



Civil Rights & American Identity (4 Weeks)  
[Link to 2021-2022 Course Pacing Guide](#)

Navigate to Sections of the Planning Guide

[Unit Standards](#)


[Essential Questions](#)

[Visible Thinking](#)

[Scaffolds and Supports](#)

[Unit Resources](#)

[Unit Specific PBA](#)

 **Purpose:** The goal of this unit guide is to provide teachers with ready-to-use resources and guidance aligned to the [FCPS Learning Model](#). The layout follows a “[backward design](#)” approach to teaching and learning resulting in a performance assessment. Content resources and instructional strategies can be used to design learning experiences during the unit. Additionally, there are complete, unit specific, performance assessments teams can choose to use. Our standard 1 rubric supports social studies teaching and learning: [Standard 1 Rubric](#).

 Unit Overview 

**Description**

Using the past to better understand ourselves, society, and the contemporary world is a core aspect of social studies education.

- This unit on Civil Rights & America Identity is a study in agency and advocacy.
- The resources and guidance below support the development of students’ thinking and skills using disciplinary content and concepts.
- Resources, experiences, and assessments can be used in traditional, distance, and blended environments.

[Unit VDOE Standards](#)

- **VUS.13.** The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century

**Unit Priority Standards**

- **VUS.13.b,c,d,g-** Students will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century *and its impact on students’ identities, communities, and the world.*
- **ID.3-** Students will recognize that people’s multiple identities interact and create unique and complex

individuals.

- **JU.12-** Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

## VDOE 2020 - 2021 Technical Edits and Corresponding Resources

**Note: Some resources contain explicit, hateful, or offensive language and content.**

**Teachers should preview resources before use to prepare students.**

**Resources can also be used to build teachers' subject matter knowledge.**

**13c.** National Association for the Advancement of Colored People (NAACP)  
The Lynching of Emmett Till (1955) - Emmett Till's lynching in Mississippi and the acquittal of his killers gained international media attention and inspired demands for civil rights.  
-The Southern Christian Leadership Conference (SCLC).  
A civil rights organization led by Martin Luther King, Jr.  
The SCLC supported the use of nonviolent direct action such as boycotts, sit-ins, marches, and other demonstrations.  
African American women represented the majority of the membership despite being denied positions of leadership.  
African American women were often the major drivers of the civil rights initiatives of the SCLC.  
-The Student Non-Violent Coordinating Committee (SNCC).  
Inspired by the Greensboro sit-in by four black college students in North Carolina.  
Initially formed as a student chapter of SCLC, but became an independent civil rights organization for young people.

### [Murder of Emmett Till](#)

Article on Emmett Till's murder, with accompanying primary resources and first-person interviews.

### [Congress passes bill named for Emmett Till that makes lynching a federal hate crime](#)

News article on passage of the Emmett Till Act, making lynching a federal hate crime.

### [Liberation of Aunt Jemima Artwork- HTS Cause and Effect](#)

**13c.** Civil Rights Act of 1964  
The Birmingham Campaign led by Martin Luther King, Jr., and SCLC convinced President Kennedy to publicly call for new civil rights legislation. Media coverage of Bull Connor's violent tactics against student demonstrators led to greater national support of the Civil Rights Movement.

### [The Civil Rights Act of 1964 and the Equal Employment Opportunity Commission](#)

Ready-made lesson plan with primary resources related to the Civil Rights Act. This activity asks students to read, analyze, and summarize Title VII of the Civil Rights Act of 1964, that established the Equal Employment Opportunity Commission (EEOC).

**13c.** Voting Rights Act of 1965  
The March from Selma to Montgomery was a demonstration against voter discrimination and police brutality. John Lewis led the first day of the march when peaceful demonstrators were attacked by Alabama State Police in what became known as "Bloody Sunday."

