

# FOR K-12 CLASSROOM TEACHERS: Connections to U.S. and Internationally Recognized Curriculum Standards

This curriculum guide aims to help facilitate classroom discussions and activities that will deepen students' understanding of the Montgomery Bus Boycott, of the civil rights movement or Black freedom struggle in the United States, and of the philosophy and strategies of nonviolence -- all with an eye to helping students see their own capacity to be agents of change in the outstanding work for justice that remains before us.

Building students' academic skills is one part of this empowerment, and we recognize that teachers need materials that will demonstrably address both the skills and the content their students are expected to gain. To that end, we spell out here connections to several examples of U.S. and international standards that we hope will assist teachers in seeing alignment between those that may apply in their own communities and the lesson activities created to accompany *Martin Luther King and the Montgomery Story*.

## CONTENT STANDARDS

### NEW YORK STATE K-12 SOCIAL STUDIES FRAMEWORK

Adopted in 2014 and 2016, the New York state framework provides additional guidance and course mapping for the social studies based on the New York State Learning Standards for Social Studies.

#### **GRADE 5: THE WESTERN HEMISPHERE**

<p><b>5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place.</b> (Standards: 5; Themes: GOV, CIV)</p>	<p>5.6a Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.</p>	<ul style="list-style-type: none"> <li>- Students will examine the basic structure of the United States federal government, including the president, Congress, and the courts.</li> </ul>
		<ul style="list-style-type: none"> <li>- Students will examine the foundational documents of the United States government for evidence of the country's beliefs, values, and principles.</li> </ul>
	<p>5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.</p>	<ul style="list-style-type: none"> <li>- Students will examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty.</li> </ul>
		<ul style="list-style-type: none"> <li>- Students will examine multinational organizations and nongovernmental organizations and their roles in promoting cooperation, peace, and cultural understanding.</li> </ul>

**GRADE 8: HISTORY OF THE UNITED STATES AND NEW YORK STATE II**

<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.</b> (Standards: 1, 4, 5; Themes: TCC, SOC, CIV, ECO)</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>- Students will compare and contrast the strategies used by civil rights activists, such as Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., and Malcolm X.</p>
		<p>- Students will explain the significance of key civil rights victories, including President Truman’s desegregation of the military, <i>Brown v. Board of Education of Topeka</i> (1954), the Civil Rights Act of 1964, and the Voting Rights Act of 1965.</p>
	<p>8.9b The civil rights movement prompted renewed efforts for equality by women and other groups.</p>	<p>- Students will examine the extent to which the economic situation of African Americans improved as a result of the civil rights movement.</p>
		<p>- Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled, and the LGBT community.</p>

**GRADE 10: GLOBAL HISTORY AND GEOGRAPHY II**

<p><b>10.7 DECOLONIZATION AND NATIONALISM (1900–2000): Nationalist and decolonization movements employed a variety of methods, including nonviolent resistance and armed struggle. Tensions and conflicts often continued after independence as new challenges arose.</b> (Standards: 2, 3, 4, 5; Themes: TCC, GEO, SOC, GOV, CIV,)</p>	<p>10.7a Independence movements in India and Indochina developed in response to European control.</p>	<p>- Students will explore Gandhi’s nonviolent nationalist movement and nationalist efforts led by the Muslim League aimed at the masses that resulted in a British-partitioned subcontinent.</p>
		<p>- Students will compare and contrast the ideologies and methodologies of Gandhi and Ho Chi Minh as nationalist leaders.</p>
	<p>10.7c Nationalism in the Middle East was often influenced by factors such as religious beliefs and secularism.</p>	<p>- Students will investigate Zionism, the mandates created at the end of World War I, and Arab nationalism.</p>
		<p>- Students will examine the creation of the State of Israel and the Arab-Israeli conflict.</p>
<p><b>10.10 HUMAN RIGHTS VIOLATIONS: Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups and has served as a lens through which historical occurrences of oppression can be evaluated.</b> (Standards: 2, 5; Themes: ID, TCC, SOC, GOV, CIV)</p>	<p>10.10c Historical and contemporary violations of human rights can be evaluated, using the principles and articles established within the UN Universal Declaration of Human Rights. . .</p>	<p>- Students will examine the policy of apartheid in South Africa and the growth of the antiapartheid movements, exploring Nelson Mandela’s role in these movements and in the post-apartheid period.</p>

