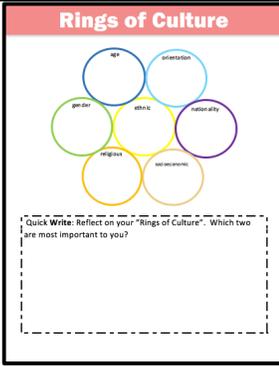


**High School CLR Lesson
History: Grade 11**

Title: Who Protects Our Rights?

California State Standards (11th grade)	HSS Standard: 11.5.2 Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey’s “back-to-Africa” movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.	
Mentor Text(s)	Various Historical Documents and Non-Fiction Texts	
Content Objectives	Students are able to: <ol style="list-style-type: none"> 1. Analyze attacks on civil liberties in the past and make connections to current events taking place in the United States 2. Use research skills to argue for the involvement of specific agencies to address social justice issues that they find important to solve 	
Instructional Foci	<ul style="list-style-type: none"> • Culturally and Linguistically Responsive Pedagogy • Academic Moves • Notice & Note 	
Depth of Knowledge Level	DOK 1: Recall or recognition of: fact, term, concept, trend, generalization, event, or document DOK 2: Identify and summarize the major events, problem, solution, conflicts DOK 3: Explain, generalize, or connect ideas, using supporting evidence from a text/source DOK 4: Given a situation/problem, research, define, and describe the situation/problem and provide alternative solutions	
Essential Questions	What are the recurring motifs of history and in what ways have they changed or remained the same?	
Access Strategies	Any of the 6 Access Strategies from the EL Master Plan page 91 <ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Making Cultural Connections</i> <input type="checkbox"/> <i>Contrastive Analysis</i> <input checked="" type="checkbox"/> <i>Communal & Cooperative Learning</i> <input checked="" type="checkbox"/> <i>Instructional Conversations</i> <input checked="" type="checkbox"/> <i>Academic Language Development</i> <input checked="" type="checkbox"/> <i>Advanced Graphic Organizers</i> 	
CLR Protocols	<ul style="list-style-type: none"> • Moment of Silence • Gallery Walk • Whip Around • Righteous Hand • Round Robin • Give One, Get One 	<ul style="list-style-type: none"> • Silent Appointment • Call and Response • Roll ‘Em • Turn and Talk • All Write Robin • Rally Table
Materials	<ul style="list-style-type: none"> • Sketch to Stretch Activity • Various quotes • Images of Posters and Ads 	

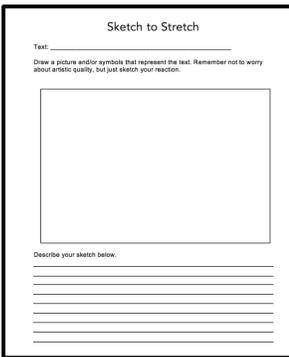
	<ul style="list-style-type: none"> ● Handout: Close Viewing: Interpret ● Video: “I Had No Idea What My Rights Were” https://youtu.be/6zjEaxhNEXk ● Article: “Civil Liberties vs. Civil Rights” ● Handout: Compare/Contrast: Civil Liberties vs. Civil Rights ● Newsela Articles: <ul style="list-style-type: none"> ○ “Racial and Religious Hatred: A History of the Ku Klux Klan” ○ “The Red Scare and the Palmer Raids” ○ “Civil Rights Leaders: Marcus Garvey” ○ “Immigration Act of 1924: Congress Sets Tough Quotas on Entering U.S.” ● ACLU Infographic ● “What Makes #NeverAgain Different?” By Neeti Upadhye https://nyti.ms/2D2TFeF ● Video/Audio Response Sheet
Key Vocabulary	Civil liberties Civil Rights Palmer Raids American Civil Liberties Union (ACLU) National Association of Advancement of Colored People (NAACP) Anti-Defamation League Summarize Describes Determine Interpret Compare/Contrast
Culminating Task	<p>Extension Activities:</p> <p>Select a current social issue you would like to take a stand on. Locate data and statistics related to the issue and create an infographic. The data will be used to persuade others they should get involved with your cause.</p> <p>Create a press release as a member of the American Civil Liberties Union, National Association of Advancement of Colored People (NAACP), Anti-Defamation League or organization of your choice to express your opinion around the social issue.</p> <p>Extra for Experts: Consider how you might use social media to get your point across.</p>
	<p style="text-align: center;">Lesson Activities <u>Day 1 and Day 2</u></p> <p>Warm-Up</p> <ul style="list-style-type: none"> ● Students are provided with a blank Rings of Culture graphic organizer. The meaning of each ring is explained to students. The teacher may use a completed example listing information about their own rings of culture. Students are not expected to complete all rings. Please let them know to complete only the rings they feel comfortable completing. They are provided approximately 5 minutes to independently complete the task. Please ensure timer is visible to all students.



