



Civil Rights & American Identity (4 Weeks 9-10 Classes)

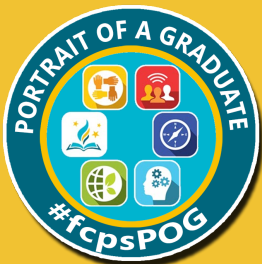
[Link to 2022-2023 Essential Standards & Pacing](#)

Purpose: The purpose of this unit guide is to provide teachers with unit specific content and instructional and assessment resources to support the creation of meaningful learning experiences for students. The layout follows a **“backward design”** approach to teaching and learning resulting in a performance assessment using the: [Standard 1 Rubric](#). **Explore the guide using the navigation bar.**

Navigate to Sections of the Planning Guide

Unit Overview	CRP and SEL	Instruction and Assessment	Scaffolds and Supports	Unit Specific Content Resources	Unit Specific PBA
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Connecting Portrait of a Graduate and Presentation of Learning (POG POL) outcomes to HS Social Studies.



POG Skills for This Unit

Identify which POG [attributes & skills](#) and Standard 1 Skills in [History](#) or [Government](#) students will develop in this unit.

<i>POG Attribute and skill</i>	<i>POG Attribute and skill</i>	<i>POG Attribute and skill</i>
<i>Standard 1 Skill</i>	<i>Standard 1 Skill</i>	<i>Standard 1 Skill</i>

What Evidence of Learning Examples for This Unit

In POG POL students use pieces of evidence (writing, graphic organizers, digital media, visible thinking routines, presentation material, etc.) to show use of POG and Standard 1 Skills

Identify what evidence students can use in this unit below

To increase student ownership of POG and Standard 1, [consider these practices!](#)

To learn more on presentations of learning and student feedback, [click here!](#)

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.

[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.

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.

[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?

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 class

Instruction and 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](#)



The Engagement Model: *The editable tool is an FCPS supported class planning tool rooted in this idea, "Whoever is doing...is doing the learning."*

- [Click Here to Get a Digital Editable Engagement Model Planning Tool](#)
- [Click Here to Get a In Class Editable Engagement Model Planning Tool](#)



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.



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.
- [7 Approaches to Formative Assessment \(Edutopia\)](#)

POG Reflection		
Reflection Cards	Self-Assessments	IB Aligned Self-Assessments



Visible Thinking Strategies: *Learning is a product of thinking. These resources support students thinking about content and how it relates to themselves, others, and life in and beyond school? Also good for bell ringers and exit tickets).*

- [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**

<u>Frayer Models: Concepts & Content</u>	<u>Walk the Week</u>	<u>3-2-1 Bridge</u>	<u>Surprising, Interesting, Troubling</u>
<u>Headlines!</u>	<u>+1 Routine</u>	<u>What Makes You Say That?</u>	<u>1-2 Minute Essay</u>
<u>Connect, Extend, Challenge</u>	<u>Projecting Across Distance</u>	<u>Projecting Across Time</u>	<u>The Explanation Game</u>
<u>Facts or Fiction</u>	<u>Unveiling Stories</u>	<u>Stories</u>	<u>Main-Side-Hidden</u>
<u>Parts, People, Interactions</u>	<u>Parts, Perspectives, Me</u>	<u>Parts, Purposes, Complexities</u>	<u>Circle of Viewpoints</u>
<u>The 3 Whys</u>	<u>Circles of Action</u>	<u>Here Now There Then</u>	<u>See Think We Me</u>
<u>Beginning, Middle, End</u>	<u>Values, Identities, Actions</u>	<u>Imagine If</u>	<u>What Can Be</u>
<u>I Used to Think... Now I Think</u>	<u>Claim Support Question</u>	<u>Question Starts</u>	<u>Word Phrase Sentence</u>
<u>Relevant or Not</u>	<u>Learning to Infer</u>	<u>Anticipation Guides</u>	<u>Text-Text, Self, World</u>
<u>Stop - Look - Listen</u>	<u>Think - Puzzle - Explore</u>	<u>True for Who?</u>	<u>Unveiling Stories</u>
<u>Step In - Step Out - Step Back</u>	<u>K-W-L Chart</u>	<u>Same and Different</u>	<u>Feelings and Options</u>
<u>See-Think-Wonder</u>	<u>The 4 C's</u>	<u>Step Inside</u>	<u>Name - Describe - Act</u>
<u>Surprising - Interesting - Troubling</u>			



Discussion Formats and Structured Conversations: *Students engaging in [Academic Conversations](#) is an essential part of deeper learning. Use a format below (or another one you know). Select a question, content, or concept to prompt student discussion and combine them with the visible thinking strategies and scaffolds below.*

