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| Stage 1: Examine and Unpack Standards  **These unpacked standards are *expected* in every Durham Public Schools classroom.** | | | |
| **UNIT FOCUS STANDARDS**  **Social Studies**  8.H.2.2 - Summarize how leadership and citizen actions influenced the outcome of key conflicts in North Carolina and the United States  8.H.3.3 - Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States  8.C&G.2.2 - Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).  8.C&G.2.3 - Explain the impact of human and civil rights issues throughout North Carolina and United States history  8.H.1.1 - Construct charts, graphs, and historical narratives to explain particular events or issues.  8.H.1.3 - Use primary and secondary sources to interpret various historical perspectives.  **Common Core/Literacy**  RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.  RH.6-8.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  WHST.6-8.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | ***Transfer*** | | |
| ***Students will be able to independently use their learning to…***   * Think historically, applying concepts of continuity and change over time as well as cause and effect to craft a well-constructed and communicated historical argument. | | |
| ***Making Meaning*** | | |
| **UNDERSTANDINGS**  ***Students will understand that…***   1. Leadership and citizen actions can affect the outcome of conflicts. 2. Citizen action is sometimes contrary to established laws and the ideas of leadership. 3. Maintenance of a democratic system is dependent upon the efforts and quality of participation of its citizens. 4. Attempts to change society may produce unintended consequences. 5. Participation in a democratic society affords citizens certain human and civil rights. | | **ESSENTIAL QUESTIONS**   1. How do clashes of ideology impact governments and how people live? 2. What is the best method to resist oppression and/or effect change within a system? 3. Is non-violent resistance more effective than violent resistance? 4. Can one individual make a difference? |
| ***Acquisition*** | | |
| **KNOWLEDGE**  ***Students will know…***   1. Various types of leadership (e.g., proprietors, government officials, business and community leaders, citizens). 2. How different types of citizen action influenced the outcome of conflicts. 3. The ways in which leaders may have influenced the outcome of conflicts through actions and decision-making such as negotiation, compromise, and deal making. 4. The beliefs, feelings and actions of people who affected change in North Carolina and the United States. 5. The ways in which various human and civil rights issues have impacted North Carolina, the United States and the world. 6. Various human and civil rights issues that continue to impact North Carolina and the United States. 7. People, places, and events such as the Iron Curtain, of Pigs, Cuban Missile Crisis, Korean War, Sputnik, Vietnam War, Freedom Riders, Civil Rights Act of 1964, Voting Rights Act of 1965, SNCC, NAACP, Greensboro Four, Montgomery Bus Boycott, Shirley Chisholm, United Farm Workers of America (UFW), Cesar Chavez, Angela Davis, Black Panther Party, Dolores Huerta, American Indian Movement (AIM), Jo Ann Robinson. | | **SKILLS**  ***Students will be able to…***   1. Think historically, applying concepts of continuity and change over time as well as cause and effect to craft a well-constructed and communicated historical argument. 2. Create charts, graphs, and historical narratives to explain events or issues 3. Use different sources of information (both primary and secondary) from multiple perspectives (e.g., race/ethnic groups, gender, socioeconomic status, political affiliation, time periods) to understand a particular event or issue. 4. Cite specific textual evidence to support analysis of primary and secondary sources. 5. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 6. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| **Key Vocabulary** | | | |
| **Tier 3 Vocabulary Words**  Cold War, containment, Communism, arms race, space race, civil rights, separate but equal, boycott, protest, equity, indigenous | | | |
| **Tier 2 Vocabulary Words**  Oppression, resistance, integration, discrimination | | | |
| **Stage 2: Calibrate Rigor and Design Assessment** | | | |
| **Evaluative Criteria for Assessment** | | **District Provided Assessment Tasks** | |
| **Objective Multiple Choice** | | **Common Formative Assessments** | |
