

Race in America

Unit #: 1 The Impact of Race in America Summary and Rationale

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 21st century America and reflect on how the acts have affected their lives.

Recommended Pacing

3-4 weeks

	Standards		
2014 NJ Social S	Studies Core Curriculum Content Standards		
<u>CPI</u>	CPI Description (Delete any not used)		
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	*	immigration and migration patterns in New Jersey and the	
6.1.12.A.16.a	United States on demographic, social, economic, and political issues.		
6.3.12.A.2	Examine the impact of media and technology on political and social issues in a global society 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		a group action plan to inform school and/or community	
 Students will: Develop, with questions linka unit. Explain how e the Civil Righ Voting Rights issues and there Develop approxexplain how the essential quest additional que Identify points among scholar relations in 20 Identify how t questions can and influence resources for t 	appropriate guidance, inquiry ed to essential questions for the essential questions concerning ts movement and act well as the Act are linked to important mes in Race in America. Opriate supporting questions, and hese questions help answer the tions and can stimulate stions. So f agreement and disagreement rs and sources in regarding race th and 21 st century America. he essential and supporting reflect multiple points of view the choice and evaluation of	 Dimension 2 – Applying Disciplinary Concepts Students will: 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. 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 20th and 21st century America. Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry. 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 20th and 21st century America. 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. 	
Evidence		Informed Action	
Students will:		Students will:	
 sources repres while using hi science concep sources for val Use evidence strengthen and counterclaims sources to ider 	at information from multiple enting a wide range of views storiographical and social bts and tools to evaluate the lidity, bias, and utility. from multiple sources to l refine claims and , using evidence from multiple ntify inconsistencies and the weakness of relevant claims.	 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. Critique the strengths and weaknesses of presented solutions to inquiries. Possible examples include: Evaluation of the national condition The political impact of the era 	

4. Class discussions 5. Harkness tables 6. Student led inquiries 7. Reading interpretations/discussions C3 Indicator C3 Indicator Description (Delete any not used) D11.9-12 Explain how a question reflects an enduring issue in the field. D1.2.9-12. Fxplain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question. D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting fuses from social sciences. D 2.50c.19-12. Determine the kinds of sources available, and the potential uses of the sources. D 2.50c.19-12 Ferplain the sociological analysis can provide useful data-based information for decision making. D 2.50c.29-12 Define social context in terms of the external forces that shape human behavior. D 2.50c.39-12 Identify how social context in fuluences individuals D 2.50c.49-12 Identify the major components of culture. D 2.50c.49-12 Identify the major components of socialization and why they are influential. D 2.50c.19-12		3. The economic impact of the era		
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	D2.Civ.5.9-12.	• Evaluate citizens' and institutions' effectiveness in addressing social and political		
D2.C1V.0.7-12. I USUAL CITIQUE RELATIONS AMONG GOVERNMENTS, CIVIL SOCIETIES AND ECONOMIC MARKETS	D2.Civ.6.9-12.	 Critique relationships among governments, civil societies, and economic markets. 		

D2.Civ.7.9-12.	• Apply civic virtues and democratic principles when working with others.	
D2.Civ.8.9-12.	• Evaluate social and political systems in different contexts, times, and places, that promote	
	civic virtues and enact democratic principles.	
D2.Civ.9.9-12.	Use appropriate deliberative processes in multiple settings.	
D2.Civ.10.9-12.	• 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.	
D2.Civ.11.9-12.	• Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.	
D2.Civ.12.9-12.	• Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.	
D2.Civ.13.9-12.	• Evaluate public policies in terms of intended and unintended outcomes, and related consequences.	
D2.Civ.14.9-12.	• Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.	
D2.Eco.1.9-12.	 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. 	
D2.Eco.2.9-12.	• Use margin- al benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.	
D2.Eco.3.9-12.	• Analyze the ways in which incentives influence what is produced and distributed in a market system.	
D2.Eco.4.9-12.	• Evaluate the extent to which competition among sellers and among buyers exists in specific markets.	
D2.Eco.5.9-12.	Describe the consequences of competition in specific markets.	
D2.Eco.6.9-12.	Generate possible explanations for a government role in markets when market inefficiencies exist.	
D2.Eco.7.9-12.	• Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.	
D2.Eco.8.9-12.	• Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.	
D2.Eco.9.9-12.	• Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.	
D2.Eco.10.9-12.	• Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.	
D2.Eco.11.9-12.	• Use economic indicators to analyze the current and future state of the economy.	
D2.Eco.12.9-12.	• Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.	
D2.Eco.13.9-12.	• Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	
D2.Eco.14.9-12.	• Analyze the role of comparative advantage in international trade of goods and services.	
D2.Eco.15.9-12.	• 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.	
D2.Geo.1.9-12.	 Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics. 	
D2.Geo.2.9-12.	• 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.	
D2.Geo.3.9-12.	• Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.	
D2.Geo.4.9-12.	• Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.	
D2.Geo.5.9-12.	• Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	
D2.Geo.6.9-12.	• Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.	

D2.Geo.7.9-12.	• 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.	
D2.Geo.8.9-12.	 Evaluate the impact of economic activities and political decisions on spatial patterns within 	
22.000.0.9 12.	and among urban, suburban, and rural regions.	
D2.Geo.9.9-12.	• Evaluate the influence of long-term climate variability on human migration and settlement	
	patterns, resource use, and land uses at local-to-global scales.	
D2.Geo.10.9-12.	• Evaluate how changes in the environ- mental and cultural characteristics of a place or	
	region influence spatial patterns of trade and land use.	
D2.Geo.11.9-12.	• Evaluate how economic globalization and the expanding use of scarce resources contribute	
D2.Geo.12.9-12.	 to conflict and cooperation within and among countries. Evaluate the consequences of human-made and natural catastrophes on global trade, 	
D2.060.12.9-12.	• Evaluate the consequences of numan-made and natural catastrophes on global trade, politics, and human migration.	
D2.His.1.9-12.	• Evaluate how historical events and developments were shaped by unique circumstances of	
	time and place as well as broader historical contexts.	
D2.His.2.9-12.	Analyze change and continuity in historical eras.	
D2.His.3.9-12.	• 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.	
D2.His.4.9-12.	• Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.	
D2.His.5.9-12.	• Analyze how historical contexts shaped and continue to shape people's perspectives.	
D2.His.6.9-12.	• Analyze the ways in which the perspectives of those writing history shaped the history that	
	they produced.	
D2.His.7.9-12.	• Explain how the perspectives of people in the present shape interpretations of the past.	
	• 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.	
D2.His.9.9-12.	• Analyze the relationship between historical sources and the secondary interpretations made from them.	
D2.His.10.9-12.	• Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.	
D2.His.11.9-12.	• Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.	
D2.His.12.9-12.	• Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.	
D2.His.13.9-12.	• Critique the appropriateness of the historical sources used in a secondary interpretation.	
D2.His.14.9-12	Analyze multiple and complex causes and effects of events in the past.	
D2.His.15.9-12.	• Distinguish between long-term causes and triggering events in developing a historical argument.	
D2.His.16.9-12.	Integrate evidence from multiple relevant historical sources and interpretations into a	
	reasoned argument about the past.	
D2.His.17.9-12.	• Critique the central arguments in secondary works of history on related topics in multiple	
D2 1 0 12	media in terms of their historical accuracy.	
D3.1.9-12.	• 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.	
D3.2.9-12.	• Evaluate the credibility of a source by examining how experts value the source.	
D3.3.9-12.	• Identify evidence that draws information directly and substantively from multiple sources	
D3.4.9-12.	 to detect inconsistencies in evidence in order to revise or strengthen claims. Refine claims and counterclaims attending to precision, significance, and knowledge 	
	conveyed through the claim while pointing out the strengths and limitations of both.	
D4.1.9-12.	• Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	
D4.2.9-12.	 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while 	

