



Marietta City Schools
2023–2024 District Unit Planner

Individuals and Societies Ethnic Studies

Unit title	<i>Unit 2- Historical Conflicts, Reaction, and Cultural Movements</i>	Unit duration (hours)	<i>25.5 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards:

4. Traces the development of the relationship between Native American and other groups throughout United States History: - Treaties - Iroquois Confederation - Pontiac - Tecumseh - Trail of Tears, and - Indian Wars.
5. Examines the nature of current federal and state government policies toward Native Americans.
6. Assesses the problems of Native Americans living in the United States.
12. Identifies the origin and nature of problems European Americans have experienced in the United States.
18. .Assesses the current problems African Americans face in the United States.
21. Identifies the origin and nature of problems of Asian Americans in the United States.
24. Identifies the origin and nature of problems of Middle Eastern groups in the United States.

Concepts/Skills to be Mastered by Students

Information Processing Skills:

1. compare similarities and differences
2. organize items chronologically
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
9. construct charts and tables
11. draw conclusions and make generalizations

Published: Month, Year

Resources, materials, assessments not linked to SGO or unit planner will be reviewed using the local school process.

Literacy Skills:

RHSS2: 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.

RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Key Terms and Concepts:

Iroquois Confederation, Pontiac, Tecumseh, Trail of Tears (Indian Removal Act) Seminole wars, Red Cloud's War, Black War, Battle of Little Big Horn, Cherokee Nation v. Georgia, Dakota Pipeline, Keystone Pipeline, Problems of American Indians Living in the United States, Nativism, Anti-Irish Riots In Pennsylvania, Anti-German Riots in the Midwest, Discrimination against Italians in the United States, Mass incarceration, Redlining, Zoot Suit riots, Watts riots, social identity, Nativism, Kerner v. Fereson, Chinese exclusion act, Japanese internment, Ghost Dance Movement, Red Power Movement, American Indian Movement, Trail of Broken Treaties 1972, Longest Walk 1973, Chicano movement, National Farmworkers Association, Cesar Chavez, Dolores Huerta, Land Reclamation, Reies Lopez Tijerina, Chicano Movement (the walkout), Civil Rights Movement, 14th amendment, Civil rights Act of '64, Martin Luther King, Nonviolent social protest, Montgomery Bus Boycott, Equal rights amendment, March on Washington (Million Man March), Black Panther Movement, Student Nonviolent Coordinating Committee, Stokely Carmichael, Malcolm X, Yellow movement, Arab American Activism

Essential Questions

Factual—

- What problems do many ethnic groups face in the United States?
- What brought about ethnic movements in the 60's and 70's?

Conceptual—

- How do conflicts affect communities?
- How have these movements driven changes in society today?

Debatable-

- What are the long-lasting effects of historical conflicts on the different ethnic groups?
- Should the rights/concerns of a singular group be "cast aside" for the general welfare of all?
- Have these movements led to empowerment or push back in America? Why? Why not?
- What caused the development from non violent social protest to a more direct confrontational approach?

Assessment Tasks
<i>List of common formative and summative assessments.</i>
<p><u>Formative Assessment(s):</u></p> <p>Iceberg diagram Students will be allowed to select from a series of events to employ the use of Iceberg diagrams.</p> <p>Political and cultural movements jigsaw: American Indian/Native American Pathfinder Graphic Organizer Hispanic Americans Pathfinder Graphic Organizer African American Pathfinder Graphic Organizer Asian and Arab American Pathfinder Graphic Organizer</p> <p><u>Summative Asses</u></p> <p>Political/cultural movements compare and contrast with writing assessment</p>

Learning Experiences		
Add additional rows below as needed		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Unit QCC's	https://docs.google.com/document/d/1vNMlcU-iEMqYg9KmR0mJCpumUr-5zyLxVQmwLcZU0V8/edit?usp=sharing	Students with IEP will receive support notes to assist with completing graphic organizer. Students that demonstrate mastery in content will be given an assignment to create a brochure that reflects the native american experience, accomplishments, and challenges.

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Content Resources

Standard 4 Powerpoint

<https://docs.google.com/presentation/d/1usg-eOOCd3NUQRv9Sgox7J9Zhi3NLO-rilxXkNYJTIEA/edit?usp=sharing>

Cherokee Nation v. Georgia

<https://www.fjc.gov/history/timeline/cherokee-nation-v-georgia>

A proclamation on Indigenous Day White House Briefing

<https://www.whitehouse.gov/briefing-room/presidential-actions/2021/10/08/a-proclamation-indigenous-peoples-day-2021/>

Life Inside a Sioux Reservation

<https://www.youtube.com/watch?v=jSeXSDw29S4>

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Understanding the Standoff at Standing Rock Article

https://docs.google.com/document/d/1ADAlvjD5obm3v7rYkUjSmX9YJl45nusILmUt_8H_zE/edit?usp=sharing

The Fight of the Dakota Pipeline Explained Video

<https://youtu.be/qJZ1-LAFOTo>

Mapping of the Reservations Video

<https://youtu.be/pJxrTzfG2bo>

Dakota Pipeline now in Service Article

<https://docs.google.com/document/d/1wC9bQcgn7x1hHP3NRPF4eX--05EQAzPSuM-E0O737c/edit?usp=sharing>

Keystone Pipeline Leaks 383,000 Gallons of Oil in North Dakota NY Times Article

https://docs.google.com/document/d/1hMJCe9Gj3TfNzomgors8JJqiS1bowJhDF429Hdb_SgY/edit?usp=sharing

Tribes Respond to KSL Pipeline Termination Article

<https://docs.google.com/document/d/19vMTpx8XCjzr7wYxkbmuqRTV3UQwDBspUjWwuung9QM/edit?usp=sharing>

Effects of Biden's Keystone Executive Order CNN Business Video

<https://www.cnn.com/videos/business/2021/03/26/keystone-pipeline-south-dakota-savidge-pkg-ac360-vpx.cnn>

Nativism

https://youtu.be/_IKKrhSxJ1g

Racial and Ethnic Groups Fourteenth edition pgs.217-233 (powerpoint will be created from information)

<https://drive.google.com/file/d/1QXUqErn5LE591SQhqfZKKKUMDROC-Bx6/view?usp=sharing>

Redlining (South Carolina and Atlanta)

<https://edpuzzle.com/media/618969d1d8a34c4146d514004146d51400>

Redlining Maps (NCRC.org)

<https://ncrc.org/holc/>

Housing Segregation in America Edpuzzle

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<https://edpuzzle.com/media/618971f9f2513e415be8f4de>

Watts Riots

<https://www.britannica.com/event/Watts-Riots-of-1965>

Zoot Suit riots Edpuzzle

<https://edpuzzle.com/media/61719d7223bf294166206917>

Racial and Ethnic Groups Fourteenth edition pgs.291-329 (powerpoint will be created from information)

Teaching Japanese Internment through Primary Sources

<https://www.nytimes.com/2017/12/07/learning/lesson-plans/teaching-japanese-american-internment-using-primary-resources.html>

Coronavirus and the Impact on Asian Americans

<https://www.pewresearch.org/fact-tank/2021/04/21/one-third-of-asian-americans-fear-threats-physical-attacks-and-most-say-violence-against-them-is-rising/>

Racial and Ethnic Groups Fourteenth edition pgs.272-286 (powerpoint will be created from information)

Islamophobia

<https://edpuzzle.com/media/611a331042f074418513a296>

Pathfinders:

[American Indians/Native Americans](#)

[Hispanic Americans](#)

[African Americans](#)

[Asian Americans and Arab Americans](#)