

Compelling Question	<i>How did race impact the American experience?</i>
Standards and Practices	Philosophy Statements: Curriculum • Explores multiple perspectives, time periods and cultures. • Connects to today and represents all voices Instructional Practices • engage all learners through a variety of interactive strategies (i.e. small groups, gradual release of responsibility, collaborative conversations). • develop skills to synthesize and evaluate informational text. Assessment Practices • promote proficiency at a grade level standard for all students, expecting students to demonstrate knowledge at a high level. • prompt students to synthesize multiple sources on a central topic or theme. Oregon State Standards: Historical Knowledge - HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects. - HS.63. Identify and analyze ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), their relevant historic and current contributions to Oregon the United States, and the world. - HS.65. Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States and the world. Historical Thinking - HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context. - HS.70 Identify and critique how the perspective of contemporary thinking influences our view of history.

Common Core Standards: Literacy in Social Studies

Reading in History

- 9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 9-10.RH.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Writing in History

- 9-10.WHST.1 Write arguments focused on discipline-specific content.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Staging the
Question

Supporting Question 1	Supporting Question 2	Supporting Question 3
What specific policies and practices prevented African Americans in the South from realizing their full political and social rights?	In what ways did race and ethnicity factor into the experiences of immigrants to the U.S. at the turn of the century?	How can everyday people of any race organize to transform a community?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Simulation	Source Analysis (OPCVL)	Discussion
Featured Sources	Featured Sources	Featured Sources
- Stanford Reading: Sharecropping	- Stanford Reading: Irish Immigration	- Stanford Reading: Great Migration

- Speaking Hist: Sharecropping and Violence, Growing up with Segregation - Henry Louis Gates “The African Americans” (Documentary) - Slavery by Another Name - PBS - Stanford Beyond the Bubble: Post-Civil War South		- History Alive - Through Ellis and Angel Island - Stanford Beyond the Bubble: Creating Columbus Day - Stanford Reading: Chinese Immigration and Exclusion - Stanford Reading: Mexican Migration in the 1930s		- Stanford Reading: Chicago Race Riots of 1919 - Stanford Reading: Booker T. Washington vs. WEB DuBois - “Major Problems” book - Primary Source: The KKK Defines Americanism - Stanford Beyond the Bubble: Mexican Americans in the 1930s - Stanford Beyond the Bubble: Mexican American Rights - Stanford Reading: Zoot Suit Riots - https://kinginstitute.stanford.edu/liberation-curriculum/lesson-plans/lesson-plan-martin-luther-king-jr-and-malcolm-x-common-solution - https://www.gilderlehrman.org/content/civil-rights-movement-dr-martin-luther-king-jr-and-malcolm-x - https://www.tolerance.org/classroom-resources/tolerance-lessons/violence-prevention - Voting Rights Detective Activity - Documentary: Slavery By Another Name - https://www.zinnproject.org/materials/slavery-by-another-name/ - Lessons and Resources on Civil Rights Movement - https://www.civilrightsteaching.org/resources/	
Summative Performance Task	Argument	How did the experience of minority groups in America change society?			
	Extension	Students will produce an argumentative/informative writing sample reflecting a minority groups experience and impact over time on American society.			
Taking Informed Action	Research/Interview an activist or activist group concerning civil rights to gain a better understanding of contemporary minority concerns.				