### [Analyzing a Letter to Congress About Bloody Sunday](#)

In this activity, students focus on a letter written to Congress about Bloody Sunday in Selma, Alabama. Students will see that, due to television coverage, the author, Mrs. Jackson was very aware of the events that day even though she was in Brooklyn, New York. Students will also look at the author's

tone and word choice to discern the kinds of images shown on television.

#### [The Impact of Bloody Sunday in Selma](#)

In this activity, students examine documents from the FBI case file about Bloody Sunday in Selma, Alabama. They will answer questions to show understanding of the events that took place, and how the spread of information about Selma impacted the civil rights movement.

**13e.** President Barack H. Obama, 2009–2016  
~~Patient Protection and Affordable Care Act of 2010~~ **Patient Protection and Affordable Care Act of 2010 Called for Congress to pass legislation to reform health care in the United States Patient Protection and Affordable Care Act of 2010, popularly known as “Obamacare” that has provided medical care for millions of Americans**

Initiated the Generation Indigenous program

Escalated Undeclared Drone War in Yemen

#### [American Healthcare and Obamacare](#)

This is an overview of the U.S. healthcare system and the Affordable Care Act (ACA).



### Essential Questions

- How can I impact social change?
- What are the benefits and consequences of questioning/challenging authority?
- How does the study of history help us realize that ideas and actions of individuals and groups have consequences and shape events?
- How does learning about **Civil Rights and American identity** impact your understanding of yourself, your lived experiences, a concept, a UN Sustainable Development Goal, or a contemporary world issue/event?

### Portrait of a Graduate:



I participate in solving problems that provide viable and sustainable solutions to my community.



I am secure in my knowledge of who I am, and I willingly examine my attitudes and opinions in an effort to improve and advocate for what I need.

## Considerations for Learner-Centered Environment ([Cultural Responsiveness](#) & [SEL](#))

Together both Cultural Responsiveness and Social-Emotional Learning support student thinking, learning, and well-being in a supportive classroom environment.

- **Affirming Student Identities:** Students thrive when teachers know them well, and affirm their individual and diverse identities.
- **Class discussions:** Students use communication skills to puzzle over ideas, respectfully compare thinking, and deepen understanding of content.
- **Cooperative learning:** Small groups of students use knowledge of their own strengths and the ability to take the perspectives of others to complete learning tasks collectively
- **Constructing Knowledge:** Students make meaning of enduring concepts and systems.
- **Reflection:** Students are afforded reflection time to develop self- and social awareness

### [Ways to build community in your online class](#)

## Purposeful and Balanced Assessment

**Intended Learning Outcomes:** *What will students know and be able to do?*



- Students will explain the ways that the legacies of slavery, white supremacy and settler colonialism continue to affect life in what is now the United States.
- Make connections between the Civil Rights movement and other activist groups such as Indigenous rights, LGBTQ+ rights, women's rights, Asian-American rights, peace, anti-poverty, Islamic rights, workers rights, disability rights, immigrant rights, etc.
- Explain the impact of the expansion of rights on their own lives.

- [Standard 1 Rubric](#)



**Formative Assessment:** *The primary purposes of formative assessments are to gauge student understanding of content and think about what they have learned. These assessments are not necessarily graded.*



- [Horizon Assessments](#) - a collection of multiple choice test items.



**Learning is a Product of Thinking** : *What opportunities will students have to think about content and how it relates to themselves, others, and life in and beyond school? Use any time during class (bell ringer, exit ticket etc..)*

- [Visible Thinking Routines \(Main Toolbox\)](#)
- [Visible Thinking Routines \(At Home Strategies\)](#)
- [Facing History and Ourselves Teaching Strategies](#)

