

Race, Gender in the History of U.S. Politics

Contacts

1. District Information	Coachella Valley Unified
2. Course Contact	

A. Cover Page

1. Course Title	Race, Gender in the History of U.S. Politics
2. Transcript Title	
3. Transcript Course Code	
4. Seeking Honors Distinction? (HS Only)	NO
5. Subject Area	Section A. Social Science - US History
6. Grade Levels	11th
7. Unit value	1.0 (one year, 2 semesters, or 3 trimesters equiv)
8. Was this course previously approved by UC? (HS Only)	YES
9. Is this course, or any section of this course, taught in an online learning environment?	No
10. Is this course classified as a Career Technical Education course: (HS Only)	No

11. Brief Course Description:

The purpose of "Race, Gender in the History of U.S. Politics" is to teach U.S. History from a different perspective – one that emphasizes the role of race, gender, and justice in American history. Students will leave with a more thorough understanding of our nation's history and a clearer view of current issues around race and gender in our community. "Race, Gender in the History of U.S. Politics" is a year-long course introducing students to the turning points in the growth of America into a world power. The focus in this class is on how our founding documents created the foundation for a society based on natural rights for all. This course focuses on how different racial, ethnic, and minority groups have worked to make these rights a reality in their daily lives. The founding of the United States, the expansion from sea to sea, the Civil War, Progressive Era, World War One, World War Two, the Civil Rights era, and America Today are all viewed from the lens of the struggle and contributions of women, African Americans, immigrants, Mexican Americans and other

minorities to become equal participants in the American experience. This course is designed to challenge the academic advancement of students in United States History.

12. Prerequisites: World History

13. Co-Requisites: None

14. Context for Course

Race, Gender in the History of U.S. Politics is a college preparatory course in Section A - History that will help students fulfill the A-G requirements for a preparation and admission to a UC/CSU four-year university. Race, Gender in the History of U.S. Politics will be made available to 11th grade students.

15. History of Course Development

Collaboration for the creation of this course has occurred over many days at the district level with history teachers and with district administration support. Participants in the courses, collaborated with other school districts across California to help support the construction of this course. This course is created using the common core standards.

16. Textbooks:

Ayers, Edward L., and Samuel S. Wineburg. *American Anthem: Modern American History*. Holt, Rinehart, and Winston, 2007.

17. Supplemental Instruction Materials:

- A Different Mirror: A History of Multicultural America by Ronald Takaki (published 1993, revised 2008)
- American Memory from the Library of Congress (<http://memory.loc.gov/ammem>)
- Ethnic & Multicultural History from the Library of Congress (http://www.loc.gov/teachers/additional_resources/relatedresourcesushist/special/ethnic.html)
- Race & Gender in United States History: A Class Reader – a collection of primary sources and historical documents picked by the instructor

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This course focuses on the role that the ideas of race, ethnicity and gender have played in American history from the colonial period to the present. Racial ideologies vitally influenced the experiences of all Americans, including the dominant white majority along with other groups such as Native Americans, African Americans, Mexican Americans, and Asian Americans. We will look at the development of the meaning of full citizenship for some and exclusion of others. We will also look at the strategies used by racialized groups to resist this exclusion and to push the nation into ensuring all citizens the same rights to freedom, equality, and democracy. These early legal distinctions that defined Europeans as Christians and African and Native Americans as Heathens were supplanted by legislation that defined people by race and ethnicity. Over time these distinctions were reinforced by a variety of other forces. Distinctive from place to place, America’s racial and ethnic groupings have been shaped and reshaped by regional economies such as the slave South, political initiatives such as Indian Removal and Chinese Exclusion Acts, a changing national immigration policy, and sexual and social intermixture and assimilation. Course readings will examine the links between race, region, labor, law, immigration, politics, sexuality and the construction and character of racialized spaces and places in America.

The course will focus particular attention on how to read primary sources related to this topic, ranging from legal documents to letters to visual representations, as well as how to address the silences that available sources do not address. The class will help students hone their critical thinking skills, read difficult texts closely and carefully, express arguments in a spirited intellectual exchange, and pursue independent original research. The entire class will be focused on evaluating attainment of ideals set forth in our founding documents for all Americans. This course meets the California State Standards for Social Studies, and satisfies all high school graduation and university admission requirements.

Students will gain the following academic skills in this course:

- critical thinking (through reading and analyzing written documents and cultural sources, formulating arguments supported by historical evidence, and organizing information in a clear and logical
- explain how racial ideologies were formed and transformed over time in the United States, with attention to the interaction between social context and historical context

- written communication (through writing short reflection essays, a film analysis, primary and secondary source analysis, and research essay)
- historical research (through finding information about historical topics in short assignments and an integrative essay)
- analyze and synthesize primary, secondary, and cultural sources. As well as find and use historical scholarship and sources to answer a essential question of each unit
- primary source analysis (through reading and identifying the key points, meaning, and significance of arguments and ideas presented in historical documents and cultural artifacts created during the time periods we are studying)
- secondary source analysis (through reading and identifying the key points, meaning, and significance of arguments and ideas presented in books and articles written by scholars about the time period we are studying)
- cultural text analysis (through thinking about the significance of cultural texts such as news reports, magazine articles, music, and films and placing them in historical context)
- oral expression (through small group and whole class discussions and student presentations)
- using the internet and technology (through research assignments and guidance on how to evaluate internet sources)
- present ideas in a clear and persuasive manner both orally, artistically, and in writing, in accordance with the MLA research principles
- use relevant scholarship and historical evidence to analyze the experiences and struggles for justice of communities of color in the United States

Course Outline:

Introduction Unit: Theoretical Frameworks of Race, Class, Gender, and Ethnic Studies

Theme: Constructing Criticality of One's Experience through Theoretical Frameworks of Race, Class, Gender, and Ethnic Studies

The introduction unit in this course introduces students to foundational concepts and frameworks of Ethnic Studies, Race, Ethnicity, and Gender, and how these concepts and frameworks will be used to assess and analyze historical and current events found in literature. Students will learn to apply a sociological lens in researching and discussing issues, which include race and racism, classism, gender and sexism, colonization, oppression, and resistance. Students will develop skills in decoding meanings produced by experiences based on race, ethnicity, and gender in social contexts, as well as the construction of race, ethnicity, and gender identity through everyday life.