- Students are asked to reflect on their individual rings of culture and select the two that most strongly define who they are.
- Students then use **Round Robin** to share their answers with their table group. Students are asked to **Raise a Righteous Hand** to share with the class.

Lesson Hook

- Teacher explains they will spend some time learning about how people were targeted because of their cultural identity at certain times in American history.
- Teacher distributes handouts with quotes from people involved with an attack on civil liberties. (Members of a table group receive the same quote.) Students use **Sketch to Stretch** (Notice and Note; p. 221) to visualize what is described in the quotes while observing a **Moment of Silence**.
- Students will **Turn and Talk** to share their sketches and responses. Each of the student pairs will use the **Constructive Conversation Norms and Skills** to engage in the activity. Teacher projects sentence starters for students to use should they need them.
- Teacher will select a **Call and Response Attention Getting Signal** to have students complete their sharing. Teacher will check for understanding by randomly selecting a student from each group to share using **Roll 'Em**.



Vocabulary Development

- Students will learn what it means to **Describe** something. (Students should explore how this Academic Moves are used in all of their classes.)
- Students will review the Mental Moves associated with **Describe**.
 1. **Observe and Research**: What details do I need to include?
 2. **Visualize and Plan**: What sensory information do I wish to convey?
 3. **Consider Your Audience**: Who are my readers and what do they need to know?
 4. **Organize**: In what order, should the details be presented.
 5. **Revise**: Does my language convey as strong and clear an impression as possible.

-Academic Moves p. 40

Mentor Text

- Groups will revisit the quotes from the **Sketch to Stretch Activity**.

Direct Instruction/Guided Practice

- Teacher will model how to create a One Sentence Summary with the quote below:

"I was crying and crying, and told my mother, 'I don't want to go to the white school!' And she said, 'Sylvia, you were in court every day. Don't you know what we were fighting? We weren't fighting so you could go to that beautiful white school. We were fighting because you're equal to that white boy.'"

-Mendez vs. segregation: 70 years later by: Caitlin Yoshiko Kandil
Apr 17, 2016

- Teacher will use think-alouds to model the metacognitive processes involved in using the **Mental Moves** related to **Summarize**.
 1. Study the Text
 2. Identify the Main Idea
 3. Identify Key Moments
 4. Select Details
 5. (Re)Organize

-*Academic Moves p. 161(Burke)*

Independent Practice

- Students groups will silently reread their designated quote in order to create a collective one sentence summary.

"We saw all these people behind the fence, looking out, hanging onto the wire, and looking out because they were anxious to know who was coming in. But I will never forget the shocking feeling that human beings were behind this fence like animals [crying]. And we were going to also lose our freedom and walk inside of that gate and find ourselves...cooped up there...when the gates were shut, we knew that we had lost something that was very precious; that we were no longer free."

