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Ethnic and Social Justice US History

Santa Maria Joint Union High School District

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Pioneer Valley High School (053847)	Classroom Based	Abbreviation	Course Code
		ESJ US HIST A	SS3038
		ESJ US HIST B	SS3039
Santa Maria High School (053305)	Classroom Based	Abbreviation	Course Code
		ESJ US HIST A	SS3038
		ESJ US HIST B	SS3039

Title:	Ethnic and Social Justice US History
Length of course:	Full Year
Subject area:	History / Social Science ("a") / U.S. History
UC honors designation?	No
Prerequisites:	World History (Recommended)
Co-requisites:	None
Integrated (Academics / CTE)?	No

Grade levels: 11th

Course Description

Course overview:

Conventional U.S. History courses are often taught from a purely political perspective. That is, they use the chronology of Presidents and major events in US History to serve as guide points for units. This approach can leave a student with a one-sided view of U.S. History. Students start to believe that there is only one perspective and they don't see themselves as a part of history. The purpose of this course is to teach U.S. History from the perspectives of ethnic, racial or marginalized groups, reflecting narratives and points of view rooted in that group's lived experiences and intellectual scholarship – one which emphasizes the roles of justice, power, race, and gender in American history.

Course content:

Unit 1: Nation's Beginnings

The course begins with a selective review of United States history, with an emphasis on two major topics —the nation's beginnings and the industrial transformation of the new nation. 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 with an emphasis on ideas including 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. Highlights can include the emergence of a free democratic system of government alongside an entrenched system of chattel slavery that lasted for nearly a century. Students will grapple with the parallel, and seemingly paradoxical relationship. Other highlights will include the events leading up to the Civil War, the successes and failures of Reconstruction, and informal and formal segregation brought on by Jim Crow laws that provides context for understanding racial inequities in America then and now.

Key Assignment:

Preamble Collage- Students will produce a collage that will have the Preamble stated in the middle of the page and then twelve images surrounding the Preamble. The 12 images will be 2 pictures, per the 6 goals, that show what the students feel in America today represents the Preamble goals. On the back, students will argue if they feel the goals have been met or if the goals are still lacking

and what needs to be addressed to complete the goal. Students will learn that the Constitution is a living document that can and should be changed to reflect American society and values as it changes over time.

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Unit 2: Industrialization, Urbanization, Immigration

In the second unit, students concentrate on the nineteenth-century growth of the nation as an industrial power and its 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? 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. Students examine emergence of industrial giants, "robber barons," anti-union tactics, and the gaudy excesses of the Gilded Age. Students will also learn about the people that fueled industrialization in the nation's expanding urban centers migrated there from more rural areas domestically and came from nations all over the world. Tens of millions of darker-skinned, non-English-speaking, non-Protestant migrants to American cities. Being pushed from their homelands for economic, political, and religious reasons, this diverse group was pulled to America with hope for economic opportunities and political freedom.

Key Assignment:

Family Tree and Immigration Story- Students will interview family members and create family tree going back at least three generations. On their trees they will mark themselves or their "first" family member to come to the United States. After identifying that family member they will write a journal entry retelling the events of the day coming to the United States. In their response, students will write about the causes for immigration and the outcomes their family member wanted from a new life in America. Students will learn that all immigration stories are unique but that the causes and hopes for most immigrants are universal. By doing so they can identify more with the United States as truly a nation of immigrants.

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Unit 3: Progressive Reform

A group of reformers – broadly termed progressives – emerged around the turn of the century and sought to remedy some of the problems that came from industrialization. Progressives aimed to identify urban problems, work closely with communities to solve them, and then lobby the government to institute broader reforms to prevent future suffering. Female reformers took advantage of new opportunities for education and employment previously reserved for men. Progressives particularly tried to address problems of immigrants, especially children, through advocacy. During these same years, progressive state legislation regulated child labor, the minimum wage, the eight-hour day, and mandatory public education, as well as supplied women in many states with the vote. During this time also the concepts of homosexuality and heterosexuality became defined as discrete categories of identity. This had consequences for the ways that people thought about intimate relationships between people of the same gender.

Key Assignment:

Salad Bowl vs. Melting Pot- Students will debate if the United States is a salad bowl or a melting pot. During the debate students will argue the merits of the Americanization movement, which sought to assimilate immigrants into becoming Americans through schooling, cultural and social practices, and at work. Versus today's standards that generally embrace having a plurality of experiences in the country which makes America more diverse and open. After the debate students will write a 3-5 paragraph essay that argues which side they think America currently reflects.

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Unit 4: Imperialism/WWI

How did America's role in the world change between the 1870s and 1910s? 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. Students may consider the nation's objectives and attitudes about other nations and diverse people in analyzing its immigration policy, limitations and scrutiny placed on those already in the U.S., and exclusion of people considered disabled, as well as foreign policy, including the American Open Door policy, and expansion into the South Pacific and Caribbean following the Spanish-American and Philippine-American Wars as well as the United States' involvement in World War I.

Key Assignment:

Evaluate and analyze United States foreign policies including the Monroe Doctrine, The Roosevelt Corollary, The Open Door Policy or the Platt Amendment by working in groups of 4 to create a powerpoint presentation that summarizes one of these foreign policies. After groups present, groups will be given a case study to look at the annexation of Hawaii. Students must decide which American foreign policy plan was used in Hawaii's annexation. Then they need to decide if that plan was constitutional or not.

