

# Unit Title: Change is a Comin'

## INSTRUCTIONAL UNIT AUTHORS

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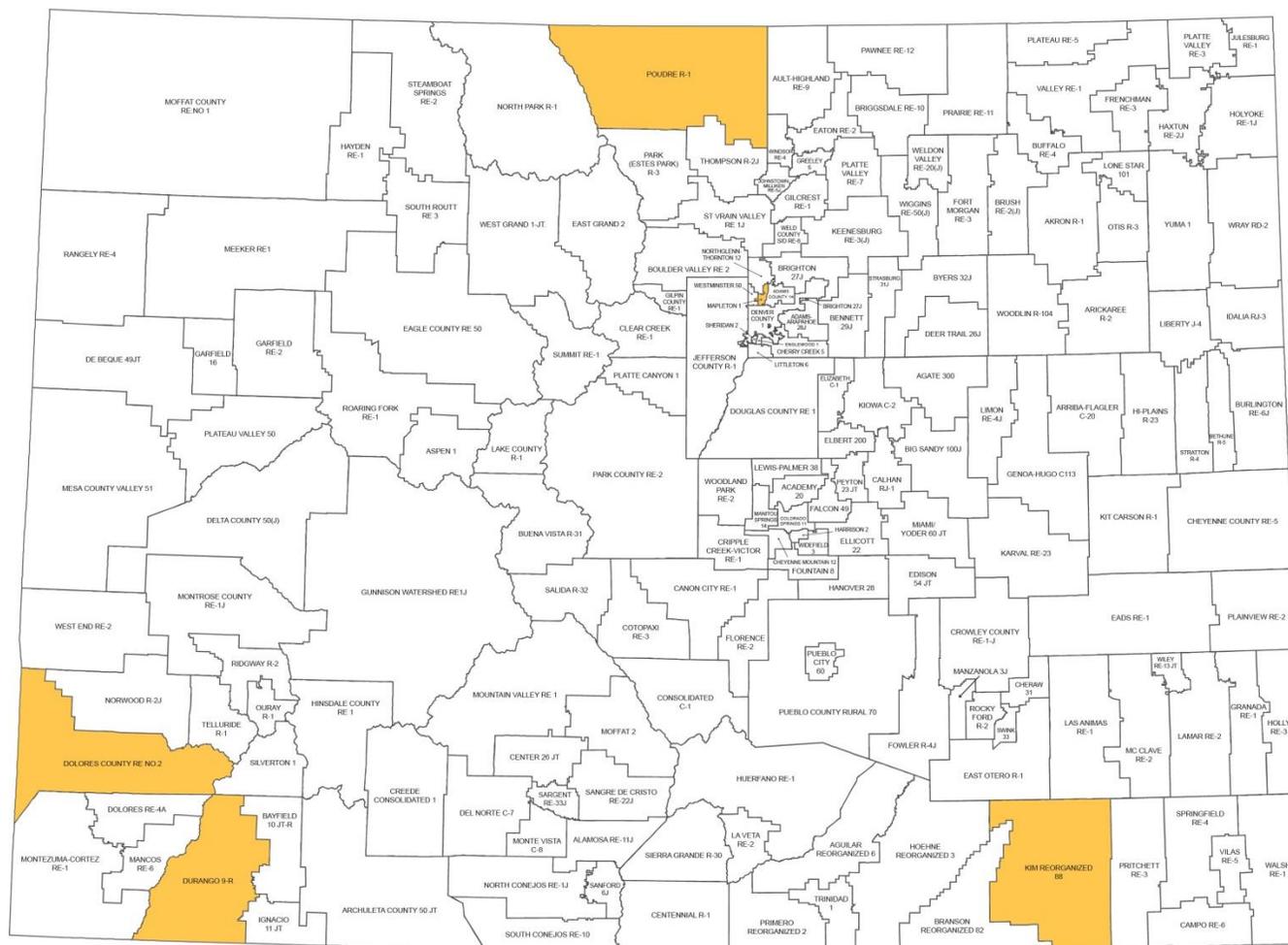
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## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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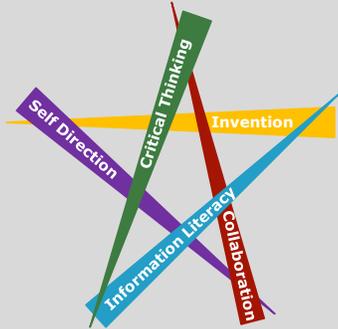


*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Social Studies	<b>Grade Level</b>	High School
<b>Course Name/Course Code</b>	U.S. History		
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. History	1. The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources	SS09-GR.HS-S.1-GLE.1	
	2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time	SS09-GR.HS-S.1-GLE.2	
	3. The significance of ideas as powerful forces throughout history	SS09-GR.HS-S.1-GLE.3	
2. Geography	1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions	SS09-GR.HS-S.2-GLE.1	
	2. Explain and interpret geographic variables that influence the interaction of people, places, and environments	SS09-GR.HS-S.2-GLE.2	
	3. The interconnected nature of the world, its people and places	SS09-GR.HS-S.2-GLE.3	
3. Economics	1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources	SS09-GR.HS-S.3-GLE.1	
	2. Economic policies impact markets	SS09-GR.HS-S.3-GLE.2	
	3. Government and competition impact markets	SS09-GR.HS-S.3-GLE.3	
4. Civics	1. Research, formulate positions and engage in appropriate civic participation to address local, state, and national issues or policies	SS09-GR.HS-S.4-GLE.1	
	2. Purposes of and limitations on the foundations, structures and functions of government	SS09-GR.HS-S.4-GLE.2	
	3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government	SS09-GR.HS-S.4-GLE.3	

## Colorado 21<sup>st</sup> Century Skills



**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*

## Reading & Writing Standards for Literacy in History/Social Studies 6 - 12

### Reading Standards

- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

### Writing Standards

- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Change is a Comin'	6-9 weeks	2

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<b>Unit Title</b>	Change is a Comin'		<b>Length of Unit</b>	6-9 weeks	
<b>Focusing Lens(es)</b>	Transformation	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.HS-S.1-GLE.1 SS09-GR.HS-S.1-GLE.2 SS09-GR.HS-S.1-GLE.3 SS09-GR.HS-S.2-GLE.1	SS09-GR.HS-S.2-GLE.2 SS09-GR.HS-S.3-GLE.3 SS09-GR.HS-S.4-GLE.2	
<b>CCSS Reading Standards for Literacy in History/ Social Studies 9-12</b>	<u><a href="#">Grades 9-10</a></u> CCSS.RH.9-10.1 CCSS.RH.9-10.2 CCSS.RH.9-10.6 CCSS.RH.9-10.8	<u><a href="#">Grades 11-12</a></u> CCSS.RH.11-12.1 CCSS.RH.11-12.2 CCSS.RH.11-12.6 CCSS.RH.11-12.8	<b>CCSS Writing Standards for Literacy in History/ Social Studies 9-12</b>	<u><a href="#">Grades 9-10</a></u> CCSS.WHST.9-10.2 CCSS.WHST.9-10.6 CCSS.WHST.9-10.7 CCSS.WHST.9-10.8 CCSS.WHST.9-10.9	<u><a href="#">Grades 11-12</a></u> CCSS.WHST.11-12.2 CCSS.WHST.11-12.6 CCSS.WHST.11-12.7 CCSS.WHST.11-12.8 CCSS.WHST.11-12.9
<b>Inquiry Questions (Engaging- Debatable):</b>	<ul style="list-style-type: none"> <li>• What ideas and events have transformed American culture over time? (SS09-GR.HS-S.1-GLE.2-EO.f)</li> <li>• What circumstances encourage people to challenge power and authority?</li> <li>• Who holds power in American society?</li> </ul>				
<b>Unit Strands</b>	History, Geography, Civics, Economics				
<b>Foundational Historical/ Geographic Concepts</b>	Evidence, historical interpretation/narrative, facts, significance, primary/secondary sources, argument, hypothesis, evidentiary support, physical resources, social/political/cultural spaces, human interactions, cultural boundaries, cartographer, absolute and relative location, maps, visual representations, boundaries, sustainability				
<b>Concepts</b>	Justice, culture, equality, minority rights, civil disobedience/liberties, national unity, civic engagement, liberty, majority rule, values, place, environment, discrimination, civil rights, socio-economic, suffrage, physical/human resources, human rights, segregation				

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Historical narratives (interpretations) are dependent on existing primary and secondary sources and known facts and are, therefore, partial in nature and subject to revision(s) as new sources become available (SS09-GR.HS-S.1-GLE.1-EO.a,d)	How have historical interpretations of the progression of civil rights movements changed with new evidence?	How might the discovery of new evidence change the historical narrative of an event or person?
Historians' definition of significance (i.e., what facts and sources matter and why) allows them to make informed decisions in determining the evidentiary support they use to build and defend their argument(s) (SS09-GR.HS-S.1-GLE.1-EO.b,c)	What were the significant events/issues that historians identified in relation to changes in civil rights from Reconstruction to the present?	How do historians define and determine significance?

