



## Santa Rosa City Schools Course Proposal: Ethnic Studies United States History P

### Proposal Submitted By: Educational Services

**Needs Statement:** Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

In 2020, the Santa Rosa City Schools Board moved to make Ethnic Studies (ETHS) a graduation requirement for the class of 2025. Similarly, the State of California mandates Ethnic Studies for the class of 2029-2030. Previous board reports include the plan to increase course offerings in order to provide a clear path to meet the ETHS graduation requirement in a way that best supports our students' personal and academic interests.

### **Overview:**

This year-long course is designed to cover the California U.S. History content standards through an Ethnic Studies lens centering the voices and experiences of historically marginalized groups. Students will learn the foundations of the nation's history including the Pre-Colonial Era; the founding of the nation; the history of the Constitution; the Civil War and Reconstruction; Industrialization and immigration; The Progressive Era; American Imperialism; the expansion of social, political, economic, technological and cultural developments of the 1920s; The Great Depression and the New Deal; WWI, WWII and the Cold War at home and abroad; Civil Rights Movements; 1960's America; and how the nation's history affects our country today and tomorrow. Students will leave this course with an understanding of how people of color and other historically marginalized groups have contributed to, and have been affected by the American experience. Students will examine how racialized and marginalized groups have struggled and fought for the rights to freedom, equality, and democracy for all.

### **Graduation Requirements:** Specify which requirement is met. (High School only)

This course satisfies the requirement for US History. This course concurrently meets the Santa Rosa City Schools' district requirement for Ethnic Studies.

### **UC a-g Requirements:** Specify which requirement is met. (High School only)

This course will be submitted for approval as an "a" course by the UC/CSU systems.

Explain the rationale for course addition or modification. How does this fit in with district/site goals? Is this course replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

In July 2020, Santa Rosa City Schools approved Ethnic Studies as a course of study and as a graduation requirement. This course will allow students to meet their 10 unit ETHS requirement through a one year Social Studies class by adding an option to the current U.S. History options. Research shows that Ethnic Studies increases graduation rates, improves attendance and results in greater engagement and higher grades.

Explain the measurable learning outcomes

Students will...

- learn about and study the eras of US History covered in the California US History content standards.
- make connections between the historical and modern systems of oppression and the movements of liberation against them throughout US history.
- improve their skills in research and argumentative writing
- think independently and critically about issues of race, ethnicity, gender, identity, and power in American society.
- understand the ideas of community assets and cultural wealth.
- learn about the experiences and histories of marginalized ethnic groups in the United States.
- explore and learn about how power and privilege has impacted the experiences of marginalized groups in the US
- analyze and synthesize primary, secondary, and cultural sources

Course Description (To be used in the course catalog)

This college preparatory course prepares students to meet district and state standards with a focus on broadening students' understanding of United States history with an intentional lens and including historically marginalized cultures and perspectives. Students will examine the founding and development of our nation including the experiences, contributions, struggles, and joys of Indigenous, Latinx, African American, and Asian/Pacific Islander peoples and will explore the intersectionality of gender and the LGBTQI community.

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

**Course Overview:**

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historically marginalized groups. Students will learn the foundations of the nation's history including the Pre-Colonial Era; the founding of the nation; the history of the Constitution; the Civil War and Reconstruction; Industrialization and immigration; The Progressive Era; American Imperialism; the expansion of social, political, economic, technological and cultural developments of the 1920s; The Great Depression and the New Deal; WWI, WWII and the Cold War at home and abroad; Civil Rights Movements; 1960's America; and how the nation's history affects today and tomorrow. Students will leave this course with an understanding of how people of color and other historically marginalized groups have contributed to, and have been affected by the American experience. Students will examine how racialized and marginalized groups have struggled and fought for the rights to freedom, equality, and democracy for all.

#### **Course Resources:**

- Howard Zinn, *A People's History*,  
<https://www.historyisaweapon.com/zinnapeopleshistory.html>
- Howard Zinn, *A Young People's History of the United States*  
<https://www.zinnedproject.org/materials/young-peoples-history-of-the-united-states>
- *American YAWP* (alternative textbook),  
<http://www.americanyawp.com/index.html>

#### **Unit Overviews and Key Assignments:**

##### **Unit 1: Intro to Ethnic Studies**

The first unit provides an introduction to the key terms of race, ethnicity, racism, xenophobia, stereotyping, identity, and discrimination. With a focus on identity, students will understand the various tenants of ethnic studies. This unit provides students with an understanding of the lenses we will be examining U.S. History through, and a rationale as to why Ethnic Studies is an important, valuable subject that is pivotal in understanding the United States and its people.

