

Brunswick School Department
Social Studies
Grade 8 Twentieth Century Civil Rights

Unit Overview

Students will study the history of the Civil Rights movement since the end of World War II. Important figures such as Martin Luther King, Malcolm President Kennedy, and Justice Earl Warren will be covered as well as events such as the march at Selma, desegregation and the Great Migration. Attention will also be given to other groups who benefited from protests and legislation such as Mexican Americans, Native Americans, women, older Americans, LGBTQ citizens, and people with disabilities.

Essential Understandings

- The long struggle of African Americans to win their full rights as citizens grew after World War II.
- Under the leadership of such people as Martin Luther King, Jr., the civil rights movement changed American society.
- LGBTQ citizen groups organized to protect their rights and call attention to injustice.
- Other Americans also began to demand greater protection under the law.

Priority Standards and Performance Indicators

(as based on the Maine Learning Results)

P.S. SS -1 Conduct and present original research that utilizes primary and secondary sources in order to analyze, interpret and explain historical (and/or) contemporary social studies topics.

- a. Locate relevant information that includes multiple perspectives from varied sources.
- b. Demonstrate facility with notetaking, organizing information, and creating bibliographies.
- c. Distinguish between primary and secondary sources.
- d. Use information ethically and legally.

PS.SS- 2 Draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens.

- a. Describe the structures and processes of the United States government and how they are framed by the United States Constitution and other primary resources.

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- b. Explain the rights, duties, and responsibilities of citizens in a constitutional democracy.
- c. Demonstrate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience (being an active citizen).

P.S.SS-5 Draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

- a. Explain that history is the study of the written record of the past, based on available evidence from a variety of sources.
- b. Trace and explain the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.
- c. Identify and analyze major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.
- d. Explain how history can help one better understand and make informed decisions about the present and future.

Examples of Formative / Summative Assessments

“Civil Rights Times” newspaper

Keynote based on rubrics

Create a timeline of key events in the Women’s Movement

Describe how the actions of Chief Justice Earl Warren led to new federal legislation protecting civil rights

Explain why African Americans boycotted the buses in Montgomery, Alabama

Sample Texts and Materials/Resources

- American History of Our Nation, Davidson/Stoff, 2007 (AHOON)
- All the People: Since 1945, Hakim, 2010
- Schlessinger documentary “Civil Rights”
- Teaching Tolerance Documentaries: “A Time for Justice”, “The Children’s March”, “Selma, The Bridge to the Ballot”
- “Civil Rights”, June 2010 Kids Discover
- Breakthroughs in Social Studies, Tamarkin, 1998