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<p>Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.1-EO.a,c)</p>	<p>How have maps illustrated the connections between physical/human resources and socio-economic status?</p>	<p>How can geographic tools help us determine the fair and equitable allocation of global resources?</p>
<p>Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)</p>	<p>How have maps illustrated the changes in human settlements and movements with the expansion of human rights?</p>	<p>How do maps document political, cultural and/or social priorities? How have cartographers views of the world changed over time?</p>
<p>Conflicts over civil rights typically require (re)examinations of when majority rule should trump minority rights and vice versa (SS09-GR.HS-S.1-GLE.2-EO.e,g) and (SS09-GR.HS-S.4-GLE.2-EO.d)</p>	<p>What factors led to the court decision <i>Brown v. Board of Education, Topeka Kansas</i> to overturn <i>Plessy v Ferguson</i>? (SS09-GR.HS-S.1-GLE.2-EO.f,g) and (SS09-GR.HS-S.4-GLE.2-EO.f) What social, political and economic factors facilitated the ratification of the Nineteenth Amendment in 1920? (SS09-GR.HS-S.1-GLE.2-EO.d) and (SS09-GR.HS-S.4-GLE.2-EO.f)</p>	<p>In what ways do peoples' rights reflect the beliefs of the time period? (SS09-GR.HS-S.1-GLE.2-EO.e) and (SS09-GR.HS-S.1-GLE.3-EO.c)</p>
<p>Definitions of national unity based on romantic ideals of <i>justice for all</i> are often tested by populations who question the existence and breadth of civil liberties (SS09-GR.HS-S.1-GLE.3-EO.d)</p>	<p>How was the Civil Rights movement of the 1950s and 1960s able to help dismantle the economic and societal discrimination established by the era of Jim Crow? (SS09-GR.HS-S.1-GLE.2-EO.a)</p>	<p>How are acts of civil disobedience effective ways to bring about change? When is civil disobedience in the best interest of the minority?</p>
<p>Issues of context, place, and environment often dictate the distinct forms and enactment of civil disobedience (SS09-GR.HS-S.2-GLE.2-EO.e)</p>	<p>Why did the Civil Rights Movement originate in the Southern States? (SS09-GR.HS-S.1-GLE.2-EO.e) How did acts of civil disobedience (e.g., Kent State) influence the government to end the conflict in Vietnam by bringing troops home? How does art and literature impact/influence/reflect acts of civil disobedience? (SS09-GR.HS-S.1-GLE.3-EO.f; IQ.3)</p>	<p>What makes for effective forms of civil disobedience?</p>
<p>Advancing social equality in a democratic society requires the active civic engagement of citizens (SS09-GR.HS-S.4-GLE.2-EO.f,g)</p>	<p>In what ways were the Progressives able to affect systemic change in the early twentieth century? (SS09-GR.HS-S.1-GLE.3-EO.e) and (SS09-GR.HS-S.3-GLE.3-EO.b,c) How has civic engagement advanced the rights of women in the Twentieth Century?</p>	<p>How do democratic ideals and practices motivate people to act for societal change?</p>

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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• The origins and significance of major reform groups and movements of the 20<sup>th</sup> century (e.g., Progressives, New Deal, Great Society, muckrakers, trustbusters) (SS09-GR.HS-S.1-GLE.2-EO.g) and (SS09-GR.HS-S.1-GLE.3-EO.a,c)</li> <li>• The historical development of and impact of technological and scientific innovations between 1865-present (SS09-GR.HS-S.1-GLE.3-EO.b)</li> <li>• Methods for change in a democratic society (e.g., voting, civil rights movements, activist courts, strikes, unions) (SS09-GR.HS-S.4-GLE.2-EO.b; IQ.3)</li> <li>• Examples of art and literature that reflected and advanced the reforms of the twentieth century (SS09-GR.HS-S.1-GLE.3-EO.f)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and analyze primary sources for point of view and historical context (SS09-GR.HS-S.1-GLE.1-EO.d)</li> <li>• Identify aspects of complexity within historical issues through analysis of primary and secondary sources (SS09-GR.HS-S.1-GLE.1-EO.a,b)</li> <li>• Identify and explain significant issues that cause historical change</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Progressives advocated for the expansion of human right and civil liberties, which resulted in significant reforms, legislation, and Constitutional amendments.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Examine, analyze, debate, investigate, support, advocate, compare/contrast, cause/effect, culture</p>
<p><b>Technical Vocabulary:</b></p>	<p>Trustbuster, segregation (de facto and de jure), Jim Crow, Voting Rights Act of 1965, Amendments 16-21, Plessy vs. Ferguson, Brown vs. Board, civil rights, strike, union, immigration, New Deal, Progressives, muckraker, Great Society, Civil Rights Movement, civic engagement, discrimination, suffrage, human rights, civil disobedience</p>

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<b>Unit Description:</b>	Definitions of national unity based on romantic ideals of <i>justice for all</i> are often tested by populations who question the existence and breadth of civil liberties. Through this unit, students will develop an understanding of how changes in the perceptions of civil rights and liberties have led to an infringement on people’s civil rights. Students will look at changes over the past 150 years in the United States by studying events such as women’s suffrage, the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments, minority rights, etc. Finally, students will discover how individuals and groups have affected social change in the structures of power and authority through civic engagement.
<b>Considerations:</b>	The teacher authors of this unit focused on changes to civil rights and civil liberties from Reconstruction to today. Therefore, the learning experiences emphasize these changes. Thus, when teaching, for example, Learning Experience #7 entitled, <i>WWII and Majority Rule v. Minority Rights</i> , the emphasis of classroom lessons should not be on all the battles of WWII, but on the changing nature of civil rights and liberties during this era. NOTE: Some changes were made to the factual questions in the unit overview to more accurately reflect the content of this instructional unit.
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	Definitions of national unity based on romantic ideals of <i>justice for all</i> are often tested by populations who question the existence and breadth of civil liberties
<b>Supporting Generalizations:</b>	Conflicts over civil rights typically require (re)examinations of when majority rule should trump minority rights and vice versa
	Issues of context, place, and environment often dictate the distinct forms and enactment of civil disobedience
	Advancing social equality in a democratic society requires the active civic engagement of citizens

<b>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></b>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Definitions of national unity based on romantic ideals of <i>justice for all</i> are often tested by populations who question the existence and breadth of civil liberties
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	Your team is gainfully employed by The Liberty League Coalition (LLC). The LLC has just been hired to create a documentary portraying the struggles to achieve and maintain the romantic ideal of “ <i>justice for all</i> ”. LLC has tasked your team with producing the documentary which will be presented to a delegation of international officials interested in learning more about both the historical and current efforts to ensure civil rights and liberties “for all” in the United States. Your team’s documentary should be 3-5 minutes in length and focus one group’s struggles to achieve “ <i>justice for all.</i> ”  <i>This assessment will necessitate the creation of a rubric with a set of criteria to determine the degree to which a student’s performance meets the expectations of the summative/capstone assessment. Here is an overview of the steps in developing a performance assessment rubric.</i>
<b>Product/Evidence:</b> (Expected product from students)	Students will create a 3-5 min documentary (iMovie, Moviemaker, other movie creation software) in groups of 3-4. Criteria: 1. Students should create a written summary of the documentary including: <ul style="list-style-type: none"> <li>• What group will be represented (e.g., documented/undocumented immigrants, African Americans, Native Americans, women, LGBT, laborers, minority religious groups, people with disabilities, etc.)</li> <li>• What events will be included in the documentary?</li> <li>• Why has your group chosen those events to illustrate the historical and current efforts to ensure civil rights and liberties</li> </ul>

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	<p>“for all” in the United States?</p> <p>2. The documentary should include:</p> <ul style="list-style-type: none"> <li>• The historical context, place (location), and environment (social/political climate)</li> <li>• The actions and reactions of peoples who questioned the violations on their civil rights and resulting governmental/legislative outcomes (e.g., laws, amendments, Supreme Court decisions etc.).</li> <li>• Historical evidence historical documents, images, maps, etc. (primary sources) to help tell the story of efforts to ensure civil rights and liberties “for all.”</li> <li>• Aspirations for the future of ensuring “<i>justice for all</i>”</li> </ul> <p>Teacher Note: (3-4 hours of production time) 1 day (85 min.) filming 1-2 days 85 min. each editing</p>
<p><b>Differentiation:</b> (Multiple modes for student expression)</p>	<p>Students may be assigned roles such as director, writer, prop and/or costume designer, actor, editor; however, everyone needs to do some research</p> <p>Students may be provided with opportunities to select certain aspects of the production of the documentary such as the advertisements, or they may choose to storyboard (paper/pen task) the documentary</p> <p>Students may use note catchers, graphic organizers, etc.</p>