Essential Question:

How does American society perceive Race, Class, and Gender?

Objectives:

1. To learn the theoretical foundations and the lens' of Ethnic Studies and Critical Theory
2. To be introduced to the different sociological perspectives and to become familiar

with the factors that determine a dominant and a subordinate group in relation to power and privilege between dominant/subordinate groups (i.e. Hegemony).

3. To understand how race and gender is socially constructed through Critical Race Theory and

Critical Gender Theory

Final Unit Assignment Description:

Students will write a one-page essay synthesizing the theoretical foundations and lens of Ethnic Studies, Critical Theory, Critical Race Theory, and/or Critical Gender Theory. They will reflect on how these concepts and frameworks impact historical and current events. Lastly, they will assess how the use of the critical lenses will shape their educational journey.

Unit 1: Foundation of Our Nation

Overview:

Students analyze the significant events surrounding the founding of our nation from original European contact with Native Americans, to its attempts to realize the philosophy of government described in the Declaration of Independence with closer focus on: The definition of race and racism at America's birth and the birth of slavery in America; How different ethnic groups view American history vs. the way it is taught vs. the way it is embedded in society.

Essential Question:

1. How did African Americans become slaves?
2. How was the occupation of Native Land justified?
3. How does being a free African American or Native American differ than being an Anglo American during the Colonial period and then after the revolution?

Objectives:

Students will:

1. Analysis the theoretical foundations of the Declaration of the United States and how race was or wasn't factored in writing it.
2. Analyze multitude experiences and perspectives in the founding of the United States

Final Unit Assignment Description:

Working in groups students will create a short film, on iMovie, about African American or Native American life during the colonial period and after the Revolution. The students will be asked to look at life of either Southern plantation, cities of the North and Indian country.

Unit 2: Growth of the United States through Imperialism (Including Industrialization)

Overview:

In this unit students will be introduced to the ideas of Imperialism and Race and investigate the connections between the two. Students will read "The White Man's Burden" and explore its underlying themes of race and class conflict. We will look at Progressivism, minority movements, women's suffrage, eugenics and the rise of Nativism. Students will engage in case studies of the

American decision to acquire the Philippines and Jack Johnson and Eugenics (Mann Act).

In this unit students will tackle how Industrialization, unionization, and immigration influenced the development of urban environments, farming, organizing, and ethnic communities. Students will explore the reasons and experiences of immigrants coming to America and the concurrent political responses to specific groups. Students will be introduced to the concept of Social Darwinism, its connection to the Great Industrialists and the role of African Americans in the Industrial Revolution.

Essential Question:

1. What is Rudyard Kipling trying to say in his poem, “The White Man’s Burden” ?
2. How is the science of race connected to Racism?
3. How is industrialization connected to slavery and racism?

Objectives:

Students will:

1. Determine if American industrialization is connected to the reconstruction of the south.
2. Examine how Social Darwinism, and racism also played a role in America’s Imperialist mission

Final Unit Assignment Description:

In groups, students prepare for and engage in a debate regarding Social Gospel vs. Social Darwinism or Social Darwinism and American Laissez-faire Capitalism.

Unit 3: Progressive Era

Overview:

By definition, to be progressive, it requires that a groups of people, a person, or idea be in favor of implementing social reforms (ex: working conditions, suffrage, public health and safety, race relations). Students will analyze the Progressive Era and determine if it as an era of progress or retreat in terms of: Rise of minority movements (NAACP and Anti Defamation League) and women’s rights movement. Students will use the following topics:

Essential Question:

How did the Progressive Era move the United States forward, and what particular racial/social groups did it help?

Objectives:

Students will...

- 1) Determine the whether or not the progressive era was truly progressive through essay/ABC Book?
- 2) Examine the role did women play during the Progressive Era
- 3) Examine race, gender, and class within the progressive era.

4) Create meaning in analyzing primary and secondary source.

Progressive:

- Niagara Movement and the NAACP
- Buchanan v. Warley
- Anti-Defamation League (1913)
- Women's Christian Temperance Movement
- Rise of the women's suffrage movement and the growth of Women's movement
 - Beginnings – Seneca Falls Reading
 - Ain't I a woman- Sojourner Truth
 - National Association of Colored Women
 - National American Suffrage Association
 - Video Clip – One Woman, One Vote
- The growth of health and safety standards in industry
 - The Jungle- Upton Sinclair
 - Meat Inspection Act
 - Pure Food and Drug Act
 - Examine the Triangle Shirtwaist Fire and how this horrific workplace disaster helped to shape work safety standards in Urban areas around the country.
 - National Child Labor Committee works to end child labor- Examine the working conditions of children in American urban centers that lead to the protection of children in the work place.
 - Unionism and the fight for safer working conditions/ shorter worker days. for men, women and
- The Urbanization and health standards
 - Tenement Act of 1901 (Tenement Museum)- Understand these laws and how they set precedents around other urban cities for setting standards of living for working people.
 - Examining Gender, Class, and Ethnicity in 19th Century New York City (Article)
- The effect of political programs and activities of Populists and Progressives like progressive income tax and 19 Amendment
- Theodore Roosevelt/ Square Deal Policies

