

MLK Day Activities – Do You Have a Dream, Too?
High School Correlates to Common Core, NC Essential Standards for Social Studies, and Founding Documents

GRADE	READING INFORMATION	WRITING	SOCIAL STUDIES
Civics & Econ.	<p>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH-2 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.</p> <p>RH-6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH-9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>RH-10 Read and comprehend history/social studies texts independently and proficiently.</p>	<p>W-1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>W-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W-7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W-9 Draw evidence from informational texts to</p>	<p>Topics include: Local Government State Government Federal Government Founding Documents Civic Leadership Citizen Action Civic Engagement Civil Rights Law US Constitution US History Historical Analysis Citizenship Rights and Responsibilities Public Interest Contemporary Issues</p> <p>CE.C&G.2.1 Analyze the structures of national, state and local governments in terms of ways they are organized to maintain order, security, welfare of the public and citizen protection.</p> <p>CE.C&G.2.2 Summarize the functions of NC state and local governments within the federal system of government.</p> <p>CE.C&G.2.3 Evaluate the U.S. Constitution as a “living Constitution” in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence.</p> <p>CE.C&G.2.6 Evaluate the authority federal, state and local governments have over individuals’ rights and privileges.</p>

MLK Day Activities – Do You Have a Dream, Too?
High School Correlates to Common Core, NC Essential Standards for Social Studies, and Founding Documents

GRADE	READING INFORMATION	WRITING	SOCIAL STUDIES
		<p>support analysis, reflection, and research.</p> <p>W-10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>CE.C&G.2.7 Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare.</p> <p>CE.C&G.3.1 Analyze how the rule of law establishes limits on both the governed and those who govern while holding true to the ideal of equal protection under the law.</p> <p>CE.C&G.3.3 Analyze laws and policies in terms of their intended purposes, who has authority to create them and how they are enforced.</p> <p>CE.C&G.3.4 Explain how individual rights are protected by varieties of law.</p> <p>CE.C&G.3.6 Explain ways laws have been influenced by political parties, constituents, interest groups, lobbyists, the media and public opinion.</p> <p>CE.C&G.3.8 Evaluate the rights of individuals in terms of how well those rights have been upheld by democratic government in the US.</p> <p>CE.C&G.4.1 Compare citizenship in the American constitutional democracy to membership in other types of governments.</p> <p>CE.C&G.4.3 Analyze the roles of citizens of NC and the US in terms of responsibilities, participation, civic life and criteria for membership or admission.</p>

MLK Day Activities – Do You Have a Dream, Too?
High School Correlates to Common Core, NC Essential Standards for Social Studies, and Founding Documents

GRADE	READING INFORMATION	WRITING	SOCIAL STUDIES
			CE.C&G.4.4 Analyze the obligations of citizens by determining when their personal desires, interests and involvement are subordinate to the good of the nation or state.
American History I and II	<p>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH-3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH-7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH-9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>W-1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>W-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W-7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas,</p>	<p>Multiple ways to align. Topics include: Local Government State Government Federal Government Founding Documents Civic Leadership Citizen Action Civic Engagement Civil Rights Law US Constitution US History Historical Analysis Citizenship Rights and Responsibilities Public Interest Contemporary Issues</p> <p>AHI: compare recent and early historic events</p> <p>AH1.H.1.2 Use Historical Comprehension to: 1. Reconstruct the literal meaning of a historical passage. 2. Differentiate between historical facts and interpretations. 3. Analyze data in maps 4. Analyze visual, literary and musical sources.</p> <p>AH1.H.1.3 Use Historical Analysis and Interpretation to: 1. Identify issues and problems in the past 2. Consider multiple</p>

MLK Day Activities – Do You Have a Dream, Too?
High School Correlates to Common Core, NC Essential Standards for Social Studies, and Founding Documents

