United States History Unit - “Social Movements”

**Elaborated Unit Focus**

This unit will focus on the **conflict and change** associated with the social movements of the twentieth century. Through the concept lens of **beliefs and ideals**, this unit will examine the rise of conservatism, as well as, the importance of individual rights. The unit will close with an investigation of the **individuals, groups and institutions** that impact the Civil Rights movement.

**Standards/Elements**

| SSUSH15 | The student will analyze the origins and impact of U.S. involvement in World War I.  
| SSUSH18 | The student will describe Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.  
| SSUSH19 | The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.  
| SSUSH22 | The student will identify dimensions of the Civil Rights Movement, 1945-1970.  

**SSUSH15**

- The Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.

**SSUSH18**

- Franklin Roosevelt’s response.

**SSUSH19**

- A. Philip Randolph’s proposed march on Washington, D.C., and President Franklin D. Roosevelt’s response.

**SSUSH22**

- Jackie Robinson and the integration of baseball.
- Brown v. Board of Education and efforts to resist the decision.
- The significance of Martin Luther King, Jr.’s Letter from a Birmingham Jail and his I have a dream speech.

**SSUSH23**

- The political impact of the assassination of President John F. Kennedy; include the impact on civil rights legislation.
SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.

a. Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include sit-ins, freedom rides, and changing composition.

b. Describe the National Organization of Women and the origins and goals of the modern women's movement.

c. Analyze the anti-Vietnam War movement.

d. Analyze Cesar Chavez and the United Farm Workers’ movement.

e. Explain Rachel Carson and Silent Spring, Earth Day, the creation of the EPA, and the modern environmentalist movement.

f. Describe the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and the election of Richard M. Nixon (1968).

SSUSH25 The student will describe changes in national politics since 1968.

b. Explain the impact of Supreme Court decisions on ideas about civil liberties and civil rights; include such decisions as Roe v. Wade (1973) and the Bakke decision on affirmative action.

Enduring Understandings/Essential Questions

The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

- How did the Presidential candidacies of Barry Goldwater (1964) and Richard Nixon (1968) lead to the rise of conservatism?
- How did the Supreme Court decisions in Roe v. Wade and the Bakke case change Americans ideas about civil rights and civil liberties?

The student will understand that when there is conflict between or within societies, change is the result.

- How did the 18th Amendment lead to the modern women’s movement?
- What approaches did African Americans use in attempting to advance the civil rights movement?

The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

- What role did the U. S. government play in advancing the Civil rights movement?
- Who were the key individuals and groups that had an impact on the civil rights movement?
- How was Eleanor Roosevelt an instrumental symbol in the social movements of the twentieth century?
Balanced Assessment Plan

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Standard/Element</th>
<th>Type of Assessment</th>
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</thead>
</table>
| Students will use a Venn diagram to compare the women’s rights movement and the civil rights movement. | 15d, 19e, 24a, 24b | *Observation  
*Dialogue and Discussion  
*Constructed Response  
*Self-Assessment |
| Students will write an essay explaining one of the movements of the modern era, including but not limited to the women’s, hippie, environmental and musical, as well as how they can relate to this movement, why it is important to them and what they have to do to support the movement. These will be discussed in class. | 18d  
22c  
24 | *Observation  
*Dialogue and Discussion  
*Self-Assessment |
| Create a power point presentation to illustrate the views and ideals of one of the following individuals: Stokely Carmichael (SNCC), Dr. Martin L. King Jr. (SCLC), Betty Friedan (NOW), Jane Fonda (anti-Vietnam), Rachel Carson (Earth Day) Cesar Chavez (UFW). Utilize video and art clips as available. Attempt to illustrate the lasting effects that each person and the movement has had on America. Present to the class. | 24a-e | *Observation  
*Dialogue and Discussion  
*Constructed Response  
*Self-Assessment |
| The students will create a timeline of a movement of the 1960’s and 1970’s. The timeline will include minimum five events of one of the following movements: Civil Rights, Feminist, environmental, anti-Vietnam and the migrant workers. The students will examine the most significant events of the movement chosen. Students must explain why the selected the events they did. | 24a-e | *Observation  
*Constructed Response |
Sample Performance Task

The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

You will be assigned a member of a social movement of the last half of the twentieth century (ex. MLK, Malcolm X, Huey Newton, Megar Evers, etc.) to research. Based on your research of primary sources from the time period, identify and explain all changes resulting from the movement event. You will write several diary entries (min. 5), as if you are an aide this person. The focus will be on your involvement in the movement and your connection to the movement. Your entries should focus on the changes in you daily life after a significant event in the movement. Your entries will be analyzed for your ability to view this event from this point of view and the historical relevance of your observation, as well as, how well it demonstrates your understanding of the movement and the role played by individuals, groups and/or institutions.

