

# ***Civil Rights Unit***

*An Interdisciplinary,  
Multicultural Exploration of  
the evolution of Civil Rights  
in the United States*

<p><b>Unit Outcome 1</b></p> <p><b>Historical Document Analysis</b></p>	<p>Analyze, interpret and evaluate historical documents, including the Declaration of Independence, the United States Constitution, the Bill of Rights, and the Civil Rights Bill of 1964, then identify and explain the basic principles set forth, especially in regard to civil rights.</p>
<p><b>Do</b></p>	<p><b>By or With</b></p>
<p>Read and discuss excerpts from documents, identifying key principles regarding civil rights.</p>	<p>Expert Groups:</p> <p>A) Declaration of Independence  B) U. S. Constitution  C) Bill of Rights, and  D) Civil Rights Act of 1964</p>
<p>Synthesize data collected to create a list of basic principles concerning civil rights in American democracy.</p>	<p>Jigsaw Groups: Teach, then synthesize.</p>
<p><b>Enablers</b></p>	<p><b>Strategies</b></p>
<ul style="list-style-type: none"> <li>• Determine main or major ideas and how supported by details</li> <li>• Paraphrase/summarize text</li> <li>• Interpret text through varied means such as journal writing, discussion and media analysis.</li> <li>• Connect, compare and contrast ideas, themes and issues across text</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Note-taking</li> <li>• Critique</li> <li>• Analysis</li> <li>• Negotiation</li> <li>• Teaching</li> <li>• Online research</li> <li>• Jigsaw grouping</li> </ul>
<p><b>Group Assessment</b></p>	<p><b>Individual Assessment</b></p>
<ul style="list-style-type: none"> <li>• Create a product in a medium of your choice demonstrating the basic principles of civil rights in American society.</li> <li>• Present to audience.</li> <li>• Rubric for criteria provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Research notes.</li> <li>• Teacher observation.</li> <li>• Participation in group research, production and presentation.</li> </ul>

<p><b>Unit Outcome 2</b></p> <p><b>Social/Historical/Geographical Context;</b></p> <p><b>Multicultural Experiences</b></p>	<p>Discover the commonalities, differences, and connections of Americans' experiences related to civil rights in the past and present.</p>
<p><b>Do:</b></p>	<p><b>By and With:</b></p>
<p>As a member of an Expert Group, create a genealogy of the experiences of a group of people and their civil rights, identifying particular people and events.</p>	<p>Expert Groups:</p> <ul style="list-style-type: none"> <li>A) Native Americans</li> <li>B) African-Americans</li> <li>C) Latino-Americans</li> <li>D) Asian-Americans</li> <li>E) Euro-Americans</li> </ul>
<p>Conduct research online.</p>	<p>Individually or in pairs.</p>
<p>Read biographies and historical fiction.</p>	<p>Individually, in pairs, and in Literature Lab groups.</p>
<p>Listen to readings.</p>	<p>Whole class listen during daily reading aloud by teacher</p>
<p>View films</p>	<p>Whole class</p>
<p>Research current events pertaining to civil rights</p>	<p>Individually – newspaper, television, magazines, and online.</p>
<p>Conduct interviews in person and electronically, via e-mail.</p>	<p>Individually, pairs, and whole class (for speakers).</p>
<p>Write letters to organizations requesting information and materials</p>	<p>Individually</p>
<p><b>Enablers</b></p>	<p><b>Strategies</b></p>
<p>Letter writing. Vocabulary – genealogy, civil rights, democracy, historical fiction, commonalities.</p>	<p>Note-taking, Interviewing, E-mail, Negotiation, Critique, Analysis, Teaching, Online research, Jigsaw, Critical viewing and listening, Concept Mapping, Timeline, Geography map skills</p>

<b>Group Assessment</b>	<b>Individual Assessment</b>
<ul style="list-style-type: none"><li>• Create a timeline using rubric for criteria.</li><li>• Geographical map.</li><li>• Create a Concept Map or a representation in the medium of group's choice demonstrating commonalities, differences and connections.</li><li>• Explain Concept Map.</li></ul>	Research notes. Teacher observation. Participation in group research, production and presentation.