-Miry Tsukamoto
Japanese Internment Camp Survivors: In Their Own Words
Biography.com February 15, 2017

- A chart with the **Mental Moves** can be displayed. Sentence stems to aid discussion can be displayed as well. (Some are available on p. 162 of *Academic Moves*.)
- Groups share their One Sentence Summary with the class and elaborate as needed.
- The teacher asks groups if they can **Determine** which ring of culture is being targeted. Students are asked to support their statement with evidence from the text.

Exit Ticket

- Students will be asked if they noticed any commonalities among the quotes focused on during the lesson.

High School CLR Lesson
History—Grade 11

Title: Who Protects Our Rights?

Lesson Activities
Day 3



Close Viewing Guide: "I Had No Idea What My Rights Were"

Academic Move: **Interpret**

What emotions or thoughts does the video elicit?

What might the producer of this video be trying to convey? Who was the audience?

What might the producer of this video be trying to convey? Who was the audience?

Warm-Up

- Display the various images of primary sources provided in the lesson resources on chart paper around the classroom. Students participate in a Gallery Walk.
- Students will explore and **Interpret** the primary and secondary sources regarding the following events: Palmer Raids, the emergence of the Ku Klux Klan and the Immigration Quotas of 1924
- Each group is provided with one of the images and will reflect on the following questions:
 - *What do you see? What details stand out? (Only focus on what you see not on what conclusions you can draw.)*
 - *What does this make you wonder? What broader questions does this image raise for you?*
- Students respond in a journal or use the response form provided in the lesson resources while observing a **Moment of Silence** for ten minutes. In order to share their thoughts, student use **All Write Round Robin**. Teacher will select a **Call and Response or Attention Getting Signal** to have students complete their sharing and return to their seats.
- Teacher will check for understanding by randomly selecting three students to share using **Roll 'Em**.

Lesson Hook

- The teacher will explain that each of the primary sources are related to specific events in the history of The United States and that during the lesson they will learn more about each event.
- First View: Play the video "I Had No Idea What My Rights Were" <https://youtu.be/6zjEaxhNEXk>
- After the first view, ask students to complete the Close Viewing Activity for the term **Interpret**. Play the video one more time so that students can determine the purpose of the clip.

Vocabulary Development

- Students will focus on the Academic Move **Compare/Contrast**.

Mentor Text

- "Civil Liberties vs. Civil Rights"

Direct Instruction

- The teacher will review how to close read text by "Reading with a Pencil". The article, "Civil Liberties and Civil Rights" will be projected.

Civil Liberties and Civil Rights

Justice Felix Frankfurter was a huge influence on the Supreme Court in the years he sat on the bench, 1939–62. He is noted for his civil rights and anti-riot decisions. "It is a fair summary of constitutional history that the landmarks of our liberties have often been forged in cases involving the very race people." Supreme Court Justice Felix Frankfurter

Protection of civil liberties and civil rights is perhaps the most fundamental political value in American society. And yet, as former Justice Frankfurter explained in the quote above, the people who test liberties and rights in our courts are not always ideal citizens. Consider some of these examples:

- A sick old minister on death row who found God and asked for clemency through the United States mail
- A publisher of magazines, books, and photos convicted for sending obscene materials
- A convict whose electrocution was botched when 2,000 volts of electricity rushed into his body, causing flames to leap from his head
- A university student censured for writing and publishing on the internet about soliciting and murdering women

Each of these people made sensational headline news as the center of one of many national civil liberties disputes in the late 20th century. They became involved in the legal process because of behavior that violated a law, and almost certainly, none of them intended to become heroes. More important than the headlines they made, however, is the role they played in establishing important principles that define the many civil liberties and civil rights that Americans enjoy today.

Liberties or Rights?

What is the difference between a liberty and a right? Both words appear in the Declaration of Independence and the Bill of Rights. The distinction between the two has always been blurry, and today the concepts are often used interchangeably. However, they do refer to different kinds of guaranteed protections.