Journal must be written in first person. It must be dated with the appropriated dates that are relevant to the civil rights event chosen. It must include some mention of conversation with the Civil rights leader chosen about the event.

Map and Globe Skills:
4, 8

Information Processing Skills:
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17
*Note concerning rubrics: Performance tasks are accompanied by two rubrics: a content rubric and a process rubric. The content rubric (with bold borders) is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The process rubric focuses on the product of the performance task. It is intended that the CONTENT rubric be weighed more heavily when assigning a grade to the students.

### Content Rubric for task “Journal Entries”

<table>
<thead>
<tr>
<th>Scale Criteria</th>
<th>1 (Below Standard)</th>
<th>2 (Needs Improvement)</th>
<th>3 (Meets Standard)</th>
<th>4 (Exceeds Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctly supports who the movement members was, what were the changes and how they took place.</td>
<td>Incorrectly identifies civil rights leader. Does not describe characteristics of the movement. Does not describe the changes that took place.</td>
<td>Correctly identifies the civil rights leader. Describes one characteristic of the movement. Includes a description of the movement and describes one change that took place.</td>
<td>Correctly identifies the civil rights leader. Describes three characteristics of the movement. Includes a description of the movement and describes three changes that took place.</td>
<td>In addition to everything in number 3, describes more than two reasons the movement took place. Describes four characteristics of the movement. Includes a description of the movement and describes three changes that took place.</td>
</tr>
<tr>
<td>Evaluates the role of the movement and the belief and ideals of the movement</td>
<td>Does not connect the leader to the beliefs/ideals. Simply mentions the movement. No changes named.</td>
<td>Connects beliefs/ideals of the leader to the movement. Does not mention changes made.</td>
<td>Clearly identifies beliefs/ideals of the leader. Correctly describes how the leader helped to make two changes while working in the movement.</td>
<td>Exemplary explanation of how the leader connected the beliefs/ideals to the movement. Specific examples of changes made by the leader.</td>
</tr>
<tr>
<td>Evaluates the role of the individuals, groups or institutions in the movement</td>
<td>Does not connect any individual, group or institution to the movement.</td>
<td>Connects one individual, group or institution to the movement.</td>
<td>Connects one or more individual, group or institution to the movement. Correctly explains how the individual(s), group(s) or institution(s) played a role in the movement.</td>
<td>Connects three or more individuals, groups or institutions; or a combination of these, relate to the movement. Specific examples of the role played by each of these in the movement.</td>
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### Process Rubric for task “Journal Entries”

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<td>Journal written meets requirements listed in the performance task.</td>
<td>None of the requirements are met perfectly.</td>
<td>One of the requirements is met perfectly. Work is needed on the others.</td>
<td>Two of the requirements are met perfectly. Work is needed on one of the requirements.</td>
<td>All three of requirements are met perfectly. No problem areas are noted.</td>
</tr>
</tbody>
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Resources for Unit

http://www.lib.berkeley.edu/MRC/primarysources.html
  • Events related to the movements of the 1960’s and 1970’s

http://www.lib.berkeley.edu/MRC/primarysources.html
  • Events related to the Civil Rights movement

http://www.pbs.org/wgbh/amex/eleanor/index.html
  • Events related to Eleanor Roosevelt

http://mcadams.posc.mu.edu/sites.htm

http://www.john-f-kennedy.net/mossadandtheassassination.htm
  • Events related to the JFK assassination

*This unit was created by Mary Ann Cooper, Bill Pate, Andy Preston, and Carole Strickland with additional input from the GaDOE Social Studies staff and the Social Studies Advisory Council. It was updated 11/29/07.