Retreat:

- Birth of a Nation
- Ida B. Wells- The Truth about Lynching
- The Brownsville Affair (PBS:
https://www.thirteen.org/wnet/jimcrow/stories_events_browns.html)
- The Root: How Racism Tainted Women's Suffrage (NPR:
<https://www.npr.org/2011/03/25/134849480/the-root-how-racism-tainted-womens-suffrage>)
- Eugenics movement- How did this movement of pseudoscience perpetuate and embolden racial stereotypes and become the basis
- Case Study – Jack Johnson and Eugenics (Mann Act)
- Miscegenation Laws (Laws Against Race Mixing) – Rollins v. Alabama
- Sterilization Laws – Buck v. Bell (Upheld the decision by the state of Virginia that the state had the right to determine who was genetically unfit and allowed sterilization without the consent of the person/patient or family member)

- Bath Riots in El Paso, TX. (The Zinn History Project/ NPR: Bath Riots- Indignity along the Mexican border)
- Development of IQ exams
- The rise of Nativism (clips from Gangs of New York) Examine the rhetoric of Nativists (anti-immigrations) and it's linger effects on American society.
- Ozawa and Thind cases

Final Unit Assignment Description:

In Groups, students will create an ABC Book of the Progressive Era that focuses on the question, "How progressive was the progressive era?" There should be a distinct positionality in the book, with proper citation, and a work cited page in MLA format.

Unit 4: Great Wars

Overview:

America's participation in World War One and World War Two were marked by the idea that the U.S. fought in these wars to preserve freedom, protect human rights and spread democracy around the world. Students will examine to what extent the U.S. was committed to freedom, civil rights and democracy at home while fighting these wars abroad. This unit will examine closely examples of oppression by the U.S. government on its citizens with special attention of people of color, immigrants and women. Students will also analyze how these groups resisted oppression in this time period. Students will also examine the Great Depression and the forces shaped people's experiences during that time.

Essential Question:

In what ways did people resist political, social and economic oppression in early 20th century America? To what extent was early 20th century resistance against oppression effective (i.e. was oppression diminished)?

Part One: The First World War: Propaganda, Political Repression and Anti Immigration Scapegoating (1914-1924)

Overview:

In studying World War One students will analyze the impact of World War One in terms of the American Homefront and Committee on Public Information, anti-immigrant sentiment during World War One, African American response of Wilson's reasons for war, growth of propaganda and its effects on American life going forward(to present).

Objectives:

1. Determine to what extent the United States participation in World War One reflected a commitment to democracy and peace at home after the war.
2. Identify the different methods employed by different levels of government and private citizens to inhibit criticism of America's participation in World War One.

3. Analyze the different reasons to oppose/support American involvement in World War One.
4. Critique the Socialist response to World War One.

Students will:

1. Trace increasing U.S. involvement in WWI.
2. Explain why the U.S. decided to enter WWI and support England/France.
- 3 Analyze the Socialist Party's resistance strategy against the war.
4. Explain the effects of gov't laws against protesting.

Topics: isolationism, MAIN, Eugene V. Debs, Espionage Act, Sedition Act, Schenck vs. U.S. , Socialist Party * Socialist Opposition to the war & political repression, Race Riots of 1919, Steel General Strike 1919

Assignments:

1. Students will read, annotate Eugene V. Debs "Canton, OH" (1918) and Statement to the Court (1918) speech and participate in a philosophical chairs discussion on whether the government has the right to limit first amendment rights to free speech during times of war.
2. Zinn reading on WWI (War Is the Health of State) and repression of socialist party.
3. Primary Document Analysis: "Why the IWW Is Not Patriotic to the U.S."(1918),
4. Analyze Wilson's 14 Points and identify instances of repressions in the U.S. that contradict Wilson's 14 Points.
5. Refute, modify or defend the following statement: *A government needs to silence dissent when it is at war.*

Part Two: The Roaring Twenties: Harlem Renaissance and Woman's Suffrage (1919-1929)

Overview:

The 1920s are often described as the "Roaring 20s", the "Jazz Age", and the "Age of Prosperity" suggesting that this decade was a pleasant time, broken only by the Great Depression. In this unit we will examine anti-foreign and anti-radical hysteria, brutality against African-Americans by the KKK and others and the effects of gender roles during the decade.

Topics:

1924 National Origins Act and 1920s anti-immigrant and Red Scare hysteria, flapper, women's suffrage victory, 1920s gender roles and race relations, 1st Red Scare, Palmer Raids, Sacco and Vanzetti, ACLU, NAACP, Harlem Renaissance, 2nd Wave of KKK

Objectives:

1. To what extent is the depiction of the 1920s as prosperous and "roaring" a misleading one?
2. To what extent was the passage of the 19th amendment a turning point for working class women?

Students Will:

1. Describe the 1920s and its attack on civil liberties.
2. Compare gov't economic policies to the Gilded Age.
3. Analyze how women resisted patriarchy and fought for suffrage.
4. Trace events that led to women's suffrage victory.
5. Analyze how gender roles changed during the Roaring 20s.
6. Describe how the 19th Amendment affected women of color.
7. Describe African American social, economic and political conditions in early 1900s.
8. What was the Harlem Renaissance and who were its main leaders?

9. In what ways is art a form of resistance?

10. How did the Harlem Renaissance fight institutionalized racism and racial violence?

Assignments:

1. Read *A People's History of the United States: Self Help in Hard Times*
2. Analysis of Billie Holiday's *Strange Fruit* (1937)
3. Analysis of Langston Hughes *I, Too* and *Dreams Deferred* comparison to Tupac Shakur's *Changes*. Citing examples of Continuity and Change in the messages of both songs.