<b>Texts for independent reading or for class read aloud to support the content</b>	
<b>Informational/Non-Fiction</b>	<b>Fiction</b>
<p>Addams, J. <i>Twenty years at Hull-House</i>. Lexile: 1650</p> <p>Carnes, J. <i>Us and Them: A History of Intolerance in America</i>. Lexile: 1000+</p> <p>King, Martin Luther, Jr. (1963). <i>I Have a Dream: Writings and Speeches that Changed the World</i>. <a href="http://www.dhs.gov/office-civil-rights-and-civil-liberties">www.dhs.gov/office-civil-rights-and-civil-liberties</a> Lexile: 1000</p> <p>Loewen, J.W. <i>Lies My Teacher Told Me</i>. (Chapters 5 and 6). Lexile: 1000+</p> <p>Obama, B. (2004). Speech to the Democratic National Convention. <a href="http://www.washingtonpost.com/wp-dyn/articles/A19751-2004Jul27.html">http://www.washingtonpost.com/wp-dyn/articles/A19751-2004Jul27.html</a></p> <p>Oppenheim, J. <i>Dear Miss Breed: True Stories of Japanese Incarceration during WWII and a Librarian Who Made a Difference</i>. Lexile: 1040</p> <p>Paine, T. <i>Common Sense</i>. Lexile: 1330</p> <p>Robinson, J. &amp; Duckett, A. <i>I Never Had It Made</i>. Lexile: 1130</p> <p>Takaki, R. <i>A Different Mirror: A History of Multicultural America</i>. Lexile: 1120</p>	<p>Brooks, Geraldine. (2012). <i>Caleb’s Crossing</i>. Lexile: 1000+</p> <p>Hansberry, Lorraine. (1954). <i>A Raisin in the Sun</i>. Lexile: 1220</p> <p>Hughes, Langston. “<i>I, Too, Sing America</i>.” Grade level equivalent: 9-12 <a href="http://www.poets.org/viewmedia.php/prmMID/15615">http://www.poets.org/viewmedia.php/prmMID/15615</a></p> <p>Jimenez, Francisco. (1997). <i>The Circuit</i>. New York: Houghton Mifflin. Lexile: 880</p> <p>Singh, A. (1976). <i>The Novels of the Harlem Renaissance</i>. Philadelphia: Penn State University Press. Lexile: 1520</p> <p>Steinbeck, J. (1939). <i>Grapes of Wrath</i>. New York: Penguin Classics. Lexile: 680</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Ongoing Discipline-Specific Learning Experiences</b>				
1.	Description:	Think and work like a historian by looking at primary and secondary sources as incomplete or partial perspectives on historical events	Teacher Resources:	<a href="http://teachinghistory.org/best-practices/using-primary-sources/25226">http://teachinghistory.org/best-practices/using-primary-sources/25226</a> (Thinking like a historian) <a href="http://teachinghistory.org/teaching-materials">http://teachinghistory.org/teaching-materials</a> (Helping students write critically) <a href="http://sheg.stanford.edu/r/h">http://sheg.stanford.edu/r/h</a> (Reading like an historian - set up a free account) <a href="http://www.historycolorado.org/educators/classroom-materials">http://www.historycolorado.org/educators/classroom-materials</a> (Colorado History and Artifact Kits) <a href="http://www.historycolorado.org/educators/check-out-artifact-kits">http://www.historycolorado.org/educators/check-out-artifact-kits</a> (Colorado History Artifact Trunks – small fee required) <a href="http://sheg.stanford.edu/historical-thinking-chart">http://sheg.stanford.edu/historical-thinking-chart</a> (Classroom poster outlining historical thinking - need free account) <a href="http://www.archives.gov/education/special-topics.html">http://www.archives.gov/education/special-topics.html</a> (Primary source document analysis worksheets from the National Archives) <a href="http://ourdocuments.gov/index.php?flash=true&amp;">http://ourdocuments.gov/index.php?flash=true&amp;</a> (Primary sources from the National Archives)
			Student Resources:	<a href="http://teachinghistory.org/best-practices/using-primary-sources/25226">http://teachinghistory.org/best-practices/using-primary-sources/25226</a> (Thinking like a historian: lots of classroom resources: teachers can set up a free account) <a href="http://teachinghistory.org/teaching-materials/teaching-guides/25690">http://teachinghistory.org/teaching-materials/teaching-guides/25690</a> (Learning to read primary documents)
	Skills:	Evaluate a historical source for point of view and historical context	Assessment:	Students will keep a journal personally responding to the primary and secondary sources studied in the unit. The journal will title the document/artifact; identify whether the source is primary or secondary; include a one-sentence summary of the major idea; and a three-sentence personal reaction to the information gained from the source <a href="#">CCSS.RH.9-10.2</a> <a href="#">CCSS.WHST.9-10.2</a>
2.	Description:	Think and work like a historian by selecting appropriate evidence to build and defend historical arguments ( <a href="#">CCSS.RH.9-10.1</a> )	Teacher Resources:	<a href="http://www.icivics.org/products/drafting-board">http://www.icivics.org/products/drafting-board</a> (Helping students to produce an argumentative essay) <a href="https://www.teachingchannel.org/videos/teaching-about-textual-evidence">https://www.teachingchannel.org/videos/teaching-about-textual-evidence</a> (A short video on how to teach students to use textual evidence in writing) <a href="http://tinyurl.com/jwtkrra">http://tinyurl.com/jwtkrra</a> (Developing evidence based arguments from texts) <a href="http://socialstudiesdifferentiatedinstruction.com/common-core-cite-specific-textual-evidence/">http://socialstudiesdifferentiatedinstruction.com/common-core-cite-specific-textual-evidence/</a> (Writing specific textual evidence)
			Student Resources:	<a href="http://www.icivics.org/products/drafting-board">http://www.icivics.org/products/drafting-board</a> (How to produce an argumentative essay) <a href="http://www.youtube.com/watch?v=ROEDILG2Uhs">http://www.youtube.com/watch?v=ROEDILG2Uhs</a> (A short video on how to use textual evidence in writing)
	Skills:	Evaluate a historical source for point of view and historical context	Assessment:	Evidence Wall: Students will create a wall using the following categories as outlined on the “Thinking Like a Historian Poster” <a href="http://sheg.stanford.edu/upload/V3LessonPlans/HT%20Skills%20chart_0.pdf">http://sheg.stanford.edu/upload/V3LessonPlans/HT%20Skills%20chart_0.pdf</a> The wall will have summaries, images, drawings, bullet points, etc. of the evidence students have found in the study of various Learning Experiences in this unit. <a href="#">CCSS.RH.9-10.8</a> <a href="#">CCSS.WHST.9-10.8</a> <a href="#">CCSS.WHST.9-10.9</a>

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3.	Description:	Think and work like a geographer by creating maps, charts, and tables to describe historical human migration patterns within the United States	Teacher Resources:	<a href="https://maps.google.com/">https://maps.google.com/</a> (Google maps) <a href="http://www.google.com/earth/">http://www.google.com/earth/</a> (Google Earth) <a href="http://education.nationalgeographic.com/education/map/?ar_a=1&amp;map_types=53">http://education.nationalgeographic.com/education/map/?ar_a=1&amp;map_types=53</a> (National Geographic map search)
			Student Resources:	<a href="http://staff.fcps.net/bsm-spanish/thinking_like_a_geographer.htm">http://staff.fcps.net/bsm-spanish/thinking_like_a_geographer.htm</a> (Thinking like a Geographer) <a href="http://education.nationalgeographic.com/education/map/?ar_a=1&amp;map_types=53">http://education.nationalgeographic.com/education/map/?ar_a=1&amp;map_types=53</a> (National Geographic map search) <a href="http://seventhgradehistory.wikispaces.com/file/view/DIVI517.jpg/187088853/DIVI517.jpg">http://seventhgradehistory.wikispaces.com/file/view/DIVI517.jpg/187088853/DIVI517.jpg</a> (African American Migration) <a href="http://www.inmotionaame.org/home.cfm;jsessionid=f8301822081392207494990?bhcp=1">http://www.inmotionaame.org/home.cfm;jsessionid=f8301822081392207494990?bhcp=1</a> (The African American Experience)
	Skills:	Gather data, make inferences, and draw conclusions, from maps representing patterns of human migration	Assessment:	Looking at the map of African American Migration 1910-1920 (See URL above) and the video on the Black Migration to the North 1910-1920 ( <a href="http://www.youtube.com/watch?v=sUKTT7Yd4eA">http://www.youtube.com/watch?v=sUKTT7Yd4eA</a> ), what conclusions can be made about the movement of African Americans from the South? Write a paragraph response in the journal from ongoing Learning Experience #1.
4.	Description:	Think and work like a geographer by creating maps, charts, and tables to illustrate Civil Rights conflicts within the United States	Teacher Resources:	<a href="http://www.pbs.org/wgbh/amex/mlk/maps/maps_pop.html">http://www.pbs.org/wgbh/amex/mlk/maps/maps_pop.html</a> (American Experience – Map of Civil Rights Conflicts)
			Student Resources:	<a href="http://www.pbs.org/wgbh/amex/mlk/maps/maps_pop.html">http://www.pbs.org/wgbh/amex/mlk/maps/maps_pop.html</a> (American Experience – Map of Civil Rights Conflicts)
	Skills:	Gather data, make inferences, draw conclusions, from maps representing geographic regions	Assessment:	Students will create a wall map of the United States where they will place articles, photos and other artifacts showing the regional struggles of the Civil Rights Movements.

**Prior Knowledge and Experiences**

At a minimum, students should have some experience analyzing primary and secondary source documents. Map reading skills, as well as knowledge of map symbols, etc. will be beneficial to students while studying this unit.

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Learning Experience # 1: An Introduction to the Romantic Ideal of “justice for all”</b>		
The teacher may provide excerpts from historical texts and speeches (e.g., “The New Colossus” by Emma Lazarus, Pledge of Allegiance, First Amendment, Gettysburg Address, I Have a Dream) so that students can begin to consider how a democratic society strives to embody the romantic ideal of “justice for all.”		
<b>Generalization Connection(s):</b>	Definitions of national unity based on romantic ideals of <i>justice for all</i> are often tested by populations who question the existence and breadth of civil liberties Advancing social equality in a democratic society requires the active civic engagement of citizens	
<b>Teacher Resources:</b>	<a href="http://www.howtallisthestatueofliberty.org/what-is-the-quote-on-the-statue-of-liberty/">http://www.howtallisthestatueofliberty.org/what-is-the-quote-on-the-statue-of-liberty/</a> (“The New Colossus” by Emma Lazarus) <a href="http://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm">http://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm</a> (Gettysburg Address) <a href="http://civilrights.findlaw.com/civil-rights-overview/civil-rights-vs-civil-liberties.html">http://civilrights.findlaw.com/civil-rights-overview/civil-rights-vs-civil-liberties.html</a> (Difference between civil rights and civil liberties)	
<b>Student Resources:</b>	<a href="http://www.howtallisthestatueofliberty.org/what-is-the-quote-on-the-statue-of-liberty/">http://www.howtallisthestatueofliberty.org/what-is-the-quote-on-the-statue-of-liberty/</a> (“The New Colossus” by Emma Lazarus) <a href="http://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm">http://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm</a> (Gettysburg Address) <a href="http://civilrights.findlaw.com/civil-rights-overview/civil-rights-vs-civil-liberties.html">http://civilrights.findlaw.com/civil-rights-overview/civil-rights-vs-civil-liberties.html</a> (Difference between civil rights and civil liberties)	
<b>Assessment:</b>	Students build a classroom bulletin board with quotes, images, artwork, etc. reflecting the “romantic” notion of <i>justice for all</i> .	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students match the concepts associated with the texts/visuals provided by the teacher (e.g., civil rights, civil liberties, justice for all, etc.) Students use audio recordings or peer readers to aid students in accessing the text	Students work with a partner to identify the primary and secondary sources for use on the bulletin board
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students find their own examples of primary sources which illustrate the romantic ideals of <i>justice for all</i>	Students synthesize the ideas represented by the graphics and texts through the organization of the bulletin board
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The role of the Pledge of Allegiance and the Gettysburg Address in establishing “<i>justice for all</i>”</li> <li>• Examples of how the United States today represents a pluralistic society (e.g., the Muslim community in Aurora, Chinatown in urban centers such as San Francisco)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Analyze primary and secondary sources for the relationship to <i>justice for all</i></li> <li>• Communicate key concepts accurately through visual representation</li> <li>• Synthesize text to draw conclusions about Americans’ conceived of justice OR the deeper meaning and purpose of the inscription</li> </ul>	
<b>Critical Language:</b>	Civil rights, civil liberties, <i>justice for all</i> , democratic society, citizenship, national unity, social equality, breadth, pluralism, diversity	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Learning Experience # 2: Majority Rule versus Minority Rights</b>		
The teacher may provide primary and secondary sources (e.g., 13 <sup>th</sup> 14 <sup>th</sup> 15 <sup>th</sup> amendments, Plessy vs. Ferguson, Jim Crow excerpts) so that students can begin examining the relationship and tensions between majority rule and minority rights.		
<b>Generalization Connection(s):</b>	Issues of context, place, and environment often dictate the distinct forms and enactment of civil disobedience Conflicts over civil rights typically require (re)examinations of when majority rule should trump minority rights and vice versa	
<b>Teacher Resources:</b>	<a href="http://www.civilrights.org/judiciary/supreme-court/key-cases.html">http://www.civilrights.org/judiciary/supreme-court/key-cases.html</a> (Key Supreme Court Cases for Civil Rights) <a href="http://www.pbs.org/wnet/jimcrow/stories_events_enforce.html">http://www.pbs.org/wnet/jimcrow/stories_events_enforce.html</a> (Jim Crow – Enforcement Acts from PBS) <a href="http://memory.loc.gov/ammem/aahtml/exhibit/aopart5.html">http://memory.loc.gov/ammem/aahtml/exhibit/aopart5.html</a> (African American Odyssey – Reconstruction from the Library of Congress) <a href="http://www.history.com/topics/ku-klux-klan">http://www.history.com/topics/ku-klux-klan</a> (An overview of the Ku Klux Klan)	
<b>Student Resources:</b>	<a href="http://www.civilrights.org/judiciary/supreme-court/key-cases.html">http://www.civilrights.org/judiciary/supreme-court/key-cases.html</a> (Key Supreme Court Cases for Civil Rights) <a href="http://www.pbs.org/wnet/jimcrow/stories_events_enforce.html">http://www.pbs.org/wnet/jimcrow/stories_events_enforce.html</a> (Jim Crow – Enforcement Acts from PBS) <a href="http://memory.loc.gov/ammem/aahtml/exhibit/aopart5.html">http://memory.loc.gov/ammem/aahtml/exhibit/aopart5.html</a> (African American Odyssey – Reconstruction from the Library of Congress) <a href="http://www.history.com/topics/ku-klux-klan">http://www.history.com/topics/ku-klux-klan</a> (An overview of the Ku Klux Klan)	
<b>Assessment:</b>	Students will create an editorial for a newspaper that examines the tensions between majority rule and minority rights OR the teacher may engage students in a discussion using Structured Academic Controversy. <a href="http://teachinghistory.org/teaching-materials/teaching-guides/21731">http://teachinghistory.org/teaching-materials/teaching-guides/21731</a> (How to teach using Structured Academic Controversy)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://cnba.nbed.nb.ca/sites/cnba.nbed.nb.ca/files/doc/teacher/167/editorial_page_instructions.pdf">http://cnba.nbed.nb.ca/sites/cnba.nbed.nb.ca/files/doc/teacher/167/editorial_page_instructions.pdf</a> (An outline for writing an editorial) Students may read sources with modified text length based on reading ability Students may be provided images or graphic representations of concepts	Students may complete an outline for their editorial
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may debate the minority vs. majority points of view as part of exploration of content (e.g., Plessy v. Ferguson, Jim Crow, etc.) <a href="http://www.ehow.com/how_2171718_draw-political-cartoon.html">http://www.ehow.com/how_2171718_draw-political-cartoon.html</a> (How to draw a political cartoon)	Students may include both points of view (thesis and antithesis) in editorial Students may choose to draw a political cartoon about one or more of the amendments (13 <sup>th</sup> , 14 <sup>th</sup> , 15 <sup>th</sup> )