Civil liberties are protections against government actions. For example, the First Amendment of the Bill of Rights guarantees citizens the right to practice whatever religion they please. Governments then cannot interfere in an individual's freedom of worship. Amendment 1 gives the individual "liberty" from the actions of the government. Civil rights, in contrast, refer to positive actions of government required to create the equal conditions for all Americans. The term "civil rights" is often associated with the protection of minority groups, such as African Americans, Hispanics, and women. The government "obligates" the "majority rule" tendency in a democracy that often finds minorities outvoted.

Right vs. Right

The Chicago Tribune, an African-American newspaper, trumpets the desegregation of the military. The right to participate in public institutions is a key component of civil liberties.

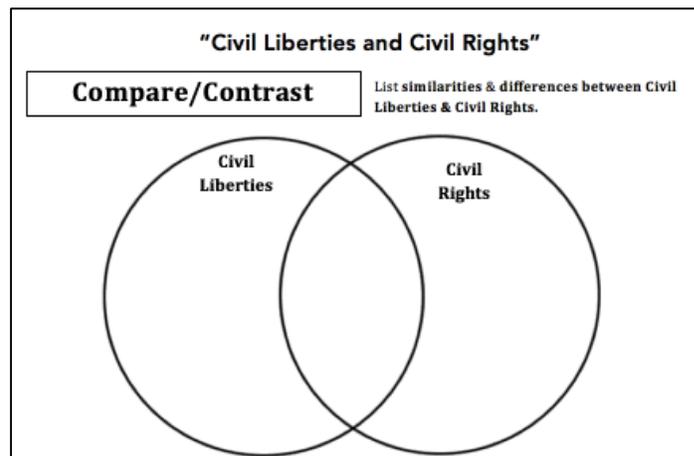
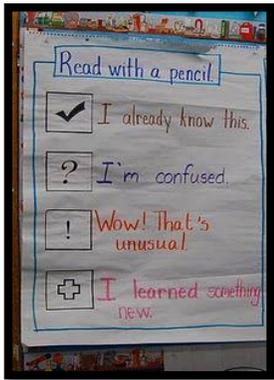
- The teacher uses the first few paragraphs to model how to annotate the text.

Guided Practice/Independent Practice

- Students will silently read the remainder of the article while **Adopting a Questioning Stance**, making sure to annotate the text using the established close reading symbols. Students will share their thoughts with their table groups. Teacher will circulate, listening in to check for understanding.
- Students will share out their annotations to spark discussion around civil liberties using **Constructive Conversation Skills**.

Exit Ticket

- Select one of the following events:
 - Using an **Advanced Graphic Organizer** students will **Compare/Contrast** to identify similarities and differences between civil liberties and civil rights and provide examples of each.



High School CLR Lesson
History—Grade 11

Title: Who Protects Our Rights?

Lesson Activities
Day 4

Warm-Up

- Students will review exit tickets from the previous day. Students will make a **Silent Appointment** to discuss their thoughts around civil liberties and civil rights. Teacher will select a **Call and Response or Attention Getting Signal** to have students complete their sharing and return to their seats.
- For ten minutes, students will use the graphic organizer to record their thoughts in a journal while observing a **Moment of Silence**.
- Teacher will check for understanding by randomly selecting three students to share using **Roll 'Em**.

Lesson Hook

- The teacher will provide three scenarios and ask students if it is a violation of civil liberties or civil rights.

Vocabulary Development

- Students will focus on the Academic Move **Summarize**.

Direct Instruction

- Using the Readworks article “American Government - The Bill of Rights Part II”, the teacher models the Notice and Note strategy, **Adopting a Questioning Stance**. While reading, think-alouds are used to model metacognitive strategies as the text is “Read with a Pencil.”

Guided Practice/Independent Practice

- Groups will be assigned articles to read around various topics to provide background knowledge about historical events.
 - “Racial and Religious Hatred: A History of the Ku Klux Klan”
 - “The Red Scare and the Palmer Raids”
 - “Civil Rights Leaders: Marcus Garvey”
 - “Immigration Act of 1924: Congress Sets Tough Quotas on Entering U.S.”
-Source: Newsela
- Students will silently read the group article using the Notice and Note strategy of **Adopting a Questioning Stance**. As students read, they will focus on the **Big Question: What Surprised Me?**
- Students will revisit the articles and annotate the text, before sharing their thoughts with their elbow partner. As students are working,

monitor the room and check for understanding based on their annotations and **Constructive Conversations**.