<p><b>Outcome #3</b></p> <p><b>Science and Technology</b></p>	<p>Determine major scientific and technological advances from 1650 to the present which have a direct bearing on the advancement or loss of civil rights. Identify individual contributors to science and technology from the group studies.</p>
<p><b>Do:</b></p>	<p><b>By/With:</b></p>
<p>As a member of an Expert Group, expand genealogical data gathered for Outcome #2 by incorporating scientific and technological influences on people's civil rights.</p>	<p>Expert Groups:</p> <ul style="list-style-type: none"> <li>• Native Americans</li> <li>• African-Americans</li> <li>• Latino-Americans</li> <li>• Asian-Americans</li> <li>• Euro-Americans</li> </ul>
<p>Conduct research online.</p>	<p>Individually or in pairs.</p>
<p>Conduct research using multiple resources in classroom, library, and other available sources.</p>	<p>Independent research using resources available.</p>
<p>Read biographies and historical fiction.</p>	<p>Individually, in pairs, and in Literature Lab groups.</p>
<p>Listen to readings.</p>	<p>Whole class listen during daily reading aloud by teacher.</p>
<p>View films</p>	<p>Whole class</p>
<p>Conduct interviews in person and electronically, via e-mail.</p>	<p>Individually, pairs, and whole class (for speakers).</p>
<p>Write letters to organizations requesting information and materials</p>	<p>Individual</p>

Prepare a cameo of an individual who contributed to scientific or technological advancement between 1650 and the present reflecting contributions from marginalized groups.

Determine how each development in science or technology impacted civil rights, positively or negatively. Justify your conclusions.

### **Enablers**

- Letter writing.
- Analyze and critique significance of visual images and messages.
- Produce visual images, messages and meanings that communicate with others.
- Vocabulary.

### **Group Assessment**

- Create a timeline (using same timeline as in Outcome #2); use rubric for criteria.
- Presentation of timeline.
- Rubric

Individual

Expert Groups brainstorm

### **Strategies**

Brainstorming, Note-taking, Interviewing, E-mail, Critique, Analysis, Negotiation, Teaching, Online Research, Jigsaw, Critical Viewing and Listening, Concept Mapping, Timeline, Geography Map Skills

### **Individual Assessment**

- Cameo presentation.
- Research Notes
- Participation in group research, production and presentation.
- Teacher observation.

<p><b>Outcome #4</b></p> <p><b>Mathematical Interpretations and Representations</b></p>	<p>Integrating an understanding of politics and economics within various historical and contemporary contexts, render a mathematical representation of issues related to civil rights in the past and present, then suggest possible implications for the future. Based on these findings, make recommendations. Be able to justify and support your recommendations.</p>
<p><b>Do</b></p>	<p><b>By and With</b></p>
<p>Determine demographic data for your group demonstrating:</p> <p>A) Changes in population over time,</p> <p>B) Geographical distribution of population over time,</p> <p>C) Average income today</p> <p>D) Average level of education today.</p> <p>Prepare mathematical representations which compare the economic and social status of different groups.</p>	<p>Expert Groups:</p> <ul style="list-style-type: none"> <li>• Native Americans</li> <li>• African-Americans</li> <li>• Latino-Americans</li> <li>• Asian-Americans</li> <li>• Euro-Americans</li> </ul> <p>Gather data from historical maps, historical narratives, web sites, printed information provided by various organizations, diaries, fiction and non-fiction accounts, and interviews.</p>
<p>Conduct research online.</p>	<p>Individually or in pairs.</p>
<p>View films</p>	<p>Whole class</p>
<p>Write letters to organizations requesting information and materials</p>	<p>Individually</p>
<p>Create mathematical interpretations of the data collected in the form of pie charts, bar graphs, line graphs, pictorial graphs, etc.</p>	<p>Pairs within Expert Groups</p>