Part Three: Great Depression

Overview:

In this unit will examine the causes of economic crisis of the 1930s. This unit will also ask students to analyze how people of color and women were affected by the depression in similar and different ways including how they confronted racism and sexism under difficult conditions. Students will then challenge the effectiveness of the New Deal.

Objectives:

Students Will:

1. Analyze the economic causes of the Great Depression
2. Summarize the New Deal's philosophy and list the programs created to combat the Great Depression.
3. Analyze the New Deal's effectiveness in combating the Depression, and its aid to non-white communities.
4. Analyze labor rebellion and state repression during the Great Depression.
5. Analyze primary sources of comparing experiences of people of color during the depression
6. Complete a document-based essay question on the effects of the Great Depression.

Part Three Unit Assessment:

Five Paragraph Essay: What factors and/or forces shaped people's experience during the Great Depression? Did people in the U.S. have similar experiences during the Great Depression? What accounts for these differences and similarities?

Part Four: World War II

Overview:

World War Two is often times considered the "Good War". It was a war against great evils : German Nazis, invasion of European countries, the Holocaust , Japanese aggression and totalitarianism. Despite strong support for isolationism, the attack on Pearl Harbor brought a surge in support for American participation in the conflict. At the time of the war many did not question racial segregation in the armed forces, Japanese internment, continued oppression of people of color at home and the use of the atomic bomb that killed hundreds of thousands people in Hiroshima and Nagasaki. In this

unit we will examine the effects of World War Two at home and abroad and analyze America's commitment to fighting evil.

Topics:

Roosevelt's Four Freedoms Speech and Norman Rockwell's Interpretation, Tuskegee, 442 Regiment , Navajo Code Talkers , Rosie The Riveter vs. Wendy the Welder, "Double V", Executive Order 8802, Tuskegee Syphilis Experiment and the Port Chicago Incident, Bracero Program and Japanese, Internment, Zoot Suit Riots, Operation Wetback (1954)

Objectives:

Students will:

1. Analyze the causes of WWII and entrance of the U.S. into the war as a result of Pearl Harbor.
2. Analyze the WWII's effects on the United States by studying WWII primary sources.
3. Analyze American participation in World War Two in terms of the fight for freedom in American minority contributions to the war effort (Tuskegee Airmen, Navajo Code Talkers, Women)
4. Analyze the effects of WWII on the American Homefront particular attention to the role of women, Mexican-American braceros, Japanese internment and the Zoot Suit Riots.
5. Analyze US promises and compare it to its actions in dropping the atomic bomb and Japanese internment
6. Analyze primary sources to determine the principle causes of the Japanese American internment during WWII.
7. Critically analyze primary sources regarding the Zoot Suit Riots, and the determine the causes and effects of the event.
8. Understand the contributions of people of color and women during WWII, including actions in battle and homefront.
9. Determine the causes and effects of American decision to drop the Atomic bomb on Japan.

Final Unit Assignment Description:

Document Based Question Essay:

World War II was fought to preserve freedom and democracy around the world.

Assess the validity of this statement based on your knowledge of America's response to World War Two.

Unit 5: McCarthyism, Cold War, Vietnam

Overview:

In the years that followed World War Two, the promise of a new world free of war, racism, inequality was not fulfilled. Instead there were now two great powers, the Soviet Union and the United States, threatening the world with destruction with their arsenal of weapons in what is called the "cold war." Students will examine the effects of the Cold War on the homefront and abroad.

Essential Question:

How did the promise of freedom as result of World War Two play out in the Cold War Era?

Topics: Cold War, Atomic bomb, Iron Curtain, Yalta, Potsdam, sphere of influence, Korean War, police action, communism, D-Day, Truman Doctrine, Containment, brinkmanship, Berlin Blockade/Airlift, Arms Race, Domino Theory, Marshall Plan, NATO, SEATO, United Nations Bay of Pigs, Cuban Missile Crisis, CIA, Rosenbergs, McCarthyism, National Security Act, Fair Deal, House of Unamerican Activities, G.I. Bill, Levittown, conformity, 1950s Housewife, Affluent Society, patriarchy, consumerism

Objectives:

Students will:

1. Define the Cold War and analyze the events that led to hostilities between the U.S. and the Soviet Union.
2. Review Foreign policy during 1948-1963 (its causes/effects) and it's effects on the homefront.
3. Explain how the U.S. intervened in Korea, Guatemala, Vietnam and Cuba.

Part One: Cold War at Home

Overview:

In part one, students will examine the hysterical fear that erupted with the spread of communism and how it led to the suppression of free speech, jailing of dissidents, inquisition by congressional committees and McCarthyism. Students will also analyze resistance by Americans to the hysteria of the Cold War.

Objectives

Students will:

1. Assess the meaning of Freedom and how that applied to post-war America
2. Compare and Contrast textbook accounts of the beginnings of the Cold War to Howard Zinn's A People's History of the United States.
3. Review American Foreign Policy during 1948-63 (its causes and/effects) and the Cold War's impact on the homefront.
4. To what extent does the 1950s "consumer freedom" provide "freedom" to all Americans?
5. To what extent and how valid were the fears many Americans develop from the end of World War II through the Eisenhower administration that communism threatened the existence and safety of the United States.
6. Plot Cold War "Hot Spots" on a world map.
7. Critically examine "freedom" and analyze the underlying racists, sexist and conformist qualities of 1950s America
8. Evaluate the U.S. response to communism abroad and at home and judge whether it kept in line with America's promise of freedom.

