



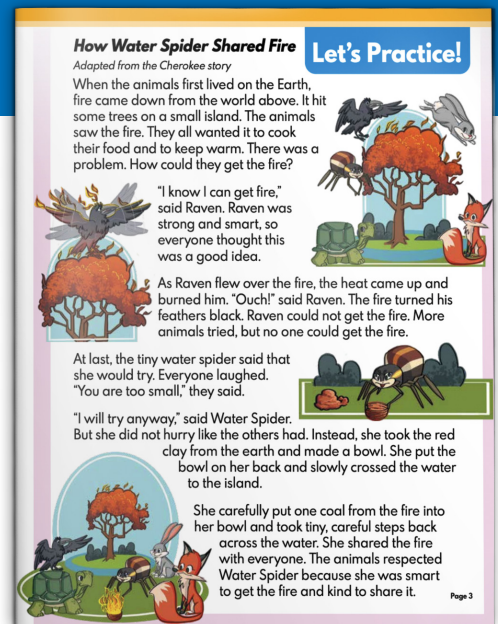
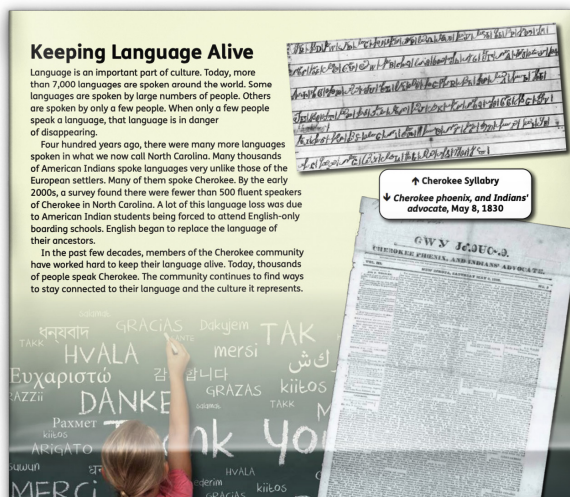
Because all learners are valuable, they should be able to find mirrors and windows in their educational materials. Mirrors allow them to see themselves in a positive role and windows invite them to recognize the diversity and qualities of others.

Studies Weekly infuses learning with multimedia and examples from a wide variety of cultures and people. We tell stories that empower all students, and want all learners to explore the potential that they bring into the classroom.

Diversity in Text

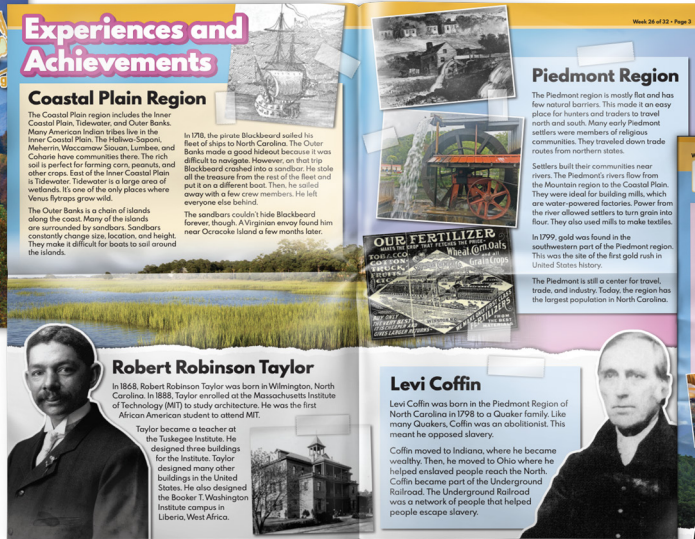
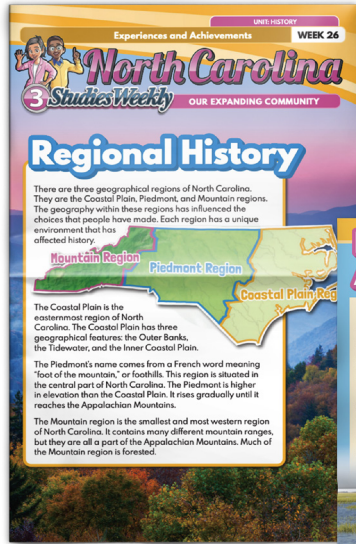
In Kindergarten, **REPRESENTATION HELPS STUDENTS BUILD A HEALTHY SELF-CONCEPT**, feel empowered, develop a growth mindset, and find role models. Often, representation comes through the text and images depicting real people and events, but sometimes, the **REPRESENTATION CAN COME FROM A STORY**.

