

## 9<sup>th</sup> Grade: U.S. History and Geography

### Unit 8: In the Midst of the Cold War: Civil Rights and Other Domestic Policies

#### Big Picture Graphic

Overarching Question:

**How effective was American society in resolving the tensions between liberty and security while pursuing the idea of freedom for all Americans?**

Previous Unit:

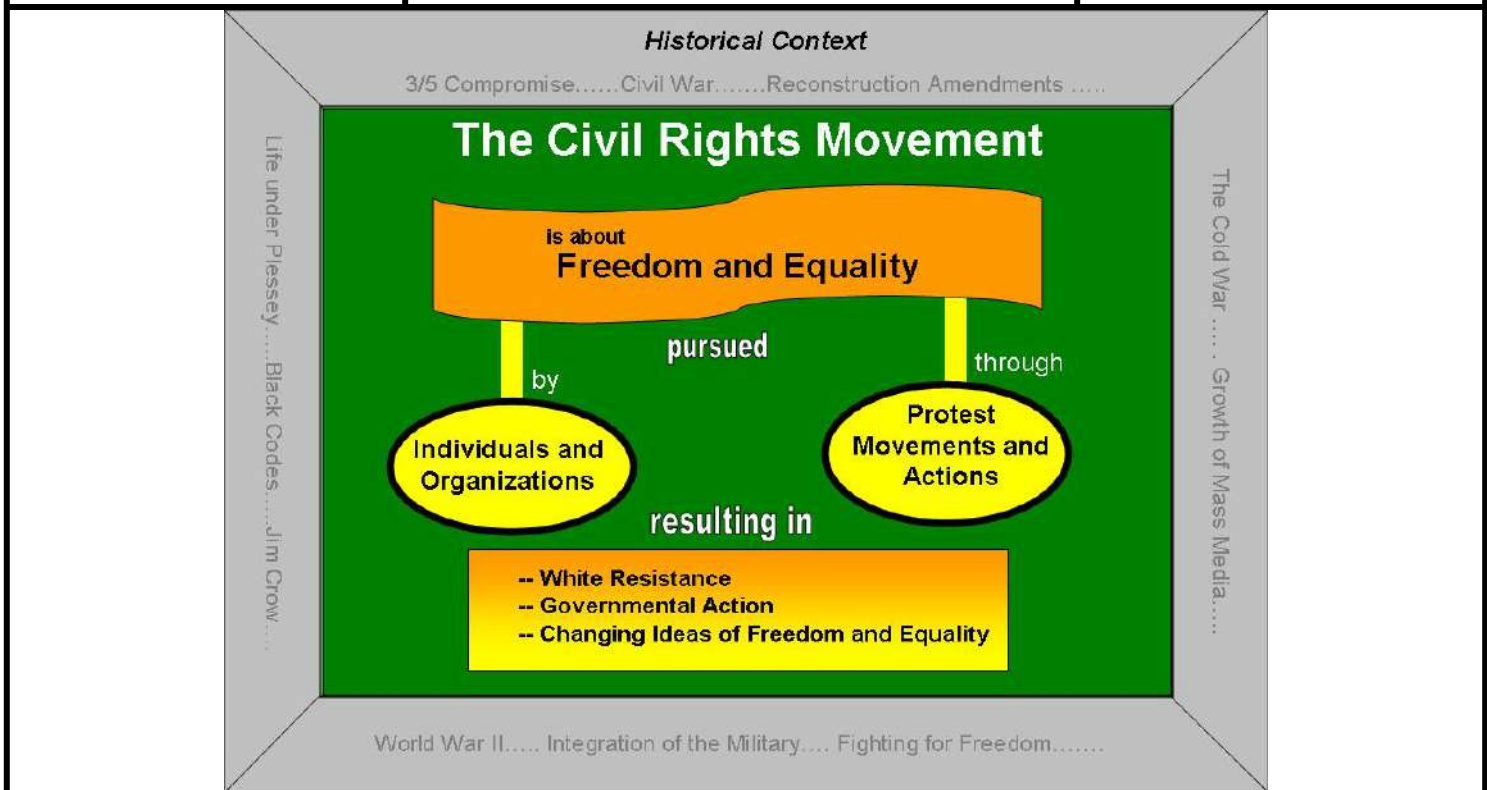
The Cold War

This Unit:

**In the Midst of the Cold War: Civil Rights and Other Domestic Policies**

Next Unit:

Growing Turmoil at Home and Abroad



Questions To Focus Assessment and Instruction:

1. Why did the Civil Rights Movement intensify after World War II?
2. How did individuals and groups use political, legal, and social means to strive for freedom and equality?
3. How successful was the Civil Rights Movement?

## Unit Historical Overview

Concern over civil rights has been a consistent theme in American history. Many historians characterize the post-World War II Civil Rights movement as the “Second Reconstruction.” As the professed leader of the free world after World War II, the United States was compelled to protect the civil rights of all its citizens. Soviet propaganda and the emerging nations of the world found America’s segregation policy hypocritical. Many returning African-American veterans were particularly offended by the continuing discriminatory practices of the nation they had risked their lives to defend. As African Americans continued to organize and pursue the promises of freedom and equality, for the first time, their struggle was made visible through the lens of the television camera. This resonated with other Americans who joined the cause for freedom and equality. Thus, while some historians emphasized the 1950s as a period of conformity, consumerism, and fear, others focus on how and why these ideas evolved and intensified the movement for civil rights in the 1960s.

Building upon the landmark decision of Brown v. Board of Education, the Civil Rights Movement rapidly expanded. Individuals such as Martin Luther King, Jr. and groups such as the National Association for the Advancement of Colored People (NAACP) used nonviolent methods to draw attention and supporters to the cause. These efforts culminated in a series of successes, most notably the Civil Rights Act of 1964 and the Voting Rights Act of 1965. With the onset of the Vietnam War, however, the movement would undergo significant changes in response to the stresses of the war and internal dissent over goals and methods.

## Unit Abstract:

To better understand how international concerns were eclipsed by the Civil Rights Movement, students begin by reviewing the decision of Plessy v. Ferguson and its implication for race relations in the first half of the twentieth century. They explore the impact of World War II and the Cold War on African American consciousness by examining how the hypocrisy of fighting in the name of freedom while remaining second class citizens at home became glaringly apparent. In analyzing how this contradiction was amplified by television, students consider the American reaction to the brutality of racism that was brought into their living rooms. Next, students investigate Brown v. Board of Education and analyze how the 14<sup>th</sup> Amendment provided a legal basis and inspired other efforts towards equality. They then explore the leaders and organizations associated with the Civil Rights Movement and examine their efforts, including their method of nonviolence. Students also explore the resistance to civil rights through a case study of the desegregation of schools in Little Rock, Arkansas. In evaluating the success of protest movements, students consider the Civil Rights Act of 1964 and the Voting Rights Act of 1965. They assess the role of all three branches of government in meeting. The unit concludes with an examination of the ideals espoused by Dr. Martin Luther King, Jr. and their relationship to the Declaration of Independence and other historic documents. Throughout the unit, students then use their Freedom Tracking Notebook to reflect on the changing ideas of freedom and equality that confronted Americans during this period.

### Focus Questions

1. Why did the Civil Rights movement intensify after World War II?
2. How did individuals and groups use political, legal, and social means to strive for freedom and equality?
3. How successful was the Civil Rights movement?

### Content Expectations

**USHG F1.1:** Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals

- Declaration of Independence
- the U.S. Constitution (including the Preamble)
- Bill of Rights
- the Gettysburg Address
- 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments

**USHG 8.3.1:** Civil Rights Movement - Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including

- the impact of WWII and the Cold War (e.g., racial and gender integration of the military)
- Supreme Court decisions and governmental actions (e.g., *Brown v. Board* (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))
- protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955-1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)
- resistance to Civil Rights.

**USHG 8.3.2:** Ideals of the Civil Rights Movement - Compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

**C1.1.3:** Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See also C3.4.2)

**C2.1.4:** Explain challenges and modifications to American constitutional government as a result of significant historical events such as the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.