Part Two: Vietnam

Overview:

America's commitment to contain the spread of communism paved the way for U.S. involvement in Vietnam. The protest against the war began slowly but grew into a great national movement led by groups like the New Left. Blacks in the South were amongst the first to resist the draft but this refusal

soon spread to the rest of the country. By the early 1970s, $\frac{2}{3}$ of the population opposed the war. Students will examine what accounted for this opposition as well as examine resistance by the armed forces, veterans returning and speaking out against the war, acts of resistance by civilians and resistance to the draft and how it played a role in finally bringing the war to an end.

Topics: Tet offensive, Vietnamization, MLK's Beyond Vietnam, Anti-war Movement, New Left Objectives

Objectives:

Students will:

1. Introduces the causes of increasing American involvement in the Vietnam War.
2. Explain how and why the US intervened in Korea, Iran, Guatemala, Vietnam and Cuba (Bay of Pigs and Cuban Missile Crisis)
3. Examine the overrepresentation of people of color in the military during Vietnam.
4. Trace US intervention in Vietnam from the late 1940s to the early 1970s.
5. Analyze resistance to the Vietnam conflict by the armed forces and civilians (students, New Left)

Final Unit Assignment Description:

Write an anti-war/protest song that must include historical context of war and reasons for ending American participation in the conflict.

Unit 6: The Civil Rights Movement (1950s - 1960s)

Overview:

This unit studies and analyzes the Civil Rights Movement of the 1950's and 1960's, which is the most significant social and political movement of the 20th Century in the United States of America. The movement gave rise to such leaders as Thurgood Marshall, Rosa Parks, Malcolm X, and Ella J. Baker. It was responsible for eliminating Jim Crow and it was the major reason for the passage of some of the most important laws in the 20th Century, including the Civil Rights Act of 1964 and the Voting Rights Act of 1965. While significant individuals were essential in shaping the civil rights struggles, the movement was also influenced by countless numbers of ordinary men and women who participated in civil rights campaigns throughout the nation, many who shall never be documented in history books.

Students will be asked to use their analytical and research skills to show that the goal of the Civil Rights Movement was to have a fully integrated society. Students will be asked to analyze readings and create short 1-2 page reflections where they show how leaders and activists of this era maintain that their goal was not just to integrate society but also to empower the Black community. This unit will examine the origins and the impact that the Civil Rights Movement of the 1950's and 1960's had on American society.

Essential Question:

Who were important leaders and groups during The Civil Rights Movement, what struggles did they lead and how did these struggles eliminate Jim Crow and help establish a fully integrated society?

Objectives:

Students will:

1. Identify and describe important leaders of the Civil Rights Movement and their Campaigns, as well as, discuss the methods civil rights leaders and their supporters used to gain equal rights.
2. Evaluate the importance of the *Brown v. Board of Education* Supreme Court case and determine the implications of the *Brown v. Board of Education* ruling on public schools in their own (Coachella Valley) community.
3. Examine the importance of the the Civil Rights Act of 1957, Civil Rights Act of 1964 and the Voting Rights Act of 1965.
4. Examine the significance significance of important Civil Rights events in promoting social change; such as the Montgomery Bus Boycott, the Little Rock Central High School crisis, the sit-ins in Greensboro, the formation of the SNCC, the Freedom Riders, political activism of James Baldwin - Dr. Martin Luther King, Jr. - Letter from Birmingham Jail, the March on Washington, the 16th Street Baptist Church bombing, and along with other significant Civil Rights events.

Final Unit Assignment Description:

Students will write a 2-page essay to demonstrate their mastery of the subject matter, by selecting a leader and/or campaign that created change in American society during the Civil Rights Movement. For example, student can select the Student Nonviolent Coordinating Committee & Sit-Ins, The Civil Rights Act of 1957 and The Little Rock Nine, etc.

Unit 7: America Today

Overview:

Historically marginalized people, as examined in the previous units, have had to endure incredibly pressing experiences. To consider those experiences as part of the past, and left there as something that once was, is to assume nothing like that can exist in the present. This unit will ask students to consider the validity of that claim, if indeed the past experiences of marginalized groups were left as a reminder of what once was, or if their examination of current situations, events and conditions, confirms that claim. This unit will ask students to analyze where America is now by examining previous topics covered in the course as they compare to current institutional practices. An extensive use of online sources and tools will be used, and a review of documented institutional impacts on people in regards to race, class, and gender will be developed by the student to produce a portfolio of evidence of such connections. This unit requires the use of iPads, desktops, laptops, or digital notebooks to connect to the internet and for use of Word Processor and other software to complete the expected requirements.

Students will use online websites/resources and technology to accumulate evidence as current events are examined and juxtaposed to past events while recognizing similarities and differences between previous institutional histories and current practice or policies. The purpose of categorizing past institutional practices in the U.S. is to compare if real measurable progress has been made for marginalized populations based on race, class, gender. This will be determined by students examining current data extracted from census information and other sources, cataloguing their findings into a portfolio that will later be used to generate questions, and evaluate claims and

connections developed for their end of term research project.

Essential Question:

Have the historically tragic experiences of people of color and other marginalized populations and groups in the U.S. ever been resolved and are these struggles still present in America today?

The following institutions will be examined: Economic, Corrections/Legal, and Education.

Topics of focus will include but not be limited to the following:

Economic: Levels of poverty in the U.S. and populations affected, Unemployment in marginalized communities, Earnings in America, De Facto segregation in a geographical application (neighborhoods, cities, regions) by racial groups and by gender.