As students read this adaptation of a Cherokee story, they not only learn the **INQUIRY FOUNDATIONAL CONCEPTS** of how to ask and answer questions, but they also learn that sometimes the friends that appear the smallest can think of the best solutions to help their community.



In 4th Grade, Week 11, students learn about important cultural aspects of North Carolina, including **LANGUAGE**. Language is one way that people connect with each other, and the Cherokee language had a particularly fascinating journey, as well as a special place in North Carolina's identity.

Studies Weekly also shows **VARIETY IN THE PLACES** used to teach concepts. This variety applies both to North Carolina and to national examples of places. **2nd Grade publication, Week 22**, teaches students about the **REGIONS OF THE WORLD**.



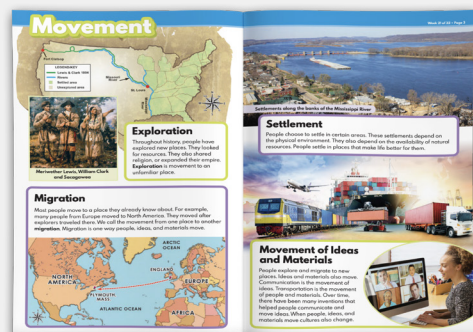
In 3rd Grade, Week 36, they learn about the **REGIONS OF NORTH CAROLINA**.



VISUAL REPRESENTATION is important, especially in younger grades where simple concepts are expanded by the images used to support a concept. In **1st Grade, Week 22**, the visual representation of **DIVERSITY** speaks as loudly as the words.

Diversity in Images

By **2nd grade**, students are ready to develop ideas about **PEOPLE AND PLACES** a little bit more. They can, for example, learn about why people might move from place to place. They can also learn about the part that many groups play in how people, materials, settlements, and ideas move from place to place.



Because **3rd grade** is about the expanding community, timing is critical to ensure students have a rich context full of **MANY FACES** and ideas. They are laying a foundation to successfully interact with a **DIVERSE COMMUNITY** as they grow.

In **Week 9** of the **3rd Grade** publication, students see a **VARIETY OF POSITIVE EXAMPLES** on how conflict and compromise work. Examples that begin in the home or classroom are then extended to larger communities, such as the state and nation.

UNIT: CIVICS & GOVERNMENT
Conflict and Compromise
WEEK 9

North Carolina
3 Studies Weekly
OUR EXPANDING COMMUNITY

Working Together

The world is made up of many people. Everyone has different beliefs. There are times when people and communities experience conflict since everyone has different beliefs. **Conflict** is a disagreement between individuals and groups. Conflict can happen between individuals, with small groups, and even in large groups. It can happen between nations as governments try to work together.

Conflict and Compromise

Conflict in Classroom and School

You might have experienced conflict. In school, conflicts might happen in the classroom or on the playground. To prevent conflict, we treat each other with respect. We line up for activities, take turns at recess, play with everyone, and follow the rules. When we choose not to do these things, we can create conflict.

We all have opinions. You might have a different opinion than someone else. It is important, however, that we work together to prevent conflict.

Courts Can Help Solve Conflict

In the United States, we use the law to solve conflicts that we can't resolve ourselves. We take them to a court of law. Courts have judges and representatives to help people on both sides of a conflict. Judges interpret the law to resolve conflicts. This happens at the national, state, and local levels.

Conflict Resolution

When conflicts arise, there are steps we can take to solve the problem.

1. State the problem.
2. Identify the cause of the problem.
3. Suggest solutions for the problem.
4. Attempt to solve the problem.
5. Reach out to experts (teacher, parent, adult, community helpers) to brainstorm possible solutions.

Consensus and Compromise

Consensus is when most people in a group have the same opinion or when they agree to the same solution. People often have different opinions about how to solve a problem. It's hard to agree on a solution. When we can't agree, we have to compromise. When we compromise, we change our thinking about a solution. In a compromise, everyone gives up something to create a solution. When we compromise, we think about the common good, not just about what we want.

Tribal Conflict Resolution

One responsibility of tribal governments is to resolve conflict. Sometimes conflicts arise between a tribe and another government. An agreement made between governments is called a **treaty**. When one government does not honor the agreement in a treaty, conflict arises. This has happened many times in North American history.

In 1944, the National Congress of American Indians (NCAI) formed. Its purpose is to protect the rights promised to American Indian tribes in U.S. government treaties. Over 250 tribal governments participate in this congress today.

Other forms of conflict arise within tribes. Many tribes have cultural traditions that they use to resolve conflict. Tribes in North Carolina, like the Lumbee and Cherokee, also have their own supreme courts to resolve conflicts.