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<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The minority and majority rights gained/changed during Reconstruction</li> <li>• The platforms, policies, and efforts to ensure civil rights for all by the major political groups and grassroots organizations such as Radical Republicans, Southern Whites, Freedmen’s Bureau</li> <li>• Changes to civil rights and liberties following the Civil War such as: the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments, Civil Rights Act, Jim Crow Laws, Plessy v. Ferguson, The Slaughterhouse Cases, changing definitions of citizenship</li> <li>• Reactions to the expansion of civil rights: The Ku Klux Klan, racism, failure to ensure rights to Freedmen</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Compare and contrast viewpoints from the perspective of region, race and politics</li> <li>• Analyze legislative and Supreme Court attempts to define rights</li> <li>• Analyze the use of violence to deny rights</li> <li>• Analyze the effects of various methods of civil engagement</li> </ul>
<b>Critical Language:</b>	Civil Rights movement, Reconstruction, Radical Republicans, Freedmen’s Bureau, citizenship, racism, majority rule, minority rights, African-Americans, Constitutional amendments, legislation, Supreme Court, Jim Crow laws

<b>Learning Experience # 3: Civil Rights Struggles in The West</b>	
The teacher may provide opportunities to locate primary and secondary documents (e.g., Indian Removal Act, Sand Creek Massacre accounts, Dawes Act, Homestead Act) so that students can analyze the causes and effects of key civil rights conflicts in the western U.S.	
<b>Generalization Connection(s):</b>	<p>Definitions of national unity based on romantic ideals of <i>justice for all</i> are often tested by populations who question the existence and breadth of civil liberties</p> <p>Conflicts over civil rights typically require (re)examinations of when majority rule should trump minority rights and vice versa</p> <p>Issues of context, place, and environment often dictate the distinct forms and enactment of civil disobedience</p> <p>Advancing social equality in a democratic society requires the active civic engagement of citizens</p>
<b>Teacher Resources:</b>	<p><a href="http://docsteach.org/">http://docsteach.org/</a> (Primary sources at the National Archives)</p> <p><a href="http://ourdocuments.gov/index.php?flash=true&amp;">http://ourdocuments.gov/index.php?flash=true&amp;</a> (Primary source documents at the National Archives)</p> <p><a href="http://www.animasmuseum.org/">http://www.animasmuseum.org/</a> (Examples from local Colorado History)</p> <p><a href="http://swcenter.fortlewis.edu/">http://swcenter.fortlewis.edu/</a> (Primary sources at the Center of Southwest Studies at Fort Lewis College)</p> <p><a href="http://www.archives.gov/education/lessons/homestead-act/">http://www.archives.gov/education/lessons/homestead-act/</a> (Teaching with Documents: the Homestead Act at the National Archives)</p> <p><a href="http://tinyurl.com/qp9ah">http://tinyurl.com/qp9ah</a> (Changes to the meaning of citizenship: the Reservation System)</p> <p><a href="http://www.nps.gov/sand/index.htm">http://www.nps.gov/sand/index.htm</a> (Sand Creek Massacre)</p>
<b>Student Resources:</b>	<p><a href="http://www.animasmuseum.org/">http://www.animasmuseum.org/</a> (Examples from local Colorado History or use other local resources)</p> <p><a href="http://swcenter.fortlewis.edu/">http://swcenter.fortlewis.edu/</a> (Primary sources at the Center of Southwest Studies at Fort Lewis College)</p> <p><a href="http://www.archives.gov/education/lessons/homestead-act/">http://www.archives.gov/education/lessons/homestead-act/</a> (Teaching with Documents: the Homestead Act at the National Archives)</p> <p><a href="http://tinyurl.com/qp9ah">http://tinyurl.com/qp9ah</a> (Changes to the meaning of citizenship: the Reservation System)</p> <p><a href="http://www.nps.gov/sand/index.htm">http://www.nps.gov/sand/index.htm</a> (Sand Creek Massacre)</p>

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<b>Assessment:</b>	Students engage in a Structured Academic Controversy around a question focusing on land use in the west such as, “Whose land is it?” <a href="http://teachinghistory.org/teaching-materials/teaching-guides/21731">http://teachinghistory.org/teaching-materials/teaching-guides/21731</a> (How to teach using Structured Academic Controversy) NOTE: Structured Academic Controversies ask students to portray competing points of view within a conflict and to reach consensus to the solution around an ill structured problem.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be provided multiple opportunities for access based on ability through strategies such as Web-based, audio technology supported access or peer group for language access <a href="http://www.shmoop.com/the-west/">http://www.shmoop.com/the-west/</a> (Student study guide on The West)	Students may create a poster illustrating the key events, people, and setting Students may create a timeline with limited text (descriptions, titles)
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may portray competing points of view within a conflict Students may lead a discussion and profile two conflicts to debate which one is more influential in advancing individual rights
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The U.S. policies toward Native Americans such as: Indian Removal Act, Reservation System, Long Walk, Dawes Act/American Assimilation Act, Ghost Dance, Wounded Knee, Homestead Act, different views of property rights (Native v. European)</li> <li>• Civil liberties issues/events in Colorado History: Sand Creek, development of Reservations in Colorado, etc.</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Identify cultural norms and behaviors</li> <li>• Explain the historical context of the conflict</li> <li>• Differentiate between facts and historical interpretations</li> <li>• Analyze cause and effects of conflicts</li> </ul>	
<b>Critical Language:</b>	Native Americans, The West, treaties, Civil Rights, national unity, environment, social equality, conflict, massacre, reservation, property rights, cultural norm, historical interpretation	

<b>Learning Experience # 4: Issues of Rights for Women, Immigrants, and Workers</b>	
The teacher may provide primary and secondary resources (e.g., The Declaration of Sentiments, excerpts from Upton Sinclair’s <i>The Jungle</i> , entry documents of Ellis Island, research of the time period on Social Darwinism) so that students will be able to synthesize the civil rights and civil liberties issues of groups (e.g., women, immigrants, workers) prevalent during industrialization in the North.	
<b>Generalization Connection(s):</b>	Definitions of national unity based on romantic ideals of <i>justice for all</i> are often tested by populations who question the existence and breadth of civil liberties Issues of context, place, and environment often dictate the distinct forms and enactment of civil disobedience Advancing social equality in a democratic society requires the active civic engagement of citizens