#### **Points of Emphasis:**

- Introducing themes, tenets, vocab, expectations of Ethnic Studies
  - Race, ethnicity, culture, gender, intersectionality
  - Identity
  - Terms and vocabulary
  - Ethnic Studies' tenets
  - Lenses to look at U.S. History
- Systems of Oppression ("4 I's of Oppression")
- Norms and community agreements

#### **Essential Questions:**

- How does an ethnic studies lens benefit students, their understanding of US History, and their role as citizens?
- What are the lenses and vocabulary that will be used throughout the course?
- What is identity? What role does identity play in the narrative of history and how it is told?

- What are the various forms of oppression which historically and currently oppress various groups within the US?
- What do *resistance* and *liberation* mean, and how/why are these terms pivotal in understanding the history of the US?

#### Suggested Resources/Assignments:

- Social- Identity Wheel: After creating an understanding of identity, students will explore their own various social and personal identities. They will create a graphic that organizes each factor and place it along a wheel.
  - <https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/853/2021/09/Social-Identity-Wheel-2.pdf>
- Cultural Wealth Tree: Students will learn about Tara Yosso's cultural wealth model and will explore their own areas of wealth. They will create a group display of their assets.
- Your Origin Story. Students will explore an aspect of their own identity by selecting and sharing something that represents their core histories, values, and/or senses of selves. This may be done by creating a written, visual, or musical piece or by sharing something that already exists and explaining its connection to themselves. This project aims to develop empathy and understanding. Students will note our common humanity while recognizing that we are each unique individuals with distinct identities.
- Identifying Oppression: After teaching the 4 I's of Oppression, students will analyze sources which describe/depict oppression (article, story, video, song, image, etc.), and will identify who is the oppressor, who is being oppressed, and the specific form of oppression that is being depicted. Students will then discuss ways to resist oppression in the example sources.

#### Unit 2: Pre-Colonial Era through Reconstruction

In this unit students will explore the history of the United States prior to European colonization through the end of Reconstruction. Students will focus on the history, knowledge, and values of Native Americans, both before and during colonization; students will learn the idea of cultural erasure and explore the settler idea of the myth of inevitable extinction. This unit also explores the role slavery had on political, economic and social systems within the United States and on individual people and communities. Students will discuss the lives and concerns of Black people during this era, with a focus on the ideals of family and communal support as they worked to develop a free Black identity.

#### Points of Emphasis:

- Native American history, traditions, and indigenous understandings
- Moments of Native American resistance against colonialism
- Slavery
- Reconstruction: Black Codes
- Dawes Act

#### Essential Questions:

- How did the founding of the nation impact established indigenous groups?
- How did the U.S. Government and society justify the occupation of Native Lands through political, economic, and cultural methods?
- How did American territorial expansion continue to impact those indigenous groups in a negative manner?
- What were the political, economic and social impacts of the American slave system on the nation and individuals prior to the Civil War?
- How did Reconstruction fail to address the harms of slavery in antebellum-America, and contribute to the movement towards the Jim Crow South?
- What were various moments of resistance against colonialism and white supremacy during this period of early American History?
- What role did culture, music and religion play in the lives of enslaved peoples? How can art, music, and culture act as a form of resistance?

### Sample Assignments

- Students will research pre-colonial maps of indigenous groups within the US, and compare them to current maps of indigenous groups within the US. They will also look at populations of these groups (both historic and current). Students will complete a graphic organizer to record their research and findings, and compare and contrast the presence of indigenous groups from this period of history to today. Students will discuss and make conclusions about their findings (ie. although indigenous populations have been decimated and relocated post-colonization, there are still large indigenous communities throughout the country).
- In small groups, students will examine a variety of sources (primary documents, political cartoon, video, etc.) that discuss or demonstrate examples of the Black Codes that were developed after Reconstruction, in a jigsaw manner. While they examine the sources, they will search for examples of impactful institutional oppression. After students have examined a number of sources and discussed with their classmates, students will argue and share how the Reconstruction era contributed towards the Jim Crow South, citing evidence. They can do this in a variety of ways determined by the teacher (poster, slideshow, document, etc.).