**Ready to Use Visible Thinking Routines -**  
These are set to "View Only." Make a Copy to Use with Students

<a href="#">Frayer Models: Concepts &amp; Content</a>	<a href="#">Walk the Week</a>	<a href="#">3-2-1 Bridge</a>	<a href="#">Surprising, Interesting, Troubling</a>
<a href="#">Headlines!</a>	<a href="#">+1 Routine</a>	<a href="#">What Makes You Say That?</a>	<a href="#">1-2 Minute Essay</a>
<a href="#">Connect, Extend, Challenge</a>	<a href="#">Projecting Across Distance</a>	<a href="#">Projecting Across Time</a>	<a href="#">The Explanation Game</a>
<a href="#">Facts or Fiction</a>	<a href="#">Unveiling Stories</a>	<a href="#">Stories</a>	<a href="#">Main-Side-Hidden</a>
<a href="#">Parts, People, Interactions</a>	<a href="#">Parts, Perspectives, Me</a>	<a href="#">Parts, Purposes, Complexities</a>	<a href="#">Circle of Viewpoints</a>
<a href="#">The 3 Whys</a>	<a href="#">Circles of Action</a>	<a href="#">Here Now There Then</a>	<a href="#">See Think We Me</a>
<a href="#">Beginning, Middle, End</a>	<a href="#">Values, Identities, Actions</a>	<a href="#">Imagine If</a>	<a href="#">What Can Be</a>
<a href="#">I Used to Think... Now I Think</a>	<a href="#">Claim Support Question</a>	<a href="#">Question Starts</a>	<a href="#">Word Phrase Sentence</a>
<a href="#">Relevant or Not</a>	<a href="#">Learning to Infer</a>	<a href="#">Anticipation Guides</a>	<a href="#">Text-Text, Self, World</a>



**Summative Assessment:** *How might students demonstrate mastery of the learning outcomes in this unit?*

- The summative assessment should ask students to address the essential question for this unit. A main way to do this is to ask students to engage in inquiry based experiences that ask them to demonstrate their understanding through authentic performance tasks.
- Summative assessments should use our [Standard 1 Rubric](#)
- See the bottom of the guide for PBA options for this unit.

- These POG resources support student reflection.

POG Reflection		
<a href="#">Reflection Cards</a>	<a href="#">Self-Assessments</a>	<a href="#">IB Aligned Self-Assessments</a>



Scaffolds and Supports for [Special Education](#), [English Learners](#), [Advanced Learners](#)

There are 13 Academic Language and Disciplinary Concept sheets linked below shaded in green. See more information [from the ESOL department about academic language here](#).

- Students access and use the academic language needed to engage in a task;
- Students are able to communicate their thinking at high levels;
- Instruct with attention to the discourse, sentence patterns, and words that students need.

The additional supports (not shaded) are from a variety of sources.

<a href="#">Analyze</a>	<a href="#">Cause and Effect</a>	<a href="#">Classify</a>	<a href="#">Compare and Contrast</a>
<a href="#">Evaluate</a>	<a href="#">Infer</a>	<a href="#">Inform</a>	<a href="#">Inquire</a>
<a href="#">Justify</a>	<a href="#">Persuade</a>	<a href="#">Problem Solve</a>	<a href="#">Sequence</a>
<a href="#">Synthesize</a>	<a href="#">AAP Critical and Creative Strategies</a>	<a href="#">Graphic Organizers in Google</a>	<a href="#">Sentence Starters</a>
<a href="#">Primary and Secondary Source Graphic Organizers from the National Archives</a>		<a href="#">Secondary Education Literacy Strategies</a>	



*These resources use unit specific content to support the development of students' skills & thinking.*

- FCPS Created [Digital Background Information Collections](#)
  - [Civil Rights](#)
- Historical Thinking Skills Activities