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<p><b>Teacher Resources:</b></p>	<p><a href="http://www.fordham.edu/halsall/mod/senecafalls.asp">http://www.fordham.edu/halsall/mod/senecafalls.asp</a> (The Declaration of Sentiments)  <a href="http://historymatters.gmu.edu/d/5727/">http://historymatters.gmu.edu/d/5727/</a> OR <a href="http://www.powayusd.com/online/sonline/worddoc/jungle.htm">http://www.powayusd.com/online/sonline/worddoc/jungle.htm</a> (Excerpts from <i>The Jungle</i>)  <a href="http://www.ushistory.org/us/36e.asp">http://www.ushistory.org/us/36e.asp</a> OR <a href="http://www.fordham.edu/halsall/mod/spencer-darwin.asp">http://www.fordham.edu/halsall/mod/spencer-darwin.asp</a> (Social Darwinism)  <a href="http://www.history.com/topics/labor">http://www.history.com/topics/labor</a> (The history of the labor movement)  <a href="http://www.history.com/topics/the-fight-for-womens-suffrage">http://www.history.com/topics/the-fight-for-womens-suffrage</a> (The fight for women’s suffrage)  <a href="http://webs.bcp.org/sites/vcleary/ModernWorldHistoryTextbook/IndustrialRevolution/IREffects.html">http://webs.bcp.org/sites/vcleary/ModernWorldHistoryTextbook/IndustrialRevolution/IREffects.html</a> (Effects of the Industrial Revolution on workers’ rights)  <a href="http://www.theaterseatstore.com/readers-theater">http://www.theaterseatstore.com/readers-theater</a> (How to conduct a Reader’s Theater)</p>	
<p><b>Student Resources:</b></p>	<p><a href="http://www.history.com/topics/labor">http://www.history.com/topics/labor</a> (The history of the labor movement)  <a href="http://www.history.com/topics/the-fight-for-womens-suffrage">http://www.history.com/topics/the-fight-for-womens-suffrage</a> (The fight for women’s suffrage)  <a href="http://www.online-literature.com/upton_sinclair/jungle/">http://www.online-literature.com/upton_sinclair/jungle/</a> (Upton Sinclair’s <i>The Jungle</i>)</p>	
<p><b>Assessment:</b></p>	<p>Students will create a reader’s theater (first-hand account) depicting the history and plight of individuals representative of groups in the U.S. North.</p>	
<p><b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><b>Access</b> (Resources and/or Process)</p>	<p><b>Expression</b> (Products and/or Performance)</p>
	<p>Students are provided adaptive versions of the text or scaffolded notes (big ideas/ fill-in-the blank etc.)  <a href="http://www.youtube.com/user/CenturyAmericasTime">http://www.youtube.com/user/CenturyAmericasTime</a> (The Century; Americas Time: An overview of events/people from 1900-2000)</p>	<p>Students may write a report on one of the groups</p>
<p><b>Extensions for depth and complexity:</b></p>	<p><b>Access</b> (Resources and/or Process)</p>	<p><b>Expression</b> (Products and/or Performance)</p>
	<p>Students read an historical novel or biography relating to one of the groups impacted by the industrialization of the U.S. (e.g., <i>The Jungle</i>, or <i>The Dream of American Democracy</i>)</p>	<p>Students may create a first person narrative iMovie from primary documents including photos, texts, first-hand accounts, and include dramatization</p>
<p><b>Critical Content:</b></p>	<ul style="list-style-type: none"> <li>• Changes in the rights of women: National Woman Suffrage Association, the Seneca Falls Convention, the Declaration on the Rights of Women, the arrest of Susan B. Anthony, Colorado is the first state to adopt an amendment granting women the right to vote (1893), etc.</li> <li>• Changes in worker’s rights: Industrial Revolution, working conditions, length of the workday, safety concerns, child labor,</li> <li>• How the role of competition within different market structures affected the labor force and workers’ rights</li> <li>• The need for an increased supply in labor and the recruitment and hiring of immigrant laborers</li> <li>• The ability of various economic systems to achieve economic goals: Laissez-faire capitalism, socialism, mixed economy, government regulation, free market economy</li> <li>• The rise of big business and how that rise affected the rights of workers</li> </ul>	
<p><b>Key Skills:</b></p>	<ul style="list-style-type: none"> <li>• Identify the complexity within historical issues</li> <li>• Explain at how the struggles and actions of individuals inspired change</li> <li>• Analyze the role of immigration in the United States labor market during the Industrial Revolution</li> </ul>	

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<b>Critical Language:</b>	Political rights, immigration, sexism, Civil Rights, protest, social movement, workers’ rights, the Progressives, Muckrakers, Ellis Island, industrialization, unity, suffrage, free market economy, laissez-faire, capitalism, trustbuster
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**Learning Experience # 5: The Fight for Civil Rights During the Industrial Revolution**

The teacher may provide primary and secondary sources (e.g., historical accounts of labor strikes, 19<sup>th</sup> amendment, poetry from Harlem Renaissance, speeches from Eugene Debs, first-hand accounts of Ludlow Massacre, Homestead Strike) so that students will be able to analyze and evaluate the effects of civic engagement (e.g., rebellion, demonstrations, strikes) intended to expand the national ideal of “*justice for all*”.

<b>Generalization Connection(s):</b>	Advancing social equality in a democratic society requires the active civic engagement of citizens Conflicts over civil rights typically require (re)examinations of when majority rule should trump minority rights and vice versa
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<b>Teacher Resources:</b>	<a href="http://www.loc.gov/teachers/classroommaterials/lessons/women-rights/">http://www.loc.gov/teachers/classroommaterials/lessons/women-rights/</a> (Lesson plans and primary sources for the Women’s Movement Prior to 1920 from the Library of Congress) <a href="http://www.history.com/topics/harlem-renaissance">http://www.history.com/topics/harlem-renaissance</a> (Harlem Renaissance) <a href="http://www.history.com/topics/robert-m-la-follette">http://www.history.com/topics/robert-m-la-follette</a> (Leader of the Progressive Movement) <a href="http://www.history.com/topics/the-fight-for-womens-suffrage">http://www.history.com/topics/the-fight-for-womens-suffrage</a> (Women’s Movement) <a href="http://www.history.com/this-day-in-history/us-congress-passes-sedition-act">http://www.history.com/this-day-in-history/us-congress-passes-sedition-act</a> (Explanation of the Sedition Act) <a href="http://www.history.com/topics/red-scare">http://www.history.com/topics/red-scare</a> (Red Scare) <a href="http://www.baruch.cuny.edu/library/alumni/online_exhibits/digital/redscare/HTMLCODE/CHRON/C1_12.HTM">http://www.baruch.cuny.edu/library/alumni/online_exhibits/digital/redscare/HTMLCODE/CHRON/C1_12.HTM</a> (Red Scare photos and political cartoons) <a href="http://www.history.com/topics/homestead-strike">http://www.history.com/topics/homestead-strike</a> (Homestead Strike video and information) <a href="http://www.archives.gov/exhibits/featured_documents/amendment_19/">http://www.archives.gov/exhibits/featured_documents/amendment_19/</a> (19 <sup>th</sup> Amendment information and document) <a href="http://users.wfu.edu/zulick/341/Debs1918.html">http://users.wfu.edu/zulick/341/Debs1918.html</a> (Eugene Debs’ Speech) <a href="http://www.pbs.org/wgbh/americanexperience/features/primary-resources/rockefellers-ludlow/">http://www.pbs.org/wgbh/americanexperience/features/primary-resources/rockefellers-ludlow/</a> (Ludlow description) <a href="http://www.historycolorado.org/museums/el-pueblo-history-museum-0">http://www.historycolorado.org/museums/el-pueblo-history-museum-0</a> (El Pueblo Museum exhibit on the Children of Ludlow) <a href="http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html">http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html</a> (How to conduct a Socratic Seminar)
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<b>Student Resources:</b>	<a href="http://www.history.com/topics/harlem-renaissance">http://www.history.com/topics/harlem-renaissance</a> (Harlem Renaissance) <a href="http://www.history.com/topics/robert-m-la-follette">http://www.history.com/topics/robert-m-la-follette</a> (Leader of the Progressive Movement) <a href="http://www.history.com/topics/the-fight-for-womens-suffrage">http://www.history.com/topics/the-fight-for-womens-suffrage</a> (Women’s Movement) <a href="http://www.history.com/topics/red-scare">http://www.history.com/topics/red-scare</a> (Red Scare) <a href="http://www.baruch.cuny.edu/library/alumni/online_exhibits/digital/redscare/HTMLCODE/CHRON/C1_12.HTM">http://www.baruch.cuny.edu/library/alumni/online_exhibits/digital/redscare/HTMLCODE/CHRON/C1_12.HTM</a> (Red Scare photos and political cartoons) <a href="http://www.history.com/topics/homestead-strike">http://www.history.com/topics/homestead-strike</a> (Homestead Strike video and information)
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<b>Assessment:</b>	Students will participate in a Socratic Seminar to present information on a specific historical example of civic engagement to expand civil rights. Students will then analyze and evaluate the effectiveness of these specific examples of civic engagement. (Consider the following documents for students to read prior to the Seminar: <i>Let America Be America Again</i> by Langston Hughes or <i>My Most Humiliating Jim Crow Experience</i> by Zora Neale Hurston).
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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be provided with excerpts of relevant text and graphic representations (historical photos) to support participation in seminar Students may watch Iron Jawed Angels (movie available on YouTube ( <a href="http://tinyurl.com/kp59zal">http://tinyurl.com/kp59zal</a> )) to support access to material	Students may use teacher provided material to interact in the Socratic Seminar
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may draw parallels between historic and modern day examples of civic engagement. Students may read literature from the era such as: <i>The Novels of the Harlem Renaissance</i> by Amritjit Singh, or Langston Hughes poetry <a href="http://www.poets.org/">http://www.poets.org/</a>	Students may address in the Socratic Seminar or writing, the following questions, “What would be your suggestions for improving the effectiveness of a specific historical civic engagement strategy?”
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The economic, social, technological, political and cultural transformations that occurred during the Progressive Movement</li> <li>• Cultural, intellectual, and social reform movements intended to expand civil rights such as the Harlem Renaissance, the Hull House, educational reforms, etc.</li> <li>• Reactions to limitations on civil rights and liberties such as the growth of labor unions, the Homestead Strike, the Pullman Strike, the Leadville Miners’ Strike, the Rico Riots against the Chinese, the Cripple Creek Strike, the Colorado Labor Wars, the creation of the American Federation of Laborers (AFL), the founding of the NAACP, etc.</li> <li>• Events/issues that limited civil liberties: free speech issues during World War I, The Sedition Act, the Red Scare, the growth of Communism</li> <li>• The role and efforts of labor leaders such as Eugene Debs, Samuel Gompers, Terence V. Powderly, etc.</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Identify causes and effects of historical movements</li> </ul>	
<b>Critical Language:</b>	Civil disobedience, civic engagement, rebellion, demonstrations, strikes, national ideal of “ <i>justice for all</i> ”, social equality, civil rights, social movements, labor unions, political environment, government action, labor regulations, legislation, free speech, sedition, suffrage, Alien and Sedition Acts, anti-trust suits, progressivism	

<b>Learning Experience # 6: The Great Depression</b>	
The teacher may provide excerpts from New Deal documents (e.g., photographs from the Great Depression, excerpts from Steinbeck's <i>Grapes of Wrath</i> , newspaper articles from the time period) so that students can examine the tensions between majority rule and minority rights in times of economic unrest.	
<b>Generalization Connection(s):</b>	Definitions of national unity based on romantic ideals of <i>justice for all</i> are often tested by populations who question the existence and breadth of civil liberties Conflicts over civil rights typically require (re)examinations of when majority rule should trump minority rights and vice versa