Page 9 of 22 - Page 3

Diversity in Representation

Often, diversity is required in the **STANDARDS**. Diversity is addressed in topics such as history, but diversity also means having a lens that **RECOGNIZES** and **CELEBRATES** the **CONTRIBUTIONS OF EVERYONE**. Therefore, diversity is a part of content and examples as well as illustrative images.

Responsibilities of Elected Leaders

Elected leaders have important responsibilities. They work to ensure citizens' rights are protected. Citizens elect their leaders. It is important for leaders to know what the citizens want or need. By listening to citizens, leaders can make better laws. Leaders should make decisions according to the will of the people, not for themselves. Leaders can help citizens by making laws so citizens can easily participate in the government. Voting, going to public meetings, and paying taxes are examples. Leaders are responsible for informing citizens about what decisions are being made, by whom, and why.

All people should be treated equally. Equality means that all people are treated the same, regardless of who they are. Elected leaders work to make sure everyone is treated fairly. They are responsible for making laws that are fair to everyone. They also make sure that the government provides services and protection to all citizens, example of equal treatment is access to public buildings for all citizens. This is done by adding ramps, elevators, and parking spaces for people with disabilities. Fairness, equality, and justice are democratic values. These values guide our government. Leaders are responsible for protecting these values.

Tribal Leaders

North Carolina has the largest population of American Indians east of the Mississippi River. Eight American Indian nations are officially recognized by the state government. Individual tribes have their own political systems in addition to state and local government. In many tribes, members elect a chief and a tribal council. These are the highest officials in American Indian governments.

Tribes may also have their own courts, laws, and police. In the Eastern Band of the Cherokee, judges need to be licensed attorneys. The Lumbee require two supreme court judges to be attorneys, while the other three are ordinary tribal members.

One locally represented American Indian nation, the Cherokee Nation, is recognized by the U.S. government as a **sovereign nation**. This means the Cherokee Nation has its own constitution and independent government and is not subject to state or local laws.

In 1971, the North Carolina General Assembly created the Commission of Indian Affairs. The commission includes government officials and 21 American Indian representatives. Each representative was selected by their tribe or community. The Commission works together to support American Indian communities and make sure native voices are heard in the state government.

Cherokee Nation Vice President of Government Relations Kimberly Teehee, Aug. 22, 20

4th Grade, Week 5

Local Leaders

Counties, cities, and towns have their own local governments. Some local leaders are elected, and others are appointed.

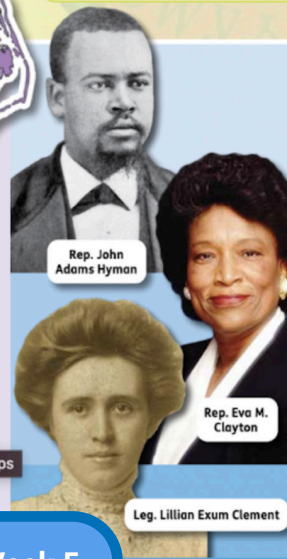
There are 100 counties in North Carolina. Each is governed by an elected county commissioner. The county commissioner sets taxes and budgets and oversees county services. County governments also include elected district attorneys, who prosecute criminal offenses. School board members, who are also elected, ensure schools and students have the support they need. County sheriffs are elected law enforcement officers. They run jails and serve court papers. They maintain the safety and security of courts. They patrol and protect their communities.

Some counties may have other elected leaders. They may have government groups, called boards, who are in charge of public health, elections, or social services.

North Carolina has more than 500 municipalities (cities and towns). Many municipalities elect mayors as the head of the local government. They may also elect members of a council or commission to help govern the city or town.

Some municipalities also have a manager. A city or town manager is an appointed position. That means they are chosen by the local government instead of being elected. The manager helps run the city government.

Municipalities also have a clerk, who keeps records of meetings and decisions.



Diversity in Government

After the Civil War ended, Congress required voters to swear they had not helped the Confederacy. Many white southerners lost the right to vote because they supported the Confederate cause. This opened political opportunities for African Americans. In 1868, North Carolina Representative John Adams Hyman became the first African American elected to the U.S. House of Representatives. Other African American leaders were also elected as state representatives. When former Confederates in North Carolina returned to power, they passed an amendment to the North Carolina State Constitution. It required citizens to pay a tax and prove they could read in order to vote. This limited many African Americans' right to vote. After the Civil Rights Movement, these voting restrictions were removed, allowing more African Americans to vote again. In 1991, Eva M. Clayton became the first African American to serve as a North Carolina

representative in almost

As a state, North Carolina has strong ties to religious groups. During Reconstruction and the Civil Rights Movement, churches served as central meeting places for African Americans and discussions. Many religious leaders worked to increase awareness of racial inequality. They helped minority populations gain access. Their efforts changed government policies and laws. In 1920, the federal government passed the 19th Amendment, which gave women the right to vote. Many women were elected to Congress and ran for political offices at the local level. In 1920, Lillian Exum Clement became North Carolina's first African American legislator, or person who

4th Grade, Week 5

In **5th Grade, Week 31**, students apply what they have learned about US history in a guided inquiry unit. Students look at **CIVIL RIGHTS** from the perspective of **GOALS** they might have for themselves, and create an action plan to accomplish them. This approach takes a **POSITIVE OUTLOOK ON DIVERSITY**, on people who believed in a cause and made changes, and how student goals can affect their futures.