Application/Practice:

1. Students will create an informational report for the Economic Institution using Word, Docs, or Pages.
2. Students will use the census website (Census.gov), click on QuickFacts, input the city or county of choice, to gather raw data on demographic information (population size, age, sex, race, etc.) and economic factors (median household income, time traveled to work, etc.).
3. Students will create graphs (visual representations) from the data using Excel, Sheets, or Numbers and copy and paste the graph to their Word, Docs, or Pages document.
4. Students will Describe the graph in text, and Analyze the graph in terms of the implications demonstrated.
 - a. Students will evaluate the data at face value first, and then consider the implications of such data.
 - i. First/Describe: What does it show?
 - ii. Second/Analyze: What does it say?
 - b. Students will compare two or more graphs/factors in writing and how the intersection of said factors expose potential issues.
 - i. E.g. sex and median household income, or race and median household income.
 - c. Students will answer: Based on the data, does this institution humanize/dehumanize marginalized people?
 - d. Students will point out asymmetrical/symmetrical relationships (inequalities) in this institution.
 - e. Students will compare the results to previously covered historical events. (Identify examples from your previous lessons that relate to the issues presented in this data. Have you seen/heard/experienced this before in your studies or personally?)
 - f. Properly cite the source of your information and give credit to the government website and tools.
 - g. Students will research, locate, and use an example from a current event (use reports, articles, news feed, twitter, facebook pages, other social media, etc.) to juxtapose and connect to today as part of their written analysis.

Corrections/Legal: Government policy in regards to criminalization of communities of color, law enforcement issues in communities of color, incarceration, their effects (New Jim Crow) and implications on racial groups, and by gender.

Application/Practice:

1. Students will create an informational report for the Political/Legal Institution using Word, Docs, or Pages.
2. Students will use documents from the Bureau of Justice and Statistics website (bjs.gov) to explore prison populations, contact with police by ethnicity/race and gender, and hate crimes. (link and PDF provided).
3. Students will explore the Juvenile Justice and Delinquency Prevention website (ojjdp.gov) to gather raw data using the Easy Access to the Census of Juveniles in Residential Placement tool.
 - a. Once at the ojjdp.gov website click on Tools, then on Statistics, then Statistical Briefing Book, then find and click the Data Analysis Tool, and finally click on Easy Access to the Census of Juveniles in Residential Placement.
 - b. You will be directed to a page where you can choose information about Juveniles in Detention centers (Residential Placement). Once there select the U.S. & State Profiles tab.
 - c. You will have the option of selecting a state (Please select California), and the year (Select 2015).
 - d. A list of information available to you for exploration and examination will be visible (select Age on census date by sex by race/ethnicity). Students can explore another factor listed (Offense profile of detained residents by sex and race/ethnicity) if time allows.
 - e. **PLEASE FOLLOW STEPS 5 and 6**
4. Students will use the Data Analysis Tool in the Bureau of Justice and Statistics website (bjs.gov) to gather raw data on the measure of effectiveness of the legal/correctional/prison institution by considering levels of recidivism.
 - a. Once at the bjs.gov website click on Data Analysis Tool to View All, then select Prisoner Recidivism Analysis Tool - 2005, then click on the Analysis tab.
 - b. A series of possible selections will appear and you will be able to select what information you would like to view. Students are encouraged to explore the options of the criteria, but then should find how to gather pertinent information about Recidivism based on age, sex, race, etc.
 - c. In the Sentence Characteristics criteria, students should explore the Drug Possession offence.
5. Students will create graphs (visual representations) from the data using Excel, Sheets, or Numbers and copy and paste the graph to their Word, Docs, or Pages document.
6. Students will Describe the graph in text, and Analyze the graph in terms of the implications demonstrated.
 - a. Students will evaluate the data at face value first, and then consider the implications of such data.
 - i. First/Describe: What does it show?
 - ii. Second/Analyze: What does it say?
 - b. Students will compare two or more graphs/factors in writing and how the intersection of said factors expose potential issues.

- i. E.g. sex and median household income, or race and median household income.
- c. Students will answer: Based on the data, does this institution humanize/dehumanize marginalized people?
- d. Students will point out asymmetrical/symmetrical relationships (inequalities) in this institution.
- e. Students will compare the results to previously covered historical events. (Identify examples from your previous lessons that relate to the issues presented in this data. Have you seen/heard/experienced this before in your studies or personally?)
- f. Properly cite the source of your information and give credit to the government website and tools.
- g. Students will research, locate, and use an example from a current event (use reports, articles, news feed, twitter, facebook pages, other social media, etc.) to juxtapose and connect to today as part of their written analysis.

Education: Educational attainment by people of color by gender (Solorzano, 2006 graphic organizer), School to prison pipeline, local (CVUSD high school numbers) examination of educational attainment.

Application/Practice:

1. Students will create an informational report for the Education Institution using Word, Docs, or Pages.
2. Students will use the census website (Census.gov), click on QuickFacts to input the state of California, input the city or county of choice, to gather raw data on demographic information (population size, age, sex, race, etc.) and educational factors (percent of high school graduates, and percent with Bachelor's degree or higher.).
3. Students will create graphs (visual representations) from the data using Excel, Sheets, or Numbers and copy and paste the graph to their Word, Docs, or Pages document.
4. Students will Describe the graph in text, and Analyze the graph in terms of the implications demonstrated.
 - a. Students will evaluate the data at face value first, and then consider the implications of such data.
 - i. First/Describe: What does it show?
 - ii. Second/Analyze: What does it say?
 - b. Students will compare two or more graphs/factors in writing and how the intersection of said factors expose potential issues.
 - i. E.g. sex and percent with Bachelor's degree or higher, or race and percent of high school graduates.
 - c. Students will answer: Based on previous discussions about the educational attainment of students in CVUSD, and the data collected, does this institution humanize/dehumanize marginalized people?
 - d. Students will point out asymmetrical/symmetrical relationships (inequalities) in this institution.
 - e. Students will compare the results to previously covered historical events. (Identify examples from your previous lessons that relate to the issues presented in this data. Have you seen/heard/experienced this before in your studies or personally?)

