

NJDOE MODEL CURRICULUM PROJECT

CONTENT AREA: SOCIAL STUDIES	US HISTORY 2	UNIT #: 3	UNIT NAME: POSTWAR UNITED STATES: Civil Rights and Social Change (1945 TO EARLY 1970s)
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Code #	CCSS and/or NJCCCS
13. Postwar United States: Civil Rights and Social Change	
The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.	
RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH. 11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST. 11-12.1 a-e	Write arguments focused on discipline-specific content. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
WHST. 11-12.2 a-e	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST. 11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
WHST. 11-12.7	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, demonstrating

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	understanding of the subject under investigation.
WHST. 11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
6.1.12.A.13.a	Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
6.1.12.A.13.c	Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
6.1.12.B.13.a	Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
6.1.12.B.13.b	Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.
6.1.12.C.13.a	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
6.1.12.C.13.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
6.1.12.C.13.c	Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.
6.1.12.C.13.d	Relate American economic expansion after World War II to increased consumer demand.
6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure

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	civil rights for African Americans.	
6.1.12.D.13.b	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.	
6.1.12.D.13.c	Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.	
6.1.12.D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.	
6.1.12.D.13.e	Explain why the Peace Corps was created and how its role has evolved over time.	
6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.	
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Evaluate the effectiveness of federal economic policies in promoting a smooth transition from a wartime to a peacetime economy.	6.1.12.C.13.b
2	<p><i>Produce clear and coherent writing that explains how the following trends affected consumer demand and contributed to economic expansion after WWII:</i></p> <ul style="list-style-type: none"> • <i>baby boom,</i> • <i>suburban consumerism,</i> • <i>technological innovation</i> • <i>women in the workforce, and;</i> • <i>increased access to education.</i> 	WHST.11-12.4 6.1.12.C.13.d
3	<i>Identify trends in the changing role of women in the labor force and changes in the family structure by</i>	RH.11-12.7 6.1.12.D.13.f

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	<i>analyzing labor statistics and demographic data during this time period.</i>	
4	<i>Use technology, including the Internet, to produce, publish, and update individual or shared writing products to show the extent to which suburban living and television supported conformity and stereotyping during this time period.</i>	WHST.11-12.6 6.1.12.D.13.d
5	Analyze the origins and outcomes of the youth counter culture movement including the Beat Movement, rock and roll music, and abstract art.	6.1.12.D.13.d
6	<i>Use multiple credible sources to determine the factors (e.g., employment, interstate highway, GI Bill, urban decay) that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.</i>	RH.11-12.7 6.1.12.B.13.a
7	Evaluate various explanations for the impetus for the Civil Rights Movement and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	RH.11-12.3 6.1.12.D.13.a
8	<i>Conduct short research to explain how individuals and organizations used economic measures (i.e., Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.</i>	WHST.11-12.7 6.1.12.C.13.a
9	<i>Integrate information from primary and secondary sources into a coherent understanding of the passive resistance and militant response philosophies as they relate to the Civil Rights movement.</i>	RH.11-12.9 6.1.12.D.13.b
10	<i>Draw evidence from informational texts to compare and contrast the legacies of Dr. Martin Luther King and Malcolm X.</i>	WHST.11-12.9 6.1.12.D.13.b
11	Explain why national governmental actions were needed to ensure civil rights for African Americans.	6.1.12.D.13.a
12	<i>Write an argument that analyzes the federal government's effectiveness in promoting civil liberties and equal opportunities after examining:</i>	WHST.11-12.1 a-e 6.1.12.A.13.b

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	<ul style="list-style-type: none"> • national legislation (<i>Civil Rights Act of 1964, Voting Rights Act of 1965, Equal Rights, Amendment, Title VII, and/or Title IX</i>), • policies (<i>Affirmative Action</i>), and; • Supreme Court decisions (<i>Brown v. Board of Education and Roe v. Wade</i>). 	
13	<p><i>Write an argument that analyzes the effectiveness of New Jersey's government in eliminating segregation and discrimination after examining:</i></p> <ul style="list-style-type: none"> • <i>New Jersey Constitution of 1947,</i> • <i>New Jersey Supreme Court decisions (i.e., <i>Hedgepeth and Williams v. Trenton Board of Education</i>), and;</i> • <i>New Jersey's Law against Discrimination (i.e., P.L. 1945, c. 169).</i> 	WHST.11-12.1 a-e 6.1.12.A.13.a
14	Evaluate the effectiveness of the women's rights movement by analyzing key events and documents, <i>The Feminine Mystique</i> , the National Organization of Women, the Equal Rights Amendment, Title IX, and <i>Roe v. Wade</i> decision.	6.1.12.D.13.c
15	Evaluate the effectiveness of the American Indian Movement including the occupation of Alcatraz, Wounded Knee, and the Indian Self-Determination Act of 1975.	6.1.12.D.13.c
16	Evaluate the effectiveness of the La Raza Movement including the <i>Mendez v. Westminster School District</i> decision, United Farm Workers Strike, and the actions by Cesar Chavez.	6.1.12.D.13.c
17	Determine the extent to which the 1965 Immigration and Nationality Act changed immigration patterns to New Jersey and the United States.	6.1.12.A.13.c
18	<i>Write a narrative account that summarizes key social legislation enacted to end poverty (e.g., <i>Economic Opportunity Act of 1964, Medicare and Medicaid, Elementary and Secondary Education Act, Head Start</i>) and describe their effectiveness to end poverty today.</i>	WHST.11-12.2 a-e 6.1.12.C.13.c
19	Evaluate the effectiveness of environmental movements (e.g., creation of EPA) and their influence on	6.1.12.B.13.b

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	public attitudes and environmental protection laws (e.g., Clean Water Act, Clean Air Act).	
20	Explain the origins of the Peace Corps (Executive Order 10924) and evaluate its role today.	6.1.12.D.13.e