		dging the strengths and weaknesses of the explana effect chronological procedural technical)	tion given its purpose (e.g.,
D4.3.9-12.	 cause and effect, chronological, procedural, technical). 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). 		
D4.4.9-12.		ne use of claims and evidence in arguments for cre	edibility.
D4.5.9-12.		ne use of the reasoning, sequencing, and supporting	
D4.6.9-12.	• Use discip local, regi	blinary and interdisciplinary lenses to understand t onal, and global problems; instances of such prob s and opportunities faced by those trying to addres	the characteristics and causes o lems in multiple contexts; and
D4.7.9-12.	Assess op	tions for individual and collective action to address by engaging in self-reflection, strategy identificat	
D4.8.9-12.	and take a	ange of deliberative and democratic strategies and ction in their classrooms, schools, and out-of-scho	
Common Core Sta			
<u>C3 Dimen</u>		Common Core ELA Anchor Standards	Shared Language
Dimension 1: Deve Questions and Plan	I U	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary ConceptsAnchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard		Anchor Reading Standards 1-10	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using EvidenceAnchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10Argument, Source Evidence, Claims,		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 Co	onnections		
Standard x.x			
CPI #		rogress Indicator (CPI)	
them in. References	s to the relevant	ons are discovered during the pilot process. If any NJCCCS can be added during the year.	are known, feel free to fill
Integration of Tech Standard x.x	nology		
CPI #	Cumulative P	rogress Indicator (CPI)	
		s currently under revision, as is ours.	
	1. ()	Instructional Focus	
Enduring Understan		On contribution operated a more month that is them 1 and	to the page of the Circil
The national co Rights Act and		10 th century created a movement that, in turn, lead t Act	o the passage of the Civil
•		intervene in order to protect the rights of the dise	onfranchised
Throughout An	nerican history,	the need for dramatic change is created through d	lynamic, courageous, leaders
who are willing	g to risk a great	deal to bring about change that will positively affe	ect the lives of many citizens.

- 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 21st 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

- 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



Race in America

Unit #: 2 Unit Title: Colonial Slavery and Native Americans

Summary and Rationale

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.

Recommended Pacing

3-4 weeks

	Standards		
2014 NJ Social S	Studies Core Curriculum Content Standards		
<u>CPI</u>	CPI Description (Delete any not used)		
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		immigration and migration patterns in New Jersey and the
	United States on demographic, social, economic, and political issues.	
6.1.12.A.16.a		nd 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 the United States with those of other nations, and evaluate the extent to which such proble are universal.	
6.3.4.A.3	Select a local issue and develop members about the issue.	a group action plan to inform school and/or community
C3 Framework	Inquiry Arc	
	veloping Questions and Planning Inquiries	Dimension 2 – Applying Disciplinary Concepts
Students will:		Students will:
 questions link unit. Explain how Colonial Slav linked to imp in America. Develop apprexplain how the essential quest additional quest additional question and impact of col the colonies and consequencest America. Identify how questions can and influence resources for 	ts of agreement and disagreement ars and sources in regarding the onial slavery on race relations in as well as the deep impact and s of colonization on Native the essential and supporting reflect multiple points of view the choice and evaluation of	 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. 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 Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry. 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. 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.
 Evidence Students will: Gather releval sources represent while using his science concests sources for values evidence strengthen and strengthen	nt information from multiple senting a wide range of views istoriographical and social epts and tools to evaluate the alidity, bias, and utility. from multiple sources to d refine claims and s, using evidence from multiple entify inconsistencies and the	 Informed Action Students will: 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. Critique the strengths and weaknesses of presented solutions to inquiries. Possible examples include: Data collection

strengths and y	weakness of relevant claims.	• Debates		
strongins and weakness of forevant channes.		 Harkness Tables 		
		• Creation of interactive digital maps and graphical		
presentations.				
 Evaluations of alternative pathways to avoid 				
		complications of slavery		
		• Evaluations of alternative pathways to better treat and deal with Native Americans		
	C3 Framework Indica			
C3 Indicator		Indicator Description		
D1.1.9-12.	• Explain how a question reflects an	enduring issue in the field.		
D1.2.9-12.		lisagreement experts have about interpretations and pts and ideas associated with a compelling (essential)		
D1.3.9-12.	1	lisagreement experts have about interpretations and		
		pts and ideas associated with a supporting question.		
D1.4.9-12.	Explain how supporting questions source work, new compelling and	contribute to an inquiry and how, through engaging supporting questions emerge.		
D1.5.9-12.		at will be helpful in answering compelling and		
		consideration multiple points of view represented in the		
		able, and the potential uses of the sources.		
D2.Soc.1.9-12		ve and how it differs from other social sciences.		
D2.Soc.2.9-12		he external forces that shape human behavior.		
D2.Soc.3.9-12	Identify how social context influe			
D2.Soc.4.9-12	Illustrate how sociological analysi making.	Illustrate how sociological analysis can provide useful data-based information for decision making.		
D2.Soc.5.9-12	• Give examples of the strengths an	d weaknesses of four main methods of sociological		
	research: surveys, experiments, ol	research: surveys, experiments, observations, and content analysis.		
D2.Soc.6.9-12	Identify the major components of culture.			
D2.Soc.7.9-12	• Cite examples of how culture infl	Cite examples of how culture influences the individuals in it.		
D2.Soc.8.9-12		Identify important social institutions in society.		
D2.Soc.9.9-12	• Explain the role of social institution	Explain the role of social institutions in society.		
D2.Soc.10.9-12	Analyze how social structures and	6		
D2.Soc.11.9-12	• Analyze the influence of the prim	ary agents of socialization and why they are influential.		
D2.Soc.12.9-12	• Explain the social construction of			
D2.Soc.13.9-12		Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.		
D2.Soc.14.9-12		oup membership influences the life chances of		
	individuals and shapes societal no			
D2.Soc.15.9-12		Identify common patterns of social inequality.		
D2.Soc.16.9-12	Interpret the effects of inequality on groups and individuals.			
D2.Soc.17.9-12				
D2.Soc.18.9-12		Propose and evaluate alternative responses to inequality.		
D2.Civ.1.9-12.	• Distinguish the powers and respon- civic and political institutions.	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.		
D2.Civ.2.9-12.	2	Analyze the role of citizens in the U.S. political system, with attention to various theories		
	of democracy, changes in Americ other countries, past and present.	of democracy, changes in Americans' participation over time, and alternative models from		
D2.Civ.3.9-12.		e the impact of constitutions, laws, treaties, and international agreements on the		
D2.Civ.4.9-12.		Explain how the U.S. Constitution establishes a system of government that has powers,		
		nits that have changed over time and that are still contested.		
D2.Civ.5.9-12.	• Evaluate citizens' and institutions	aluate citizens' and institutions' effectiveness in addressing social and political		
	problems at the local, state, tribal,	local, state, tribal, national, and/or international level.		