### Suggested Resources

- How have local tribes been discussed?
  - [Article describing Sonoma tribes](#)
  - [Info page](#) from Sonoma County on local tribes
  - [Press Democrat Article-1993](#)
- Redbud Resources: [The Myth of Inevitable Extinction](#)
- [Dawes Act](#) (National Archives)
- Frederick Douglass, *Narrative of the Life of Frederick Douglass*
  - <https://www.gutenberg.org/files/23/23-h/23-h.htm>
- Voices Remembering Slavery: Freed People Tell Their Stories
  - <https://www.loc.gov/collections/voices-remembering-slavery/about-this-collection/>

- Manifest Destiny + Indian Removal Overview
  - <https://americanexperience.si.edu/wp-content/uploads/2015/02/Manifest-Destiny-and-Indian-Removal.pdf>
- Freedom's Journal SHEG
  - <https://sheg.stanford.edu/history-lessons/freedoms-journal>
- Reconstruction SHEG
  - <https://sheg.stanford.edu/history-lessons/thomas-nasts-political-cartoons>
- Example of Black Codes
  - <http://www.freedmen.umd.edu/Opelousas.html>
- Coded Spirituals, Metaphor In African American Spirituals
  - <https://www.nps.gov/teachers/classrooms/freedom-is-coming-lesson-5.htm>
- Traces of the Trade: A Story from the Deep North (DVD)

### Unit 3: Industrialization

In this unit students will learn about the impacts of immigration during the late 1800's and early 1900's. Students will consider how and why different national and ethnic groups arrived. They will examine the negative reactions to this increase in immigration and the laws that were created based on those nativist beliefs. Students will also learn about and how immigrant groups strived for representation and position in this nation. Students will learn about the forced assimilation and Americanization of new immigrants and Native Americans. Finally, students will examine how white supremacy was perpetuated during this time period. Students will consider how and why different national and ethnic groups arrived and how they strived for representation and position in this nation.

#### Points of Emphasis:

- Immigration
  - Push-Pull factors
  - Patterns
  - Restrictions
- Americanization
  - Racialized groups and assimilation into the US
  - Forced assimilation of Native Americans
    - Residential schools
  - Resistance against Americanization and assimilation, and the preservation of indigenous cultures and traditions
- Social Darwinism
  - Start of eugenics and racial "science"
- Chinese Exclusion Act
- Know Nothing Party
- The rise of organized labor unions and their resistance against classism and unfair working conditions
  - Homestead Strike, Pullman Strike, Haymarket Riot

### Essential Questions:

- How did industrialization help cause large-scale immigration into the United States, shifting demographics, during the late 1800's and early 1900's?
- What are the historic and modern push/pull factors which cause immigration?
- During this time period how were various groups (new immigrants and Native Americans) forced to assimilate to the dominant American culture?
- How did nativist laws and movements target Chinese immigration, and restrict immigrants' rights?
- How did this period create a precedent for the exclusion of other immigrant groups in the decades to follow?
- How did racial "science" and theories and perspectives reinforce and perpetuate white supremacy?

### Sample Assignments

- Students will research an assigned Native American tribe and investigate their efforts to preserve their ancestral culture and lands. After completing a given graphic organizer, they will report their research out to the class and have a discussion about how movements like the residential schools pushed Native American tribes to assimilate to "American" culture, while also acknowledging historic resistance to these efforts.
- Students will examine various sources (political cartoons, speeches, newspaper articles from the time) that show the push to exclude Chinese immigrants from American society during the late 1800's and early 1900's. They will compare these exclusions to more modern efforts which exclude various immigrant groups in America today. Teachers can also tie in the Four I's of Oppression, asking students to connect historic examples of oppression to modern examples.

### Suggested Resources:

- KQED - Fear of Foreigners Cartoons
  - <https://www.kqed.org/lowdown/23788/fear-of-foreigners-a-cartoon-history-of-nativism-in-america>
- Native American Boarding Schools SHEG
  - <https://sheg.stanford.edu/history-lessons/carlisle-indian-industrial-school>
- Native American Boarding Schools (Digital Public Library of America)
  - <https://dp.la/primary-source-sets/american-indian-boarding-schools#tabs>
- Chinese Immigration Exclusion SHEG
  - <https://sheg.stanford.edu/history-lessons/chinese-immigration-and-exclusion>
- Chinese immigration primary source
  - <https://dp.la/primary-source-sets/early-chinese-immigration-to-the-us>
- TED Talks, excerpts, articles by Erika Lee (The Making of Asian America)
- Immigration & Americanization (Digital Public Library of America)
  - <https://dp.la/primary-source-sets/immigration-and-americanization-1>

### [880-1930/teaching-guide#tabs](https://dp.la/primary-source-sets/american-indian-boarding-schools)

- American Indian Boarding Schools Primary Sources
  - <https://dp.la/primary-source-sets/american-indian-boarding-schools>
- Immigration and Americanization, 1880-1930 Primary Sources
  - <https://dp.la/primary-source-sets/immigration-and-americanization-1880-1930>
- Information on resistance to residential schools
  - [https://teachers.yale.edu/curriculum/viewer/initiative\\_16.01.09\\_u](https://teachers.yale.edu/curriculum/viewer/initiative_16.01.09_u)
- Information about the American Indian Ghost Dance Movement, including recordings of songs (Library of Congress)
  - <https://blogs.loc.gov/folklife/2017/11/james-mooney-recordings-ghost-dance-songs/>

#### **Unit 4: American Imperialism and WWI at Home**

Students will be introduced to the motives, policies and effects of American imperialism at the turn of the century, including the connections between imperialism, racism and white supremacy. Students will briefly explore the impacts WWI had at home, focusing on the effects the conflict had on marginalized Americans.