- C2.2.2: Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged.
- C2.2.4: Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail,” the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act).
- C3.4.3: Explain the meaning and importance of equal protection of the law (e.g., the 14<sup>th</sup> amendment, Americans with Disabilities act, equal opportunity legislation).
- C6.2.5: Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
- C6.2.6: Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.

### **Common Core State Standards**

- RH.9-10.1:* Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2:* Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.9-10.3:* Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4:* Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- RH.9-10.6:* Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.8:* Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- RH.9-10.9:* Compare and contrast treatments of the same topic in several primary and secondary sources.
- RH.9-10.10:* By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

- WHST.9-10.2:* Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of the likely readers.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- WHST.9-10.4:* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.7:* Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrate understanding of the subject under investigation.
- WHST.9-10.8:* Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the follow of ideas, avoiding plagiarism and following a standard format for citation.
- WHST.9-10.9:* Draw evidence from informational text to support analysis, reflection, and research.
- WHST.9-10.10:* Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- RI.9-10.9:* Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farwell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail), including how they address related themes and concepts.

- SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts and issues*, and building on others' ideas and expressing their own clearly and persuasively.
- a. Come to discussions prepared, having read and researched materials under study; explicitly draw on that preparation by referring to evidence from texts and other thoughtful, well-reasoned exchange of ideas.
  - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.9-10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Key Concepts**

civil disobedience  
civil rights  
equality  
federalism  
idealism  
individual freedom  
protest movements  
resistance  
segregation  
suffrage

### **Duration**

2 weeks

### **Lesson Sequence**

- Lesson 1: The Prologue to Brown: Life Under Plessey  
Lesson 2: The Influence of World War II, Cold War, and Television  
Lesson 3: *Brown v. Board of Education*  
Lesson 4: The Civil Rights Movement: Leadership and Organizations  
Lesson 5: Coming to a Boil – White Resistance  
Lesson 6: Legislating Civil Rights



## Lesson 7: Comparing Ideals - The Declaration of Independence and Civil Rights Movement

### Assessment

#### Selected Response Items

#### Constructed Response Items

#### Performance Assessments

USHG 8.3.1 C2.1.4 C2.2.2 C6.2.5	Produce a three-minute news report about an event from the Civil Rights Movement and explain its influence on fight for equality and freedom for African-Americans.
USHG 8.3.1 C2.1.4 C2.2.2 C3.4.3 C6.2.5 C6.2.6	<p>Construct a document that describes significant events of the Civil Rights Movement from the end of Reconstruction to 1963 for use in a class debate about the question: How successful was the Civil Rights movement?</p> <p>In the debate, address the following:</p> <ul style="list-style-type: none"><li>• why the Civil Rights movement intensified after World War II</li><li>• how successful the movement was in<ul style="list-style-type: none"><li>○ ameliorating past racism</li><li>○ broadening American ideas of freedom and equality, and</li><li>○ achieving equality for African-Americans.</li></ul></li></ul>
USHG 8.3.1 C1.1.3 C3.4.2 C3.4.3 C6.2.5	Write an essay taking a position on whether the Civil Rights Movement could be accurately considered the “Second Reconstruction.” Support your essay with evidence from the unit. In the essay, explain how individuals and groups used political, legal, and social means to strive for freedom and equality.
USHG 8.3.2 C2.2.4	Construct a graphic organizer that compares the ideas in Martin Luther King’s March on Washington speech to the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

### Resources

#### Equipment/Manipulative

Chart paper

Computer hooked up to internet

Data projector

Markers

Multicolor sticky notes

Poster or chart paper  
Screen  
Student access to computers with internet access  
Students' Freedom Tracking Notebook

#### Student Resource

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“Continuity and Change.” *Benchmarks of Historical Thinking.* Centre for the Study of Historical Consciousness. Canada. 14 March 2011  
<<http://www.histori.ca/benchmarks/concept/continuity-and-change>>.

“Declaration of Independence.” *The Avalon Project.* Yale Law School. 14 March 2011  
<[http://avalon.law.yale.edu/18th\\_century/declare.asp](http://avalon.law.yale.edu/18th_century/declare.asp)>.

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