- Cause and Effect [March On Washington](#) , [Bloody Sunday](#), [Liberation of Aunt Jemima Artwork- HTS Cause and Effect](#)
  - Continuity and Change Over Time [Civil Rights Marches](#)
  - Perspectives [Little Rock Nine](#)
  - Periodization [Selma March](#), [Generation Indigenous](#)
  - Story-Telling and Narrative Creation [Civil Rights](#)
  - Connections [Civil Rights Act, 1964](#)
- **Stanford History Education Group** [Log-in Required](#)
    - [Civil Rights Movement Photos](#)
    - [NAACP Letters](#)
    - [Little Rock Nine](#)
    - [John F. Kennedy and Civil Rights](#)
    - [Civil Rights Movement in Context](#)
    - [Olympics Protest](#)
    - [Montgomery Bus Boycott](#)
    - [Great Society](#)
    - [Women in the 1950s](#)
    - [Equal Rights Amendment](#)
    - [Women's Rights](#)
    - [Stonewall Riots](#)
    - [Kent State](#)
    - [Anti-Vietnam War Movement](#)
    - [United Farm Workers](#)
    - [Labor History](#)
    - [Native American Rights](#)
    - [Mexican American Rights](#)
    - [Little Rock](#)
    - [Greensboro Sit-Ins](#)
    - [March on Washington](#)
    - [Kathleen Cleaver Interview](#)
    - [Nashville Riot](#)
  - [SOL Content Summaries and Activities](#)



#### Additional Disciplinary / Content Area Resources

*(Basal resources, Library Resources, Media Collections)*

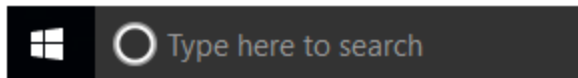
- **Digital Textbook:** Virginia and United States History
  - Topic 16: Civil Rights and Reform in the 1960s (1945-1968)
  - Topic 18: An Era of Change (1960-1980)
- [FCPS Library Databases](#)

#### Additional Digital Tools (Not specific to content)

*Ideas for Student Collaboration, Communication, and Critical and Creative Thinking through Blended Learning*

- **Jamboard-** students can move and organize ideas collaboratively

- [Smithsonian Primary Source Database](#) (username and password is "fairfax")
- [Virtual Guest Speakers](#)
- [Virtual Field Trips](#)
- eMaps - 100's of pre-created digital maps
  - Type "emaps" in your search bar to access



- Teaching Tolerance Resource: [Latino Civil Rights Timeline](#)
- Teaching Tolerance Resource: [The Latino Experience in America](#)
- Facing History Resource: [Latinx Rights in 1960s California](#)
- Video Clip: [You Still Don't Know the Whole Rosa Parks Story](#)
- Video Clip: [Civil Rights Foot Soldiers](#)
- Teaching Guide: [Teaching the Movement](#)
- Lesson Resources: [Still Separate, Still Unequal: Teaching about School Segregation and Educational Inequality](#)
- Teaching Tolerance Resource: [Five Ways to Avoid Whitewashing the Civil Rights Movement](#)

- **Flipgrid**- student can share their responses and leave feedback for their peers
- **Google Slides**-can be used for collaboration or for digital poster creation using the "publish to the web" feature
- 

 Complete Unit Specific Performance Assessments   
[Standard 1 Rubric](#)

- [FCPS Created Performance Based Assessments](#)
- C3 Inquiries for this Unit [General](#) and [VA Hub](#)
  - [Can music and dance change public opinion?](#)
  - [Is it Ever Too Late for Justice? \(Emmett Till\)](#)
  - [What Makes a Movement Successful?](#)
  - [Is there anything new about the 2020 protests?](#)
  - [What made nonviolent protest effective during the civil rights movement?](#)
  - [Was school desegregation successful?](#)

PBA Templates - Use and Modify these 3 Formats to Design your Own PBA

Support a Claim or Position

Digital Portfolio

Taking Informed Action



Suggested Planning Template to Modify/Use

**Goal:** Students construct an argument (e.g., detailed outline, visual, essay) using specific claims and relevant evidence from sources while acknowledging competing views.



Suggested Planning Template to Modify/Use

**Goal:** Students create artifacts/products that demonstrate their learning related to the essential question.



Suggested PBL Template to Modify/Use

**Goal:** Students act in ways that allow them to demonstrate agency in a real-world context.