**GRADE 11: UNITED STATES HISTORY AND GOVERNMENT**

<p><b>11.2 CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic.</b> (Standards: 1, 5; Themes: TCC, GOV, CIV, ECO)</p>	<p>11.2c Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution.</p>	<ul style="list-style-type: none"> <li>- Students will examine the structure, power, and function of the federal government as created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the separation of powers at the federal level, the creation of checks and balances, the sovereignty of the people, and judicial independence.</li> </ul>
<p><b>11.10 SOCIAL AND ECONOMIC CHANGE/ DOMESTIC ISSUES (1945 – present): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net.</b> (Standards: 1, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, ECO)</p>	<p>11.10a After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.</p>	<ul style="list-style-type: none"> <li>- Students will examine the roles and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change.</li> <li>- Students will examine the role of groups such as the National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), and Student Non-Violent Coordinating Committee (SNCC) in the movement, their goals and strategies, and major contributions.</li> <li>- Students will examine judicial actions and legislative achievements during the movement, such as <i>Brown v. Board of Education of Topeka</i> (1954), the Civil Rights Act of 1964, <i>Heart of Atlanta Motel, Inc. v. United States</i> (1964) and the Voting Rights Act of 1965.</li> <li>- Students will analyze the significance of key events in the movement, including the Montgomery bus boycott, federal intervention at Little Rock, Arkansas; the Birmingham protest; and the March on Washington.</li> </ul>

## GRADE 12: PARTICIPATION IN GOVERNMENT AND CIVICS

<p><b>12.G1 FOUNDATIONS of AMERICAN DEMOCRACY:</b> The principles of American democracy are reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.</p>	<p>12.G1a Enlightenment ideas such as natural rights, the social contract, popular sovereignty, and representative government greatly influenced the framers of the Constitution and Bill of Rights.</p>
	<p>12.G1b The Constitution created a unique political system that distributes powers and responsibilities among three different branches of government at the federal level and between state and federal governments. State constitutions address similar structures and responsibilities for their localities.</p>
<p><b>12.G2 CIVIL RIGHTS and CIVIL LIBERTIES:</b> The United States Constitution aims to protect individual freedoms and rights that have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation.</p>	<p>12.G2a Equality before the law and due process are two fundamental values that apply to all under the jurisdiction of the United States. While the United States legal system aims to uphold the values of equality before the law, due process, human dignity, freedom of conscience, inalienable rights, and civility, the extent to which the legal system upholds these values in practice is an issue of ongoing civic debate.</p>
	<p>12.G2b The Constitution aims to protect, among other freedoms, individual and group rights to freedom of speech, freedom of the press, freedom of assembly, freedom of petition, and freedom of religion. The extent to which these ideals exist in practice and how these protections should be applied in a changing world continues to be an issue of ongoing civic debate.</p>
	<p>12.G2d The definition of civil rights has broadened over the course of United States history, and the number of people and groups legally ensured of these rights has also expanded. However, the degree to which rights extend equally and fairly to all (e.g., race, class, gender, sexual orientation) is a continued source of civic contention.</p>

## SKILL-BASED STANDARDS & COMPETENCIES

### UNITED STATES

#### COMMON CORE STATE STANDARDS

Widely-adopted, though often renamed, across the United States, the Common Core State Standards articulate a range of reading, writing, speaking, and listening skills that are important for students' success in school and beyond. The activities in this curriculum guide give students opportunities to practice and build those skills laid out for Grades 6-12 Literacy in History/Social Studies. Differentiated for grades 6-8, 9-10, and 11-12, these literacy standards have students dealing with **Key Ideas and Details**, **Craft and Structure**, **Integration of Knowledge and Ideas**, and grade-appropriate **Text Complexity**.

