

#### **Social Studies**



9<sup>th</sup> Grade Curriculum Guide PROTOTYPE

### **Reflections/Notes on the Unit**

## **Unit 8: Civil Rights**

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# INTRODUCTORY LESSON After Reconstruction: Problems of African-Americans in the South (3 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
People in Societies:  B. Analyze the consequences of oppression, discrimination and conflict between cultures:  4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19 <sup>th</sup> century.	Core Activity  In this lesson, students identify problems and issues facing African-Americans immediately after Reconstruction.  Find the entire lesson on the Web site: <a href="http://memory.loc.gov/ammem/ndlpedu/lessons/rec/rhome.html">http://memory.loc.gov/ammem/ndlpedu/lessons/rec/rhome.html</a> Interdisciplinary Connections: Language Arts	Reconstruction, lynching, civil rights, suffrage, segregation, Jim Crow
Differentiated Learning:		
Enrichment Activity:		

**Additional Learning:** 

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
A. Analyze the influence of different cultural perspectives on the actions of groups.  1. Describe how the perspectives of cultural groups helped to create political action groups such as:  a. The National Association for the Advancement of Colored People (NAACP);	Core Activity  Students examine documents to investigate the Niagara Movement—the precursor to the National Association for the Advancement of Colored People (NAACP).  Find the entire lesson on the Web site: <a href="http://www.glc.k12.ga.us/BuilderV03/LPTools/lpshared/lpdisplay.asp?LPID=2179">http://www.glc.k12.ga.us/BuilderV03/LPTools/lpshared/lpdisplay.asp?LPID=2179</a> Interdisciplinary Connections	Niagara Movement, Booker T. Washington, John Hope, Jin Crow
	Language Arts	
Enrichment Activity:		
Additional Instruction:		

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

Experience in	Experience from 1897 to 1953 (5 days)		
Standard: Benchmark: Indicator	Suggested Activity/Lesson	Vocabulary	
History:  F. Identify major historical patterns in the domestic affairs of the United States during the 20 <sup>th</sup> century and explain their significance:	Core Activity  The following mini-unit will allow students to explore to what extent the African American experience was "separate but equal."	Jim Crow, segregation	
9. Analyze the major political, economic and social developments of the 1920s including:	Find the entire lesson on the Web site:  http://learning.loc.gov/learn/lessons/97/cr ow/crowhome.html		
d. Immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan;	Interdisciplinary Connections  Language Arts		
People in Societies:	Language Ans		
B. Analyze the consequences of oppression, discrimination and conflict between cultures:			
Explain how Jim Crow laws legalized discrimination based on race.			
Government:			
D. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions:			
Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:			
b. Brown v. Board of Education;			
Differentiated Learning:			
Enrichment Activity:			

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**Additional Instruction:** 

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

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Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
Citizenship Rights and Responsibilities:	Core Activity	second-class citizens,
A. Analyze ways people achieve governmental change, including political action, social protest and revolution:	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	segregation, lynching, color- blind society
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	early 20th centuries and to offer solutions. It is the students' job to advise the President.	
opinion with emphasis on:  c. Civil rights legislation;	Find the entire lesson on the Web site: <a href="http://score.rims.k12.ca.us/activity/unbusiness/index.html">http://score.rims.k12.ca.us/activity/unbusiness/index.html</a>	
	Interdisciplinary Connections	
	Language Arts	
	Fine Arts	
Differentiated Learning:		

## **Enrichment Activity:** TBA

**Additional Instruction:** 

TBA

Additional Resources
Textbook
Supplemental Texts
<ul> <li>Video</li> <li>Tips for Using Instructional Video and Public Television Programming in the Classroom- http://thinktv.org/education/ntti/ntti/guidelines/tips.pdf</li> </ul>
<ul> <li>Web Sites</li> <li>Tips for Using the Internet in the Classroom- <a href="http://thinktv.org/education/ntti/ntti/guidelines/tips.pdf">http://thinktv.org/education/ntti/ntti/guidelines/tips.pdf</a></li> </ul>
Community Connections

Formal Assessment: Sample Proficiency Questions	
Extended Response	Multiple Choice
	The phrase "Jim Crow" refers to laws that
	A. made liquor illegal
	B. enforced racial segregation
	C. restricted immigration to the United States
	D. protected the environment
	<ul> <li>Brown v. Board of Education Topeka</li> <li>Montgomery Bus Boycott</li> <li>March on Washington</li> <li>"I Have a Dream" Speech</li> <li>Voting Rights Act</li> </ul>
Short Answer	The events listed above would be most important in a discussion of which movement?
	A. Civil rights
	B. Anti-Vietnam War
	C. Immigration reform
	D. Women's liberation