



Social Studies

9th Grade Curriculum Guide
PROTOTYPE

Reflections/Notes on the Unit

Unit 8: Civil Rights

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From Jim Crow To Linda Brown: A Retrospective of the African-American Experience from 1897 to 1953 (5 days)

Standard: Benchmark: Indicator	Suggested Activity/Lesson	Vocabulary
<p>History:</p> <p>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</p> <p>9. Analyze the major political, economic and social developments of the 1920s including:</p> <p style="padding-left: 40px;">d. Immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan;</p> <p>People in Societies:</p> <p>B. Analyze the consequences of oppression, discrimination and conflict between cultures:</p> <p>3. Explain how Jim Crow laws legalized discrimination based on race.</p> <p>Government:</p> <p>D. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions:</p> <p>1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:</p> <p style="padding-left: 40px;">b. Brown v. Board of Education;</p>	<p>Core Activity</p> <p>The following mini-unit will allow students to explore to what extent the African American experience was "separate but equal."</p> <p>Find the entire lesson on the Web site: http://learning.loc.gov/learn/lessons/97/crow/crowhome.html</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>Jim Crow, segregation</p>
Differentiated Learning:		
<p>Enrichment Activity:</p> <p>Additional Instruction:</p>		

**Civil Rights Legislation; Unfinished Business:
Making Democracy Work for Everyone, 1877-1904 (4 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>Citizenship Rights and Responsibilities:</p> <p>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</p> <p>1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:</p> <p>c. Civil rights legislation;</p>	<p>Core Activity</p> <p>Theodore Roosevelt has called together five "All Deliberate Speed Committees" to investigate the problems and issues related to civil rights in the late 19th and early 20th centuries and to offer solutions. It is the students' job to advise the President.</p> <p>Find the entire lesson on the Web site: http://score.rims.k12.ca.us/activity/unbusiness/index.html</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p> <p>Fine Arts</p>	<p>second-class citizens, segregation, lynching, color-blind society</p>

Differentiated Learning:

Enrichment Activity:

TBA

Additional Instruction:

TBA

Additional Resources

Textbook

Supplemental Texts

Video

- Tips for Using Instructional Video and Public Television Programming in the Classroom- <http://thinktv.org/education/ntti/ntti/guidelines/tips.pdf>

Web Sites

- Tips for Using the Internet in the Classroom- <http://thinktv.org/education/ntti/ntti/guidelines/tips.pdf>

Community Connections

Formal Assessment: Sample Proficiency Questions	
Extended Response	Multiple Choice
	<p>The phrase “Jim Crow” refers to laws that</p> <p>A. made liquor illegal</p> <p><i>B. enforced racial segregation</i></p> <p>C. restricted immigration to the United States</p> <p>D. protected the environment</p> <ul style="list-style-type: none"> • Brown v. Board of Education Topeka • Montgomery Bus Boycott • March on Washington • “I Have a Dream” Speech • Voting Rights Act
Short Answer	<p>The events listed above would be most important in a discussion of which movement?</p> <p>A. <i>Civil rights</i></p> <p>B. Anti-Vietnam War</p> <p>C. Immigration reform</p> <p>D. Women’s liberation</p>