Civil Rights Inquiry **UNIT: INQUIRY** **WEEK 31**

Foundations of America

5 Studies Weekly **BEGINNINGS TO PRESENT**

2 COMPELLING QUESTION:

HOW DID THE DREAM OF CIVIL RIGHTS ACTIVISTS BECOME REALITY?

The American Civil Rights Movement was a response to laws that limited rights and privileges of Black Americans. These laws were put in place soon after the Civil War ended. More were added as the decades went on. These laws segregated Black Americans from white Americans. Segregation is the practice of separating people of different races.

In 1896, the Supreme Court ruled in a case called *Plessy v. Ferguson* that segregation was constitutional. The ruling allowed segregation if people of different races were given "separate but equal" accommodations. As a result, segregation became more common. For example, Black children and white children attended separate schools. Black Americans were not allowed to sit with white Americans on the bus or in restaurants. There were different drinking fountains, restrooms, and entrances to public buildings for people of both races. Black Americans faced

difficulty trying to vote, hold jobs, and gain an education, among other opportunities.

With World War II, the "separate but equal" philosophy became a problem. Black Americans were not offered the new, higher-paying jobs the war created. On June 25, 1941, President Franklin D. Roosevelt signed an executive order opening all national defense jobs to any American, regardless of race, creed, color, or national origin. While this offered more opportunities, it was just the beginning of the call for equal civil rights.

Many mark the Civil Rights Movement as really gaining momentum in 1955. A woman named Rosa Parks refused to give up her seat on the bus for a white passenger. The police arrested her. The Reverend Dr. Martin Luther King Jr. organized a bus boycott in response to her arrest. The boycott lasted 381 days. It ended when the Supreme Court ruled segregation on buses was illegal. King and other leaders of the movement continued in their efforts. They held protests and marches, gave speeches, and wrote articles. King and many other leaders worked on changing laws to ensure the protection of Black Americans' civil rights.

white passenger. The police arrested her. The Reverend Dr. Martin Luther King Jr. organized a bus boycott in response to her arrest. The boycott lasted 381 days. It ended when the Supreme Court ruled segregation on buses was illegal. King and other leaders of the movement continued in their efforts. They held protests and marches, gave speeches, and wrote articles. King and many other leaders worked on changing laws to ensure the protection of Black Americans' civil rights.

Martin Luther King Jr. addressing a crowd, New York City 1967

Rosa Parks

Franklin D. Roosevelt

People marching during the civil rights march on Washington D.C., August 28, 1963

Article 1: Compelling Question: How did the dream of Civil Rights activists become reality?
Lexile® measure: 810L-1000L
Word Count: 329

Lesson Plan:

- Engage students in a discussion to think about the goals they have for themselves.
 - What goals do you have for yourself in terms of school or college?
 - What goals do you have for yourself in terms of work or career?
 - What goals do you have for yourself in terms of family and relationships?
 - What goals do you have for your community and country?
- Have a class discussion.
 - What action plans need to happen to accomplish your goals?
 - Do you need the help of others to accomplish your goals?
- Invite students to develop a short personal action plan for their personal goals.
- Invite students to share their action plan with a partner. Share ideas of what else they could add to their list to help achieve that dream.
- Help students understand that this week, they are going to be engaging in historical inquiry based on the American Civil Rights Movement.
- Read the cover article as class.
- Have a class discussion:
 - What is segregation? How does it limit people's rights? (**Segregation is separating people in public places based on their race or the color of their skin.**)
 - From your knowledge of segregation, discrimination, and other struggles that African Americans faced, what are some of the barriers that would prohibit people from accomplishing their goals? (**Answers will vary. Some could include: Plessy v. Ferguson, which legally allowed segregation as long as it was "separate but equal," discrimination in the military.**)
 - What are some of the rights that people were being denied in the segregation/discrimination laws? (**Answers will vary. Some could include: equality in education, jobs, freedom to vote, freedom to choose where to eat, sit, ride a train, etc.**)
 - In your own words, what do you think the dream or goal of Civil Rights activists was? (**Accept all reasonable responses.**)
- Review the compelling question. (Did the dream of Civil Rights activists become reality?) Ask students: