Instructional Unit Title: Change is a Comin'

Social Studies High School – U.S. History

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".



The teacher may provide primary and secondary sources (e.g., 13th, 14th, 15th amendments, Plessy v.
Ferguson, Jim Crow excerpts) so the student can begin examining the relationship and tensions between majority rule and minority rights.



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.



The teacher may provide primary and secondary resources (e.g., The Declaration of Sentiments, excerpts from Upton Sinclair's *The Jungle*, 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.



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 "justice for all".



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 the student can assess the tensions between majority rule versus minority rights in times of political, international, and military unrest.



The teacher may provide excerpts from New Deal documents (e.g., photographs from the Great Depression, excerpts from Steinbeck's Grapes of Wrath, newspaper articles from the time period) so that students can examine the tensions between majority rule and minority rights in times of economic unrest.



The teacher may provide primary and secondary sources (e.g., historical accounts of labor strikes, 19th amendment, poetry from Harlem Renaissance, speeches from Eugene Debs, firsthand 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".



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.



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 "justice for all" in the late 20th and 21st centuries.



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 "justice for all".



PERFORMANCE ASSESSMENT: 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 "justice for all". 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 "justice for all".

This unit was authored by a team of Colorado educators. 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. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.