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<p><b>Teacher Resources:</b></p>	<p>Steinbeck, J. (1939). <i>Grapes of Wrath</i>. New York: Penguin Classics. Lexile: 680  <a href="http://tinyurl.com/kpncq8g">http://tinyurl.com/kpncq8g</a> (A GOOGLE Lit Trip on the <i>Grapes of Wrath</i>)  <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/</a> (New Deal primary documents and teacher resources from the Library of Congress)  <a href="http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/1930s-teachers-resource/">http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/1930s-teachers-resource/</a> (Teachers guide on <i>the Role of Government and the New Deal</i> from PBS)  <a href="http://www.shmoop.com/fdr-new-deal/teaching.html">http://www.shmoop.com/fdr-new-deal/teaching.html</a> (FDR's New Deal - teacher resources)  <a href="http://teachinghistory.org/nhec-blog/21783">http://teachinghistory.org/nhec-blog/21783</a> (New Deal teacher resources)  <a href="http://www.fdrheritage.org/new_deal.htm">http://www.fdrheritage.org/new_deal.htm</a> (New Deal programs)  <a href="http://edsitement.neh.gov/lesson-plan/african-americans-and-new-deals-civilian-conservation-corps">http://edsitement.neh.gov/lesson-plan/african-americans-and-new-deals-civilian-conservation-corps</a> (African Americans and the CCC)</p>	
<p><b>Student Resources:</b></p>	<p><a href="http://www.loc.gov/teachers/classroommaterials/lessons/dime/eguide.html">http://www.loc.gov/teachers/classroommaterials/lessons/dime/eguide.html</a> (New Deal student resources)  <a href="http://www.fdrlibrary.marist.edu/education/resources/periodictable.html">http://www.fdrlibrary.marist.edu/education/resources/periodictable.html</a> (Periodic Table for the New Deal)  <a href="http://www.history.com/topics/new-deal">http://www.history.com/topics/new-deal</a> (The New Deal Programs explained)  <a href="http://edsitement.neh.gov/lesson-plan/african-americans-and-new-deals-civilian-conservation-corps">http://edsitement.neh.gov/lesson-plan/african-americans-and-new-deals-civilian-conservation-corps</a> (African Americans and the CCC)  <a href="http://www.shmoop.com/great-depression/summary.html">http://www.shmoop.com/great-depression/summary.html</a> (The Great Depression: Summary and Analysis)</p>	
<p><b>Assessment:</b></p>	<p>Students will create a news broadcast (e.g., radio, News of the World, etc.) addressing one of the historical economic issues from this time period (e.g., stock market crash, unemployment, poverty, Dust Bowl, etc.). <a href="#">CCSS.WHST.11-12.6</a></p>	
<p><b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><b>Access</b> (Resources and/or Process)</p> <p>Students may work in heterogeneous groups with peer mentors to divide work appropriately for learning support. Students may use audio/visual resources such as <i>The Century, Americas Time</i> video series  <a href="http://www.youtube.com/user/CenturyAmericasTime">http://www.youtube.com/user/CenturyAmericasTime</a>                      (free subscription)</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Students may read the broadcast that was developed by the group and create a story board with limited text                      Students may create a report including just the facts</p>
<p><b>Extensions for depth and complexity:</b></p>	<p><b>Access</b> (Resources and/or Process)</p> <p>Students may research Colorado economic issues as related to the era  <a href="http://www.maps.com/ref_map.aspx?pid=11667">http://www.maps.com/ref_map.aspx?pid=11667</a> (Colorado Historical Map, Dust Bowl)  <a href="http://www.coloradopreservation.org/crsurvey/rural/baca/sites/baca_resources_depression.html">http://www.coloradopreservation.org/crsurvey/rural/baca/sites/baca_resources_depression.html</a> (Colorado Preservation Inc.)</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Students may create a broadcast addressing economic issues using primary and secondary resources related to Colorado during the Dust Bowl</p>
<p><b>Critical Content:</b></p>	<ul style="list-style-type: none"> <li>• The impact of New Deal legislation/programs such as Social Security, FDIC, CCC, etc.</li> <li>• The First Hundred Days of Franklin Roosevelt's Presidency</li> <li>• The resurgence of labor unions and the United Auto Workers strike in response to New Deal policies</li> <li>• How New Deal policies brought people together politically, socially</li> </ul>	

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	<ul style="list-style-type: none"> <li>• How the policies of the New Deal were considered socialist by some critics</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Identify and explain multiple perspectives on New Deal legislation/programs</li> <li>• Differentiate between fact and historical interpretation</li> </ul>
<b>Critical Language:</b>	New Deal, Great Depression, tension, majority rule, minority rights, economic unrest, national unity, civil rights, social security, labor unions, socialism (socialist), social equality, workers' rights

**Learning Experience # 7: WWII and the Struggle Between Majority Rule & Minority Rights**

The teacher may provide primary and secondary sources (e.g., WWII Propaganda, first-hand accounts from Japanese Internment, Rosie the Riveters, Tuskegee Airmen, Navajo Code Talkers) so that students can assess the tensions between majority rule versus minority rights in times of political, international, and military unrest.

<b>Generalization Connection(s):</b>	Definitions of national unity based on romantic ideals of <i>justice for all</i> are often tested by populations who question the existence and breadth of civil liberties Conflicts over civil rights typically require (re)examinations of when majority rule should trump minority rights and vice versa	
<b>Teacher Resources:</b>	<a href="http://www.ushistory.org/us/51e.asp">www.ushistory.org/us/51e.asp</a> (Overview of WWII and Japanese Internment Camps) <a href="http://www.nps.gov/manz/index.htm">http://www.nps.gov/manz/index.htm</a> (Manzanar: Understanding Internments Camps) <a href="http://www.amache.org/">http://www.amache.org/</a> (Japanese internment in Colorado) <a href="http://www.nps.gov/pwro/collection/website/rosie.htm">http://www.nps.gov/pwro/collection/website/rosie.htm</a> (Rosie the Riveter and the role of women in WWII) <a href="http://www.today.com/video/today/53121958">www.today.com/video/today/53121958</a> (Video of an interview with a Rosie the Riveter brigade member) <a href="http://www.tuskegeeairmennationalmuseum.org">www.tuskegeeairmennationalmuseum.org</a> (The Tuskegee Airmen National Historical Museum) <a href="http://www.navajocodetalkers.org">www.navajocodetalkers.org</a> (The Navajo Code Talkers) <a href="http://www.history.navy.mil/faqs/faq61-2.htm">www.history.navy.mil/faqs/faq61-2.htm</a> (Navajo Code Talkers) <a href="http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Drawing_Political_Cartoons.aspx">http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Drawing_Political_Cartoons.aspx</a> (How to draw political cartoons)	
<b>Student Resources:</b>	<a href="http://www.ushistory.org/us/51e.asp">www.ushistory.org/us/51e.asp</a> (Overview of WWII and Japanese Internment Camps) <a href="http://www.nps.gov/manz/index.htm">http://www.nps.gov/manz/index.htm</a> (Manzanar: Understanding Internments Camps) <a href="http://www.amache.org/">http://www.amache.org/</a> (Japanese internment in Colorado) <a href="http://www.nps.gov/pwro/collection/website/rosie.htm">http://www.nps.gov/pwro/collection/website/rosie.htm</a> (Rosie the Riveter and the role of women in WWII) <a href="http://www.today.com/video/today/53121958">www.today.com/video/today/53121958</a> (Video of an interview with a Rosie the Riveter brigade member) <a href="http://www.tuskegeeairmennationalmuseum.org">www.tuskegeeairmennationalmuseum.org</a> (The Tuskegee Airmen National Historical Museum) <a href="http://www.navajocodetalkers.org">www.navajocodetalkers.org</a> (The Navajo Code Talkers) <a href="http://www.history.navy.mil/faqs/faq61-2.htm">www.history.navy.mil/faqs/faq61-2.htm</a> (Navajo Code Talkers)	
<b>Assessment:</b>	Students will create a political slogan or cartoon that encompasses the continuity and change of the struggle to obtain “ <i>justice for all.</i> ”	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be provided access to computer or preprinted materials to support design development Students may use templates for cartoon building	Students may create cartoons using preprinted frames

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may examine historical examples of political cartoons related to era <a href="http://ww2cartoons.org/">http://ww2cartoons.org/</a> (WWII Political Cartoons) Students may research elements common to cartoons and slogans of the time (e.g., political jargon, image types, propaganda, etc.)	Students may include and use common elements from the era in their political slogans or cartoons
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The origins and impact of women in the workforce during WWII</li> <li>• The causes and effects of Japanese Internment</li> <li>• Origins and significance of minorities in the military (e.g., African Americans, women, Native Americans, etc.)</li> <li>• How U.S. involvement in WWII shifted national views of civil rights and liberties</li> <li>• The impact and effectiveness of unity propaganda during WWII (e.g., Rosie the Riveter posters, etc.)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Identify and explain multiple perspectives</li> <li>• Identify and explain significant issues that cause historical change</li> <li>• Write effectively for a specified audience</li> <li>• Differentiate between facts and historical interpretations</li> </ul>	
<b>Critical Language:</b>	Japanese internment, Rosie the Riveter, social equality, majority rule, minority rights, propaganda, political cartoon, multiple perspectives	

<b>Learning Experience # 8: Civic Engagement Following WWII</b>		
<p>The teacher may provide primary and secondary sources (e.g., Brown vs. Board of Education, “I Have a Dream Speech,” autobiography of Jackie Robinson, newspaper articles on the protests in the South, Malcolm X speech) so that students will be able to convey the reasons why civic engagement in the post WWII era led to a major expansion of the national ideal of “<i>justice for all</i>”.</p>		
<b>Generalization Connection(s):</b>	<p>Issues of context, place, and environment often dictate the distinct forms and enactment of civil disobedience            Advancing social equality in a democratic society requires the active civic engagement of citizens            Conflicts over civil rights typically require (re)examinations of when majority rule should trump minority rights and vice versa</p>	
<b>Teacher Resources:</b>	<p><a href="http://www.jackierobinson.com">www.jackierobinson.com</a> (Jackie Robinson’s official website)  <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/</a> (The NAACP – a primary source set from the Library of Congress)  <a href="http://www.civilrightsmuseum.org">www.civilrightsmuseum.org</a> (The National Civil Rights Museum)  <a href="http://www.findlaw.com/casecode/Supreme.html">www.findlaw.com/casecode/Supreme.html</a> (Supreme Court cases and decisions)  <a href="http://www.ufw.org/page.php?menu=research&amp;inc=research_history.html">http://www.ufw.org/page.php?menu=research&amp;inc=research_history.html</a> (History of United Farm Workers Union)  <a href="https://www.pbs.org/itvs/fightfields/cesarchavez.html">https://www.pbs.org/itvs/fightfields/cesarchavez.html</a> (A biography of Cesar Chavez)  <a href="https://www.pbs.org/itvs/fightfields/cesarchavez.html">https://www.pbs.org/itvs/fightfields/cesarchavez.html</a> (Text of Cesar Chavez speech)  <a href="http://www.gwu.edu/~erpapers/teaching/lesson-plans/notes-er-and-civil-rights.cfm">http://www.gwu.edu/~erpapers/teaching/lesson-plans/notes-er-and-civil-rights.cfm</a> (Eleanor Roosevelt and Civil Rights lesson plan)</p>	

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<b>Student Resources:</b>	<a href="http://www.jackierobinson.com">www.jackierobinson.com</a> (Jackie Robinson’s official website) <a href="http://www.civilrightsmuseum.org">www.civilrightsmuseum.org</a> (The National Civil Rights Museum) <a href="http://www.findlaw.com/casecode/Supreme.html">www.findlaw.com/casecode/Supreme.html</a> (Supreme Court cases and decisions) <a href="http://www.ufw.org/page.php?menu=research&amp;inc=research_history.html">http://www.ufw.org/page.php?menu=research&amp;inc=research_history.html</a> (History of United Farm Workers Union) <a href="https://www.pbs.org/itvs/fightfields/cesarchavez.html">https://www.pbs.org/itvs/fightfields/cesarchavez.html</a> (A biography of Cesar Chavez) <a href="https://www.pbs.org/itvs/fightfields/cesarchavez.html">https://www.pbs.org/itvs/fightfields/cesarchavez.html</a> (Text of Cesar Chavez speech)	
<b>Assessment:</b>	Students will write a reflective essay using specific examples from primary and secondary sources (e.g., Brown vs. Board of Education, “I Have a Dream Speech”, autobiography of Jackie Robinson, newspaper articles on the protests in the South, Malcolm X speech, etc.) that evaluates the effectiveness of the Civil Rights movement and how the actions of individuals influenced the contemporary definition of national unity and the ideal of “ <i>justice for all.</i> ”	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be provided scaffold notes (t-chart, timeline, outline, etc.) Students may view <i>Mighty Times: The Legacy of Rosa Parks</i> from the Southern Poverty Law Center; use viewer's guide for comprehension support <a href="http://www.tolerance.org/kit/mighty-times-legacy-rosa-parks">http://www.tolerance.org/kit/mighty-times-legacy-rosa-parks</a>	Students may create a flowchart illustrating protests'/movements' efficacy Students may create a list and categorize events according to effectiveness
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may review civil rights Supreme Court cases: <a href="http://www.civilrights.org/judiciary/supreme-court/key-cases.html">http://www.civilrights.org/judiciary/supreme-court/key-cases.html</a> Students may evaluate/research effectiveness of various methods of civic engagement	Students may use complex resources in their essays to include civil rights cases beyond those presented in class Students may include an analysis of the effectiveness of various methods of civic engagement in their essay
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Changes in race relations: Eleanor Roosevelt’s support of civil rights and race relations, Truman’s desegregation of the military, etc.</li> <li>• The people &amp; actions that lead to changes in civil rights &amp; liberties during the Civil Rights Movement of the 1950’s and 1960’s (e.g., Jackie Robinson, Protests in Birmingham, Selma, Watts Riots in Los Angeles, <i>Brown v. Topeka Board of Education</i>, <i>Tinker v. Des Moines</i>, Voting Rights Act of 1965, etc.)</li> <li>• The different approaches to advocating for civil rights as demonstrated by the philosophies of Martin Luther King, Jr. and Malcolm X</li> <li>• The people and organizations fighting for the rights of minorities (e.g., National Farmworkers Association (United Farm Workers), Cesar Chavez, Delores Huerta, American Indian Movement (AIM), etc.)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Understand and identify continuity and change</li> <li>• Compare relative impacts of historical movements</li> </ul>	
<b>Critical Language:</b>	Civic engagement, Post-World War II, national ideal, citizen, social equality, Civil Rights, social movements, civil liberties, civil disobedience, protest, race relations, desegregation, riot, philosophy, labor union, legislation, Supreme Court Decision, right to protest	

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Learning Experience # 9: Vietnam, Civil Rights, and Civil Disobedience		
<p>The teacher may provide images, television clips, documents, and audio clips (e.g., Tonkin Gulf Resolution, 1969 Antiwar Protest in Washington D.C., Kent State) so that students can examine the role of civil disobedience during times of national/popular dissatisfaction with governmental and/or military actions.</p>		
<b>Generalization Connection(s):</b>	<p>Issues of context, place, and environment often dictate the distinct forms and enactment of civil disobedience Advancing social equality in a democratic society requires the active civic engagement of citizens</p>	
<b>Teacher Resources:</b>	<p><a href="http://www.history.com/topics/vietnam-war/vietnam-war-protests">http://www.history.com/topics/vietnam-war/vietnam-war-protests</a> (Vietnam anti-war protests)  <a href="http://www.lib.berkeley.edu/MRC/pacificviet.html">http://www.lib.berkeley.edu/MRC/pacificviet.html</a> (Timeline of protests 1960 to end of Vietnam War)  <a href="http://www.pbs.org/wgbh/amex/eyesonthepize/story/16_vietnam.html">http://www.pbs.org/wgbh/amex/eyesonthepize/story/16_vietnam.html</a> (Vietnam and the Civil Rights Movement – part of the <i>Eyes on the Prize</i> series from PBS)  <a href="http://www.digitalhistory.uh.edu/learning_history/vietnam/vietnam_antiwar.cfm">http://www.digitalhistory.uh.edu/learning_history/vietnam/vietnam_antiwar.cfm</a> (The Anti-War Movement - includes primary sources)  <a href="http://www.washingtonpost.com/wp-srv/local/2000/vietnam092799.htm">http://www.washingtonpost.com/wp-srv/local/2000/vietnam092799.htm</a> (An article entitled <i>The Vietnam Protests: When Worlds Collided</i>)  <a href="http://www.youtube.com/watch?v=Bk09F1fTs1E">http://www.youtube.com/watch?v=Bk09F1fTs1E</a> (Universal Newsreel on the Anti Vietnam War Protests)  <a href="http://tinyurl.com/pl7ba2w">http://tinyurl.com/pl7ba2w</a> (Nov. 15, 1969   <i>Anti-Vietnam War Demonstration Held</i> – article in the New York Times “Learning Network” connections made to Occupy Wall Street)  <a href="http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=98">http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=98</a> (Tonkin Gulf Resolution at the National Archives)  <a href="http://www.history.com/topics/black-history-milestones/page9">http://www.history.com/topics/black-history-milestones/page9</a> (Million Man March &amp; Rodney King)  <a href="http://www.pbs.org/wgbh/americanexperience/films/stonewall/player/">http://www.pbs.org/wgbh/americanexperience/films/stonewall/player/</a> (Stonewall Uprising/Riots on <i>The American Experience</i> – site includes video, primary sources, etc.)</p>	
<b>Student Resources:</b>	<p><a href="http://www.civilliberties.org/sum98role.html">http://www.civilliberties.org/sum98role.html</a> (Article on the role of civil disobedience in a democratic society)  <a href="http://www.sparknotes.com/history/american/vietnamwar/section8.rhtml">http://www.sparknotes.com/history/american/vietnamwar/section8.rhtml</a> (The U.S. Anti-War Movement: 1960-1970)  <a href="http://www.youtube.com/watch?v=Bk09F1fTs1E">http://www.youtube.com/watch?v=Bk09F1fTs1E</a> (Universal Newsreel on the Anti Vietnam War Protests)  <a href="http://www.shmoop.com/vietnam-war/">http://www.shmoop.com/vietnam-war/</a> (The Vietnam War)  <a href="http://www.history.com/topics/black-history-milestones/page9">http://www.history.com/topics/black-history-milestones/page9</a> (Million Man March &amp; Rodney King)  <a href="http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf">http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf</a> (Persuasive essay template)  <a href="http://www.understandingrace.org/history/society/civil_rights.html">http://www.understandingrace.org/history/society/civil_rights.html</a> (Civil Rights, Vietnam, and a Decade of Progress)</p>	
<b>Assessment:</b>	<p>Students write a persuasive essay on which forms of civil disobedience are most effective and why, using examples from Vietnam War protests and protests studied in earlier Learning Experiences. (<a href="#">CCSS.WHST.9-10.7</a>)  <a href="http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf">http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf</a> (Persuasive essay template)</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://tinyurl.com/odsvtfx">http://tinyurl.com/odsvtfx</a> (Images of civil disobedience)</p>	<p>Students may create a photo essay on civil disobedience choosing photos that highlight the most effective form</p>

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<a href="http://www.ehow.com/how_2171718_draw-political-cartoon.html">http://www.ehow.com/how_2171718_draw-political-cartoon.html</a> (How to create a political cartoon)	Students may create a political poster or political cartoon illustrating a student selected perspective on the Vietnam War
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Anti-war movements in the post World War II United States</li> <li>• How McCarthyism and the Red Scare contributed to U.S. involvement in Vietnam</li> <li>• The roles of Lyndon B. Johnson and Richard Nixon in the anti-war movement</li> <li>• The causes and effects of the Vietnam War on American culture</li> <li>• The role of students in anti-war protests such as Kent State University, Students for a Democratic Society, etc.</li> <li>• Anti-war sentiments reflected in music of the times (e.g., Peter, Paul and Mary, Arlo Guthrie, Pete Seeger, etc.)</li> <li>• The role of civil disobedience in a democracy</li> <li>• Continued efforts to achieve “<i>justice for all</i>” (e.g., Stonewall rebellion in New York City, 1969, The Million Man March, 1995, etc.)</li> <li>• The increase in immigrants to the United States following the Vietnam War and how that increase lead to anti-immigration sentiments in the 1970’s – 2000’s</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Analyze the complexity of issues in U.S. history</li> <li>• Identify aspects of complexity within historical issues through analysis of primary and secondary sources</li> <li>• Incorporate narrative accounts into analysis of events of historical importance</li> </ul>	
<b>Critical Language:</b>	Anti-war movement, draft, draft dodger, Beat Generation, counterculture, hippies, grassroots, Red Scare, McCarthyism, Communism, Cold War, foreign policy, democracy, civil disobedience	