GRADE	READING INFORMATION	WRITING	SOCIAL STUDIES
	<p>RH-10 Read and comprehend history/social studies texts independently and proficiently.</p>	<p>avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W-9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>W-10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>perspectives 3. Analyze cause and effect 4. Evaluate competing historical narratives and debates among historians 5. Evaluate the influence of the past on contemporary issues</p> <p>AH1.H.2.1 Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions etc.</p> <p>AH1.H.4.3 Analyze the social and religious conflicts, movements and reforms that affected the United States from colonization through Reconstruction in terms of participants, strategies, opposition, and results (e.g., Second Great Awakening, Transcendentalism, abolition, temperance, mental illness, prisons, education, etc.).</p> <p>AH1.H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems through Reconstruction (e.g., natural rights, First Great Awakening, Declaration of Independence, transcendentalism, suffrage, abolition, “slavery as a peculiar institution”, etc.).</p> <p>AH1.H.8.3 Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” through Reconstruction (e.g., various ethnic, religious, racial, socio-</p>

MLK Day Activities – Do You Have a Dream, Too?
High School Correlates to Common Core, NC Essential Standards for Social Studies, and Founding Documents

GRADE	READING INFORMATION	WRITING	SOCIAL STUDIES
			<p>economic groups of people; plantation society;</p> <p>AH1.H.8.4 Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis through Reconstruction (e.g., Hamilton’s Financial Plan; Embargo of 1807; Manifest Destiny, phases of Reconstruction; various ethnic, religious, racial, socio-economic groups of people, etc.).</p> <p>AH 2</p> <p>AH2.H.1.2 Use Historical Comprehension to: 1. Reconstruct the literal meaning of a historical passage. 2. Differentiate between historical facts and interpretations. 3. Analyze data in maps 4. Analyze visual, literary and musical sources.</p> <p>AH2.H.1.3 Use Historical Analysis and Interpretation to: 1. Identify issues and problems in the past 2. Consider multiple perspectives 3. Analyze cause and effect 4. Evaluate competing historical narratives and debates among historians 5. Evaluate the influence of the past on contemporary issues</p> <p>AH2.H.2.1 Analyze key political, economic, and social turning points since the end of Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).</p> <p>AH2.H.2.2 Evaluate key turning points since the end of Reconstruction in terms of</p>

MLK Day Activities – Do You Have a Dream, Too?
High School Correlates to Common Core, NC Essential Standards for Social Studies, and Founding Documents

GRADE	READING INFORMATION	WRITING	SOCIAL STUDIES
			<p>their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).</p> <p>AH2.H.3.2 Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the United States since the end of Reconstruction (e.g., gold rush, destruction of the buffalo, reservations, ethnic neighborhoods, etc.).</p> <p>AH2.H.3.3 Explain the roles of various racial and ethnic groups in settlement and expansion since Reconstruction and the consequences for those groups (e.g., American Indians, African Americans, Chinese, Irish, Hispanics and Latino Americans, Asian Americans, etc.).</p> <p>AH2.H.4.1 Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, Civil Rights Movement, Anti-War protests, Watergate, etc.).</p> <p>AH2.H.4.3 Analyze the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results (e.g., Prohibition, Social Darwinism, Eugenics, civil rights, anti-war protest, etc.).</p>

MLK Day Activities – Do You Have a Dream, Too?
High School Correlates to Common Core, NC Essential Standards for Social Studies, and Founding Documents

GRADE	READING INFORMATION	WRITING	SOCIAL STUDIES
			<p>AH2.H.4.4 Analyze the cultural conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., nativism, Back to Africa movement, modernism, fundamentalism, black power movement, women’s movement, counterculture, Wilmington Race Riots, etc.).</p> <p>AH2.H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., “separate but equal”, Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).</p>

Founding Documents

Preamble of NC Constitution <http://www.ncga.state.nc.us/legislation/constitution/nconstitution.html>

US Constitution and legislation <http://history.house.gov/Exhibitions-and-Publications/BAIC/Historical-Data/Constitutional-Amendments-and-Legislation/>

<http://www.archives.gov/education/lessons/civil-rights-act/>

Supreme Court Cases <http://www.civilrights.org/judiciary/supreme-court/key-cases.html>

Variety of relevant documents

[http://docsteach.org/documents/search?menu=open&mode=search&sortBy=relevance&q=civil+rights&commit=Go&era\[\]=postwar-united-states](http://docsteach.org/documents/search?menu=open&mode=search&sortBy=relevance&q=civil+rights&commit=Go&era[]=postwar-united-states)