

8th Grade/Course Social Science Unit 29: Civil Rights Era

Approximate Duration of Study: [Time]

Standards & Benchmark(s)	Concepts & Skills/Essential Questions	Vocabulary Term(s)	Assessment(s)	Helpful Activities & Resources
<p>HISTORY/SOCIAL EL.MS.RH.1 - RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. EL.MS.RH.4 - RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. EL.MS.RH.7 - RH.6-8.7. Integrate visual information with other information in print and digital texts. EL.MS.RH.8 - RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. Political Systems SOC.EH.014.F - Understand the development of United States political ideas and traditions.</p> <p>✓ 4A. Determine the historical events and processes that</p>	<p>1. How can society stop injustice?</p> <p>Students will identify examples of political pressure and protests.</p> <p>2. How did Civil Rights affect society?</p> <p>Students will analyze the struggles of resistance for minorities though rights were improved and protected.</p>	<p>1. Thurgood Marshall</p> <p>2. Brown vs. Board of Education of Topeka</p> <p>3. Montgomery Bus Boycott</p> <p>4. Dr. Martin Luther King, Jr.</p> <p>5. SCLC</p> <p>6. Sit-In</p> <p>7. SNCC</p> <p>8. Freedom Ride</p> <p>9. CORE</p> <p>10. March on Washington</p> <p>11. Civil Rights Act of 1964</p> <p>12. Freedom Summer</p> <p>13. Voting Rights Act</p>	<p>1. Quizzes</p> <p>2. Chapter Test Pre & Post</p> <p>3. Decades Projects</p>	<p>1. Map Activity # 55 & 56</p> <p>2. "Roads to Memphis" Video</p>

<p>brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).</p> <p>✓ 4B. Describe how United States' political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, motor-voter registration).</p> <p>History SOC.EH.016.C - Understand the development of economic systems.</p> <p>✓ 4C. (US) Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural</p>		<p>14. Great Society</p> <p>15. Malcom X</p> <p>16. Cesar Chavez</p> <p>17. Nation Congress of American Indians</p> <p>18. Betty Friedan</p> <p>19. NOW</p> <p>20. ERA</p>		
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<p>workers from Mexico and female workers since 1914.</p> <p>SOC.EH.016.D - Understand Illinois, United States and world social history.</p> <ul style="list-style-type: none"> ✓ 4A. (US) Describe the immediate and long-range social impacts of slavery. ✓ 4B. (US) Describe unintended social consequences of political events in United States history (e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti-government activity). <p>SOC.EH.016.E - Understand Illinois, United States and world environmental history.</p> <ul style="list-style-type: none"> ✓ 4D. (W) Describe how migration has altered the world's environment since 1450. 				
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<p>Political Systems SOC.MS.014.D - Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</p> <p>✓ 3. Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).</p> <p>Economics SOC.MS.015.A - Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.</p> <p>✓ 3B. Explain the relationship between productivity and wages.</p> <p>History</p>				
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<p>SOC.MS.016.A - Apply the skills of historical analysis and interpretation.</p> <p>✓ 3A. Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).</p>				
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