#### **Point of Emphasis:**

- Impacts of imperialism in Latin America and the Pacific
- The impact WWI had on different marginalized groups in America
- The contributions of Black and AAPI Americans

#### **Essential Questions:**

- How did racism and white supremacy play a role in American imperialism?
- How did imperialism in this era set the stage for U.S. intervention in foreign countries and governments in the future?
- How did WWI impact various ethnic and racial groups within the US?
- How did the experiences of ethnic and racial groups during WWI contribute to the broader struggle for civil rights in the US?
- How did the conditions American soldiers fought against in Europe compare to the conditions experienced by marginalized people at home?

#### **Sample Assignments:**

- Students will read Chapter 12 of *A Young People's History of the U.S.*. While reading, students will look for and identify examples of American led oppression in the Philippines. Students will then be provided with a number of secondary sources that describe the same time period to examine. After reading those, students will discuss how the counter narrative of the Zinn selection differs from the more "mainstream" sources.
- Students will analyze a variety of primary sources to understand the impact of WWI on racialized and marginalized groups within the US.

#### **Suggested Resources:**

- Annexation of Hawaii SHEG



- <https://sheg.stanford.edu/history-lessons/annexation-hawaii>
- Soldiers in the Philippines SHEG
  - <https://sheg.stanford.edu/history-lessons/soldiers-philippines>
- American Imp - Cartoons (American v. Foreign Cartoonists)
  - <https://hti.osu.edu/opper/lesson-plans/american-imperialism>
- Chapter 12 of *Young People's History of the US* ("The Empire and the People")
- True Version of the Philippine Revolution By Don Emilio Aguinaldo y Famy
  - <https://www.gutenberg.org/files/12996/12996-h/12996-h.htm>
- Firsthand Accounts from Black Soldiers in WWI
  - <https://www.theworldwar.org/learn/about-wwi/black-soldiers-wwi>
- Helen Keller, "Strike Against War" (January 5, 1916)
  - [https://www.marxists.org/reference/archive/keller-helen/works/1910s/16\\_01\\_05.htm](https://www.marxists.org/reference/archive/keller-helen/works/1910s/16_01_05.htm)

### Unit 5: 1920's

In this unit students will explore the evolution of and changes to the everyday lives of marginalized groups in the United States. Focusing on immigrant groups, women and Black Americans, students will analyze early 20th century America. The expansion of suffrage, Black cultural-political movements, and the fear of communism will also be examined.

#### Points of Emphasis:

- Great Migration
  - Driving forces
  - Backlash to Great Migration
    - Lynching
    - KKK
- Expansion and influence of black culture in/on the United States
- Harlem Renaissance
- Marcus Garvey
- Formation of ACLU and NAACP
- Women's suffrage
- Gender roles and norms

#### Essential Questions:

- How did nativism and xenophobia contribute to an American fear of, and response to communism?
- What were the driving forces behind the Great Migration and the lasting impacts of that movement specifically for Black Americans? What was the backlash against Black Americans throughout the U.S. as a result of this migration?
- How did movements like the Harlem Renaissance and Marcus Garvey's "back to Africa" challenge the existing dominant narrative surrounding black culture and political expression?
- How did the rise of organized activist groups like the ACLU and NAACP lay a foundation for resistance against oppression in the United States?

- How was denying women a political voice part of a history of oppression? What role did traditional gender roles and norms contribute to this?

### Sample Assignments:

- Students will read a selection of stories from *The Warmth of Other Sons* or other first person accounts from the Great Migration. These stories should be focused on the impacts of the migration of Black Americans to the West and North. After reading these stories, students will create a poster that will show the specific push and pull factors that were present for the families they read about.
- Students will examine at least four primary sources from the Harlem Renaissance period. They need to examine at least one song, poem and piece of artwork from that period of time. They will look for common themes and tie what they see in their chosen primary sources to liberation and movements that pushed for equality for Black Americans.