- f. Properly cite the source of your information and give credit to the government website.
- g. Students will research, locate, and use an example from a current event (use reports, articles, news feed, twitter, facebook pages, other social media, etc.) to juxtapose and connect to today as part of their written analysis.

Final Unit Assignment Description:

Students:

- will create a portfolio that catalogues the work completed through the unit and
- will culminate in a 1 page cumulative response to the connections these institutions have with the expectation that students address the intersection of all institutions in discussed in the unit.
 - Connections must be made as students examine how the educational institution relates to the economic institution and equally connects to the corrections/legal institutions.
- This response may be in essay format, bulleted outline, or graphically organized and will be included in the portfolio.
- By the end of the unit the portfolio will contain the following:
 1. **Cover Page:**
 - a. APA format with name of the school
 - b. Title of the Portfolio (suggested Recurring Institutional Practices and their Continued Effects on Already Marginalized People in the U.S.)
 - c. Name of the Student, Date, Period, Subject
 2. **Table of Contents**
 - a. Name of each institution on a Tab and page range
 - i. Economic
 - ii. Corrections/Legal
 - iii. Education
 - iv. Conclusion
 3. **Contents**
 - a. **Economic-** Report with graphs and analysis, classwork, current events, notes, previous assignments from previous units etc.
 - b. **Corrections/Legal-** Report with graphs and analysis, classwork, current events, notes, previous assignments from previous units etc.
 - c. **Educational-** Report with graphs and analysis, classwork, current events, notes, previous assignments from previous units etc.
 4. **Conclusion**
 - a. Final response by the student in either essay format, bulleted outline, or graphic organizer, addressing the intersection of the institutions covered. A cumulative response to the connections these institutions have with the expectation that students address the intersection of all institutions in discussed in the unit. Connections must be made as students examine how the educational institution relates to the economic institution and equally connects to the corrections/legal institutions.

Key Assignments:

Introduction Unit: Theoretical Frameworks of Race, Class, Gender, and Ethnic Studies

Final Unit Assignment:

Students will write a one-page essay synthesizing the theoretical foundations and lens of Ethnic Studies, Critical Theory, Critical Race Theory, and/or Critical Gender Theory. They will reflect on how these concepts and frameworks impact historical and current events. Lastly, they will assess how the use of the critical lenses will shape their educational journey.

Unit 1: Foundation of Our Nation

Final Unit Assignment Description:

Working in groups students will create a short film, on iMovie, about African American or Native American life during the colonial period and after the Revolution. The students will be asked to look at life of either Southern plantation, cities of the North and Indian country.

Unit 2: Growth of the United States through Imperialism (Including Industrialization)

Final Unit Assignment Description:

In groups, students prepare for and engage in a debate regarding Social Gospel vs. Social Darwinism or Social Darwinism and American Laissez-faire Capitalism.

Unit 3: Progressive Era

Final Unit Assignment Description:

In Groups, students will create an ABC Book of the Progressive Era that focuses on the question, "How progressive was the progressive era?" There should be a distinct positionality in the book, with proper citation, and a work cited page in MLA format.

Unit 4: Great Wars

Final Unit Assignment Description:

Document Based Question Essay:

World War II was fought to preserve freedom and democracy around the world.

Assess the validity of this statement based on your knowledge of America's response to World War Two.

Unit 5: McCarthyism, Cold War, Vietnam

Final Unit Assignment Description:

Write an anti-war/protest song that must include historical context of war and reasons for ending American participation in the conflict.

Unit 6: The Civil Rights Movement (1950s - 1960s)

Final Unit Assignment Description:

Students will write a 2-page essay to demonstrate their mastery of the subject matter, by selecting a leader and/or campaign that created change in American society during the Civil Rights Movement. For example, student can select the Student Nonviolent Coordinating Committee & Sit-Ins, The Civil Rights Act of 1957 and The Little Rock Nine, etc.

Unit 7: America Today

Final Unit Assignment Description:

Students:

- will create a portfolio that catalogues the work completed through the unit and
- will culminate in a 1 page cumulative response to the connections these institutions have with the expectation that students address the intersection of all institutions in discussed in the unit.
 - Connections must be made as students examine how the educational institution relates to the economic institution and equally connects to the corrections/legal institutions.
- This response may be in essay format, bulleted outline, or graphically organized and will be included in the portfolio.
- By the end of the unit the portfolio will contain the following:

1. **Cover Page:**

- a. APA format with name of the school
- b. Title of the Portfolio (suggested Recurring Institutional Practices and their Continued Effects on Already Marginalized People in the U.S.)
- c. Name of the Student, Date, Period, Subject

2. **Table of Contents**

- . Name of each institution on a Tab and page range
 - i. Economic
 - ii. Corrections/Legal

iii. Education

iv. Conclusion

3. Contents

. **Economic-** Report with graphs and analysis, classwork, current events, notes, previous assignments from previous units etc.

a. **Corrections/Legal-** Report with graphs and analysis, classwork, current events, notes, previous assignments from previous units etc.

b. **Educational-** Report with graphs and analysis, classwork, current events, notes, previous assignments from previous units etc.

4. Conclusion

. Final response by the student in either essay format, bulleted outline, or graphic organizer, addressing the intersection of the institutions covered. A cumulative response to the connections these institutions have with the expectation that students address the intersection of all institutions in discussed in the unit. Connections must be made as students examine how the educational institution relates to the economic institution and equally connects to the corrections/legal institutions.

Instruction Methods and/or Strategies

The class will include a variety of instructional methods designed to help promote student learning, achievement, and engagement. We will use direct instruction, discovery, collaborative group work, independent work, and problem based learning. Each of the different types of methods will be targeted to areas we feel they will be most effective.

