



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Department	History Social Science	Course Title	United States History--ACES	Course Code	
Grade Level	11	Short Title	US Hist ACES	Graduation Requirement	Yes
Course Length	1 year	Credits Per Semester	5	Prerequisites	None
Meets UC/CSU “A-G” Requirement	Yes (A: History)	Meets District ACES Requirement	Yes	Meets NCAA Requirement	Yes
Required Teaching Credential			Social Science		

### Course Overview

In this year-long survey course, students will examine the major turning points in United States history. After a review of early U.S. history including the establishment of the colonies, the American Revolution, the Westward Movement, and the Civil War & Reconstruction, students begin exploration of major units of study which include the era of Industrialization, America’s Rise as a World Power, World Wars I and II, the Cold War, Movements for Equality, and Contemporary American society.

The traditional perspectives on historical events are interwoven with other historical perspectives using a social justice lens, integrating the experiences of diverse people from a range of ethnic, racial, gender, and socioeconomic backgrounds. All 20 of the Social Justice Standards (SJS) created by Teaching Tolerance, are woven throughout the course. The SJS include four domains (Identity, Diversity, Justice, and Action) and enrich the content of the U.S. History course by providing a framework for anti-bias education, rich engagement opportunities, and inclusionary pedagogical practices.

The course aligns with the California History-Social Science Framework and investigates important essential questions about the expanding role of the federal government, what it means to be an American in modern times, the United States’ development into a superpower, and the changing demographics and increased diversity of the nation during the 20<sup>th</sup> century. Students are expected to read and analyze primary and secondary source documents and write evidence based historical argumentative essays. The course culminates with a Project Based Learning activity in which students take on the role of a historians learn the process of conducting and writing research and engage in community action.

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Review Connecting with Past Studies: The Nation's Beginnings		Suggested Duration: 4 Weeks
<p>Description</p> <p>The course begins with a selective review of United States history, with an emphasis on two major topics—the nation’s beginnings, linked to the tenth-grade retrospective on the Enlightenment and the rise of democratic ideas; and the industrial transformation of the new nation, linked to the students’ tenth-grade studies of the global spread of industrialism during the nineteenth century. Special attention is given to the ideological origins of the American Revolution and its grounding in the democratic political tradition and the natural rights philosophy of the Founding Fathers, especially the ideas of liberty, equality, and individual pursuit of happiness. This framing of the Constitution provides a background for understanding the contemporary constitutional issues raised throughout this course.</p> <p><i>*From the California History Social Science Framework</i></p>		
Guiding Questions	<ul style="list-style-type: none"> <li>• What are key tenets of American democracy?</li> <li>• How did the country change because of the Civil War and Reconstruction in the nineteenth century?</li> <li>• How have American freedom and slavery co-existed in the nation’s past?</li> </ul>	
Textbook Chapters and History/ Social Science California State Standards	<p><b><i>Unit 0—Connecting with Past Learnings (1492-1877)</i></b></p> <p>Lesson 1: Colonies and Revolution (11.1, 11.1.1, 11.1.2, 11.3, 11.3.1, 11.3.2, 11.8.6)</p> <p>Lesson 2: Founding a New Nation (11.1, 11.1.1, 11.1.2, 11.3, 11.3.1, 11.3.5)</p> <p>Lesson 3: America in the Early 1800s (11.1.3, 11.1.4, 11.2.2, 11.3.2, 11.10.7)</p> <p>Lesson 4: The Union in Crisis (11.10.2)</p> <p>Lesson 5: The Civil War (11.1.4, 11.3, 11.3.1, 11.3.2)</p> <p>Lesson 6: The Reconstruction Era (11.1.3, 11.3.1, 11.10.2)</p>	
Social Justice Standards	<p><b>Reconstruction Lesson Plan Resources Folder—courtesy of Margaret Colburn</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Objective: Students will be able to determine the extent to which African Americans were truly free during the Reconstruction era by examining and analyzing primary source documents and writing an evidence-based claim.</li> <li><input type="checkbox"/> Social Justice Standards <ul style="list-style-type: none"> <li>○ Diversity 10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.</li> <li>○ Justice 12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ Justice 13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.</li> <li>□ Perspectives: African American</li> </ul>
Facing History	<ul style="list-style-type: none"> <li>□ <a href="#">Unit: What Makes Democracy Work</a></li> <li>□ <a href="#">Resource Text: Washington’s Rebuke to Bigotry</a> (Reflections On Our First President's Famous 1790 Letter To The Hebrew Congregation In Newport, Rhode Island)</li> <li>□ <a href="#">Unit: My Part of the Story</a> (Exploring Identity in the United States)</li> <li>□ <a href="#">Reconstruction Era and the Fragility of Democracy Featured Collection</a></li> <li>□ <a href="#">Reconstruction Era Supplement - Writing Strategies</a></li> </ul>

<b>Unit 1</b>		<b>Suggested Duration: 4 Weeks</b>
<b>Industrialization, Urbanization, Immigration, and Progressive Reform</b>		
<p>Description</p> <p>Students concentrate on the nineteenth-century growth of the nation as an industrial power and the resulting societal changes. This question can frame students’ initial investigation of this era: How did America’s economy, industries, and population grow after the Civil War? A brief retrospective of the grade-ten study of the industrial revolution helps to set the global context for America’s economic and social development. Industrialization —an umbrella term that describes the major changes in technology, transportation, communication, the economy, and political system that fostered the growth—allowed for ballooning prosperity at the turn of the century.</p> <p><i>*From the California History Social Science Framework</i></p>		
Guiding Questions	<ul style="list-style-type: none"> <li>● How did America’s economy, industries, and population grow after the Civil War?</li> <li>● Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived?</li> <li>● How did the federal government impact the country’s growth in the years following the Civil War?</li> <li>● Why did women want the right to vote, and how did they convince men to grant it to them?</li> </ul>	
Supporting Textbook Chapters and History/ Social Science California	<p><b><i>Section 1—Industry and Immigration (1865-1914)</i></b></p> <p>Lesson 1: Innovation Boosts Growth (11.1.4, 11.2.2, 11.2.6, 11.8.6 )</p> <p>Lesson 2: Big Business Rises (11.2.4, 11.2.5, 11.2.6 )</p> <p>Lesson 3: The Organized Labor Movement (11.2.1, 11.2.4, 11.2.5, 11.6.5 )</p> <p>Lesson 4: The New Immigrants (11.1.4, 11.2, 11.3.3)</p> <p>Lesson 5: A Nation of Cities (11.2, 11.2.1, 11.2.2 )</p> <p>Lesson 6: New Ways of Life (11.2.2, 11.8.8 )</p>	

State Standards	<p><b>Section 2—Challenges in the Late 1800s (1865-1900)</b>  Lesson 1: Progressives Drive Reform (11.2.4, 11.2.5, 11.2.7, 11.2.9, 11.3.1, 11.3.2)  Lesson 2: Women Gain Rights (11.5.4, 11.10.7)  Lesson 3: Striving for Equality (11.2.3)  Lesson 4: Reformers in the White House (11.2.5, 11.2.9, 11.6.1, 11.6.5, 11.11.5)</p>
Social Justice Standards	<p><b>Distinguished Americans Biographies Lesson Plan Resources Folder—courtesy of Amy Bisson</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Objective: Students will be able to analyze the similarities and differences (DoK 3) between immigration processes and patterns of the early 20<sup>th</sup> century to immigration processes and patterns in the modern United States by creating a one page poster that illustrates the differences and similarities of push/pull factors, travel processes, assimilation policies, and experiences with prejudice and discrimination</li> <li><input type="checkbox"/> Social Justice Standards: <ul style="list-style-type: none"> <li>○ Diversity 6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.</li> <li>○ Diversity 7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.</li> </ul> </li> <li><input type="checkbox"/> Perspectives: Immigrants (Chinese Americans, Irish Americans), Gender</li> </ul> <p><b>New Colossus and Unguarded Gates Lesson Plan Resources Folder—courtesy of Bryn Boyd</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Objective: Students will be able to compare and contrast (DoK2) the attitudes of Americans towards new immigrants by analyzing two different images as well as reading two different poems, The New Colossus and Unguarded Gates and then writing responses that make connections between the trends and attitudes of the past towards immigration with those today.</li> <li><input type="checkbox"/> Social Justice Standards: <ul style="list-style-type: none"> <li>○ Justice 14: Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.</li> </ul> </li> <li><input type="checkbox"/> Perspectives: Immigrants (Asian, European, Latin American)</li> </ul>
Facing History	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Lesson: Becoming American – Immigration Experiences</a></li> <li><input type="checkbox"/> <a href="#">Lesson: The Legacies of Chinese Exclusion</a></li> <li><input type="checkbox"/> <a href="#">Lesson: The Continuing Debate over Immigration</a></li> <li><input type="checkbox"/> <a href="#">Becoming American – The Chinese Experience</a></li> </ul>
Additional Resources	<ul style="list-style-type: none"> <li><input type="checkbox"/> Stanford History Education Group <ul style="list-style-type: none"> <li>○ <a href="#">Philippine-American War Political Cartoons</a></li> <li>○ <a href="#">Japanese Segregation in San Francisco</a></li> </ul> </li> </ul>

Unit 2 The Rise of the United States as a World Power		Suggested Duration: 3 Weeks
<p>Description</p> <p>In grade ten, students studied America’s growing influence as a world power in the global context of nineteenth-century European imperialism. The United States protected and promoted its economic and political interests overseas during this intense period of global competition for raw materials, markets, and colonial possessions. In grade eleven, students learn about these developments from an American perspective. This question can frame their studies of this topic: How did America’s role in the world change between the 1870s and 1910s? Presidents William McKinley, Theodore Roosevelt, William Taft, and Woodrow Wilson all sought to expand the United States’ interests beyond its borders. A noteworthy example of this was the Roosevelt Corollary to the Monroe Doctrine, which argued for American intervention in Latin America. American foreign policy aimed to promote business interests abroad because of concerns about oversaturated markets at home.</p> <p><i>*From the California History Social Science Framework</i></p>		
Guiding Questions	<ul style="list-style-type: none"> <li>• How did America’s role in the world change between the 1870s and 1910s?</li> <li>• Did the United States become an imperial power? Why or why not?</li> <li>• How did America change because of World War I</li> </ul>	
Textbook Chapters and History/ Social Science California State Standards	<p><b>Section 3—America Comes of Age (1890-1920)</b></p> <p>Lesson 5: American Influence Grows (11.2.6, 11.2.7)</p> <p>Lesson 6: The Spanish-American War (11.4.2)</p> <p>Lesson 7: The U.S. Emerges as a World Power (11.1.4, 11.2.6, 11.4, 11.4.1, 11.4.2, 11.4.3, 11.4.4, 11.9.7)</p> <p><b>Section 4—World War I and the 1920s (1914-1929)</b></p> <p>Lesson 1: America Enters WW 1 (11.4.5)</p> <p>Lesson 2: The Home Front During WW 1 (11.3, 11.4.5, 11.9.7)</p> <p>Lesson 3: The End of WW 1 (11.4.4, 11.4.5, 11.5.1)</p> <p>Lesson 4: The Postwar Economy Booms (11.2.2, 11.2.6, 11.4,11.5.7)</p>	
Social Justice Standards	<p><b>American Imperialism Project Lesson Plan Resources Folder—courtesy of Douglas Kim</b></p> <ul style="list-style-type: none"> <li>□ Objective: Students will be able to make and support inferences (DoK 2) about the impact American Imperialism had on various groups (including women, indigenous peoples, LGBTQ) by selecting a heavily traded good in an assigned region and explaining its economic and sociocultural importance in a research paper and through a physical product.</li> <li>□ Social Justice Standards: <ul style="list-style-type: none"> <li>○ Justice 14: Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.</li> </ul> </li> </ul>	

- Perspectives: Women, Indigenous Peoples, LGBTQ

### **Contrasting Perspectives on Wilson’s Decision to Enter World War I—courtesy of Matt Flanders**

- Objective: Students will be able to compare & contrast (DoK 2) the reasons presented in various resources (textbooks and Wilson’s own speeches) for Woodrow Wilson’s reasons for entering by answering guiding questions and creating a Venn Diagram.
- Social Justice Standards.
  - Justice 13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- Perspectives: Developing world populations

### **A Case Study on American Imperialism: Should the U.S. Have Annexed the Philippines? Lesson Plan Resources Folder—courtesy of Matt Flanders**

- Objective: Students will be able to draw a conclusion (DoK 3), using supporting evidence from historical sources on whether the United States should or should not have annexed the Philippines by writing a document-based essay.
- Social Justice Standard:
  - Justice 15: Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
- Perspectives: Philippine-Americans

### **Progressive Resumes and Speed Dating Lesson Plan Resources Folder —courtesy of Amy Bisson**

- Objective: Students will be able to use the strategies of 20<sup>th</sup> century progressives to plan and develop (DoK4) strategies to address modern social issues by researching and then creating a resume of an assigned Progressive Era activist followed by a simulated “speed dating” activity where they answer questions from the perspective of the activist and then use the historical strategies to write and present a proposal of addressing modern day social problems.
- Social Justice Standards:
  - Diversity 9: Students will respond to diversity by building empathy, respect, understanding and connection.
  - Action 19: Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
- Perspectives: Gender, SES

### **African Americans in World War I Lesson Plan Resources Folder —courtesy of Lucas Capra**

	<ul style="list-style-type: none"> <li>□ Objective: Students will be able to compare and contrast (DoK 2) differing perspectives of and on African American military service in World War I by reading primary source documents from W.E.B. DuBois and Hubert Harrison and creating a double bubble Thinking Map graphic organizer and using it to provide evidence in a written response for their opinion of which perspective had greater merit.</li> <li>□ Social Justice Standards: <ul style="list-style-type: none"> <li>○ Identity 5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.</li> <li>○ Action 19: Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure</li> </ul> </li> <li>□ Perspectives. Gender, African-Americans/Black Americans, SES</li> </ul>
Facing History	<ul style="list-style-type: none"> <li>□ <a href="#">Race and Membership in US History: The Eugenics Movement</a> (Text downloadable as a PDF) <ul style="list-style-type: none"> <li>○ Chapter 1 is an eclectic collection of readings that touch on identity, societal perception, and the way race plays out in contemporary society.</li> <li>○ Chapter 2 includes readings on the ideological roots of eugenics thinking, the beginnings of pseudoscientific race theory and the way race as a concept was developed during the Enlightenment</li> <li>○ Chapter 3 builds on chapter 2 and traces the consolidation of these race theories into the eugenics movement</li> <li>○ Chapter 4 includes readings that trace eugenics thinking through various aspects of social issues alive during the Progressive Era: technological innovation, imperialism, lynching, class disparities and poverty, immigration, etc.</li> <li>○ Chapter 5 covers the rise of intelligence testing and the role of eugenics in shaping educational theories and policies</li> <li>○ Chapter 6 covers the role of eugenics in establishing policies to restrict marriage and procreation among targeted groups seen as inferior</li> <li>○ Chapter 7 covers the way eugenics thinking shaped immigration policies, culminating in the 1924 National Quotas Act</li> <li>○ Chapter 8 looks at the way US eugenicists provided a blueprint for the Nazi's policies</li> <li>○ Chapter 9 is a combination of our memory/legacy and choosing to participate aspect of our scope and sequence</li> </ul> </li> <li>□ <a href="#">Race and Membership Lessons</a> (fully laid out lessons can be found at this link.)</li> <li>□ <a href="#">Teaching Strategies</a> – this landing page will give you access to instructions to over 50 different pedagogical strategies intended to create student-centered classrooms, facilitate dialogue, and deepen literacy skills.</li> <li>□ <a href="#">Race: The Power of an Illusion</a>. Ideological Spread of Eugenics, video clips</li> </ul>

	<ul style="list-style-type: none"> <li>□ <a href="#">Video: The Lynchburg Story</a> Eugenics and Policy: Sterilization to go along with Chapter 6 (Race &amp; Membership) Fred Hogue columns from the LA Times and a Human Betterment Foundation pamphlet (attached)</li> </ul> <p><b>Contracting – Creating a Safe and Reflective Classroom</b></p> <ul style="list-style-type: none"> <li>□ <a href="#">Polleverywhere</a> An option as the container for holding difficult conversations and exploring divisive topics.</li> <li>□ <a href="#">Overview of Contracting</a></li> <li>□ <a href="#">Classroom Video Introduction to Contracting</a></li> <li>□ <a href="#">Classroom Video Contracting Example</a></li> <li>□ <a href="#">Street Calculus</a>. Political Cartoon to begin discussions.</li> <li>□ <a href="#">Stereotyping and Single stories</a>.</li> <li>□ <a href="#">My Part of the Story</a> Exploring identity with your students (6-lesson mini-resource)</li> </ul> <p><b>“A Changing America” – The Progressive Era</b></p> <ul style="list-style-type: none"> <li>□ Universe of Obligation – we also went into this at the Reconstruction Era workshop and you can refer to that text for lesson ideas and materials. There are some additional resources for this concept:</li> <li>□ <a href="#">Classroom Video Introduction to Universe of Obligation</a></li> <li>□ <a href="#">Example Lesson 1 on Universe of Obligation</a> utilizes three quotes reflecting different perspectives on how wide someone’s Universe of Obligation should be (includes links to reading and student handout)</li> <li>□ <a href="#">Example Lesson 2 on Universe of Obligation</a> Allows students’ writing to focus on their own individual universe of obligation and reflect on what it means to belong to groups (includes links to reading and the student handout).</li> <li>□ <a href="#">What Do We Do With a Difference?</a> Poem by James Berry. Can be used for a choral read. I also have seen teachers come back to this after a lesson or unit and have students write an additional verse that names how they would like to see people respond to difference).</li> <li>□ <a href="#">Responding to Difference</a></li> </ul> <p><b>Eugenics and Policy: Sterilization</b></p> <p><b>Education and Mendez v Westminster</b></p> <ul style="list-style-type: none"> <li>□ Chapter 5 in Race and Membership</li> <li>□ Book: <a href="#">Wherever There’s a Fight</a> (Short excerpt on the Mendez family)</li> <li>□ Museum of Tolerance resources: <a href="#">Para Todos Los Niños</a></li> </ul>
Additional Resources	<ul style="list-style-type: none"> <li>□ National Endowment for the Humanities (NEH) <ul style="list-style-type: none"> <li>○ <a href="#">The Birth of an American Empire</a> <ul style="list-style-type: none"> <li>▪ <a href="#">The Question of an American Empire</a></li> <li>▪ <a href="#">The Spanish-American War</a></li> <li>▪ <a href="#">The Matter of the Philippines</a></li> <li>▪ <a href="#">Imperialism and the Open Door</a></li> </ul> </li> </ul> </li> </ul>



Unit 3 The 1920s		Suggested Duration: 3 Weeks
<p>Description</p> <p>The 1920s is often characterized as a period of Prohibition, gangsters, speakeasies, jazz bands, flappers, and conspicuous consumption, which overshadows the complex realities of this era. In reality, the 1920s is a decade of extremes: broad cultural leaps forward to embrace modernity and simultaneously a deep anxiety about the country changing too fast and for the worse. Students consider this question as they learn about the movements of the 1920s: Why were the 1920s filled with political, social, and economic extremes? For middle-class white Americans, the standard of living rose in the 1920s, and new consumer goods such as automobiles, radios, and household appliances became available, as well as consumer credit.</p> <p><i>*From the California History Social Science Framework</i></p>		
Guiding Questions	<ul style="list-style-type: none"> <li>• Why were the 1920s filled with political, social, and economic extremes?</li> <li>• How did culture change in the 1920s?</li> <li>• Were the 1920s a “return to normalcy?” Why or why not?</li> </ul>	
Textbook Chapters and History/ Social Science California State Standards	<p><b><i>Section 4—World War I and the 1920s (1914-1929)</i></b></p> <p>Lesson 5: Government in the 1920s (11.5, 11.5.1, 11.6.1)</p> <p>Lesson 6: An Unsettled Society (11.2.7, 11.3, 11.3.2, 11.5, 11.5.2, 11.5.3, 11.9.7)</p> <p>Lesson 7: The Roaring Twenties (11.11.3, 11.5, 11.5.4, 11.5.6, 11.8.8)</p> <p>Lesson 8: The Harlem Renaissance (11.5, 11.5.5, 11.8.8)</p>	
Social Justice Standards	<p><b>The Harlem Renaissance and the Fight for Democratic Ideals Lesson Plan Resources Folder —courtesy of Lucas Capra</b></p> <ul style="list-style-type: none"> <li>□ Objective: Students will be able to describe and explain (DoK 2) how artistic expression reflected the democratic desires of people during the Harlem Renaissance by examining primary sources at four different stations and using the information to complete a written response to the prompt: To what extent was the artistic expressions of the Harlem Renaissance a fight for democracy?</li> <li>□ Social Justice Standards: <ul style="list-style-type: none"> <li>○ Diversity 8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</li> </ul> </li> <li>□ Perspectives. Gender, African-Americans/Black Americans, SES</li> </ul>	

	<p><b>The Art, Music, and Literature of the Harlem Renaissance Lesson Plan Resources Folder —courtesy of Douglas Kim</b></p> <ul style="list-style-type: none"> <li>❑ Objective: Students will be able to identify patterns and commonalities (DoK 2) in what the artistic expression of African Americans revealed about their experience in the larger American society by completing a gallery walk of various artistic pieces (music, painting, poetry, literature) and identifying common themes that reflect the life of African Americans.</li> <li>❑ Social Justice Standards: <ul style="list-style-type: none"> <li>○ Identity 5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.</li> </ul> </li> <li>❑ Perspectives—African Americans</li> </ul> <p><b>An Examination of Life in the 1920s Lesson Plan Resources Folder —courtesy of Bryn Boyd</b></p> <ul style="list-style-type: none"> <li>❑ Objective: Students will be able to provide evidence to support predictions (DoK 4) about life in the 1920s by examining partial, primary source photographs &amp; images, research the missing elements and then asking and answering two historical questions of their choosing in a one-page written response.</li> <li>❑ Social Justice Standards: <ul style="list-style-type: none"> <li>○ Diversity 8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way</li> </ul> </li> <li>❑ Perspectives: African Americans, Gender, SES groups</li> </ul>
Facing History	<ul style="list-style-type: none"> <li>❑ Lost LA Curriculum <ul style="list-style-type: none"> <li>○ <a href="#">Costs and Benefits of Urban Growth in Los Angeles in the 1920s</a></li> </ul> </li> <li>❑ <a href="#">Armenian Genocide Case Study</a></li> <li>❑ <a href="#">Race and Membership in US History: The Eugenics Movement</a></li> </ul>
Additional Resources	<ul style="list-style-type: none"> <li>❑ <a href="#">World War I and Disability</a></li> <li>❑ Stanford History Education Group <ul style="list-style-type: none"> <li>○ <a href="#">Booker T. Washington v. W.E.B. Du Bois</a></li> <li>○ <a href="#">The Great Migration</a></li> <li>○ <a href="#">Mexicans in the United States in the 1920s</a></li> </ul> </li> <li>❑ National Endowment for the Humanities <ul style="list-style-type: none"> <li>○ <a href="#">The Music of African American History</a></li> </ul> </li> </ul>

<p><b>Unit 4</b> <b>The Great Depression and the New Deal</b></p>	<p><b>Suggested Duration: 3</b> Weeks</p>
Description	

<p>Students should begin their investigation of the Great Depression by considering this question: Why was there a Great Depression? The collapse of national and international financial systems in 1929 led to the crash of the American stock market in October 1929. The stock market crash revealed broad underlying weaknesses in the economy, which resulted in the most intense and prolonged economic crisis in modern American history. An interconnected web of international investments, loans, monetary and fiscal policies, and World War I reparations collided in 1929 and led to a worldwide economic downturn.</p> <p><i>*From the California History Social Science Framework</i></p>	
Guiding Questions	<ul style="list-style-type: none"> <li>• Why was there a Great Depression?</li> <li>• How did the New Deal attempt to remedy problems from the Great Depression?</li> <li>• How did ordinary people respond to the Great Depression?</li> </ul>
Supporting Textbook Chapters and History/ Social Science California State Standards	<p><b>Section 5—The Great Depression and the New Deal (1928-1941)</b></p> <p>Lesson 1: Causes of the Depression (11.6, 11.6.2)</p> <p>Lesson 2: Americans Suffer (11.6, 11.6.1, 11.6.2, 11.6.3, 11.9.7)</p> <p>Lesson 3: Two Presidents Respond (11.3.3, 11.6, 11.6.2, 11.6.4)</p> <p>Lesson 4: The New Deal Expands (11.6, 11.6.2, 11.6.4, 11.6.5)</p> <p>Lesson 5: Effects of the New Deal (11.1.3, 11.6, 11.6.2, 11.6.4, 11.8.5, 11.11.5)</p> <p>Lesson 6: Culture During the Depression (11.5.6, 11.6, 11.6.2, 11.8.8)</p>
Social Justice Standards	<p><b>The Continuing Legacy and Impact on the Modern World of New Deal Reforms Lesson Plan Resources Folder —Courtesy of Margaret Colburn and Douglas Kim</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Objective: Students will be able to analyze and explain multiple perspectives and issues within and across time periods (DoK 4) on the New Deal’s unequal distribution of benefits, historically and in the modern world, by reading documents that reflect the perspectives of various groups and then creating a teaching poster of their findings that is shared with classmates as well as a written reflection that shows historical and present day impacts.</li> <li><input type="checkbox"/> Social Justice Standards: <ul style="list-style-type: none"> <li>○ Justice 12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</li> </ul> </li> <li><input type="checkbox"/> Perspectives: Asians, Latinos, Gender, Native Americans</li> </ul>
Facing History	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Firsthand Accounts of the Great Depression</a></li> <li><input type="checkbox"/> <a href="#">Video: American Idealist: "Growing Up, the Great Depression, and World War II"</a></li> <li><input type="checkbox"/> <a href="#">Video: Understanding Jim Crow</a></li> <li><input type="checkbox"/> <a href="#">Audio: Studs Turkel Interview</a></li> <li><input type="checkbox"/> <a href="#">Teaching Mockingbird</a> (while this is an ELA guide for the book To Kill a Mockingbird, it has numerous readings and resources on the historical context of the Great Depression)</li> </ul>

Additional Resources	<ul style="list-style-type: none"> <li>□ Stanford History Education group <ul style="list-style-type: none"> <li>○ <a href="#">Mexican Migration in the 1930s</a></li> </ul> </li> <li>□ California Education and the Environment Initiative <ul style="list-style-type: none"> <li>○ <a href="#">Mass Production, Marketing, and Consumption in the Roaring Twenties</a> <ul style="list-style-type: none"> <li>▪ <a href="#">Teacher's Masters</a></li> <li>▪ <a href="#">Teacher's Masters Form Fillable</a></li> <li>▪ <a href="#">Common Core Correlation Guide</a></li> <li>▪ <a href="#">Information Cards</a></li> <li>▪ <a href="#">NGS Maps: Political</a></li> <li>▪ <a href="#">Visual Aids</a></li> <li>▪ <a href="#">Visual Aids Projectable Format</a></li> <li>▪ <a href="#">Student Edition</a></li> <li>▪ <a href="#">Student Workbook</a></li> <li>▪ <a href="#">Student Workbook Form Fillable</a></li> </ul> </li> </ul> </li> </ul>
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<b>Unit 5</b>		<b>Suggested Duration: 3</b>
<b>America's Participation in World War II</b>		Weeks
<p>Description</p> <p>Students examine the role of the United States in World War II. Students may begin their World War II study with a short review of selected content from their tenth-grade course, such as the rise of dictatorships in Germany and the Soviet Union and the military-dominated monarchy in Japan, and the events in Europe and Asia in the 1930s that led to war, including the economic and political ties between the United States and the Allies prior to U.S. entry into World War II. However, students should study the war from the American perspective, which means they learn that the war was extremely unpopular domestically before 1941.</p> <p><i>*From the California History Social Science Framework</i></p>		
Guiding Questions	<ul style="list-style-type: none"> <li>• Why did Americans not want to join World War II before the bombing at Pearl Harbor?</li> <li>• How did the American government change because of World War II?</li> <li>• How was the war mobilized and fought differently in the Atlantic versus the Pacific?</li> <li>• How did America win the war in the Pacific?</li> <li>• How did World War II serve to advance movements for equality at home and abroad?</li> </ul>	
Supporting Textbook Chapters and History/ Social Science	<p><b>Section 6—World War II (1931-1945)</b></p> <p>Lesson 1: Rise of Aggressive Dictators (11.7, 11.7.1)</p> <p>Lesson 2: America Debates Involvement (11.7, 11.7.1, 11.7.4)</p> <p>Lesson 3: America Enters WW II (11.7, 11.7.1, 11.7.2, 11.7.6)</p> <p>Lesson 4: A War on Two Fronts (11.7, 11.7.2, 11.7.6)</p>	

California State Standards	<p>Lesson 5: The Home Front (11.7, 11.7.2, 11.7.3, 11.7.5, 11.8.2, 11.9.7, 11.10.1)</p> <p>Lesson 6: The Allies Win the War (11.7, 11.7.2, 11.7.7, 11.8.2)</p> <p>Lesson 7: The Holocaust (11.7, 11.7.5)</p> <p>Lesson 8: Impact of World War II (11.4, 11.4.6, 11.7, 11.8.5, 11.9.1, 11.10.1)</p>
Social Justice Standards	<p><b>Japanese American Incarceration Lesson Plan Resources Folder —courtesy of Bryn Boyd</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Objective: Students will be able to identify the different perspectives (DoK 2) of Japanese Americans during World War II by completing and discussing their findings using graphic organizers.</li> <li><input type="checkbox"/> Social Justice Standards: <ul style="list-style-type: none"> <li>○ Identity 1: Students will develop positive social identities based on their membership in multiple groups in society</li> <li>○ Identity 2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.</li> <li>○ Identity 3: Students will recognize that people’s multiple identities interact and create unique and complex individuals.</li> </ul> </li> <li><input type="checkbox"/> Perspectives: Japanese-Americans</li> </ul>
Facing History	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Americans and the Holocaust</a> – A mini unit that includes the activities regarding Jewish refugees and following the stories of four people applying for refugee status in the US <ul style="list-style-type: none"> <li>• <a href="#">Two Who Dared / The Sharps’ Dilemma</a></li> <li>• <a href="#">Mocking World Leaders</a></li> <li>• <a href="#">World Responses to Kristallnacht</a></li> <li>• <a href="#">The United States Enters World War II</a></li> <li>• <a href="#">The Holocaust as a Call to Conscience</a></li> </ul> </li> <li><input type="checkbox"/> Related to Japanese American Incarceration: <ul style="list-style-type: none"> <li>○ Farewell to Manzanar Study Guide <a href="#">And Then They Came For Us</a></li> <li>○ <a href="#">Bearing Witness to Japanese American Incarceration</a></li> </ul> </li> <li><input type="checkbox"/> On the Universal Declaration of Human Rights: <ul style="list-style-type: none"> <li>○ <a href="#">Fundamental Freedoms: Eleanor Roosevelt and the Universal Declaration of Human Rights</a></li> <li>○ <a href="#">Video: Fundamental Freedoms: Eleanor Roosevelt, the Holocaust, and the Universal Declaration of Human Rights</a></li> </ul> </li> </ul>

Additional Resources	<ul style="list-style-type: none"> <li>□ Lost LA Curriculum Project <ul style="list-style-type: none"> <li>○ <a href="#">The Green Book: How Did African Americans Adapt to the Challenges of Travel in the U.S.</a></li> </ul> </li> <li>□ Stanford History Education Group <ul style="list-style-type: none"> <li>○ <a href="#">Japanese American Incarceration</a></li> <li>○ <a href="#">Zoot Suit Riots</a></li> <li>○ <a href="#">The Atomic Bomb</a></li> </ul> </li> <li>□ California Education and the Environment Initiative <ul style="list-style-type: none"> <li>○ <a href="#">Postwar Industries and the Emerging Environment Movement</a> <ul style="list-style-type: none"> <li>▪ <a href="#">Teacher's Masters</a></li> <li>▪ <a href="#">Teacher's Masters Form Fillable</a></li> <li>▪ <a href="#">Common Core Correlation Guide</a></li> <li>▪ <a href="#">Information Cards</a></li> <li>▪ <a href="#">NGS Maps: Human Imprint</a></li> <li>▪ <a href="#">NGS Maps: View From Space</a></li> <li>▪ <a href="#">Visual Aids</a></li> <li>▪ <a href="#">Visual Aids Projectable Format</a></li> <li>▪ <a href="#">Student Edition</a></li> <li>▪ <a href="#">Student Workbook</a></li> <li>▪ <a href="#">Student Workbook Form Fillable</a></li> <li>▪ <a href="#">Fact Sheets: Ecological Regions of North America</a></li> </ul> </li> </ul> </li> </ul>
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<b>Unit 6</b>		<b>Suggested Duration: 2 Weeks</b>
<b>Cold War Struggles Abroad</b>		
<p>Description</p> <p>Even before the end of World War II, American leaders sensed that Joseph Stalin, the leader of the Soviet Union, had a plan for the postwar world that did not align with America’s vision of an open-door world. It was soon clear that there would be an ideological and geopolitical struggle with consequences rippling across the globe between the Soviet Union, a communist nation with an authoritarian government that had a dismal record of protecting human rights (which students should recall from grade ten), and a vision of foreign policy bent on creating and supporting other communist nations, and the United States, a capitalist-leaning nation with an elected government and a vision of foreign policy bent on supporting other capitalist-leaning nations.</p> <p><i>*From the California History Social Science Framework</i></p>		
Guiding Questions	<ul style="list-style-type: none"> <li>• What was Containment? How was it employed?</li> <li>• How did American foreign policy shift after World War II?</li> </ul>	

	<ul style="list-style-type: none"> <li>• Why was the period between 1946 and 1990 known as the Cold War?</li> <li>• How did anti-communism drive foreign policy?</li> </ul>
Textbook Chapters and History/ Social Science California State Standards	<p><b><i>Section 7: Postwar America (1945-1960)</i></b></p> <p>Lesson 1: The Beginning of the Cold War (11.4.6, 11.7, 11.7.8, 11.8, 11.9, 11.9.2, 11.9.3)</p> <p>Lesson 2: The Korean War (11.4.6, 11.9, 11.9.2, 11.9.3)</p> <p>Lesson 3: The Cold War Intensifies (11.4.6, 11.8, 11.9, 11.9.3)</p>
Social Justice Standards	<p><b>Who Won the Cold War? Lesson Plan Resources Folder —courtesy of Deborah Siemer</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Objective: Students will be able to identify and assess the importance of various Cold War events (DoK 4) by researching these events and then writing an evidence-based conclusion on who “won” the Cold War.</li> <li><input type="checkbox"/> Social Justice Standards: <ul style="list-style-type: none"> <li>○ Justice 11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups</li> </ul> </li> <li><input type="checkbox"/> Perspectives: Developing World Populations</li> </ul>
Facing History	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">People Without Papers</a></li> </ul>
Additional Resources	<ul style="list-style-type: none"> <li><input type="checkbox"/> California History-Social Science Project (CHSSP) at UC Davis <ul style="list-style-type: none"> <li>○ <a href="#">The History Blueprint: The Cold War</a> (Introduction to U.S. History Strand)</li> <li>○ <a href="#">Roots of the Cold War</a></li> <li>○ <a href="#">Decolonization</a></li> <li>○ <a href="#">Principles vs. Practices</a></li> <li>○ <a href="#">Hot Spots Research Project</a></li> <li>○ <a href="#">Containing Communism Abroad</a></li> <li>○ <a href="#">Vietnam</a></li> </ul> </li> <li><input type="checkbox"/> Stanford History Education Group <ul style="list-style-type: none"> <li>○ <a href="#">The Cold War</a></li> <li>○ <a href="#">The Korean War</a></li> <li>○ <a href="#">Cold War in Guatemala</a></li> <li>○ <a href="#">Cuban Missile Crisis</a></li> <li>○ <a href="#">Gulf of Tonkin Resolution</a></li> </ul> </li> </ul>

Unit 7 Cold War Struggles at Home		Suggested Duration: 2 Weeks
<p>Description</p> <p>Students learn about the domestic side of the Cold War by considering the question “How was the Cold War fought domestically?” The domestic political response to the international spread of communism involved government investigations, new laws, trials, and values. Students learn about the investigations of domestic communism at the federal and state levels and about the spy trials of the period. Congress passed the Smith Act (Alien Registration Act) in 1940, which criminalized membership in or advocacy of an organization that supported the overthrow of the government; this meant that any communist-leaning group violated the Smith Act.</p> <p><i>*From the California History Social Science Framework</i></p>		
Guiding Questions	<ul style="list-style-type: none"> <li>• How was the Cold war fought domestically?</li> <li>• How did the government work to combat the perceived threat of communism domestically?</li> <li>• How were American politics shaped by the Cold War?</li> <li>• How did the Cold War affect ordinary Americans?</li> </ul>	
Textbook Chapters and History/ Social Science California State Standards	<p><b>Section 7: Post War American (1945-1960)</b></p> <p>Lesson 4: Cold War Fears at Home (11.8, 11.9.3, 11.9.4)</p> <p>Lesson 5: Postwar Prosperity (11.8, 11.8.1, 11.8.3, 11.8.4, 11.8.5, 11.8.7, 11.10.1, 11.11.2, 11.11.7)</p> <p>Lesson 6: Mass Culture in the 1950s (11.8, 11.8.4, 11.8.7, 11.8.8, 11.10.2, 11.11.3, 11.11.7)</p> <p>Lesson 7: Social Issues of the 1950s (11.2.3, 11.8, 11.8.2, 11.8.8, 11.9.7)</p>	
Social Justice Standards	<p><b>Suburbanization: Causes and Impacts Lesson Plan Resources Folder—courtesy of Margaret Colburn</b></p> <ul style="list-style-type: none"> <li>□ Objective: Students will be able to draw conclusions (DoK2) about the reasons for and impacts of suburbanization processes by analyzing primary source documents and writing an evidence-based claim statement.</li> <li>□ Social Justice Standards <ul style="list-style-type: none"> <li>○ Justice 12 Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</li> <li>○ Justice 13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</li> <li>○ Justice 14: Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.</li> </ul> </li> <li>□ Perspectives: African Americans, Latin-Americans, SES</li> </ul>	



Facing History	<input type="checkbox"/> <a href="#">Video: Eleanor Roosevelt’s Cold War Dilemma</a> <input type="checkbox"/> <a href="#">Video: Human Rights, Civil Rights and the Cold War</a> <input type="checkbox"/> <a href="#">Video: The Lavender Scare: Gay and Lesbian Life in Post-WWII America</a>
Additional Resources	<input type="checkbox"/> California History Social Science Project (CHSSP) at UC Davis <ul style="list-style-type: none"> <li>○ <a href="#">Anti-Communism at Home</a></li> </ul> <input type="checkbox"/> Lost LA Curriculum <ul style="list-style-type: none"> <li>○ <a href="#">Factors that Shaped African American South-Central Los Angeles, 1920s-1950s</a></li> </ul> <input type="checkbox"/> Stanford History Education Group <ul style="list-style-type: none"> <li>○ <a href="#">Women in the 1950s</a></li> <li>○ <a href="#">Anti-Vietnam War Movement</a></li> <li>○ <a href="#">The Great Society</a></li> </ul> <input type="checkbox"/> National Endowment for the Humanities (NEH) <ul style="list-style-type: none"> <li>○ <a href="#">American Utopia: The Architecture and History of the Suburb</a></li> </ul>

<b>Unit 8</b>		<b>Suggested Duration:</b> 3 Weeks
<b>Movements for Equality</b>		
<p>Description</p> <p>Although the 1950s have been characterized as a decade of relative social calm, the struggles of African Americans, Chicano/as, Native Americans, Asian Americans, as well as women and LGBT people that emerged forcefully in the 1960s have their roots in this period. In this unit, students focus on the history of the movements for equality and the broader social and political transformations that they inspired, beginning with the Civil Rights Movement in the South and continuing for the 35-year period after World War II.</p> <p><i>*From the California History Social Science Framework</i></p>		
Guiding Questions	<ul style="list-style-type: none"> <li>● Why was there a civil rights movement?</li> <li>● What were the goals and strategies of the civil rights movement?</li> <li>● Did the Civil Rights Movement succeed?</li> <li>● What does “equal rights” mean?</li> <li>● How did various movements for equality build upon one another?</li> <li>● How was the government involved in the Civil Rights Movement?</li> <li>● How was the war in Vietnam similar to and different from other Cold War struggles?</li> <li>● How did the war in Vietnam affect movements for equality?</li> </ul>	

Textbook Chapters and History/ Social Science California State Standards	<p><b><i>Section 8—Civil Rights and Reform in the 1960s (1945-1968)</i></b>  Lesson 1: The Civil Rights Movement Strengthens (11.3, 11.3.1, 11.10, 11.10.1, 11.10.4, 11.10.5, 11.11.12, 11.11.2)  Lesson 2: The Movement Surges Forward (11.10, 11.10.3, 11.10.4, 11.10.5, 11.10.6)  Lesson 3: Successes and Setbacks (11.10, 11.10.2, 11.10.4, 11.10.5, 11.10.6, 11.11.7)  Lesson 4: Kennedy’s Reforms (11.11.2)  Lesson 5: Reform Under Johnson (11.3, 11.3.5, 11.11.1, 11.11.2 , 11.11.6)</p> <p><b><i>Section 9—The Vietnam War Era (1954-1975)</i></b>  Lesson 1: The Cold War and Vietnam (11.8.5, 11.9, 11.9.2, 11.9.3)  Lesson 2: America’s Role Escalates (11.9, 11.9.3, 11.9)  Lesson 3: The Antiwar Movement (11.9, 11.9.3, 11.9.4)  Lesson 4: The War’s End and Effects (11.8.5, 11.9, 11.9.3 11.9.4)</p> <p><b><i>Section 10—An Era of Change (1960-1980)</i></b>  Lesson 1: The Counterculture of the 1960s (11.8.8)  Lesson 2: The Women’s Rights Movement (11.10.7, 11.11.3)  Lesson 3: Expanding the Push for Equality (11.6.5, 11.10.5)  Lesson 4: The Environmental Movement (11.8.6, 11.11.5)</p>
Social Justice Standards	<p><b>Opposition to Vietnam: The Beginnings of a Movement Lesson Plan Resources Folder —courtesy of Margaret Colburn</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Objective: Students will be able to explain, using evidence (DoK3) reasons how and why opposition to the Vietnam War began to take shape by examining primary source documents and synthesizing their learning into a claim that is supported with evidence from the historical sources.</li> <li><input type="checkbox"/> Social Justice Standards: <ul style="list-style-type: none"> <li>○ Diversity 10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.</li> </ul> </li> <li><input type="checkbox"/> Perspectives: African Americans, SES</li> </ul> <p><b>The SNCC Perspective on the Vietnam War Lesson Plan Resources Folder —courtesy of Matt Flanders</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Objective: Students will be able to describe (DoK 2) how African American and other minority groups were disproportionately impacted by the Vietnam War by reading, examining, and discussing a graphic novel, and completing a graphic organizer that discusses the Vietnam War’s causes and effects from the perspective of the SNCC.</li> </ul>

	<ul style="list-style-type: none"> <li>□ Social Justice Standards <ul style="list-style-type: none"> <li>○ Action 18: Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias</li> </ul> </li> <li>□ Perspectives: African Americans, Minority Youth</li> </ul> <p><b>The Stonewall Riots and the Birth of the Modern Gay Rights Movement Lesson Plan Resources Folder — courtesy of Margaret Colburn</b></p> <ul style="list-style-type: none"> <li>□ Objective: Students will be able to explain, using supporting evidence, the causes and effects (DoK 3) of the Stonewall Riots by completing a cause and effect Thinking Map and using it to write a cause and effect essay.</li> <li>□ Social Justice Standards: <ul style="list-style-type: none"> <li>○ Diversity 7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.</li> <li>○ Justice 15: Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</li> </ul> </li> <li>□ Perspectives: LGBTQIA</li> </ul> <p><b>Martin Luther King, Jr. and Malcolm X: Different Approaches to Systemic Racism Lesson Plan Resources Folder —courtesy of Amy Bisson</b></p> <ul style="list-style-type: none"> <li>□ Objective: Students will be able to compare and contrast the literary elements of Martin Luther King, Jr.’s I have a Dream and Malcom X’s Message to the Grassroots, draw conclusions about the effectiveness of each approach to systemic racism, and compare and contrast the historical work with the work of a modern day reformer by</li> <li>□ Social Justice Standards: <ul style="list-style-type: none"> <li>○ Justice 12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</li> <li>○ Justice 17: Students will recognize their own responsibility to stand up to exclusion, prejudice, and injustice.</li> </ul> </li> <li>□ Perspectives: African Americans</li> </ul>
Facing History	<ul style="list-style-type: none"> <li>□ <a href="#">Choices in Little Rock</a></li> <li>□ <a href="#">Supplement to Choices in Little Rock – Common Core Writing Prompts and Strategies</a></li> <li>□ <a href="#">The Road to Brown</a></li> <li>□ <a href="#">Eyes on the Prize (streaming episodes)</a></li> <li>□ <a href="#">Eyes on the Prize Study Guide</a></li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Facing Ferguson: News Literacy in a Digital Age</a></li> <li><a href="#">10 Questions for young Changemakers</a></li> <li><input type="checkbox"/> <a href="#">Brother Outsider: The Life of Bayard Rustin</a></li> <li><input type="checkbox"/> <a href="#">Making Gay History</a></li> <li><input type="checkbox"/> <a href="#">Facing History Current Events Teaching Ideas</a></li> </ul>
Additional Resources	<ul style="list-style-type: none"> <li><input type="checkbox"/> California History-Social Science Project (CHSSP) at UC Berkeley &amp; UCLA <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">The Lavender Scare and McCarthyism</a> (LGBT)</li> <li><input type="checkbox"/> <a href="#">The Lavender Scare</a></li> <li><input type="checkbox"/> <a href="#">How Did the Black Civil Rights Movement Influence Other Activist Movements</a>, 1960s-1970s</li> </ul> </li> <li><input type="checkbox"/> <a href="#">LGBT Resources at the Library of Congress</a></li> <li><input type="checkbox"/> One Archives <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">AIDS and HIV Activism</a></li> <li><input type="checkbox"/> <a href="#">How did LGBT Americans Respond to the Vietnam War?</a></li> <li><input type="checkbox"/> <a href="#">LBGT Movement from Assimilation to “Coming Out, 1950s-1970s</a></li> <li><input type="checkbox"/> <a href="#">LBGT Movement as Part of the Broader Movement for Civil Rights</a></li> <li><input type="checkbox"/> <a href="#">Additional Resources from One Archives</a></li> </ul> </li> <li><input type="checkbox"/> Disability History Resources <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Who Should Care for America’s Veterans?</a></li> <li><input type="checkbox"/> <a href="#">Disability History</a>, 1798-1980</li> </ul> </li> <li><input type="checkbox"/> Lost LA Curriculum <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Making Beach Culture Equitable in Los Angeles</a></li> </ul> </li> <li><input type="checkbox"/> Stanford History Education Group <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Civil Rights Movement Photos</a></li> <li><input type="checkbox"/> <a href="#">Stonewall Riots</a></li> <li><input type="checkbox"/> <a href="#">Equal Rights Amendment</a></li> </ul> </li> </ul>

<b>Unit 9</b>	<b>Suggested Duration: 2</b>
<b>Contemporary Society</b>	<b>Weeks</b>
<p>Description</p> <p>In the last decades of the twentieth century and first decades of the twenty-first century, America’s economy, political system, and social structure became more global and interconnected. This unit attempts to distill complicated changes related to de-industrialization, globalization, changing patterns of immigration, political scandals and realignments, and the age of terror into a coherent course of study.</p> <p><i>*From the California History Social Science Framework</i></p>	