### Suggested Resources:

- NPR Radio Show - Walter White
  - <https://www.npr.org/2022/03/30/1089640442/how-one-civil-rights-activist-posed-as-a-white-man-in-order-to-investigate-lynch>
- Suffrage SHEG
  - <https://sheg.stanford.edu/history-lessons/background-woman-suffrage>
- Booker T. Washington and W. E. B. Du Bois SHEG
  - <https://sheg.stanford.edu/history-lessons/booker-t-washington-and-w-e-b-du-bois>
- The Liberator and the Black Press SHEG
  - <https://sheg.stanford.edu/history-lessons/liberator-and-black-press>
- Harlem Renaissance Primary Source Set
  - <https://www.loc.gov/classroom-materials/harlem-renaissance/>
- Great Migration SHEG
  - <https://sheg.stanford.edu/history-lessons/great-migration>
- Jacob Lawrence: The Migration Series
  - <https://lawrencemigration.phillipscollection.org/>
- Isabel Wilkerson, *The Warmth of Other Sons*
- Iron Jawed Angels (movie)
- Harlem Renaissance Music
  - <https://scalar.usc.edu/works/harlem-renaissance/music-from-the-harlem-renaissance>
- The 1619 Project - The Birth of American Music
  - <https://www.nytimes.com/2020/01/23/podcasts/1619-podcast.html>

### Unit 6: Great Depression and the New Deal

In this unit, students will examine the Great Depression era, its impacts on people and the responses of the U.S. government. They will learn how aspects of recovery continued to oppress marginalized groups. This unit will contain an in depth examination of the practice and effects of “redlining”.

### Points of Emphasis:

- “Indian New Deal” & the Indian Reorganization Act (IRA) of 1934

- FHA and redlining
- New Deal inequities
- Mexican-American deportations

### Essential Questions:

- What role did the “Indian New Deal” play in challenging long held institutional inequalities for indigenous peoples?
- What role did New Deal agencies have in continuing the oppression of marginalized groups?
- How did the Federal Housing Administration’s policy of “redlining” oppress people of color in cities throughout the US?
- How did economic instability contribute to racial violence against, and deportation of Mexican-Americans?

### Sample Assignments:

- Students will be given a particular city in the US (including several from California), and will conduct research about that city’s history of “redlining” practices, using the below website (and/or another similar source). They will analyze that city’s map and demographics, and complete a graphic organizer to record their data and findings. They will then discuss and make conclusions as to how their city (and the US’) practices of redlining was an intentional form of institutional oppression and racism to disadvantage communities of color and lower classes, and empower white, middle-upper classes.
- Students will listen to the Fresh Air podcast episode entitled “[America's Forgotten History Of Mexican-American 'Repatriation'](#)”. As they listen they should write down observations they make about the story of Mexican-American repatriation during the Great Depression. They will then compare this series of events to how white Americans had been given opportunities to work through the CCC and other government agencies. After writing a response that analyzes how these policies conflicted, the class will have a student led discussion about the topic.

### Suggested Resources/Assignments:

- Redline Mapping Resource:
  - <https://dsl.richmond.edu/panorama/redlining>
- Mexican “Repatriation” Radio Show
  - <https://www.npr.org/2015/09/10/439114563/americas-forgotten-history-of-mexican-american-repatriation>
- Reservations, Resistance, and the Indian Reorganization Act, 1900-1940
 

Primary Sources

  - <https://dp.la/primary-source-sets/reservations-resistance-and-the-indian-reorganization-act-1900-1940>
- A 'Forgotten History' Of How The U.S. Government Segregated America - NPR
  - <https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america>

- African-Americans and the New Deal's Civilian Conservation Corps Lesson Plan
  - <https://edsitement.neh.gov/lesson-plans/lesson-3-african-americans-and-new-deals-civilian-conservation-corps>
- Redlining Lesson Plan
  - <https://www.antiracistapush.com/topic-template-3>
- New Deal Impact on Voting Lesson Plan
  - <https://www.antiracistapush.com/topic-template-2>
- New Deal Murals - Diego Rivera
  - <https://livingnewdeal.org/tag/diego-rivera/>
  - <https://www.youtube.com/watch?v=r6K2YTyN4jg>
- FDR's Black Cabinet in Retrospect: A Conversation with Descendants of Roosevelt's African American Advisors
  - <http://www.roosevelthouse.hunter.cuny.edu/events/fdrs-black-cabinet-in-retrospect/>

## Unit 7: WWII

Students will investigate causes of the United States' participation in World War II. This investigation will also include how racist, anti-semitic sentiments influenced the U.S. government's response to the war, and specific events, such as the Holocaust and Japanese internment. In this investigation, students will learn the role that non-dominant, marginalized groups played in the war efforts, both at home and abroad, as well as the treatment of these groups by the U.S. government and society.