D2. Civ. 7.9-12. Apply civic virtues and democratic principles when working with others. D2. Civ. 8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and nead edmocratic principles. D2. Civ. 9.9-12. Use appropriate deliberative processes in multiple settings. D2. Civ. 10.9-12. 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. D2. Civ. 11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. D2. Civ. 12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. D2. Civ. 13.9-12. Fvaluate public policies in terms of intended and unintended outcomes, and related consequences. D2. Eco. 1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. D2. Eco. 2.9-12. Use margin-al benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue. D2. Eco. 3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system. D2. Eco. 3.9-12. Evaluate the extent to which competition in specific markets. D2. Eco. 6.9-12.	D2.Civ.6.9-12.	Critique relationships among governments, civil societies, and economic markets.		
D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. D2.Civ.9.9-12. Use appropriate deliberative processes in multiple sectings. D2.Civ.10.9-12. 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. D2.Civ.11.9-12. Fivaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. D2.Civ.14.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. D2.Eco.1.9-12. Use margin- al benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue. D2.Eco.3.9-12. Use market system. D2.Eco.3.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets. D2.Eco.6.9-12. Describe the consequences of competition in specific markets. D2.Eco.6.9-12. Describe the polesof institutions such as clearly defined property rights				
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markets, rights of citizens, the environment, and resource and income distribution in different nations.				
different nations.				
D2.000.1.9-12. I • Use geospatial and related technologies to create maps to display and explain the spatial	D2.Geo.1.9-12.	 Use geospatial and related technologies to create maps to display and explain the spatial 		
patterns of cultural and environmental characteristics.				
	D2.Geo.2.9-12.			
between the locations of places and regions and their political, cultural, and economic				
dynamics.				
D2.Geo.3.9-12. • Use geographic data to analyze variations in the spatial patterns of cultural and	D2.Geo.3.9-12.			
environmental characteristics at multiple scales.				
	D2.Geo.4.9-12.			
explain reciprocal influences that occur among them.				
D2.Geo.5.9-12. • Evaluate how political and economic decisions throughout time have influenced cultural	D2.Geo.5.9-12.	• Evaluate how political and economic decisions throughout time have influenced cultural		
and environmental characteristics of various places and regions.				
D2.Geo.6.9-12. • Evaluate the impact of human settlement activities on the environmental and cultural	D2 Geo 6 9-12	• Evaluate the impact of human settlement activities on the environmental and cultural		

	characteristics of specific places and regions.
D2.Geo.7.9-12.	• 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.
D2.Geo.8.9-12.	• Evaluate the impact of economic activities and political decisions on spatial patterns within
	and among urban, suburban, and rural regions.
D2.Geo.9.9-12.	• Evaluate the influence of long-term climate variability on human migration and settlement
	patterns, resource use, and land uses at local-to-global scales.
D2.Geo.10.9-12.	• Evaluate how changes in the environ- mental and cultural characteristics of a place or
DA G 11 0 10	region influence spatial patterns of trade and land use.
D2.Geo.11.9-12.	• Evaluate how economic globalization and the expanding use of scarce resources contribute
D2 C 12 0 12	to conflict and cooperation within and among countries.
D2.Geo.12.9-12.	• Evaluate the consequences of human-made and natural catastrophes on global trade,
D2.His.1.9-12.	politics, and human migration.
D2.III8.1.9-12.	• Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	 Analyze change and continuity in historical eras.
D2.His.3.9-12.	 Analyze change and continuity in instorical etas. Use questions generated about individuals and groups to assess how the significance of
124.1110.J.J ⁻ 14.	• Use questions generated about individuals and groups to assess now the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	 Analyze complex and interacting factors that influenced the perspectives of people during
D 2.1110. 1.9 12.	different historical eras.
D2.His.5.9-12.	 Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	• Analyze the ways in which the perspectives of those writing history shaped the history that
	they produced.
D2.His.7.9-12.	• Explain how the perspectives of people in the present shape interpretations of the past.
	• 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.
D2.His.9.9-12.	• Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	 Detect possible limitations in various kinds of historical evidence and differing secondary
	interpretations.
D2.His.11.9-12.	• Critique the usefulness of historical sources for a specific historical inquiry based on their
	maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources
D2.His.13.9-12.	investigate additional sources.
D2.His.13.9-12.	Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12 D2.His.15.9-12.	 Analyze multiple and complex causes and effects of events in the past. Distinguish between long term causes and triggering quents in developing a historical
D2.1115.1 <i>J.7</i> -12.	• Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	• Integrate evidence from multiple relevant historical sources and interpretations into a
	reasoned argument about the past.
D2.His.17.9-12.	• Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
D3.1.9-12.	 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.
D3.2.9-12.	• Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	Identify evidence that draws information directly and substantively from multiple sources
	to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	Refine claims and counterclaims attending to precision, significance, and knowledge
	conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	• Construct arguments using precise and knowledgeable claims, with evidence from multiple
	sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	• Construct explanations using sound reasoning, correct sequence (linear or non-linear),

		and details with significant and pertinent information details with significant and pertinent information details and weaknesses of the explanation of the explanatio	
	acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect chronological procedural technical)		
D4.3.9-12.	 cause and effect, chronological, procedural, technical). 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). 		
D4.4.9-12.		ne use of claims and evidence in arguments for cre	dibility
D4.5.9-12.		he use of the reasoning, sequencing, and supportin	
D4.6.9-12.	• Use discip local, regi	blinary and interdisciplinary lenses to understand t onal, and global problems; instances of such prob s and opportunities faced by those trying to addres	he characteristics and causes of lems in multiple contexts; and
D4.7.9-12.	Assess op	tions for individual and collective action to addres by engaging in self-reflection, strategy identification	
D4.8.9-12.		ange of deliberative and democratic strategies and ction in their classrooms, schools, and out-of-scho	*
Common Core Sta			
<u>C3 Dime</u> r		Common Core ELA Anchor Standards	<u>Shared Language</u>
Dimension 1: Deve Questions and Plan		Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
	Dimension 2: ApplyingAnchor Reading Standards 1-10Analysis, Argument,Disciplinary ConceptsAnchor Writing Standard 7Evidence, QuestioningAnchor Speaking and Listening Standard 1Anchor Language Standard 61		
	Dimension 3: Evaluating Sources and Using EvidenceAnchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10Argument, Sources, Evidence, Claims, Counterclaims, Gather		
	Dimension 4: Communicating Conclusions and TakingAnchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6Argument, Explanation, Sources, Evidence, Claims Counterclaims, Visually/Visualize, Credibility		
Interdisciplinary C	onnections		
Standard x.x			
	eted as connections to the relevant	rogress Indicator (CPI) ons are discovered during the pilot process. If any NJCCCS can be added during the year.	are known, feel free to fill
Standard x.x	шоюду		
CPI #	Cumulative Pr	rogress Indicator (CPI)	
		s currently under revision, as is ours.	
	1: ()	Instructional Focus	
Enduring Understa			
• European econ class of non fre	omy and its out ee people	nization affected race relations. reach to the its colonies created the demand for ch w, the impact on Native Americans was felt fro hu	
		w, the impact on mative Americans was left no nu	

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 <u>White Over Black</u> 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



