="list-style-type: none"> <li>Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</li> </ul>
D2.His.5.9-12.	<ul style="list-style-type: none"> <li>Analyze how historical contexts shaped and continue to shape people's perspectives.</li> </ul>
D2.His.6.9-12.	<ul style="list-style-type: none"> <li>Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</li> </ul>
D2.His.7.9-12.	<ul style="list-style-type: none"> <li>Explain how the perspectives of people in the present shape interpretations of the past.</li> </ul>
	<ul style="list-style-type: none"> <li>D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</li> </ul>
D2.His.9.9-12.	<ul style="list-style-type: none"> <li>Analyze the relationship between historical sources and the secondary interpretations made from them.</li> </ul>
D2.His.10.9-12.	<ul style="list-style-type: none"> <li>Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</li> </ul>
D2.His.11.9-12.	<ul style="list-style-type: none"> <li>Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</li> </ul>
D2.His.12.9-12.	<ul style="list-style-type: none"> <li>Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</li> </ul>
D2.His.13.9-12.	<ul style="list-style-type: none"> <li>Critique the appropriateness of the historical sources used in a secondary interpretation.</li> </ul>
D2.His.14.9-12.	<ul style="list-style-type: none"> <li>Analyze multiple and complex causes and effects of events in the past.</li> </ul>
D2.His.15.9-12.	<ul style="list-style-type: none"> <li>Distinguish between long-term causes and triggering events in developing a historical argument.</li> </ul>
D2.His.16.9-12.	<ul style="list-style-type: none"> <li>Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</li> </ul>
D2.His.17.9-12.	<ul style="list-style-type: none"> <li>Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.</li> </ul>
D3.1.9-12.	<ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
D3.2.9-12.	<ul style="list-style-type: none"> <li>Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
D3.3.9-12.	<ul style="list-style-type: none"> <li>Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
D3.4.9-12.	<ul style="list-style-type: none"> <li>Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
D4.1.9-12.	<ul style="list-style-type: none"> <li>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> </ul>
D4.2.9-12.	<ul style="list-style-type: none"> <li>Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g.,</li> </ul>

	cause and effect, chronological, procedural, technical).	
D4.3.9-12.	<ul style="list-style-type: none"> <li>Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</li> </ul>	
D4.4.9-12.	<ul style="list-style-type: none"> <li>Critique the use of claims and evidence in arguments for credibility.</li> </ul>	
D4.5.9-12.	<ul style="list-style-type: none"> <li>Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>	
D4.6.9-12.	<ul style="list-style-type: none"> <li>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> </ul>	
D4.7.9-12.	<ul style="list-style-type: none"> <li>Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</li> </ul>	
D4.8.9-12.	<ul style="list-style-type: none"> <li>Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul>	
<b>Common Core Standards Alignment</b>		
<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
<b>Interdisciplinary Connections</b>		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.		
<b>Integration of Technology</b>		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none"> <li>Leave blank, this curriculum is currently under revision, as is ours.</li> </ul>		
<b>Instructional Focus</b>		
<b>Enduring Understanding(s)</b>		
<ul style="list-style-type: none"> <li>The election of Barack Obama influenced race relations</li> <li>The protest of 21<sup>st</sup> century America appears to be different from those of the 20<sup>th</sup> century</li> <li>Politically, the topic of mass incarceration is being addressed</li> <li>911 has affected our country in many ways</li> </ul>		
<b>Essential Questions</b>		
<ul style="list-style-type: none"> <li>How has race relations changed in 21<sup>st</sup> century America?</li> <li>What are the driving forces behind the changes?</li> </ul>		

<ul style="list-style-type: none"> <li>• Are relations better now than they were ? Why/Why not?</li> </ul>
<b>Themes</b>
<ul style="list-style-type: none"> <li>• Economy</li> <li>• Politics</li> <li>• Punishment/Incarceration</li> <li>• Geography</li> </ul>
<b>Suggested Inquiries:</b>
<ul style="list-style-type: none"> <li>• Can the government force a change in race relations?</li> <li>• Will race always be an issue in America? Why?</li> <li>• What is the impact of the current carceral state?</li> <li>• How do we explain the violent protests of 2014 and 2015?</li> <li>• What was the impact of the economic recession of 2007 – 2008 on race?</li> <li>• How do we analyze the more recent Supreme Court decisions regarding voting?</li> <li>• How can education act as a means toward a solution?</li> </ul>
<b>Evidence of Learning (Assessments – parenthetical notes reference competencies)</b>
<ul style="list-style-type: none"> <li>• Argumentative essays</li> <li>• Schoology discussion</li> <li>• Reactions to readings</li> <li>• Speech analysis</li> </ul>
<b>Objectives</b>
<p>Students will know or learn:</p> <ul style="list-style-type: none"> <li>• How certain political decisions affected race relations</li> <li>• The economics of incarceration</li> <li>• The impact of the right to vote</li> <li>• The impact of the Obama presidency</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze the different eras and determine if things are better than they were?</li> <li>• Evaluate the role of economy as it pertains to race in 21<sup>st</sup> century America</li> <li>• Evaluate how politics/elections have been affected by race in the 21<sup>st</sup> century</li> <li>• Create solutions to race issues identified through inquiry</li> </ul>
<b>Modifications</b>
Modified documents (ex. <i>Read Like a Historian resources</i> ), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.
<b>Integration</b>
<b>Technology Integration and Use of Data</b>
<ul style="list-style-type: none"> <li>• Use of appropriate online resources</li> <li>• Online collaboration during conduct of inquiries</li> <li>• Digital mapping and heat mapping relevant available historical data to identify patterns and issues.</li> <li>• Use of presentation technology</li> </ul>
<b>Writing Integration</b>
•
<b>Competencies</b>
<ul style="list-style-type: none"> <li>• Collaboration: all</li> <li>• Communication: all</li> <li>• Research: all</li> <li>• Problem Solving: all</li> <li>• Self and Global Awareness: Personal Management, Social Responsibility, Determination</li> </ul>
<b>Suggested Resources</b>
<ul style="list-style-type: none"> <li>• Race Matters, Cornel West</li> <li>• Between the World and Me, Ta Nehisi Coates</li> <li>• Selected readings from NY Times series on race</li> </ul>

- To be added as teachers and students pilot the curriculum