### Points of Emphasis:

- Japanese Internment
- U.S. reaction to the Holocaust
- Marginalized groups during the war (i.e. Women, Tuskegee Airmen, Navajo Code Talkers, 442nd Regimental Combat team)
- Zoot Suit Riots
- Mexican-American Braceros

### Essential Questions:

- How did anti-Asian racism lead to the internment of Japanese-Americans and the Supreme Court decision of *Korematsu vs. United States*?
- In what ways did Japanese culture blossom and thrive during internment?
- How did a history of anti-Semitism in the United States impact the response of the federal government to the Holocaust?
- How did marginalized groups in the US contribute to the war effort at home and abroad, despite facing systemic oppression? (i.e. Women, Tuskegee Airmen, Navajo Code Talkers, 442nd Regimental Combat team, Bracero Program).

### Sample Assignments:

- Students will do research on the history and impact of the Tuskegee Airmen, Navajo Code Talkers, or the 442nd Regimental Combat Team. After doing research, students will work together to design a mini museum exhibit that explores the importance of their assigned group. Ultimately, the students will take a gallery walk to examine the other “exhibits” that their peers make.
- Using the below link (and/or any other similar databank) Students will go through a variety of primary sources from the Bracero Program Era (photos, letters, newspaper clippings etc.), and annotate and/or complete a graphic organizer which compiles information for these questions: *What were working/living conditions like for braceros? How did discrimination impact the everyday life of the braceros? What similarities are there to practices, experiences and perspectives of the Bracero Program to modern US-Mexico border and immigration policy?*
  - <https://dp.la/primary-source-sets/mexican-labor-and-world-war-ii-the-bracero-program>

### Suggested Resources/Assignments:

- Zoot Suit Riots SHEG
  - <https://sheg.stanford.edu/history-lessons/zoot-suit-riots>
- *Only What We Could Carry: The Japanese American Internment Experience* (Compilation of Stories that “lift up our humanity, our indomitable spirit and dignity, an implacable quest for justice.”)
- Japanese Internment Primary Source Set
  - <https://dp.la/primary-source-sets/japanese-american-internment-during-world-war-ii>
  - [Legacy of loss: In dust of WWII camps, how Japanese culture blossomed](#)
  - [How Japanese Americans Preserved Traditions Behind Barbed Wire](#)
- “One of the Last Living Navajo Code Talkers Shares his Story”
  - <https://www.wbur.org/hereandnow/2022/11/16/navajo-code-talkers-wwii>
- Bracero Program Primary Source Set
  - <https://dp.la/primary-source-sets/mexican-labor-and-world-war-ii-the-bracero-program>
- American Reaction to the Holocaust Primary Sources
  - <http://www.shoppbs.pbs.org/wgbh/amex/holocaust/filmmore/reference/primary/index.html>
- Personal Stories from Internment
  - <https://densho.org/explore-personal-stories/>
- Zoot Suit - Brief History (Dress as Rebellion)
  - <https://www.smithsonianmag.com/arts-culture/brief-history-zoot-suit-180958507/>

### Unit 8: Cold War Era at Home

In this unit students will learn about changing attitudes and a “return to normalcy” following WWII. This unit will explore the growth of the American suburb, and the continuation of racial housing segregation, as well as exploring the return to traditional gender norms following the war. The economic impacts of systemic

racism will be addressed, including how many marginalized groups organized and fought for equality.

**Points of Emphasis:**

- Growth of suburbs
- White flight out of major cities
- Gender roles
- GI Bill-Not equal access
- LGBTQ+ Community
- United Farm Workers and other labor groups

**Essential Questions:**

- How did the growth of suburbs contribute to a system of racial and economic segregation and oppression?
- How did WWII impact traditional gender roles and norms within mainstream society?
- How did various groups challenge the dominant culture and societal “norms”?
- How did oppressed groups organize and fight for more economic equality?
- What was the role of African Americans, Asian Americans, and other marginalized groups in the US anti-war movement?

**Sample Assignments:**

- Students will choose one of the four historically marginalized groups. They will then do research to learn about how people from that group were working to liberate themselves from systems of oppression in post WWII America. They should pay special attention to the economic and cultural status of their assigned group. Students will then create a presentation with the other students from their group to teach the rest of the class about the push for liberation within their assigned group of people.
- After learning about the impact that the creation of suburbs had on areas of major cities that were historically occupied by BIPOC communities. This flowchart should use visuals to track everything from the creation of freeways, white flight, continued redlining, creation of project housing and more. They will use this flowchart to come to a conclusion about the impact of suburbs throughout the US.