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 13th 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			
CPI	CPI Description		
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	
0.1.12.D.14.C	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		nvolving slavery, child labor, or other unfair labor practices in other nations, and evaluate the extent to which such problems	
6.3.4.A.3	Select a local issue and develop members about the issue.	a group action plan to inform school and/or community	
C3 Framework I	nquiry Arc veloping Questions and Planning	Dimension 2 – Applying Disciplinary Concepts	
Dimension 1 –De	Inquiries	Dimension 2 – Applying Disciplinary Concepts	
 questions link unit. Explain how of Race Relation Civil War are themes in Rad Develop appr explain how t essential ques additional que Identify point among schola founding doct were disenfra Identify how questions can and influence resources for 	s of agreement and disagreement rs and sources in regarding our uments s they relate to those who nchised. the essential and supporting reflect multiple points of view the choice and evaluation of the inquiry.	 Students will: 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. 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. Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry. 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. 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. 	
Dimension 3 – Ev Evidence	aluating Sources and Using	Dimension 4 – Communicating Conclusions and Taking Informed Action	
 Students will: Gather releva sources represe while using h science conce sources for va Use evidence strengthen and 	nt information from multiple senting a wide range of views istoriographical and social pts and tools to evaluate the llidity, bias, and utility. from multiple sources to d refine claims and s, using evidence from multiple	 Students will: 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. Critique the strengths and weaknesses of presented solutions to inquiries. Possible examples include: Informative and argumentative essays 	

D2.Civ.7.9-12.	Apply civic virtues and democ	cratic principles when working with others.		
D2.Civ.6.9-12.	Critique relationships among governments, civil societies, and economic markets.			
D2.Civ.5.9-12.	• Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.			
D2.Civ.4.9-12.	responsibilities, and limits that	• 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.		
	maintenance of national and ir			
D2.Civ.3.9-12.	of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.			
D2.Civ.2.9-12.	civic and political institutions.Analyze the role of citizens in	the U.S. political system, with attention to various theories		
D2.S0C.18.9-12 D2.Civ.1.9-12.	• Distinguish the powers and res	sponsibilities of local, state, tribal, national, and international		
D2.Soc.18.9-12	 Analyze why the distribution of power and inequalities can result in conflict. Propose and evaluate alternative responses to inequality. 			
D2.Soc.17.9-12				
D2.Soc.16.9-12				
D2.Soc.15.9-12	individuals and shapes societaIdentify common patterns of societa			
D2.Soc.14.9-12	• Explain how in-group and out	society, and the effects of individuals and societies on groups.		
D2.Soc.12.9-12 D2.Soc.13.9-12	Identify characteristics of grou	 Explain the social construction of self and groups. Identify characteristics of groups, as well as the effects groups have on individuals and 		
D2.Soc.12.9-12				
D2.Soc.11.9-12		rimary agents of socialization and why they are influential.		
D2.Soc.10.9-12	 Explain the fole of social insul Analyze how social structures 			
D2.Soc.9.9-12	 Explain the role of social institution 			
D2.Soc.8.9-12	 Identify important social instit 			
D2.Soc.7.9-12	· · ·	influences the individuals in it.		
D2.Soc.5.9-12 D2.Soc.6.9-12		s and weaknesses of four main methods of sociological s, observations, and content analysis.		
D2.Soc.4.9-12	making.	alysis can provide useful data-based information for decision		
D2.Soc.3.9-12	Identify how social context int			
D2.Soc.2.9-12		of the external forces that shape human behavior.		
D2.Soc.1.9-12		ective and how it differs from other social sciences.		
D2 Sec 1.0.12	supporting questions, taking ir sources, the types of sources a	nto consideration multiple points of view represented in the vailable, and the potential uses of the sources.		
D1.5.9-12.	source work, new compelling	and supporting questions emerge. s that will be helpful in answering compelling and		
D1.4.9-12.	applications of disciplinary co	ncepts and ideas associated with a supporting question.		
D1.3.9-12.	question.	ncepts and ideas associated with a compelling (essential) nd disagreement experts have about interpretations and		
D1.2.9-12.	1 1 0	nd disagreement experts have about interpretations and		
D1.1.9-12.	• Explain how a question reflects			
<u>C3 Indicator</u>		C3 Indicator Description		
	C3 Framework Ina	licators (K-12 Pathways)		
		• Creation of interactive digital maps and graphical presentations.		
strengths and weakness of relevant claims.		 Harkness Tables 		
sources to identify inconsistencies and the strengths and weakness of relevant claims.		 Schoology discussions 		

civic virtues and enact democratic principles. D2.Civ. 10.9-12. • Malyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. D2.Civ. 10.9-12. • 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. D2.Civ. 10.9-12. • Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. D2.Civ. 13.9-12. • Evaluate public policies in terms of intended and unintended outcomes, and related consequences. D2.Civ. 14.9-12. • Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. D2.Eco. 2.9-12. • Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. D2.Eco. 3.9-12. • Use margin-al benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue. D2.Eco. 3.9-12. • Describe the consequences of competition inspecific markets. D2.Eco. 3.9-12. • Describe the consequences of competition inspecific markets. D2.Eco. 5.9-12. • Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes. D2.Eco. 6.9-12. </th <th>D2.Civ.8.9-12.</th> <th></th>	D2.Civ.8.9-12.			
D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of evice virtues, democratic principles, constitutional rights, and human rights. D2.Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international levels in terms of the civic purposes achieved. D2.Civ.13.9-12. Fealuate public policies in terms of intended and unintended outcomes, and related consequences. D2.Civ.14.9-12. Analyze how people use and challenge local, state, national, and international levels on momogond, and protecting rights. D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. D2.Eco.2.9-12. Use margin- al benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue. D2.Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system. D2.Eco.6.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets. D2.Eco.6.9-12. Describe the consequences of competition in specific markets. D2.Eco.6.9-12. Use benefits and ocsts to evaluate the effectiveness of government policies to improve market outcomes.	D2.CIV.8.9-12.	• Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.		
application of civic virtues, democratic principles, constitutional rights, and human rights. D2.Civ.1.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. D2.Eco.2.9-12. Use margin- al benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue. D2.Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system. D2.Eco.5.9-12. Describe the consequences of competition in specific markets. D2.Eco.6.9-12. Describe the consequences of competition in market swhen market inefficiencies exist. D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes. D2.Eco.19.9-12. Use chenefits and costs to evaluate the effectiveness of governm	D2.Civ.9.9-12.	Use appropriate deliberative processes in multiple settings.		
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	D2.Geo.7.9-12.	• 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.		
D2.Geo.8.9-12.	• Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.		
D2.Geo.9.9-12.	• Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.		
D2.Geo.10.9-12.	• Evaluate how changes in the environ- mental and cultural characteristics of a place or region influence spatial patterns of trade and land use.		
D2.Geo.11.9-12.	• Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.		
D2.Geo.12.9-12.	• Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.		
D2.His.1.9-12.	• Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.		
D2.His.2.9-12.	Analyze change and continuity in historical eras.		
D2.His.3.9-12.	• 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.		
D2.His.4.9-12.	• Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.		
D2.His.5.9-12.	Analyze how historical contexts shaped and continue to shape people's perspectives.		
D2.His.6.9-12.	• Analyze the ways in which the perspectives of those writing history shaped the history that they produced.		
D2.His.7.9-12.	• Explain how the perspectives of people in the present shape interpretations of the past.		
	• D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to		
D. II' 0.0.10	which available historical sources represent perspectives of people at the time.		
D2.His.9.9-12.	• Analyze the relationship between historical sources and the secondary interpretations made from them.		
D2.His.10.9-12.	• Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.		
D2.His.11.9-12.	• Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.		
D2.His.12.9-12.	• Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.		
D2.His.13.9-12.	Critique the appropriateness of the historical sources used in a secondary interpretation.		
D2.His.14.9-12	Analyze multiple and complex causes and effects of events in the past.		
D2.His.15.9-12.	• Distinguish between long-term causes and triggering events in developing a historical argument.		
D2.His.16.9-12.	• Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.		
D2.His.17.9-12.	• Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.		
D3.1.9-12.	• 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.		
D3.2.9-12.	• Evaluate the credibility of a source by examining how experts value the source.		
D3.3.9-12.	• Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.		
D3.4.9-12.	• Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.		
D4.1.9-12.	• Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.		
D4.2.9-12.	• 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.,		

