

Unit Title	How far were Civil Rights achieved by 1968?			
Subject group and discipline	IY - History	MYP year	2 (8)	Unit duration (hrs) 19

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global contexts <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i>
Time Place and Space	Causality (cause and consequence) Governance	Fairness and Development
Statement of inquiry		
The development of civil rights is caused by particular turning points in humankind.		
Inquiry questions		
<p>Factual</p> <ol style="list-style-type: none"> Why did slavery expand due to the involvement of the British Empire How did slavery end? What experiences proved a civil rights movement was needed in the 20th Century? <p>Conceptual</p> <ol style="list-style-type: none"> What is meant by civil rights? What is the relationship between De Jure and De Facto changes? <p>Debatable</p> <ol style="list-style-type: none"> What is the best tactic to achieve an improvement for civil rights? Justify your view with explained reasons why. Should we apologise for the mistakes from the past? 		
Objectives	Summative assessment <i>This does not always have to be a GRASPS task, but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.</i>	

<p><i>Learning objectives for the unit</i></p> <p>C Communicating</p> <p>i communicate information and information using an appropriate style for audience and purpose</p> <p>D Thinking critically</p> <p>ii synthesize information to make valid arguments</p> <p>iv interpret different perspectives and their implications</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Goal: Dan Snow is a respected TV historian for the BBC who presents may shows about different areas of history.</p> <p>His new project is to work for HBO, an American company, and he is going to focus on the Civil Rights Movements in America and the different figures who campaigned for equality during that time period.</p> <p>Your task is to write to him arguing who you think should be the focus for the improvement of civil rights in the United States.</p> <p>The city of Jackson, in Mississippi, have provided funding for a statue to be built to commemorate this individual. Jackson was the capital for the American Confederacy, in 1860 many states in the South of the US tried to leave the USA to start a new country where slavery would remain legal. Dan Snow wants suggestions as to who whould be the most compelling person to focus on, yet he is aware that there could be tensions if a divisive figure is chosen. Who should he focus on and why?</p> <p>Role: American TV Audience</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The period of time from the 18th Century to 1973 was a time where people began to question the notion of civil rights and how different groups in society were being treated unequally, and what could be done about this..</p> <p>The period is seen by some as a period of stagnation in social and civil rights, as attempts to make changes e.g. the ending of slavery in the US were met with further legal obstacles, as well as barriers to fulfilling these legal changes e.g. Elizabeth Eckford. However students should be able to explain that actually ordinary peoples' lives did change, yet the rate and extent of change varied. Furthermore, the higher ability will be able to evaluate and analyse the size and nature of these changes to civil rights</p>
--	---	---

	<p>Audience: Adults: Those interested in history, and citizens of Jackson Mississippi.</p> <p>Situation: New TV Show and commemorative statue.</p> <p>Purpose: Persuasion and education</p>	
--	---	--

Approaches to learning (ATL) *These can be listed or you could offer some explanation of how they will be developed*

Communication skills	Use appropriate forms of writing for different purposes and audiences	In order for students to write for different purposes and audiences they will need to examine a variety of secondary and primary sources with different tones, purposes and audiences. Explicitly taught through repeated modelling of sources and interpretations of slavery and civil rights.
Critical thinking skills	Evaluate evidence and arguments	<p>In order for the students to evaluate evidence and arguments the students will repeatedly use a variety of interpretations and sources. These will underpin our lessons and our formative assessment on the experiences of the Middle passage.</p> <p>They will need to begin to develop their justification and explanation skills – explaining how evidence is useful when focussing on inquiry</p> <p>Explicitly taught through repeated use of sources and interpretations as well as debate and discussion of the Nature and Origin of sources</p>
Critical thinking	Draw reasonable conclusions and generalizations	In order for students to draw reasonable conclusions and generalizations they will need to look at a variety of different resources. They will need to evaluate the evidence and arguments and read a variety of different media to develop substantive knowledge which challenges and stretches them. Explicitly taught through source work.