**Suggested Resources/Assignments:**

- Farmworker Movement Documentation Project
  - <https://libraries.ucsd.edu/farmworkermovement/>
- Virginia Closes Public Schools after Brown v. Board of Education
  - <https://www.theguardian.com/world/2021/nov/27/integration-public-schools-massive-resistance-virginia-1950s>
- Black Vets were Excluded from GI Bill Benefits - NPR
  - <https://www.npr.org/2022/10/18/1129735948/black-vets-were-excluded-from-gi-bill-benefits-a-bill-in-congress-aims-to-fix-th>
- Cesar Chavez (movie)

- Filipino American Farmworkers Lesson Plan
  - <https://archive.advancingjustice-la.org/what-we-do/curriculum-lesson-plans/asian-americans-k-12-education-curriculum/episode-4-lesson-1>
- Civil Rights and the Cold War Lesson Plan
  - <https://edsitement.neh.gov/lesson-plans/civil-rights-and-cold-war>
- The Role of Historically Black Colleges and Universities (HBCUs) in U.S. Higher Education
  - <https://www.state.gov/briefings-foreign-press-centers/the-role-of-historically-black-colleges-and-universities-hbcus-in-u-s-higher-education/>

## Unit 9: Cold War Era Abroad

In this unit students will explore American involvement overseas after WWII. The impact of American military involvement will be examined, along with the connections those actions had with domestic policy and American history.

### Points of Emphasis:

- Foreign policy in Latin America
- Domestic impact of American intervention in Latin America (immigration patterns, diversity)

### Essential Questions:

- How did the treatment of European countries by the federal government differ from their treatment of non-European countries?
- How did Cold War era foreign policy impact domestic programs and social progress?
- What connection does American treatment of immigrants have to America foreign policy towards their country of origin?
- In what ways did increased American involvement overseas change demographics within the U.S.? How did this increased diversity enrich centers of immigration culturally?

### Sample Assignments:

- Students will be given a variety of sources (primary and secondary) from the Cold War era to analyze. Using a graphic organizer, students will gather information which compares and contrasts pro-democracy and anti-communist messages, to U.S. actions and interventions abroad. Students will then be asked to respond to and make a conclusion about the prompt: *Did the U.S. live up to its ideals and messages of democracy and freedom during the Cold War era?*

### Suggested Resources/Assignments:

- U.S. Policy in Latin America throughout the Cold War Lesson Plan
  - <https://www.trumanlibrary.gov/education/lesson-plans/us-policy-latin-america-throughout-cold-war>

## Unit 10: Civil Rights Movements

In this unit students will learn how marginalized groups organized in order to gain more freedom, rights, equality and opportunities in post-WWII America. They will examine how these organizations were formed, how they were led, what actions and strategies they employed, and their gains and losses. Students will be focused on Black Americans, Latinx, Native Americans, Asian Americans, women, and the LGBTQ+ community. Students will learn about major historical events and turning points in these movements.

### Points of Emphasis:

- Movements
  - African Americans
  - Latinx
  - Native Americans
  - Asian Americans
  - Women
  - LGBTQ+

### Essential Questions:

- How have marginalized groups of people fought for equality, freedom and an end to oppression in post-WWII America?
  - How have marginalized groups organized in order to empower themselves? What role did intersectionality play in the organization of these movements?
  - What actions have these groups taken in resisting oppression and fighting for equality?
  - Who were significant leaders of these movements?
  - What were the political and social gains and losses of these movements?

### Sample Assignments:

- Students will work in groups to create a presentation that gives an overview of the civil rights movements (Black Americans, Latinx, Native Americans, Asian Americans, women, and the LGBTQ+ community) during this period. Students will present information on the major events, organizations, progress, backlash against and future impacts of their assigned group. Each group's presentation will serve as a starting point for the class' study on the various civil rights movements that started within those groups. These student groups will be encouraged to contact local activist organizations that exist today and interview a member to find how past civil rights movements influenced their activism today.