D40010		effect, chronological, procedural, technical).	
D4.3.9-12.			
		ves on issues and topics to reach a range of audien	
		using print and oral technologies (e.g., posters, exreports, and maps) and digital technologies (e.g.,	
		cumentary).	internet, social media, and
D4.4.9-12.		he use of claims and evidence in arguments for cre	dibility
D4.5.9-12.		he use of the reasoning, sequencing, and supportin	
D4.6.9-12.		blinary and interdisciplinary lenses to understand t	
D4.0.9-12.		onal, and global problems; instances of such prob	
		s and opportunities faced by those trying to address	
	place.		
D4.7.9-12.		tions for individual and collective action to addres	s local, regional, and global
		by engaging in self-reflection, strategy identificat	
	reasoning		-
D4.8.9-12.	Apply a rate	ange of deliberative and democratic strategies and	procedures to make decisions
	and take a	ction in their classrooms, schools, and out-of-scho	ool civic contexts.
Common Core S	0		
<u>C3 Dime</u>		Common Core ELA Anchor Standards	Shared Language
Dimension 1: Dev		Anchor Reading Standard 1	Questioning, Argument,
Questions and Pla	inning Inquiries	Anchor Writing Standard 7	Explanation, Point of View
D: · 2 4	1 .	Anchor Speaking and Listening Standard 1	
Dimension 2: App		Anchor Reading Standards 1-10	Analysis, Argument,
Disciplinary Conc	epts	Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Evidence, Questioning
		Anchor Language Standard 6	
Dimension 3: Eva	luating Sources	Anchor Reading Standards 1-10	Argument, Sources,
and Using Eviden		Anchor Writing Standards, 1, 2, 7-10	Evidence, Claims,
0		Anchor Speaking and Listening Standard 1	Counterclaims, Gather
Dimension 4: Con	nmunicating	Anchor Reading Standard 1	Argument, Explanation,
Conclusions and T	Faking	Anchor Writing Standards 1-8	Sources, Evidence, Claims,
Informed Action		Anchor Speaking and Listening Standards 1-6	Counterclaims,
			Visually/Visualize,
T . 1' ' 1' Z	~		Credibility
Interdisciplinary C	Connections		
Standard x.x			
CPI #		rogress Indicator (CPI) ons are discovered during the pilot process. If any	are known feel free to fill
1		NJCCCS can be added during the year.	are known, leer nee to mi
Integration of Tec		Typeces can be added during the year.	
Standard x.x	lillology		
CPI #	Cumulative P	rogress Indicator (CPI)	
		s currently under revision, as is ours.	
		Instructional Focus	
Enduring Underst	anding(s)		
• The need to de	etermine the inco	onsistencies to our documents as they relate to the	non free
• There is a nee	d to reconcile the	ese inconsistencies	
• This is a time	period of extraor	rdinary people – all of whom had opinions regardi	ng slavery and Native
Americans –	1	, i	6 ···· , ···· , ···· · · · · · · · · · ·
	hably not intentio	onal, decisions made by the federal government m	av have exacerbated the slovery
 Although prot dilemma 		mai, accisions made by the reactal government m	ay have chatch baled the slavery
unemina			

• Lincoln solves the issues that the Founders refused to solve.

Fecenti	al Questions
Essenti	How did racial relations continue after the American Revolution with respect to slaves and Native
•	Americans?
•	Is there an aspect to social control to governmental actions?
	How can this be proved? Can it be disproved?
•	How can this be proved? Can it be disproved?
Theme	S
٠	Concepts of freedom
•	Slave culture
•	Lack of freedom
•	States v federal
•	Drastic measures for freedom
	ted Inquiries:
•	What decisions were made that adversely affected American/Amerindian relations?
٠	Why were those decisions made?
•	What were the outcomes for Amerindians moving forward?
•	Did the DOI affect race relations?
•	What did our Founding Fathers think of slavery?
•	Was the US Constitution pro slavery?
•	What was the evolution of governmental actions with respect to slavery?
•	What was the impact of these decisions?
•	Why did the Haitian Revolution impact the treatment of slaves? (Slave Rebellions: Stono, Gabriel's', Nat Turners)
•	What are the coping mechanisms that became a part of slave culture?
•	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)
•	Why did Jackson force Indian removal? (Handsome Lake, 1799 – Digital History)
•	Why does the creation and usage of the Underground RR factor into a racial perspective?
٠	What do you do with an unjust law? (Fugitive Slave Law)
•	What do slave stories force us to consider? (Celia/Robert Newsome, Margaret Garner, etc.)
•	
	ce of Learning (Assessments – parenthetical notes reference competencies)
•	Argumentative essays
•	Reading analysis/comparisons Harkness tables
•	
Objecti	Schoology
	ts will know or learn:
•	Our founding documents
•	Principles of government: Locke and Hobbes, Jefferson and Hamilton
•	Economics of the time period
•	
•	The divisions surrounding Negroes and the slavery question
•	The treatment of Native Americans: Washington - Jackson
Studen	ts will be able to:
•	Ascertain if the US Constitution protected slavery
•	Ascertain if the US Constitution was against slavery
•	Evaluate government actions pertaining to slavery
•	Evaluate government actions pertaining to slavery

- Evaluate the impact of Legislative actions regarding slavery
- Evaluate the impact of Judicial actions regarding slavery
- Evaluate the importance of Lincoln, Douglass, and the abolition movement

• 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

• 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 4th 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



Race in America

Unit #: 4 Unit Title: Late Jim Crow- Civil Rights

Summary and Rationale

This period examines the effects of Jim Crow on race relations as the nation moved into the 20th 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.

Recommended Pacing

4-5 weeks

Standards		
2014 NJ Social Studies Core Curriculum Content Standards		
<u>CPI</u>	CPI Description (Delete any not used)	
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	

(1 10 - 1 -	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 members about the issue.	a group action plan to inform school and/or community	
C3 Framework I	nguiry Arc		
	veloping Questions and Planning Inquiries	Dimension 2 – Applying Disciplinary Concepts	
 questions link unit. Explain how e the late Jim Cr Movement are themes in Rac Develop appro explain how th essential quest additional que Identify points among scholar impact of Jim century and se time period. Identify how t questions can 	appropriate guidance, inquiry ed to essential questions for the essential questions concerning row era through the Civil rights e linked to important issues and the in America. Opriate supporting questions, and hese questions help answer the tions and can stimulate estions. Is of agreement and disagreement rs and sources in regarding the Crow as we enter the 20 th ettle into the WWII and post war the essential and supporting reflect multiple points of view the choice and evaluation of	 Students will: 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. 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. Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry. 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. 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. 	
Evidence	aluating Sources and Using	Dimension 4 – Communicating Conclusions and Taking Informed Action	
 sources repress while using hi science conceptions Use evidence strengthen and counterclaims 	nt information from multiple enting a wide range of views storiographical and social pts and tools to evaluate the lidity, bias, and utility. from multiple sources to l refine claims and , using evidence from multiple ntify inconsistencies and the	 Students will: 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. Critique the strengths and weaknesses of presented solutions to inquiries. Possible examples include: Debates Harkness Tables 	

strengths and	weakness of relevant claims. • Creation of interactive digital maps and graphical	
	presentations.Evaluations of alternative pathways to avoid the	
	• Evaluations of alternative pathways to avoid the complications of slavery	
	 Evaluations of alternative pathways to better treat 	
	and deal with Native Americans.	
	 Informative and argumentative essays 	
	• Debates	
	 Role playing (ex. advisor advocating reforms) Harkness Tables 	
	 Harkness Tables Creation of interactive digital maps and graphical 	
	presentations.	
	C3 Framework Indicators (K-12 Pathways)	
C3 Indicator	<u>C3 Indicator Description (Delete any not used)</u>	
D1.1.9-12.	• Explain how a question reflects an enduring issue in the field.	
D1.2.9-12.	Explain points of agreement and disagreement experts have about interpretations and	
	applications of disciplinary concepts and ideas associated with a compelling (essential) question.	
D1.3.9-12.	 Explain points of agreement and disagreement experts have about interpretations and 	
D1.5.7 12.	applications of disciplinary concepts and ideas associated with a supporting question.	
D1.4.9-12.	 Explain how supporting questions contribute to an inquiry and how, through engaging 	
	source work, new compelling and supporting questions emerge.	
D1.5.9-12.	• 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.	
D2.Soc.1.9-12	• Explain the sociological perspective and how it differs from other social sciences.	
D2.Soc.2.9-12	• Define social context in terms of the external forces that shape human behavior.	
D2.Soc.3.9-12	Identify how social context influences individuals.	
D2.Soc.4.9-12	Illustrate how sociological analysis can provide useful data-based information for decision making.	
D2.Soc.5.9-12	• Give examples of the strengths and weaknesses of four main methods of sociological	
	research: surveys, experiments, observations, and content analysis.	
D2.Soc.6.9-12	Identify the major components of culture.	
D2.Soc.7.9-12	Cite examples of how culture influences the individuals in it.	
D2.Soc.8.9-12	Identify important social institutions in society.	
D2.Soc.9.9-12	Explain the role of social institutions in society.	
D2.Soc.10.9-12	Analyze how social structures and cultures change.	
D2.Soc.11.9-12	• Analyze the influence of the primary agents of socialization and why they are influential.	
D2.Soc.12.9-12	Explain the social construction of self and groups.	
D2.Soc.13.9-12	• Identify characteristics of groups, as well as the effects groups have on individuals and	
	society, and the effects of individuals and societies on groups.	
D2.Soc.14.9-12	• Explain how in-group and out- group membership influences the life chances of	
	individuals and shapes societal norms and values.	
D2.Soc.15.9-12	Identify common patterns of social inequality.	
D2.Soc.16.9-12	Interpret the effects of inequality on groups and individuals.	
D2.Soc.17.9-12	Analyze why the distribution of power and inequalities can result in conflict.	
D2.Soc.18.9-12	Propose and evaluate alternative responses to inequality.	
D2.Civ.1.9-12.	• Distinguish the powers and responsibilities of local, state, tribal, national, and international	
	civic and political institutions.	
D2.Civ.2.9-12.	• 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.		
D2.Civ.3.9-12.	• Analyze the impact of constitutions, laws, treaties, and international agreements on the	
	maintenance of national and international order.	

D2.Civ.4.9-12.	• Explain how the U.S. Constitution establishes a system of government that has powers,			
D2.CIV. 1 .)-12.	responsibilities, and limits that have changed over time and that are still contested.			
D2.Civ.5.9-12.	• Evaluate citizens' and institutions' effectiveness in addressing social and political			
	problems at the local, state, tribal, national, and/or international level.			
D2.Civ.6.9-12.	• Critique relationships among governments, civil societies, and economic markets.			
D2.Civ.7.9-12.	• Apply civic virtues and democratic principles when working with others.			
D2.Civ.8.9-12.	• Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.			
D2.Civ.9.9-12.	Use appropriate deliberative processes in multiple settings.			
D2.Civ.10.9-12.	• 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.			
D2.Civ.11.9-12.	• Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.			
D2.Civ.12.9-12.	• Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.			
D2.Civ.13.9-12.	• Evaluate public policies in terms of intended and unintended outcomes, and related consequences.			
D2.Civ.14.9-12.	• Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.			
D2.Eco.1.9-12.	• Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.			
D2.Eco.2.9-12.	• Use margin- al benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.			
D2.Eco.3.9-12.	• Analyze the ways in which incentives influence what is produced and distributed in a market system.			
D2.Eco.4.9-12.	• Evaluate the extent to which competition among sellers and among buyers exists in specific markets.			
D2.Eco.5.9-12.	Describe the consequences of competition in specific markets.			
D2.Eco.6.9-12.	• Generate possible explanations for a government role in markets when market inefficiencies exist.			
D2.Eco.7.9-12.	• Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.			
D2.Eco.8.9-12.	• Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.			
D2.Eco.9.9-12.	• Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.			
D2.Eco.10.9-12.	• Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.			
D2.Eco.11.9-12.	Use economic indicators to analyze the current and future state of the economy.			
D2.Eco.12.9-12.	• Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.			
D2.Eco.13.9-12.	• Explain why advancements in technology and investments in capital goods and human			
	capital increase economic growth and standards of living.			
D2.Eco.14.9-12.	• Analyze the role of comparative advantage in international trade of goods and services.			
D2.Eco.15.9-12.	• 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.			
D2.Geo.1.9-12.	 Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics. 			
D2.Geo.2.9-12.	 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. 			
D2.Geo.3.9-12.	• Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.			

	explain reciprocal influences that occur among them.	
D2.Geo.5.9-12.	• Evaluate how political and economic decisions throughout time have influenced cultural	
D2Cas(0.12)	and environmental characteristics of various places and regions.	
D2.Geo.6.9-12.	• Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.	
D2.Geo.7.9-12.	• 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.	
D2.Geo.8.9-12.	• Evaluate the impact of economic activities and political decisions on spatial patterns within	
D2.Geo.9.9-12.	and among urban, suburban, and rural regions.	
D2.060.9.9-12.	• Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.	
D2.Geo.10.9-12.	• Evaluate how changes in the environ- mental and cultural characteristics of a place or	
	region influence spatial patterns of trade and land use.	
D2.Geo.11.9-12.	• Evaluate how economic globalization and the expanding use of scarce resources contribute	
	to conflict and cooperation within and among countries.	
D2.Geo.12.9-12.	• Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.	
D2.His.1.9-12.	• Evaluate how historical events and developments were shaped by unique circumstances of	
	time and place as well as broader historical contexts.	
D2.His.2.9-12.	Analyze change and continuity in historical eras.	
D2.His.3.9-12.	• Use questions generated about individuals and groups to assess how the significance of	
DO 11' 4 0 10	their actions changes over time and is shaped by the historical context.	
D2.His.4.9-12.	• Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.	
D2.His.5.9-12.		
D2.His.6.9-12.	• Analyze how historical contexts shaped and continue to shape people's perspectives.	
D2.HIS.0.9-12.	• Analyze the ways in which the perspectives of those writing history shaped the history that they produced.	
D2.His.7.9-12.	• Explain how the perspectives of people in the present shape interpretations of the past.	
	• 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.	
D2.His.9.9-12.	Analyze the relationship between historical sources and the secondary interpretations made	
DO 11: 10 0 10	from them.	
D2.His.10.9-12.	• Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.	
D2.His.11.9-12.	• Critique the usefulness of historical sources for a specific historical inquiry based on their	
DATE 15 5 15	maker, date, place of origin, intended audience, and purpose.	
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D2.His.15.9-12.	• Distinguish between long-term causes and triggering events in developing a historical argument.	
D2.His.16.9-12.	• Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.	
D2.His.17.9-12.	• Critique the central arguments in secondary works of history on related topics in multiple	
D2 1 0 12	media in terms of their historical accuracy.	
D3.1.9-12.	• 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	
D3.2.9-12.	to guide the selection.	
D3.2.9-12.	Evaluate the credibility of a source by examining how experts value the source.	
	• Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.	
D3.4.9-12.	• Refine claims and counterclaims attending to precision, significance, and knowledge	