In addition, English Language Arts and other content area teachers using this curriculum guide will see that the lesson activities here will also address the Common Core's **College and Career Readiness Anchor Standards for English Language Arts**. Specifically, the lesson materials created to accompany the *Martin Luther King and the Montgomery Story* comic book will help students to practice key skills in the areas of reading, writing, as well as speaking and listening, especially because many assignments and activities focus working with informational (nonfiction) texts and using evidence from the text itself to support arguments and conclusions, two key areas of emphasis of the Common Core.

## **INTERNATIONAL**

### **INTERNATIONAL BACCALAUREATE APPROACHES TO LEARNING (ATL) SKILLS FRAMEWORK**

The International Baccalaureate (IB) program lays out five categories of ATL skills that help students “learn how to learn” and progress developmentally across all levels of the IB program. The categories most directly addressed by lesson activities in this curriculum guide are:

Thinking skills: These include critical thinking, creative thinking and ethical thinking (e.g., formulate factual, topical, conceptual, and debatable questions).

Research skills: These include comparing, contrasting, validating, and prioritizing information (e.g., make connections between various sources of information).

Communication skills: These include written and oral communication, effective listening, and formulating arguments (e.g., make inferences and draw conclusions).

### **INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE) STANDARDS**

Though they have an emphasis on using technology to advance learning, the ISTE Standards for Students have broad applicability that supports the development of skills essential for students worldwide in the 21st century. Lesson activities in the curriculum guide will especially give students the opportunity to cultivate the following qualities and exercise these skills to be successful in many contexts in the digital age.

#### 3. Knowledge Constructor

- 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data, or other resources.
- 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

#### 6. Creative Communicator

- 6d. Students publish or present content that customizes the message and medium for their intended audiences.

#### 7. Global Collaborator

- 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

### **EDUCATING FOR GLOBAL COMPETENCE**

Detailed in a compelling report published by the Council of Chief State School Officers and the Asia Society's Partnership for Global Learning, the idea of educating for global competence provides another important way for teachers and students to frame learning meaningfully. The report outlines the following definition and four key capacities of global competence. Tasks or examples that are reflected in curriculum guide activities are noted below.

The report defines global competence as *“the capacity and disposition to understand and act on issues of global significance.”* And it outlines the following four key capacities of global competence, tasks or examples of which addressed in the curriculum guide are noted below.

<p>Globally competent students are able to <b>investigate the world</b> in the following ways:</p>	<ul style="list-style-type: none"> <li>- Identify an issue, generate a question, and explain the significance of locally, regionally, and globally focused researchable questions.</li> </ul>
<p>Globally competent students are able to <b>recognize perspectives</b> in the following ways:</p>	<ul style="list-style-type: none"> <li>- Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective.</li> </ul>
	<ul style="list-style-type: none"> <li>- Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives.</li> </ul>
	<ul style="list-style-type: none"> <li>- Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge.</li> </ul>
	<ul style="list-style-type: none"> <li>- Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.</li> </ul>
<p>Globally competent students are able to <b>communicate ideas</b> in the following ways:</p>	<ul style="list-style-type: none"> <li>- Recognize and express how diverse audiences may perceive different meanings from the same information and how that impacts communication.</li> </ul>
	<ul style="list-style-type: none"> <li>- Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies.</li> </ul>
	<ul style="list-style-type: none"> <li>- Reflect on how effective communication impacts understanding and collaboration in an interdependent world.</li> </ul>
<p>Globally competent students are able to <b>take action</b> in the following ways:</p>	<ul style="list-style-type: none"> <li>- Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions.</li> </ul>
	<ul style="list-style-type: none"> <li>- Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences.</li> </ul>
	<ul style="list-style-type: none"> <li>- Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken.</li> </ul>
	<ul style="list-style-type: none"> <li>- Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.</li> </ul>