<b>Learning Experience # 10: The Ongoing Struggle of “Justice for All”</b>	
The teacher may provide articles, images, news stories, etc. (e.g., Occupy Wall Street, LGBT, hate crimes, war on terrorism, immigration issues) so that students will be able to interpret and evaluate the ongoing struggle of “ <i>justice for all</i> ” in the late 20 <sup>th</sup> and 21 <sup>st</sup> centuries.	
<b>Generalization Connection(s):</b>	Conflicts over civil rights typically require (re)examinations of when majority rule should trump minority rights and vice versa
<b>Teacher Resources:</b>	<a href="http://occupywallst.org/">http://occupywallst.org/</a> (Information on the Occupy Wall Street movement) <a href="http://www.civilrights.org/hatecrimes/united-states/">http://www.civilrights.org/hatecrimes/united-states/</a> (Hate crimes in the United States) <a href="http://durangoherald.com/article/20110612/NEWS01/706129875/">http://durangoherald.com/article/20110612/NEWS01/706129875/</a> (Hate crimes in Colorado – Fred Martinez) <a href="http://abcnews.go.com/US/ground-mosque-wins-legal-battle-build/story?id=14062701">http://abcnews.go.com/US/ground-mosque-wins-legal-battle-build/story?id=14062701</a> (Ground Zero Mosque) <a href="http://www.ksdk.com/news/article/207447/110/Tennessee-mosque-protests-draw-hundreds-">http://www.ksdk.com/news/article/207447/110/Tennessee-mosque-protests-draw-hundreds-</a> (Mosque Protest in Tennessee) <a href="http://www.socialstudies.org/resources/moments">http://www.socialstudies.org/resources/moments</a> (War on Terror in-depth resource) <a href="http://www.cnn.com/2013/11/07/politics/senate-lgbt-workplace-discrimination/">http://www.cnn.com/2013/11/07/politics/senate-lgbt-workplace-discrimination/</a> (LGBT legislation) <a href="http://www.timetoast.com">http://www.timetoast.com</a> (Timetoast: Create an online digital timeline)

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<b>Student Resources:</b>	<a href="http://occupywallst.org/">http://occupywallst.org/</a> (Information on the Occupy Wall Street movement) <a href="http://www.civilrights.org/hatecrimes/united-states/">http://www.civilrights.org/hatecrimes/united-states/</a> (Hate crimes in the United States) <a href="http://durangoherald.com/article/20110612/NEWS01/706129875/">http://durangoherald.com/article/20110612/NEWS01/706129875/</a> (Hate crimes in Colorado – Fred Martinez) <a href="http://abcnews.go.com/US/ground-mosque-wins-legal-battle-build/story?id=14062701">http://abcnews.go.com/US/ground-mosque-wins-legal-battle-build/story?id=14062701</a> (Ground Zero Mosque) <a href="http://www.timetoast.com">http://www.timetoast.com</a> (Timetoast: Create an online digital timeline)	
<b>Assessment:</b>	Students will complete an annotated, visual timeline depicting 21 <sup>st</sup> century struggles for “ <i>justice for all</i> ”	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may research history of undocumented immigrants’ rights (labor, citizenship, representation) Frontline World video segment: “California: the Immigration Dilemma.” 9/10/09 <a href="http://www.pbs.org/frontlineworld/rough/2009/09/california_the.html">http://www.pbs.org/frontlineworld/rough/2009/09/california_the.html</a>	Students may develop a thesis regarding the successes and setbacks in the struggle for immigrant's rights in the US, and illustrate thesis in a visual timeline presentation comparing events from the 1960's to today's events
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>The origins and significance or major reform movements and acts of civil disobedience in the 21<sup>st</sup> century (e.g., War on Terror, Protests over the building of Mosques in New York City and Murfreesboro, Tennessee, Occupy Wall Street Movement and Local Occupy Movements, Tea Party Movement, Columbus Day Parade protests in Denver, hate crimes, etc.)</li> <li>People and groups involved in or affected by reform movements (e.g., Silent Majority, Christian v. Muslim Rights, Lesbian-Gay-Bisexual-Transsexual (LGBT) Rights, Matthew Shepard murder (Laramie, WY), Fred Martinez, Jr. murder (Cortez, CO), etc.)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Understand and identify continuity and change</li> <li>Compare relative impacts of historical movements</li> </ul>	
<b>Critical Language:</b>	Wall Street, reform, civil rights, terrorism, protest, mosque, majority rule, minority rights, social movements, LGBT, hate crime, Christian, Muslim, Islam, boycott, enemy combatant, citizenship, gay rights	

<b>Learning Experience # 11: Government Response to Civil Rights Issues in the 21<sup>st</sup> Century</b>	
The teacher may provide primary and secondary sources illustrating government response to civil rights issues (e.g., Patriot Act, hate crimes, Title IX, Defense of Marriage Act (DOMA), Affordable Care Act) so that students will be able to evaluate the effectiveness of those responses to the continuing struggle for “ <i>justice for all</i> ”.	
<b>Generalization Connection(s):</b>	Conflicts over civil rights typically require (re)examinations of when majority rule should trump minority rights and vice versa Advancing social equality in a democratic society requires the active civic engagement of citizens
<b>Teacher Resources:</b>	<a href="http://www.justice.gov/crt/about/crm/matthewshepard.php">http://www.justice.gov/crt/about/crm/matthewshepard.php</a> (Hate Crimes Prevention Act of 2009) <a href="http://www.justice.gov/archive/ll/highlights.htm">http://www.justice.gov/archive/ll/highlights.htm</a> (The Patriot Act)

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	<p><a href="http://tinyurl.com/kdhpntd">http://tinyurl.com/kdhpntd</a> (Senate Bill 13-033→ the Colorado Asset Bill)  <a href="http://www.supremecourt.gov/">http://www.supremecourt.gov/</a> (Supreme Court cases such as Patriot Act, Title IX, DOMA, etc.)  <a href="http://www.educationworld.com/a_lesson/defense-of-marriage-act-discussion-guide.shtml">http://www.educationworld.com/a_lesson/defense-of-marriage-act-discussion-guide.shtml</a> (DOMA student discussion guide and includes maps of current gay marriage rights status in the U.S.)  <a href="http://newsone.com/1102975/top-15-civil-rights-leaders-of-the-21st-century/">http://newsone.com/1102975/top-15-civil-rights-leaders-of-the-21st-century/</a> (Top 15 civil rights leaders of the 21<sup>st</sup> Century)  <a href="http://www.ncsl.org/research/immigration/2012-immigration-laws-bills-and-resolutions.aspx">http://www.ncsl.org/research/immigration/2012-immigration-laws-bills-and-resolutions.aspx</a> (2012 immigrant laws, bills, and resolutions)  <a href="http://www.fuah.org/fuah_cortez.html">http://www.fuah.org/fuah_cortez.html</a> (Local Colorado hate crimes stories, incl. Fred Martinez)</p>	
<b>Student Resources:</b>	<p><a href="http://www.fuah.org/fuah_cortez.html">http://www.fuah.org/fuah_cortez.html</a> (Local Colorado hate crimes stories, incl. Fred Martinez)  <a href="http://www.denverpost.com/ci_23133446/gov-signs-state-tuition-bill-undocumented-colorado-students">http://www.denverpost.com/ci_23133446/gov-signs-state-tuition-bill-undocumented-colorado-students</a> (Denver post article on ASSET signing)  <a href="http://www.dailyherald.com/article/20120911/news/709119949/">http://www.dailyherald.com/article/20120911/news/709119949/</a> (Article that is “pro” Title IX)  <a href="http://www.theatlantic.com/entertainment/archive/2012/02/how-title-ix-hurts-female-athletes/253525/">http://www.theatlantic.com/entertainment/archive/2012/02/how-title-ix-hurts-female-athletes/253525/</a> (Article that is “anti” Title IX)  <a href="http://www.titleix.info/">http://www.titleix.info/</a> (General information about Title IX)  <a href="http://www.nytimes.com/learning/teachers/featured_articles/20080915monday.html">http://www.nytimes.com/learning/teachers/featured_articles/20080915monday.html</a> (10 Supreme Court Cases Every Teen Should Know)  <a href="http://www.justice.gov/archive/ll/highlights.htm">http://www.justice.gov/archive/ll/highlights.htm</a> (The Patriot Act)  <a href="http://www.justice.gov/crt/about/crm/matthewshepard.php">http://www.justice.gov/crt/about/crm/matthewshepard.php</a> (Hate Crimes Prevention Act of 2009)</p>	
<b>Assessment:</b>	<p>Students will choose a legislative action or policy on a current civil rights or social equality issue and debate its effectiveness in ensuring the national ideal of “<i>justice for all</i>” or the advancement of social equality through developing and defending a thesis.</p>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<p><b>Access</b> (Resources and/or Process)</p> <p><a href="http://www.educationoasis.com/curriculum/GO/cause_effect.htm">http://www.educationoasis.com/curriculum/GO/cause_effect.htm</a> (A variety of cause and effect charts)                  Students may be provided with adapted resources for primary and secondary documents at appropriate reading level                  Students may be provided with a synopsis of key ideas of primary documents within secondary documents, especially legislation</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Students may create a cause and effect chart demonstrating an understanding of the effectiveness of a specific legislative action or policy</p>
<b>Extensions for depth and complexity:</b>	<p><b>Access</b> (Resources and/or Process)</p> <p>Students may develop a thesis and antithesis for a specific legislative action or policy</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Students may create a debate or speech presenting and defending both perspectives of a 21<sup>st</sup> century civil rights issue</p>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The causes, effects, and outcomes of 21<sup>st</sup> century civil rights legislation (e.g., Patriot Act, Title IX, hate crime legislation, universal health care, reproductive rights, Affordable Care Act, DOMA, Dream Act, The REAL ID Act (immigrant legislation), etc.)</li> <li>• The changing definitions and ideas of civil rights and liberties</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Clearly explain/defend point of view using evidence</li> </ul>	
<b>Critical Language:</b>	<p>Social equality, legislative action, reproductive rights, legislation, civic engagement, hate crimes, universal health care</p>	