

**UNIT PLANNING TEMPLATE**

**Unit Topic: Jim Crow Era South & the March to Civil Rights**  
(A background unit to support ELA class “To Kill a Mockingbird” unit)

**Subject Area Essential Question(s):**

- How does cultural perspective shape our view of history?
- What are the roles and responsibilities of “free” citizens in a society?

**Unit Essential Question(s):**

- How should institutions work on behalf of citizens to pursue justice?
- What actions will individuals/groups take in order to achieve their rights?
- How can we use artifacts (and records) to interpret events from the past?
- What is a “personal” history, and what is a “shared” history?

**MA State Frameworks for Social Studies:**

- 8-12.6, Distinguish between long-term and short-term cause and effect relationships.
- 8-12.7, Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.
- 8-12.8, Interpret the past within its own historical context rather than in terms of present-day norms and values.
- USI.40, Provide examples of the various effects of the Civil War.
- USI.41, Explain the policies and consequences of Reconstruction.

**Goals**

**A: Skills** (Students will be able to - ACTIONS)

**Communicator**

Receptive:

- Identifies the speaker and the audience in a primary document

Expressive

- Uses formal public speaking skills

**Investigator**

Inquiry:

- Observes artwork and historical artifacts to better understand a time period

Innovation:

- Transfers knowledge from the prior units, connects topics to a bigger context

**Self-Directed Learner**

Self-Awareness:

- Is willing to consider the impact of personal bias in the study of historical events

Skills in Taking Responsibility:

- Recognizes one’s responsibilities of citizenship

**Community Steward**

Skills in Awareness of Others:

- Recognizes and can appreciate different perspectives

Collaboration Skills:

- Participates actively in group discussions and class debrief

- Is able to compromise and work effectively in groups, will attempt different roles

**B: Content Knowledge** (Students will know - FACTS, FIGURES, DEFINITIONS)

- The policies and consequences of Reconstruction
- The 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments
- The (1876) end of Reconstruction and the rise of the Jim Crow laws
- The creation of the “Pig Laws”, convict-leasing and “peonage” in the South
- The results from the Supreme Court case, Plessy v. Ferguson (1896)
- The results from the Supreme Court case, Brown v. Board of Ed (1954)
- The causes and consequences of immigration waves to America
- The role of W.E.B. Du Bois vs Booker T. Washington

**C: Understandings** (Students will GENERALIZE [ UNDERLYING CONCEPTS], INTERNALIZE, FIND EVIDENCE, EXPLAIN, REPRESENT IN NEW WAYS, TRANSFER)

- “Key Events in Civil Rights History” timeline (sequencing) worksheet
- PBS film (student) “Teaching” project and written response
- “Civil War” Amendments (primary source) quiz
- Famous (Civil Rights) Supreme Court cases identification test
- Scottsboro Boys (mock) trial, comparison chart, and written response
- Document-based research (narrative) essay
- Jim Crow Timeline poster project

**Inquiry- and Skill-based Teaching and Learning Ideas:**

- Art analysis (viewing artifacts, listening to music and making historical observations)
- Current events (focusing on how Civil Rights still matters in modern American life)
- Court cases (prior knowledge of the U.S. Constitution and the Bill of Rights)
- Simulations (perspective-taking, working to better understand others’ experiences)
- ELA class readings (referencing topics and themes discussed with TKAM text)

**Key Texts and Resources:**

- Library of Congress Archives - “Civil War” Amendments # 13, 14, 15
- PBS film, “Slavery by another Name”
- PBS web program, “The Rise of Jim Crow”
- Jim Crow Museum (Ferris State University) website
- Edsitement, “To Kill a Mockingbird and the Scottsboro Boys Trial: Profiles in Courage”
- NYT Upfront magazine, “Selma” print article
- Primary Sources of Scottsboro Trial
- NYT, “Alabama Pardons 3 ‘Scottsboro Boys’ After 80 Years” web article
- Library of Congress, online exhibit “Civil Rights Act of 1964”

- "Hell ain't but a Mile and a Quarter"- Big Bill Broonzy
- "Scottsboro Boys"- Lead Belly
- "Go Down Moses"
- We wear the Mask- J.L. Dunbar