		through the claim while pointing out the strengths		
D4.1.9-12.		struct arguments using precise and knowledgeable claims, with evidence from multiple ces, while acknowledging counterclaims and evidentiary weaknesses.		
D4.2.9-12.	Construct examples, acknowled			
D4.3.9-12.	Present ad perspectiv classroom speeches,			
D4.4.9-12.		ne use of claims and evidence in arguments for cre	edibility.	
D4.5.9-12.		ne use of the reasoning, sequencing, and supporting		
D4.6.9-12.	• Use discip local, regi	• 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		
D4.7.9-12.		tions for individual and collective action to address local, regional, and global by engaging in self-reflection, strategy identification, and complex causal		
D4.8.9-12.		<i>a</i> range of deliberative and democratic strategies and procedures to make decisions ke action in their classrooms, schools, and out-of-school civic contexts.		
Common Core St	0			
<u>C3 Dime</u>		<u>Common Core ELA Anchor Standards</u>	<u>Shared Language</u>	
Dimension 1: Dev Questions and Pla		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 C	Connections		crouionity	
Standard x.x	Coursel d' D			
1	leted as connection	ogress Indicator (CPI) ons are discovered during the pilot process. If any NJCCCS can be added during the year.	are known, feel free to fill	
Integration of Tec				
Standard x.x	Cumulativa D	rograss Indicator (CDI)		
• Leave blank, t		ogress Indicator (CPI) currently under revision, as is ours.		
		Instructional Focus		
Enduring Underst				
		parts of life for African Americans.		
- The Jill Clow				

- Hate groups began to resurface
- Southern prison systems affects African American life
- American entrance into WWII led to Executive Order 9066
- The post WWII era brings us into an aggressive period of protest and into the Civil Rights Era

Essential Questions

- Can the Southern prison in the first 20 years of the 20th century be perceived as re enslavement?
- What was the effect of Jim Crow?
- Why was there a geographic shift in the African American population?
- What was the effect of FDR's decision to use internment camps?
- Why did the post WWII era result in an era of protest?

Themes

- Economics
- Geography
- Labor
- Justice
- Incarceration

Suggested Inquiries:

- How did Jim Crow change into the 20th century?
- Was was the system of incarceration in the South unfair? Why? Why not?
- What was the impact of the Harlem Renaissance?
- Why was the migration of African Americans so important?
- How did Plessy v Ferguson affect the lives of African Americans?
- How did this time period affect sports?
- What was the impact of Jackie Robinson?
- Why did FDR issue Executive Order 9066?
- What were the long term results of 9066?
- What were the critical pieces/events of the post WWII era that would lead to the /civil Rights Movement?
- What drove MLK?

Evidence of Learning (Assessments - parenthetical notes reference competencies)

- Argumentative essays
- Schoology discussion
- Reactions to readings

Objectives

Students will know or learn:

- The impact of the African American migration
- The short term and long term effects of Jim Crow in the 20th century
- The impact of incarceration in the South
- The result and constitutional impact of Japanese internment
- The significance of Brown v Board of Education
- The impact of protest

Students will be able to:

- Analyze the impact of migrations on economy and American cities
- Evaluate the result of the changes to American cities
- Evaluate the early 20th century carceral state in the US South
- Assess the fairness of Japanese internment
- Assess the impact of protest as well as the impact of Brown v Board of Education

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 fromW.E.B DuBois
- I Know Why the Caged Bird Sings , Maya Angelou
- Letter From a Birmingham Jail, MLK
- Readings from James Baldwin and John Hope Franklin
- Excerpts from "Jackie Robinson" by Ken Burns
- 42
- To be added as teachers and students pilot the curriculum



Race in America

Unit #: 5 Unit Title: Race in the 21st Century

Summary and Rationale

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.

Recommended Pacing

4-5 weeks

	Standards	
2014 NJ Social S	Studies Core Curriculum Content Standards	
CPI	CPI Description (Delete any not used)	
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		immigration and migration patterns in New Jersey and the
v.1.12.D.14.a	*	social, economic, and political issues.
6.1.12.A.16.a		nd technology on political and social issues in a global society.
6.3.12.A.2	Compare current case studies in	volving slavery, child labor, or other unfair labor practices in
0. <i>J</i> .12. <i>A</i> .2		other nations, and evaluate the extent to which such problems
6.3.4.A.3		a group action plan to inform school and/or community
	members about the issue.	
	nquiry Arc veloping Questions and Planning Inquiries	<i>Dimension 2 – Applying Disciplinary Concepts</i> Students will:
	., . ,	
 Students will: Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. Explain how essential questions concerning Race in the 21st 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. 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 21st century. Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 		 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. 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 21st century. Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry. 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 21st century. 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.
	aluating Sources and Using	Dimension 4 – Communicating Conclusions and Taking
Evidence		Informed Action
 sources repress while using hi science conceptions Use evidence strengthen and counterclaims 	nt information from multiple enting a wide range of views storiographical and social pts and tools to evaluate the lidity, bias, and utility. from multiple sources to l refine claims and , using evidence from multiple ntify inconsistencies and the	 Students will: 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. Critique the strengths and weaknesses of presented solutions to inquiries. Possible examples include: Data collection Informative and argumentative essays

strengths and	weakness of relevant claims. O Debates		
e	 Harkness Tables 		
	 Creation of interactive digital maps and graphical 		
	presentations.		
	 Examination of political races and political 		
	speeches		
C2 Indiantan	C3 Framework Indicators (K-12 Pathways)		
<u>C3 Indicator</u> D1.1.9-12.	<u>C3 Indicator Description (Delete any not used)</u>		
D1.2.9-12.	 Explain how a question reflects an enduring issue in the field. Explain points of agreement and disagreement experts have about interpretations and 		
D1.2.9-12.	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.		
D1.3.9-12.	• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.		
D1.4.9-12.	• Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.		
D1.5.9-12.	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.		
D2.Soc.1.9-12	• Explain the sociological perspective and how it differs from other social sciences.		
D2.Soc.2.9-12	• Define social context in terms of the external forces that shape human behavior.		
D2.Soc.3.9-12	Identify how social context influences individuals.		
D2.Soc.4.9-12	• Illustrate how sociological analysis can provide useful data-based information for decision making.		
D2.Soc.5.9-12	• Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.		
D2.Soc.6.9-12	Identify the major components of culture.		
D2.Soc.7.9-12	• Cite examples of how culture influences the individuals in it.		
D2.Soc.8.9-12	Identify important social institutions in society.		
D2.Soc.9.9-12	• Explain the role of social institutions in society.		
D2.Soc.10.9-12	Analyze how social structures and cultures change.		
D2.Soc.11.9-12	• Analyze the influence of the primary agents of socialization and why they are influential.		
D2.Soc.12.9-12	Explain the social construction of self and groups.		
D2.Soc.13.9-12	• Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.		
D2.Soc.14.9-12	• Explain how in-group and out- group membership influences the life chances of individuals and shapes societal norms and values.		
D2.Soc.15.9-12	Identify common patterns of social inequality.		
D2.Soc.16.9-12	Interpret the effects of inequality on groups and individuals.		
D2.Soc.17.9-12	• Analyze why the distribution of power and inequalities can result in conflict.		
D2.Soc.18.9-12	Propose and evaluate alternative responses to inequality.		
D2.Civ.1.9-12.	• Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.		
D2.Civ.2.9-12.	• 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.		
D2.Civ.3.9-12.	• Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.		
D2.Civ.4.9-12.	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.		
D2.Civ.5.9-12.	 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. 		
D2.Civ.6.9-12.	 Critique relationships among governments, civil societies, and economic markets. 		
D2.Civ.7.9-12.	Apply civic virtues and democratic principles when working with others.		