### Suggested Resources/Assignments:

- Black Power Movements SHEG
  - <https://sheg.stanford.edu/history-lessons/black-power-movement>
- Black Power Movements (Digital Public Library of America)



- <https://dp.la/primary-source-sets/the-black-power-movement/additional-resources#tabs>
- Stonewall Riots SHEG
  - <https://sheg.stanford.edu/history-lessons/stonewall-riots>
- American Indian Movement Resources
  - <https://dp.la/primary-source-sets/the-american-indian-movement-1968-1978#tabs>
- Miss Evers Boys' (movie)
- Black Power Movement Primary Sources
  - <https://dp.la/primary-source-sets/the-black-power-movement>
- American Indian Movement (AIM) Primary Sources
  - <https://dp.la/primary-source-sets/the-american-indian-movement-1968-1978>
- Chicano Moratorium 50th Anniversary (1970-2020) - Protest Movement
  - <https://vimeo.com/449923075/bc0e547658>

### Unit 11: Post 1960's America

In this unit, students will make connections between previously covered topics, themes and events of U.S. History and Ethnic Studies, to more modern aspects of U.S. History and society. The realities that oppressed, marginalized groups currently face in the U.S. will be connected to the content and themes previously covered throughout the course. This unit should include an overarching, research-based project that links content studied to modern social justice issues/movements in the United States, and consists of an action-based element that engages students with the content and with the community.

#### Points of Emphasis (Menu of options for students):

- Police Brutality/Black Lives Matter Movement
- School to Prison Pipeline/Mass Incarceration
- Housing/Wage/Wealth Inequality
- LGBTQ+ Rights/Violence
- Women's Rights/#metoo
- Immigration
- Islamophobia
- Antisemitism
- Climate Crisis/Environmental Justice
- Rise of White Supremacist/Neo-Nazi Groups
- Crack/Meth/Fentanyl Epidemics
- AIDS Epidemic
- Political Corruption
- Voting Rights
- Gentrification

#### Essential Question:

- How has the history of oppression in the United States led to systems and situations that are present in modern America?

**Suggested Assignment:**

- Students will create a project that traces a modern social justice issue through time in order to raise awareness of the issue and inspire and empower the viewer. The issue they choose must be directly related to content that was studied throughout the rest of the course. This project should include extensive research into the causes, history, movements involved, effects, significance, etc. The project can manifest in a variety of ways, but should include a presentation element that can be shared with the community. This aspect could be pre-recorded or done live, to interact with and showcase learning, as well as to create an opportunity for individual and/or community action in response to the project. Options could include:
  - Student Presentation Night - open to the community
  - Student Film Festival - pre-recorded films are shown to the community (posted online so the community can view and interact without having to organize something outside of contract hours)
  - Website Creation - where the event/cause is made into a historical website with resources the community can access, maybe even merchandise to raise funds for nonprofits already created, etc.
  - Public Speaking - as an event organized by an outside community group (board meetings, etc).
  - Student Play, Album, Art Portfolio - students create something (that is pre-agreed upon with teacher) in a medium they feel best represents them and/or their subject and creates art that can be showcased to the community, perhaps on site (like in an office, etc) or somewhere else in the community

**Budget-** budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	NA--replaces current US History sections	
Instructional Material Supplies per student (textbooks, software, etc.)	120 Permabound copies of the book (Only What We Could Carry) at \$33 each = \$3,960  6 DVDs at \$20 (Iron Jawed Angels) each = \$120  6 DVDs at \$10 (Cesar Chavez) each = \$60	Additional purchases will be necessary as sites add sections
Services (training, equipment maintenance, contracts, etc.)	Already budgeted	As needed for ongoing training of teachers, especially new to ethnic studies.

Capital Outlay (remodeling, technology, etc.)	NA	NA
<b>Total Projected Costs</b>	\$4,140	NA

**Instructional Materials-** must include an estimate for new materials even if none have been selected. Place in the chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Book		<i>Young People's History of the United States</i>		Howard Zinn		120 (
Book	Heyday Books	<i>Only What We Could Carry: The Japanese American Internment Experience (Compilation of Stories)</i>	1-89077 1-30-9	Lawson Fusao Inada, ed.	2000	120 (\$3,943.49)
DVD		Iron Jawed Angels		Katja von Garnier, Dir	2007	\$120
DVD		Cesar Chavez		Diego Luna, Dir.	2014	\$60

**Funding Source(s) for Costs and Instructional Materials**

Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	
Department Funds	
Other (be specific)	

District Principal Review and Approvals:

District Principal Review and Approvals:

Principals' Signatures	Site	Approved / Not Approved
	Elsie Allen High School	Approved
	Maria Carrillo High School	Approved
	Montgomery High School	Approved
	Piner High School	Approved
	Ridgway High School	Approved!
	Santa Rosa High School	Approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
	Elsie Allen High School	4/20/23 Approved
	Maria Carrillo High School	Approved 25
	Montgomery High School	4/21/23 Approved
	Piner High School	4/25/23
	Ridgway High School	Approved 4/24/23
	Santa Rosa High School	Approved
Heather Garcia-Ross	Educational Services	Approved