Students will work in a number of settings, individually, in pairs, in triads, in small groups, and in whole group. Each will be structured to provide a positive learning environment.

Group work and peer tutoring:

Collaborative group work will be used throughout the course. Collaborative group work is instruction where students work together to explore different topics and ideas found . During collaboration, the teacher will give the students a problem or situation they are to work on together. The teacher will then go from group to group offering assistance in the form of clarifying instructions and asking leading questions or posing thought-provoking ideas. The teacher is not offering answers or solutions to students, but rather encouraging the group to use each other as their resources and sounding boards. Collaborative group work will be used usually after a topic has been introduced and the students have some comfort with it. It will also be used to help struggling students get up to speed by giving them another entry point to the material (besides the teacher). This group work furthers the goal of teaching the students problem solving by not allowing them to rely on the teacher for answers or solutions.

Students will be assigned a job that will alternate within each group activity so that they are exposed to all positions. Students will be assigned to be a Clarifier, a Questioner, a Summarizer, or a Planner. A Clarifier will need to look at words and phrases that the group may not understand. They will need to find all the essential words and use resources such as other group members, their textbook, thinking maps, and vocabulary on walls. A Questioner will ask questions to the group such as “What do we need to find out? What information do we need from this problem? Is there any information we do not need?” A Summarizer will summarize the purpose of the problem and how they inferred the purpose. The Planner will explain what steps will need to be followed and will use words such as first, next, then, in addition, and etc.

Individual discussion to quickly assess individual learning:

As a large portion of class time will be spent in collaborative activities, it is important for students to also be able to work independently. Either during the discovery or practice portion of the day students will be required to analyze the reading(s) on their own. The premise is that students become so dependent on other members of the class for the analysis of reading(s), that it robs them of the opportunity to develop their own critical thinking. During independent time the teacher will walk around the room observing and assisting each student as they work on the reading(s). Some may need more assistance than others and this is the appropriate time for this to occur.

Project-based Learning:

Project-based learning will be used to help students understand how the Ethnic Studies theoretical framework can be used to model, understand and solve real world situations. Project-based learning focuses on students learning about a topic through the experience of problem solving. This learning method will be used after a topic has been introduced and students have had a little time to work with it. Project-based learning is also another entry point for students to practice their problem solving skills. It gives them the opportunity to approach a situation, analyze it, and then apply their prior learning from English, Social Studies and other areas of study and life. Further, it allows them to contextualize Ethnic Studies within their everyday life. The teachers will be required to provide a relevant problem to solve, connect it to the material being learned, and provide clear instructions.

Direct instruction:

Direct instruction is used to introduce new information or a new topic, and to set the stage for discussion. Teachers also model effective ways to understand and analyze the course material utilizing a variety of instructional methods (i.e close reading, critical reading strategies, etc.)

Think Pair Share:

In many instances a mixture of explicit and implicit teaching are employed. For example, a teacher poses a question based on the literature, film, or historical document, students are then instructed to think about it, write something down, and then share out with a partner before whole group discussions. Students are given the opportunity to add on or question a response to deepen the class discussion.

Communication:

Communication both orally and in writing to help students internalize the concepts learned in the literature, academic research, and historical documents learned in the course by using academic language. This is especially crucial for English language learners. The process of writing an explanation requires students to think deeply about concepts in order to be able to describe it in words.

Students will also have to explain their findings and conclusions in writing. Students will practice writing to demonstrate their academic understanding of the concepts and ideas learned in the course.

They will describe not only their findings and conclusions gained from the readings, but also synthesize their application to real-world scenarios. The writing not only helps the student clarify their thinking, but it also helps the teacher assess student understanding and where gaps are present in student thinking.

English Learner Strategies:

To help second language students, teachers employ Quality Teaching for English Learners (QTEL) strategies to build understanding of problem situations while lifting the academic language. Although these strategies are specified for English Learners, they benefit all students. Strategies such as round-robin to ensure equal voice, jigsaws to allow for differentiation, collaborative posters to extend the learning, and double-entry journals are some examples. Although other strategies may be employed as needed such as:

- Visual and graphic descriptions of problems
- Thinking Maps
- Explicit and repeated instruction
- Socratic discovery
- Hands-on projects and experiential learning
- Interactive online lessons and projects using the iPad

Real Life Problems:

Students will be given real life problems that require students to use multiple disciplines and research methods to solve or find a solution. Students are given the opportunity to explore relationships, make conjectures, test the conjectures, explore real-life data, and make connections. Students make connections between and among representations, (e.g., between quantitative and qualitative data). They make sense of problems together and interpret answers. Stamina in problem solving is built through increasing complexity of the tasks.

Assessments Including Methods and/or Tools

1. Formative Assessment: Essays will be completed after every unit to assess student understanding of the material learned and where gaps are present in student thinking.
2. Performance Assessment: students will work in groups to create a project based assignment where they will be asked to analyze, problem solve, experiment, make decisions, predict, cooperate with others, present orally and technologically, and produce a product that addresses real-life community issue.
3. Observational Assessment (every day, several times a day): students are asked to participate, read and analyze literature/historical documents/academic research, discuss reading, and explain their learned knowledge to the class.
4. Project-based Assessments: Students are asked to work together to connect the units learned into a cohesive whole. These projects are usually based upon practical situations and require interpretations so students might better grasp how the pieces fit into the larger whole.

5. Traditional Assessments: Students will be given regular intra-unit quizzes and end of unit exams (multiple choice and written). A longer final will culminate at the end of each semester to gauge students' long-term understanding (multiple choice and written).

6. Group assessments: Students will analyze, problem solve, experiment, make decisions, cooperate with others, present orally and/or produce a product (sometimes a written report) throughout each unit.