<p>Make recommendations for civil rights actions needed; justify and defend your recommendations.</p>	<p>Expert Groups brainstorm.</p>
<p><b>Enablers</b></p>	<p><b>Strategies</b></p>
<p>Letter writing.</p> <p>Vocabulary: pie graph, bar graph, line graph, percentage, data, statistics, probability.</p> <p>Create variety of mathematical charts and graphs.</p>	<p>Brainstorming, Note-taking, Interviewing, E-mail, Critique, Analysis, Negotiation, Teaching, Online Research, Jigsaw, Critical Viewing and Listening, Concept Mapping, Timeline, Geography Map Skills</p>
<p><b>Group Assessment</b></p>	<p><b>Individual Assessment</b></p>
<p>Mathematical representations of data collected; explain each depiction and how it was created.</p> <p>Geographical map.</p>	<p>Explain each graph and map created.</p> <p>Participation in group research, production and presentation.</p> <p>Teacher observation.</p>



<p><b>Outcome #5</b></p> <p><b>Literature/Art/Music</b></p> <p><b>Multicultural Contributions</b></p>	<p>Investigate the celebrations, ceremonies, rituals, heroes and heroines of a culture.</p>
<p><b>Do</b></p>	<p><b>By/With</b></p>
<p>As a member of an Expert Group, read myths, legends and fairy tales within the cultural heritage of the group studied.</p>	<p>Expert Groups:</p> <ul style="list-style-type: none"> <li>• Native Americans</li> <li>• African-Americans</li> <li>• Latino-Americans</li> <li>• Asian-Americans</li> <li>• Euro-Americans</li> </ul>
<p>Research art, music, dance, drama, religions, etc., which are party of the cultural heritage of a group.</p>	<p>Expert Groups - search online, library and other sources.</p>
<p>View films</p>	<p>Whole class</p>
<p>Write letters to organizations requesting information and materials</p>	<p>Individually</p>
<p>Conduct interviews in person and electronically by e-mail.</p>	<p>Individually, pairs, and whole class (for speakers).</p>



<b>Enablers</b>	<b>Strategies</b>
Vocabulary: legend, myth, fairy tale, cultural heritage, hero, heroine, ritual, ceremony, rubric, dramatic interpretation.	Letter writing, Brainstorming, Note-taking, Interviewing, E-mail, Critique, Analysis, Negotiation, Teaching, Online Research, Jigsaw, Critical Viewing and Listening, Concept Mapping, Timeline, Geography Map Skills
<b>Group Assessment</b>	<b>Individual Assessment</b>
<ul style="list-style-type: none"> <li>• Create a depiction, in medium of your choice, which reflects the cultural heritage of the group.</li> <li>• Student-developed rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>• Research Notes.</li> <li>• Participation in group research, production and presentation.</li> <li>• Teacher observation.</li> </ul>

<p><b>Outcome #6</b></p> <p><b>Community Action</b></p>	<p>Investigate conditions in your classroom, school, or community to identify a problem related to the issue of civil rights. Analyze the problem, then create and implement a plan of action based on your rights and responsibilities as a citizen. Evaluate the results and make recommendations.</p>
<p><b>Do</b></p>	<p><b>By/With</b></p>
<p>Brainstorm a list of possible issues.</p>	<p>Jigsaw Groups - (one Expert from each Expert Group)</p>
<p>Select an issue; plan and implement action.</p>	<p>Jigsaw Groups</p>
<p>Evaluate results of action plan.</p>	<p>Self and Peer Assessment; Community members' assessment.</p>
<p><b>Enablers</b></p>	<p><b>Strategies</b></p>
<p>Attributes of a persuasive essay.</p>	<p>Jigsaw grouping, Brainstorming, Evaluating, Recommending, Self and Peer Assessment, Conducting surveys and interviews, Negotiating.</p>

<b>Group Assessment</b>	<b>Individual Assessment</b>
Plan of action. Justification for choice of issue and plan. Level of implementation. Rubric Community members' assessments.	Persuasive essay. Participation in group research, production and presentation.

