



US History L2 - Unit 2 - Liberty and Equality

Unit Focus

The focus of this unit design is to have students challenge themselves and their thinking about why, despite incredible historical efforts of marginalized groups, inequalities have perpetuated for African-Americans, Latino Americans, women, Native American/Indians, LGBT groups, groups with mental or physical disabilities, etc. Students will use an inquiry approach to analyze the definition of equality/inequality, different natures of oppression, alternative approaches for overcoming oppression, the variety of obstacles that have stood in the way of equality, and what subsequent actions a particular group might take. In order to develop a deeper understanding of these trends, students will investigate what equality really means to the individual. Students will question why all Americans have not always experienced equality and what was necessary to change conditions and achieve equality and justice. The unit will conclude with students evaluating their understanding of past civil rights movements and applying this to present obstacles of inequality. The student will be able to make informed decisions through the planning of a grassroots movement designed to challenge a specific form of inequality (i.e. gender pay gap). Reading, research, opinion/argumentative construction, and historical thinking skills will also be of focus during several workshop sessions as students develop a thesis statement for their final research topic, begin to make connections to the themes from unit 2, and select a related book which will be read throughout the course. Students will also choose groups for the collaborative end of course project.

Stage 1: Desired Results - Key Understandings

| Standard(s) | Transfer | |
|--|---|--|
| <p>Common Core Standards <i>History/Social Studies : 11</i> <i>919804 Reading History</i> <i>919805 Key Ideas and Details</i></p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <i>919809 Craft and Structure</i> CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). <i>919813 Integration of Knowledge and Ideas</i> CCSS.ELA-LITERACY.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. <i>919819 Writing History & Science</i> <i>919820 Text Types and Purposes</i> <i>CCSS.ELA-LITERACY.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</i> CCSS.ELA-LITERACY.WHST.11-12.2B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | <p><i>Students will be able to independently use their learning to...</i> T1 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence. T2 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.</p> | |
| | Meaning | |
| | Understanding(s) | Essential Question(s) |
| | <p><i>Students will understand that...</i> U1 Equal rights under the law do not necessarily translate to equal rights and opportunities in practice/reality. U2 To the extent that equal rights do exist for disenfranchised groups, they have been earned by grassroots movements that must confront and overcome societal prejudices. U3 Taking action must be a purposeful, informed, and reflective experience. U4 Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts.</p> | <p><i>Students will keep considering...</i> Q1 What does it really mean to have equal rights? Q2 Why hasn't everybody always had equal rights in the United States? Q3 How is change achieved? Q4 How do historians recognize past civil rights issues and apply their understandings to present obstacles of inequality? Q5 How do historians use historical context to impact understanding of events?</p> |

Stage 1: Desired Results - Key Understandings

| Performance Standards | Acquisition of Knowledge and Skill | |
|---|---|---|
| | Knowledge | Skill(s) |
| <p><i>Social Studies : 11</i> 1011233 DIMENSION 1: DEVELOPING QUESTIONS & PLANNING INQUIRY • INQ.9--12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p><i>Social Studies : 12</i> 1011315 DIMENSION 1: DEVELOPING QUESTIONS & PLANNING INQUIRY • INQ.9--12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p>1011321 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS 1011322 Civics • CIV.9--12.13 Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times and places. • CIV.9--12.7 Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America. • CIV.9--12.8 Evaluate the effectiveness of citizens and institutions in solving social and political problems.</p> <p>1011365 History • HIST.9--12.5 Analyze how historical contexts shaped and continue to shape people's perspectives. • HIST.9--12.6 Analyze the ways in which the perspectives of those writing history shaped the history that they produced. • HIST.9--12.12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p>1011383 DIMENSION 3: EVALUATING SOURCES & USING EVIDENCE • INQ.9--12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context and corroborative value of the sources to guide the selection. • INQ.9--12.7 Evaluate the credibility of a source by examining how experts value the sources.</p> <p>Madison Public Schools Profile of a Graduate • Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) • Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG.2.1)</p> | <p><i>Students will know...</i> K1 The distinctions between Equality vs. Equity K2 The 'Nature of Oppression or Discrimination' for various groups in American culture (African-Americans, Women, Native Americans, Americans with Disabilities, Immigrants, etc.) K3 The variety of obstacles that have prevented equality (gender bias, stereotypes, media, government, Jim Crow segregation) K4 The 'Moment of Action' (historical turning points of reform) and how change is achieved K5 Approaches (Elements of Reform) to overcoming oppression and/or discrimination considering context, goals, and technique. K6 Factors contributing to obstacles that remain beyond formal change K7 Vocabulary: inequality/equality, equity, oppression, discrimination, slavery, affirmative action, de facto segregation, de jure segregation, disenfranchised, black codes, separatism, suffrage, institutional vs. individual discrimination, historiography</p> | <p><i>Students will be skilled at...</i> S1 explaining interpretations and applications of disciplinary concepts associated with compelling questions S2 engaging in sourcework to develop further inquiry S3 gathering relevant information from multiple sources S4 evaluating the credibility of a source S5 analyzing how historical contexts shape perspective S6 analyzing how perspectives can shape historical writing S7 analyzing the role of citizens and democracy in America S8 evaluating the effectiveness of citizens in solving social and political problems S9 evaluating how social and political systems in the U.S. promote civic virtues and democratic principles S10 integrating and citing specific textual evidence S11 analyzing how an author uses and refines the meaning of a key term S12 thoroughly developing a topic</p> |