civic virtues and enact democratic principles. D2. Civ. 10.9-12. • Use appropriate deliberative processes in multiple settings. D2. Civ. 10.9-12. • 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. D2. Civ. 11.9-12. • Fvaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. D2. Civ. 12.9-12. • Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. D2. Civ. 13.9-12. • Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. D2. Eco. 1.9-12. • Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. D2. Eco. 2.9-12. • Analyze the ways in which incentives influence what is produced and distributed in a market system. D2. Eco. 3.9-12. • Analyze the oscience acountic is and among buyers exists in specific markets. D2. Eco. 4.9-12. • Analyze the vasys in which incentives influence what is produced and distributed in a market system. D2. Eco. 5.9-12. • Describe the consequences of competition in specific markets. D2. Eco. 6.9-12. • Evaluate the exploations for a government role in markets	D2.Civ.8.9-12.		
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application of civic virtues, democratic principles, constitutional rights, and human rights. D2. Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. D2. Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. D2. Civ.13.9-12. Fivaluate public policies in terms of intended and unintended outcomes, and related consequences. D2. Civ.14.9-12. Analyze how one protecting rights. D2. Eco.1.9-12. Analyze how more intrives influence choices that may result in policies with a range of costs and benefits for different groups. D2. Eco.2.9-12. Use margin- al benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue. D2. Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system. D2. Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets. D2. Eco.5.9-12. Describe the consequences of competition in specific markets. D2. Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist. D2. Eco.6.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.	D2.Civ.9.9-12.	• Use appropriate deliberative processes in multiple settings.	
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D2.Geo.7.9-12. • Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas,	D2.Geo.7.9-12.	• 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.
D2.Geo.8.9-12.	• Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
D2.Geo.9.9-12.	• Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
D2.Geo.10.9-12.	• Evaluate how changes in the environ- mental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
D2.Geo.11.9-12.	• Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.Geo.12.9-12.	• Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
D2.His.1.9-12.	• Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	Analyze change and continuity in historical eras.
D2.His.3.9-12.	• 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.
D2.His.4.9-12.	• Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	• Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.7.9-12.	• Explain how the perspectives of people in the present shape interpretations of the past.
	• D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to
D2.His.9.9-12.	which available historical sources represent perspectives of people at the time.
	• Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	• Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	• Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	• Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12	Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	• Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	• Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D2.His.17.9-12.	• Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
D3.1.9-12.	• 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.
D3.2.9-12.	• Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	• Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	• Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	• Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	• 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.,

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D4 2 0 12		effect, chronological, procedural, technical).	
D4.3.9-12.		laptations of arguments and explanations that features on issues and tenies to reach a range of audient	
	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,		
		reports, and maps) and digital technologies (e.g., posters, e.	
		cumentary).	internet, social media, and
D4.4.9-12.		he use of claims and evidence in arguments for cre	edibility.
D4.5.9-12.		he use of the reasoning, sequencing, and supporting	
D4.6.9-12.		blinary and interdisciplinary lenses to understand t	
	local, regional, and global problems; instances of such problems in multiple contexts; and		
	challenge	s and opportunities faced by those trying to address	ss these problems over time and
	place.		
D4.7.9-12.		tions for individual and collective action to address	
	~	by engaging in self-reflection, strategy identificat	ion, and complex causal
D4.8.9-12.	reasoning		manadumas ta maleo desisiona
D4.0.9-12.		ange of deliberative and democratic strategies and action in their classrooms, schools, and out-of-schools, and	
Common Core St			Joi civic contexts:
C3 Dime	0	Common Core ELA Anchor Standards	Shared Language
Dimension 1: Dev		Anchor Reading Standard 1	Questioning, Argument,
Questions and Plai		Anchor Writing Standard 7	Explanation, Point of View
		Anchor Speaking and Listening Standard 1	
Dimension 2: App		Anchor Reading Standards 1-10	Analysis, Argument,
Disciplinary Conce	epts	Anchor Writing Standard 7	Evidence, Questioning
		Anchor Speaking and Listening Standard 1	
Dimension 3: Eval	lusting Sources	Anchor Language Standard 6 Anchor Reading Standards 1-10	Argument, Sources,
and Using Evidence		Anchor Writing Standards, 1, 2, 7-10	Evidence, Claims,
		Anchor Speaking and Listening Standard 1	Counterclaims, Gather
Dimension 4: Com	municating	Anchor Reading Standard 1	Argument, Explanation,
Conclusions and T		Anchor Writing Standards 1-8	Sources, Evidence, Claims,
Informed Action		Anchor Speaking and Listening Standards 1-6	Counterclaims,
			Visually/Visualize,
			Credibility
Interdisciplinary C	connections		
Standard x.x CPI #	Cumulativa P	rogress Indicator (CPI)	
		ons are discovered during the pilot process. If any	are known feel free to fill
		NJCCCS can be added during the year.	
Integration of Tecl			
Standard x.x			
CPI #	Cumulative P	rogress Indicator (CPI)	
• Leave blank, t	his curriculum is	s currently under revision, as is ours.	
		Instructional Focus	
Enduring Understa			
• The election of	f Barack Obama	influenced race relations	
• The protest of	21st century Ame	erica appears to be different from those of the 20°	century
• Politically, the	topic of mass in	ncarceration is being addressed	
•	ed our country in	-	
Essential Question	IS		
		anged in 21 st century America?	
- 110 w 1103 1			

What are the driving forces behind the changes?

• Are relations better now than they were ? Why/Why not?

Themes

- Economy
- Politics
- Punishment/Incarceration

Geography

Suggested Inquiries:

- Can the government force a change in race relations?
- Will race always be an issue in America? Why?
- What is the impact of the current carceral state?
- How do we explain the violent protests of 2014 and 2015?
 What was the impact of the scenario recession of 2007 2008.
- What was the impact of the economic recession of 2007 2008 on race?
- How do we analyze the more recent Supreme Court decsins regarding voting?
- How can education act as a means toward a solution?

Evidence of Learning (Assessments - parenthetical notes reference competencies)

- Argumentative essays
- Schoology discussion
- Reactions to readings
- Speech analysis

Objectives

Students will know or learn:

- How certain political decisions affected race relations
- The economics of incarceration
- The impact of the right to vote
- The impact of the Obama presidency

Students will be able to:

- Analyze the different eras and determine if things are better than they were?
- Evaluate the role of economy as it pertains to race in 21st century America
- Evaluate how politics/elections have been affected by race in the 21st century
- Create solutions to race issues identified through inquiry

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

- Race Matters, Cornel West
- Between the World and Me, Ta Nehisi Coates
- Selected readings from NY Times series on race