<p><b>Outcome #7</b></p> <p><b>Media Literacy</b></p>	<p>Develop media literacy. Examine texts produced in a variety of media to determine the role they play in the creation of a people's beliefs about themselves and others as pertains to their identities.</p> <p>Discuss the role of the media in constructing or deconstructing stereotypes. Correlate this with the demographic data you gathered on income, education, and geographic distributions of the population. Produce media messages.</p>
<p><b>Do</b></p>	<p><b>By/With</b></p>
<p>Discuss these questions:</p> <ol style="list-style-type: none"> <li>1. Do media texts contribute to unequal social stratification? Why or why not?</li> <li>2. How can I, or we, utilize media for the purpose of creating a democratic society based upon equality, freedom, and justice?</li> <li>3. What would such a democratic society be like? How would it be different from what we have now?</li> <li>4. Who produces media, for whom, and for what purpose?</li> <li>5. How does the media influence people's feelings and beliefs?</li> </ol>	<p>Jigsaw Groups - (one Expert from each Expert Group)</p>
<p>View, analyze and critique several examples of media.</p>	<p>Whole Class and Jigsaw Groups. Use Media Analysis Guidelines.</p>

Discuss impressions with others, and make recommendations.	Jigsaw Groups - (one Expert from each Expert Group)
Interview media professionals.	Listen to and talk with guest speakers from media industries such as film, television, radio, newspaper, etc.
Create and produce a program or product demonstrating use of media for democratic justice.	Expert Groups – TV, Radio, Newspaper, Film
<b>Enablers</b>	<b>Strategies</b>
Vocabulary - critique, reading and writing and media, persuade, convince, justify, text, media literacy, democracy, civil rights, dramatic interpretation.	Media production, Jigsaw grouping, brainstorming, evaluating, recommending, interviewing, use of media equipment.
<b>Group Assessment</b>	<b>Individual Assessment</b>
Media production including rationale based upon analysis of media exercises, and knowledge of civil rights and democracy.  (Try to get access to a public TV studio, radio station, and newspaper)  Create real productions for real audiences. Seek feedback from audiences for assessment purposes. Possibly a nearby university will have a graduate student or two who would like to work with the group as part of a course requirement or dissertation project.  You never know when a parents or a parent's friend will have access to resources.  Ask everyone everywhere!	Critical or persuasive essay to be sent to a commercial media company.  Participation in group research, production and presentation.

<p><b>Outcome #8</b></p> <p><b>Civil Rights Movement Analysis</b></p>	<p>From an historical/social and geographical context, analyze, interpret and evaluate key events in the Civil Rights Movement. Identify key people and events within the movement.</p>
<p><b>Do:</b></p>	<p><b>By/With:</b></p>
<p>Review concept of civil rights as identified in analysis of historical documents in Outcome #1.</p>	<p>Expert Groups</p>
<p>Analyze the theory of non-violent social change which was adopted by the Civil Rights Movement.</p> <p>View movie, "Gandhi".</p>	<p>Expert Groups:</p> <ul style="list-style-type: none"> <li>• Thoreau</li> <li>• Gandhi</li> <li>• Highlander Folk School</li> <li>• Martin Luther King, Jr.</li> <li>• Cesar Chavez</li> </ul>
<p>Analyze major events of the Civil Rights Movement, identifying key leaders and organizers by viewing portions of the video series "Eyes on the Prize" with <i>Media Literacy Guide</i>.</p>	<p>Jigsaw Groups - (one Expert from each Expert Group)</p>



<b>Enabler</b>	<b>Strategies</b>
Vocabulary - civil disobedience, nonviolent revolution, passive resistance, . . .	Media production, Jigsaw grouping, brainstorming, evaluating, recommending, interviewing, use of media equipment.

<b>Group Assessment</b>	<b>Individual Assessment</b>
<ul style="list-style-type: none"><li>• Concept map, flow chart, and/or timeline.</li><li>• Rubric.</li></ul>	<ul style="list-style-type: none"><li>• Critical or Persuasive essay to be sent to a commercial media corporation.</li><li>• Participation in group research, production and presentation.</li></ul>