

## Civil Rights Inquiry Grade 8

<b>Compelling Question</b>	How do individuals change society?	
<b>Standards and Practices</b>	<p><b>8.9 DOMESTIC POLITICS AND REFORM: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program. (Standards: 1, 4, 5; Themes: TCC, SOC, CIV, ECO)</b></p> <p>8.9a The civil rights movement began in the postwar era in response to long-standing inequalities in American society, and eventually brought about equality under the law, but slower progress on economic improvements.</p> <p><b>A. Gathering, Interpreting and Using Evidence</b></p> <p>3. Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.</p> <p><b>F. Civic Participation</b></p> <p>4. Identify, describe, and compare the role of the individual in social and political participation in, and as an agent of, historical change at various times and in various locations in colonial North America and in the early history of the United States.</p> <p>6. Identify situations in which social actions are required and determine an appropriate course of action.</p>	
<b>Staging the Question</b>	<p>Discuss the impact of <i>Brown v. Board of Education of Topeka</i> (1954) What was school segregation and why was a Supreme Court ruling necessary to end it?</p> <p><a href="https://ny.pbslearningmedia.org/resource/iml04.soc.ush.civil.scschools/segregated-schooling-in-south-carolina/#.WnCYnK6nFp8">https://ny.pbslearningmedia.org/resource/iml04.soc.ush.civil.scschools/segregated-schooling-in-south-carolina/#.WnCYnK6nFp8</a></p> <p><a href="https://ny.pbslearningmedia.org/resource/b7bc564e-7966-4d7c-b534-de1f089e7949/civil-rights-movement-educational-equality/#.WnCZuK6nFp8">https://ny.pbslearningmedia.org/resource/b7bc564e-7966-4d7c-b534-de1f089e7949/civil-rights-movement-educational-equality/#.WnCZuK6nFp8</a></p> <p><a href="http://query.nytimes.com/gst/fullpage.html?res=9806E3D81F31F93BA25751C1A9639C8B63">http://query.nytimes.com/gst/fullpage.html?res=9806E3D81F31F93BA25751C1A9639C8B63</a></p>	
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>
What problem did the citizens of Hillburn, New York face in the fall of 1943 and how did they respond to this problem?	How did New York State Commissioner of Education respond to the citizens of Hillburn?	How did people of New York State respond to the Commissioner's decision?
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
Identify the problem with the schools in Hillburn, NY in 1943 using evidence from the documents.	Discuss the Commissioner's decision and the impact the decision had on the children in Hillburn.	Create a chart of the different perspectives regarding the Commissioner's decision in the Hillburn Case.
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>
Petition to the New York State Education Commissioner filed by the NAACP with Map of Hillburn	<p>Article. Hillburn Negroes Win Seats in White School, 1943</p> <p>Article. Negro School in Hillburn Closed by Order of State Education Head, 1943</p>	Letters to the Commissioner Regarding the Hillburn Decision (9)
<b>Summative Performance Task</b>	<b>Argument</b>	Write an essay or participate in a Socratic Seminar discussing the influence of individuals in the Hillburn Case. Use evidence from the documents to evaluate the impact individual citizens had on decision of the Commissioner.

	<b>Extension</b>	Compare the desegregation case in Hillburn, New York to the Brown v. Board of Education of Topeka (1954) Supreme Court case.
Taking Informed Action		Is there currently inequality in education in New York State? How can you work to bring about equality in education?