Guiding Questions	<ul style="list-style-type: none"> <li>• How has the role of the federal government (and especially the presidency) changed from the 1970s through more recent times?</li> <li>• How did the Cold War end, and what foreign policy developments resulted?</li> <li>• What does globalization mean, and how has it affected the United States?</li> <li>• Why is the United States more diverse now that it was in the middle of the twentieth century?</li> <li>• In what ways have issues such as education, civil rights for people of color, immigrants, and lesbian, gay, bisexual, and transgender (LGBT) Americans, and disabled Americans; economic policy, recognition of economic, social, and cultural rights; the environment; and the status of women remain unchanged over time? In what ways have they changed?</li> </ul>
Textbook Chapters and History/ Social Science California State Standards	<p><b><i>Section 10—An Era of Change (1960-1980)</i></b>  Lesson 5: The Two Sides of the Nixon Presidency (11.9, 11.11.2)  Lesson 6: Ford and Carter Struggle (11.3, 11.9, 11.9.3)</p> <p><b><i>Section 11—America in the 1980s and 1990s (1980-1999)</i></b>  Lesson 1: The Conservative Movement Surges (11.3, 11.3.2, 11.11.2, 11.11.6)  Lesson 2: The Reagan Era (11.6.5)  Lesson 3: The Cold War Ends (11.9.3, 11.9.4, 11.9.5, 11.9.6)  Lesson 4: A New Era of Foreign Policy (11.9, 11.9.6)  Lesson 5: Clinton and the 1990s (11.8.7, 11.9)</p> <p><b><i>Section 12—America in the Twenty-First Century (2000-Today)</i></b>  Lesson 1: America and The World Economy (11.6.5, 11.8.7, 11.9.1, 11.9.7, 11.11, 11.11.6)  Lesson 2: The George W. Bush Presidency (11.9, 11.9.6, 11.11)  Lesson 3: The Barack Obama Presidency (11.3.4, 11.5.6, 11.8.6, 11.8.7, 11.9, 11.10.2., 11.11, 11.11.1, 11.11.3, 11.11.7)  Lesson 4: Americans Look to the Future (11.9.6, 11.11.1)</p>
Social Justice Standards	<p><b>AIDS, ACT-UP, and the Reagan Presidency Lesson Plan Resources Folder—courtesy of Lucas Capra</b></p> <ul style="list-style-type: none"> <li>□ Objective: Students will be able to analyze and explain (DoK4) the multiple perspectives in the U.S. Government’s response to the HIV/AIDS by sequencing a series of events of responses and finding parallels to public health issues today.</li> <li>□ Social Justice Standards <ul style="list-style-type: none"> <li>○ Identity 5: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.</li> <li>○ Action 16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias</li> </ul> </li> <li>□ Perspectives: LGBT, SES</li> </ul>

Facing History	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Facing Ferguson</a></li> </ul>
Additional Resources	<ul style="list-style-type: none"> <li><input type="checkbox"/> California History-Social Science Project (CHSSP) at UC Davis <ul style="list-style-type: none"> <li>o <a href="#">The Cold War Ends</a></li> </ul> </li> <li><input type="checkbox"/> California History-Social Science Project at UCLA <ul style="list-style-type: none"> <li>o <a href="#">Struggles for Justice: Mexican Immigration in the 20<sup>th</sup> Century</a></li> </ul> </li> <li><input type="checkbox"/> Stanford History Education Group <ul style="list-style-type: none"> <li>o <a href="#">Reagonomics</a></li> <li>o <a href="#">NAFTA</a></li> <li>o <a href="#">Hurricane Katrina</a></li> </ul> </li> <li><input type="checkbox"/> California Education and the Environment Initiative <ul style="list-style-type: none"> <li>o <a href="#">The United States and Mexico: Working Together</a> <ul style="list-style-type: none"> <li>▪ <a href="#">Teacher's Masters</a></li> <li>▪ <a href="#">Teacher's Masters Form Fillable</a></li> <li>▪ <a href="#">Common Core Correlation Guide</a></li> <li>▪ <a href="#">Visual Aids</a></li> <li>▪ <a href="#">Visual Aids Projectable Format</a></li> <li>▪ <a href="#">Student Edition</a></li> <li>▪ <a href="#">Student Workbook</a></li> <li>▪ <a href="#">Student Workbook Form Fillable</a></li> <li>▪ <a href="#">Student Map: United States-Mexico Border Region</a></li> </ul> </li> <li>o <a href="#">Many Voices, Many Visions: Analyzing Contemporary Environmental Issues</a> <ul style="list-style-type: none"> <li>▪ <a href="#">Teacher's Masters</a></li> <li>▪ <a href="#">Teacher's Masters Form Fillable</a></li> <li>▪ <a href="#">Common Core Correlation Guide</a></li> <li>▪ <a href="#">NGS Maps: Political</a></li> <li>▪ <a href="#">NGS Maps: Who Owns California</a></li> <li>▪ <a href="#">Visual Aids</a></li> <li>▪ <a href="#">Visual Aids Projectable Format</a></li> <li>▪ <a href="#">Student Edition</a></li> <li>▪ <a href="#">Student Workbook</a></li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ <a href="#">Student Workbook Form Fillable</a></li> </ul>
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<b>U.S. History ACES: A Project Based Learning (PBL) Capstone Project</b>		<b>Suggested Duration: 2 Weeks</b>
<b>Project Title</b>	Be a Historian	
<b>Driving Questions</b>	<p>How do we tell the stories of history?</p> <p>How do we investigate the questions of history?</p> <p>Who decides and whose stories get told?</p>	
<b>Project Summary</b>	Students will learn how historians influence the telling of history by researching and presenting on a topic of their choice. The project will guide them through the actual work of historians including research skills, crafting research questions, presenting information in a logical and coherent manner, and sharing their findings with others	
<b>Common Core Standards</b>	<ul style="list-style-type: none"> <li>• CC RH.1 Cite specific textual evidence to support analysis of primary and secondary sources...</li> <li>• CC RH.2 Determine the central ideas or information of a primary or secondary source...</li> <li>• CC WHST 1. Write arguments focused on discipline specific content.</li> <li>• CC WHST 2. Write informative/explanatory texts, including narration of historical events...</li> <li>• CC WHST 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• CC WHST 5. Develop and strengthen writing as needed by planning, revising, editing rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.</li> <li>• CC WHST 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>• CC WHST 8. Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integration information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.</li> <li>CC WHST 9. Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>	

<b>Literacy Skills</b>	<ul style="list-style-type: none"> <li>• Reading primary and secondary sources</li> <li>• Reading informational text</li> <li>• Selecting reputable source materials</li> <li>• Organizing research into a coherent narrative</li> <li>• Writing as a historian</li> </ul>				
<b>Success Skills</b>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Time Management</li> </ul>				
<b>Social Justice Standard</b>	Action 20: Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.				
<b>Project Milestones</b>					
<b>Entry Event Resource Folder</b>	<b>Milestone #1 Resource Folder</b>	<b>Milestone #2 Resource Folder</b>	<b>Milestone #3 Resource Folder</b>	<b>Milestone #4 Resource Folder</b>	<b>Milestone #5 Public Product</b>
Entry Event:  NY Times: <a href="#">Two States. Two American Stories</a>	Students select a topic and conduct preliminary research.	Students create a historical research question, with feedback from their peers, and conduct research to answer that question.	Student create an outline and a draft of their paper, with feedback from their peers.  Students use peer feedback to revise their paper into a second/final draft.	Students create a physical product/museum piece to represent and showcase their learning.	Students present their work in a museum style display.
<b>Key Student Question</b>	<b>Key Student Question</b>	<b>Key Student Question</b>	<b>Key Student Question</b>	<b>Key Student Question</b>	<b>Key Student Question</b>
How is our understanding of historical events influenced by historians?	How do historians conduct research?	How do historians craft a good research question?	What makes for a good historical narrative?	How can historical events be presented in an engaging and accurate manner?	
<b>Formative Assessment(s)</b>	<b>Formative Assessment(s)</b>	<b>Formative Assessment(s)</b>	<b>Formative Assessment(s)</b>	<b>Formative Assessment(s)</b>	<b>Summative Assessment(s)</b>



	Evaluation of sources	Evaluation of Research Question	Evaluation of outline Evaluation of draft	Evaluation of Physical Product	Presentation Final Paper Rubric
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