| **Rubric:**   |  |  |  |  | | --- | --- | --- | --- | | **Criteria** | **1** | **2** | **3** | | Addressing the prompt | The presentation does not address the goal of the performance task. | The presentation partially addresses the goal of the performance task. | The presentation addresses the goal of the performance task. | | Cite Evidence  (from text – primary or secondary sources) | There is no evidence to support the answer. | The presentation includes evidence that loosely supports the answer. | The presentation includes evidence that fully supports the answer. | | Explain | No attempts to explain how the evidence addresses the prompt have been made. | The attempts to explain how the evidence addresses the prompt are unclear or insufficient. | The explanation of the evidence is clear and insightful. | | Conventions | Many grammatical errors exist that obscure meaning. | Some grammatical errors exist, but do not obscure meaning. | No grammatical errors exist. | | | **Goal-** Students will learn and have a basic knowledge of events, issues, and tactics related to the Civil Rights Movement. Students will collaboratively research a specific event and then create a piece of a timeline on the civil rights movement. Each pair/ group will be assigned one event and create a poster with information and pictures related to the event. When the posters are finished, they will be placed on a visual timeline around the classroom. Students will then have the opportunity to read through the other posters and complete a chart to learn about each of the events as well as to give feedback to their peers.  Possible Topics:   |  |  | | --- | --- | | 1. Martin Luther King Jr. Assassinated 2. Malcolm X Assassinated 3. US Military Integrated 4. Jackie Robinson breaks color barrier in MLB 5. Brown v. Topeka Board of Education (KS) 6. Southern Christian Leadership Conference (SCLC) 7. Watts Riots-1965 8. Student Nonviolent Coordinating Committee (SNCC) | 1. Congress Of Racial Equality (CORE) formed 1942 2. Montgomery Bus Boycott/Rosa parks Arrested 3. Emmitt Till Murder 4. Arkansas Nine (integrate Little Rock schools) 5. Ruby Bridges (integrate LA schools) 6. Woolworth Sit Ins (Greensboro, NC) 7. Freedom Riders |   **Role** - You are a historian.  **Audience**- Students in an 8th grade Social Studies classroom  **Situation**– For your event in the timeline there should be:  a. a **bold** title  b. a description of the event (typed) (using story mapping frame work)    c. a picture collage of the event  d. proof of resources used  **Product**- Poster-sized piece of a larger class-created timeline  **Conclusion:** Events will be placed in chronological order around the classroom and students will circulate and complete the following chart:   |  |  |  | | --- | --- | --- | | Topic: | | | | 2 Things I Learned… | 2 Positive Things About The Project… | 2 Things That Could Be Improved… | |  |  |  | | |

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| **Stage 3: Plan and Deliver Instruction**  **This instructional pacing and sequencing represents one best practice option.** | | | | |
| ***Professional Resources*** | | | | ***Instructional Resources*** |
| **Resources for Unit Concepts:**  Teachers to Watch: | | | | de.dpsnc.net |
| ***Summary of Key Learning Events, Opportunities, and Instruction*** | | | | |
|  | ***# of Days*** | ***Focus of Lesson*** | ***Standard(s)*** | ***Support (Optional Instructional Suggestions)*** |
| 1 | 7 | Cold War, Space Race, Arms Race, Korean War, Cuban Missile Crisis | 8.H.3.3  \*8.H.1.1  \*8.H.1.3 | Day 1 - Defining the Cold War, Differences between the US and USSR. It would be helpful to create a graphic organizer that highlights the differences between the two sides. The students will need in-depth explanation of the nature of communism vs capitalism and democracy vs autocracy/dictatorship. After the students understand the two sides they could map the geographic competition between the two sides.  Day 2 - NATO, the Marshal Plan, Berlin and The division of Europe. You could keep a running timeline of all of the major events of the Cold War. After you cover the basics of NATO and the purpose of the Marshal Plan, the division of Berlin and the Airlift is a good analogy of what is happening to the whole world during the Cold War.  [www.trumanlibrary.org/educ/1948/sowersAirlift**lesson**plan.doc](http://www.trumanlibrary.org/educ/1948/sowersAirliftlessonplan.doc) This lesson has many primary sources and ideas for activities.  Day 3 - The Red Scare and McCarthyism:  <http://edsitement.neh.gov/lesson-plan/house-un-american-activities-committee#sect-introduction>. This lesson has a number of documents and activities.  Day 4 - Containment and the Korean War. The Korean Police Action was the first test of the containment philosophy and meant sending thousands of troops to overseas. The war ended in stalemate and is still simmering to this day. After students learn about the history they can connect it with the modern issues with North Korea.  <http://edsitement.neh.gov/lesson-plan/korean-war-police-action-1950-1953#sect-thelesson> (This link includes another lesson that has many good documents and activities)  <http://www.discoveryeducation.com/teachers/free-lesson-plans/the-korean-war.cfm> (Lesson based around first-hand accounts of soldiers who fought in Korea).  Day 5 - Nuclear War: Bay of Pigs and the Cuban Missile Crisis. Students should analyze the impact that possible nuclear destruction had on America. (Duck and Cover youtube video is always popular.) Analyzing the situation and the threat of possible war in Cuba using the primary document provided in the lesson link.  <http://sheg.stanford.edu/node/41> - This site has multiple lessons on the Cold War, the specific lesson on the Cuban Missile crisis is a good one. |
| 2 | 2 | Vietnam War, Fall of the Soviet Union | 8.H.3.3  \*8.H.1.1  \*8.H.1.3 | Day 1 – Vietnam War. Students get the overview of the conflict and the problems that followed.  <http://www.besthistorysites.net/index.php/american-history/1900/vietnam> The site has lots of great information as well as multiple lesson plans for the Vietnam War.  Vietnam, Protests and Defeat What should have the United States done differently?  Day 2 - Fall of the Soviet Union. Berlin Wall:  Using video from newscasts students can connect to the impact and feeling of the time. How does the end of Communism change the world  <http://chnm.gmu.edu/1989/> (This site has teaching modules and primary documents about the wall coming down)  <http://www.berlin.de/mauer/index.en.html> (Berlin Wall museum, virtual field trips)  <http://www.nea.org/tools/lessons/the-berlin-wall.html> (Berlin Wall lessons) |
| 3 | 3 | Montgomery Bus Boycotts, Rosa Parks, Martin Luther King, Jr., etc. | 8.H.2.2  8.H.3.3  8.C&G.2.2  8.C&G.2.3  \*8.H.1.1  \*8.H.1.3 | You could possibly begin the discussion about the Civil Rights Movement by referencing significant events and places in Durham (i.e. Martin Luther King Jr.’s visits and speeches in Durham, Carolina Theatre, Woolworth’s, etc.). You could also start off with the Civil Rights Mythbusters Quiz (available online: <http://civilrightsteaching.org/node/40>). This provides a great opportunity for students to question some of their previously held beliefs, and disprove some of the myths they may have been taught. The Rosa Parks inquiry assignment (<http://historicalthinkingmatters.org/rosaparks/)> continues this theme of cognitive dissonance. Many students are familiar with Rosa Parks and the Montgomery Bus Boycotts; however, this 2-3 day assignment dispels the idea that Rosa Parks sat in the white section of the bus and refused to move “because she was tired.” Students learn about Parks’ leadership in the NAACP and her training at the Highlander Folk School, and question why her story is often re-written and over-simplified. Students will learn about the Greensboro Four and other local efforts in North Carolina to fight for equality. |
| 4 | 5 | Malcolm X, Cesar Chavez, Protests, and Resistance | 8.H.2.2  8.H.3.3  8.C&G.2.2  8.C&G.2.3  \*8.H.1.1  \*8.H.1.3 | Students will focus on untold narratives of the Civil Rights movement - particularly the invaluable roles played by women. Malcolm X’s autobiography is a good starting point. Students can read biographies of Martin Luther King, Jr. and Malcolm X, and evaluate how their early childhood experiences shaped their beliefs. Students will take part in a role play activity (lesson available online: <http://www.civilrightsteaching.org/?q=node/78)> to learn more about these extraordinary women. They will also complete an inquiry activity de-bunking the myth of the “happy housewife” (lesson available online: [http://sheg.stanford.edu/upload/Lessons/Unit%2012\_Cold%20War%20Culture%20](http://sheg.stanford.edu/upload/Lessons/Unit%2012_Cold%20War%20Culture%20and%20Civil%20Rights/Women%20in%20the%201950s%20Lesson%20Plan_Revised.pdf)  [and%20Civil%20Rights/Women%20in%20the%201950s%20Lesson%20Plan\_Revised.pdf](http://sheg.stanford.edu/upload/Lessons/Unit%2012_Cold%20War%20Culture%20and%20Civil%20Rights/Women%20in%20the%201950s%20Lesson%20Plan_Revised.pdf))  Students will learn about Cesar Chavez and the farmworkers’ rights movement, using the film *Viva La Causa* and corresponding lesson ideas, available for free online through Teaching Tolerance: <http://www.tolerance.org/kit/viva-la-causa.> Students will evaluate the effectiveness of various methods of resistance, including boycotts, protests, strikes, etc. The teacher could then extend this to a conversation about modern-day immigration issues, particularly regarding farmworkers’ rights in North Carolina. |
| 5 | 5 | Review and assessment | All | Complete performance task listed above. |