- | | | |
|--|---|--|
| 1. Big Paper: Building a Silent Conversation | 10. Harkness Table | 19. Spontaneous Argumentation |
| 2. Barometer | 11. Human Timeline | 20. Think Pair Share |
| 3. Chalk Talk/Graffiti Boards | 12. Jigsaw Activity | 21. Town Hall Circle |
| 4. Concentric Circles | 13. People's Assembly | 22. Two Minute Interview |
| 5. Conver-Stations | 14. Philosophical Chairs | 23. Wrap Around |
| 6. Fishbowl | 15. Pinwheel | 24. Conversation Sentence Stems |
| 7. Four Corners | 16. Save the Last Word for Me | 25. De Bono's Hats |
| 8. Gallery Walk | 17. Snowball Discussion | 26. Learn to Listen, Listen to Learn |
| 9. Give One, Get One | 18. Socratic Seminar | |



Leading Hard Conversations/Facilitation

When sharing secondary sources that tell a particular story of our past and present, consider how you might support students in enacting a critical lens to identify biases and missing or misrepresented perspectives.

When sharing primary sources connected to experiences of violence or oppression, consider how you might honor students' developmental needs, as well as how you might frame sources in ways that affirm the dignity and humanity of people connected to those experiences.

General Guidance:

The [Guidance for Teachers](#) infographic is a summary of [Regulation 3280](#) (PDF). This may be helpful for staff as an overview of its expectations, protocols, and rationale.

Resources:

- [Complete Toolkit on Teaching Hard Conversations](#)
- [FCPS Created Resource for Facilitating Hard Conversations](#)
- [Roleplaying](#)

Scaffolds and Supports



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.

[Back to the Top of the Unit Guide](#)

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



Writing Supports: *These resources are designed to be used with any student to support their writing of constructed responses.*

- [Essay Writing Structures](#)
- [Sentence Frames/Starters](#)
- [Transitional Words/Phrases](#)



(NEW) Special Education Resources *The Special Education Office's mission is to strategically support the implementation of evidence-based practices to increase the academic achievement and the social and emotional competence of students based on individual needs.*

- [FCPS Special Education Google Site](#)
- [High Leverage Practices](#)
- [Assistive Technology Services](#)
- [Tools to Supporting Deaf and Hard of Hearing Students](#)
- [Tools to Supporting Blind and Visually Impaired Students](#)

 **Unit Specific Content 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.

- FCPS Created [Digital Background Information Collections](#) (Includes Lower Lexile and Translated Text)
 - [Civil Rights](#)

- Historical Thinking Skills Activities - [CLICK HERE FOR THE COMPLETE COLLECTION](#)
 - 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](#)
 - [Public Housing](#)
 - [The Black Power Movement](#)

- [SOL Content Summaries and Activities](#)
- (NEW) [Artifact Choice Board](#)
- (NEW) [Unit Specific Vocabulary Terms](#)



(NEW) Resources from the ESOL Library - Check out the [ESOL Library's Google Site](#) for more information

EBSCO Access: Login: fairfax Password: Fcps2022!

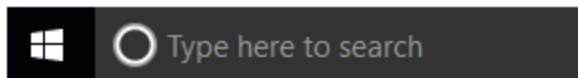
- [Civil Rights](#)
- [The African American Experience](#)
- [Ruth and the Green Book](#)
- [Martin Luther King Jr.](#)
- [Malcolm X](#)
- [John Lewis](#)
- [Rosa Parks](#)
- [Cesar Chavez](#)
- [Stonewall Riots](#)
- [Freedom Song](#)
- [Little Rock 9](#)

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](#)
- [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](#)

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

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



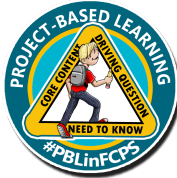
- **Jamboard**- students can move and organize ideas collaboratively
- **Flipgrid**- student can share their responses and leave feedback for their peers
- **Google Slides**-can be used for collaboration or for digital poster creation using the "publish to the web" feature
-

- 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](#)


 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	Suggested Planning Template to Modify/Use	Suggested PBL Template to Modify/Use
<p>Goal: Students construct an argument (e.g., detailed outline, visual, essay) using specific claims and relevant evidence from sources while acknowledging competing views.</p> <div style="text-align: center;">  </div>	<p>Goal: Students create artifacts/products that demonstrate their learning related to the essential question.</p> <div style="text-align: center;">  </div>	<p>Goal: Students act in ways that allow them to demonstrate agency in a real-world context.</p> <div style="text-align: center;">  </div>