- Students will complete an **Advanced Graphic Organizer** to summarize the ideas of their assigned article. Students will select three key points to share with classmates while participating in **Give One, Get One**. The following sentence frames can be used:
 - *The main idea of this passage is...*
 - *One idea or detail that supports this idea is...*
 - *A second idea or detail that supports this is...*
 - *Another idea or detail is...*
 - *These details support the main idea because they...*-Academic Moves p. 162

- After each round of **Give One, Get One**, students will record information on their advanced graphic organizer for each of the events.
- Share the ACLU infographic with students, sharing why and how the organization was created.
- Students research the American Civil Liberties Union, National Association of Advancement of Colored People (NAACP) or Anti-Defamation League. While conducting research, have students explore how each was created in response to the social climate at the time. They engage in **Rally Table** for the following prompt:
 - List examples of social issues that the government did or did not address that prompted for the creation of each organization.
- Large pieces of chart paper are displayed around the room so that students can complete “Graffiti Boards”. The prompt: “Are civil liberties still being violated in today’s society? If so, please provide an example.” will be displayed. (The online resource Padlet can be used as a digital alternative.)

Exit Ticket

- Based on what we have learned while exploring this topic, what is your opinion regarding equity around The Bill of Rights?



High School CLR Lesson History—Grade 11

Title: Who Protects Our Rights?

Lesson Activities

Day 5

Warm-Up

- Students will walk around the room silently reading the “Graffiti Boards” created on Day 4. As students read comments, they find comments they agree with and place a star next to them.
- Teacher will visit the boards to see if specific issues stand out. In order to check for understanding, three students will be randomly selected to share using **Roll ‘Em**.

Lesson Hook

- The teacher will play a video about student activism. “What Makes #NeverAgain Different?” By Neeti Upadhye <https://nyti.ms/2D2TFeF>
- While students view the video, they will complete the **Advanced Graphic Organizer**, “Video/Audio Response Sheet.” Students discuss their responses in small groups using **Constructive Conversation Skills**.
- Students share responses to each prompt and are selected using **Roll ‘Em**.

Vocabulary Development

- Students will focus on the Academic Move **Interpret**.

Direct Instruction

- Ask students to use an adjective to describe how the video made them feel. A **Whip Around** will be used to share.
- The timeline, “Too Young to Vote, Old Enough to Take Action: A Brief History of Powerful Youth-Led Movements” (bit.ly/2NnaRFX) showing the history of youth activists will be shared with students. (It can be explored on individual devices or whole group.)
- Students will participate in a discussion around social activism.
- Teacher displays an example of an infographic and asks students to observe a **Moment of Silence** as they view the images. They can take notes to record their observations. Partners **Turn and Talk** to share their thoughts. **Roll ‘Em** is used to select students to share whole group.
- Students are asked to **Determine** what message the creator of this infographic is trying to convey.

Video / Audio Response Sheet Name: _____

That's New to Me! I Totally Agree!

I Disagree

Questions? I Love It! I Love Back to Me!

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Teaching Tip Tuesday: <http://www.teachmeanz.com>



Guided Practice/Independent Practice

- Students are presented with the culminating task. (The completion of this task can take place over the course of several class periods.)

Select a current social issue you would like to take a stand on. Locate data and statistics related to the issue and create an infographic. The data will be used to persuade others they should get involved with your cause.

Create a press release as a member of the American Civil Liberties Union, National Association of Advancement of Colored People (NAACP), Anti-Defamation League or organization of your choice to express your opinion around the social issue.

Extra for Experts: Consider how you might use social media to get your point across.