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Unit 5: 1920s

As students learn about the prosperity and proliferation of consumer goods on the market in the 1920s, students learn that with these changes came both intended and unforeseeable consequences, many resulting in social effects on people and impacts on the environments in which they lived. Students should explore cultural and social elements of the “Jazz Age.” Women experienced new freedoms but also faced pressure to be attractive and sexual through the growing cosmetics and entertainment industries, and their related advertisements.

Speakeasies represented a challenge to Prohibition but established a vast social world that broke the law and challenged middle-class ideas of what should be allowed. Within those arenas, LGBT patrons and performers became part of what was tolerated and even sometimes acceptable as LGBT-oriented subcultures grew and became more visible. The continued flow of migrants and the practical restrictions of segregation in the 1920s helped to create the “Harlem Renaissance,” the literary and artistic flowering of black artists, poets, musicians, and scholars, such as Alain Locke, Langston Hughes, Countee Cullen, Gertrude “Ma” Rainey, and Zora Neale Hurston.

Key Assignment:

Students will examine Langston Hughes’ poem “I, Too” to study the intent of Harlem Renaissance artists. Students will discuss in triads why African American leaders would use art to express themselves, in terms of equality, rather than to work through political, legal, or economic avenues. After using critical reading strategies and marking the text, students will need to rewrite the “I, Too” poem to validate their own worth and value to the United States of America. Students will learn to empower themselves which hopefully translates into self advocacy.

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Unit 6: Great Depression & New Deal

The collapse of the national and international financial system 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. The Great Depression resulted from four broad factors: 1) it resulted from over-saturated markets in the nation’s two leading industries: automobiles and construction; 2) it grew out of lack of regulations in the financial and banking industries 3) it stemmed from a

mal-distribution of income (The failure of businesses to share more equally the fruits of prosperity decreased demands for goods and services); 4) it grew out of the world-wide financial system created by World War I. In response Roosevelt created the New Deal, which was a series of programs, agencies, laws, and funds intended to provide relief, reform, and recovery to combat the economic crisis. Expansionary fiscal and monetary policies, job programs, and regulatory agencies are a few of the broad roles for government set in place by the New Deal.

Key Assignment:

Students will research information about government programs/organizations that were created by FDR during the New Deal. Afterwards we will spend two class days role playing by conducting a job fair. Half the class will present on one day with the others being Americans looking for work. Then the next day they will switch and the students who were looking for work will now be the ones representing the government looking for workers. Students will gain key insight on the different programs that helped America during the New Deal. They will also gain key experience learning how to interview for a job by collaborating, communicating, and critically thinking by answering questions on the spot.

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Unit 7: WW2

In this unit students examine the role of the United States in World War II. Students understand the debate between isolationists and interventionists in the United States. By reading contemporary accounts in newspapers and popular magazines, students understand the extent to which this war taught Americans to think in global terms. By studying wartime strategy and major military operations, students grasp the geopolitical implications of the war and its importance for postwar international relations. Students learn about the roles and sacrifices of American soldiers during the war, including the contributions of the Tuskegee Airmen, the 442nd Regimental Combat team, women and gay people in military service, the Navajo Code Talkers, and the important role played by Filipino soldiers in the war effort. When possible, this study can include oral or video histories of those who participated in the conflict. California played a huge role in America's

successful war effort - the number of military bases in the state increased from 16 to 41, more than those of the next 5 states combined. By the end of the war, California would be the nation's fastest growing state, and the experience of war would transform the state demographically, economically, socially, and politically.

At home, World War II had many long-lasting effects on the nation. Wartime factory work created new and higher-paying job opportunities for women, African Americans, and other minorities; the opening up of the wage-labor force to women and minorities helped them to raise their expectations for what they should be able to achieve. Meanwhile, immigration continued, especially to California, which depended upon agricultural labor provided by immigrants, particularly Mexicans, who came through the Bracero Program. In addition to having economic opportunities advanced by World War II, the ideology of the war effort, combined with the racial segregation of the armed forces, sparked multiple efforts at minority equality and for civil rights activism when the war ended. wartime racial discrimination went beyond military segregation. Los Angeles Mexicans and Mexican Americans found themselves under violent attack during the 1943 Zoot Suit Riots, when the police allowed white Angelenos and servicemen to rampage against them. In 1942, President Roosevelt signed Executive Order 9066, which authorized the relocation and internment of 110,000 Japanese Americans and "resident aliens" living within 60 miles of the west coast, and stretching inland into Arizona, on grounds of national security.

Key Assignment:

Divide the class up into groups of 9 to simulate the Supreme Court. The students will read the main arguments made in *Korematsu v. United States*. After they debate the arguments the students must vote to intern or overturn. After that we would analyze the court's decision to see where the students ended up based on the court's final decision. To follow up I will have the students argue the pro and cons of President Trump's Travel Ban. Using the decision made in *Korematsu v. United States* the students would then vote again to determine if the travel ban is constitutional or not. From this students will learn how far America will go to defend itself when at war. The importance of this exercise is for students to take that knowledge and apply it to the current problems we face today in America's longest war, the war on terrorism and how to protect people's rights as we combat terror.

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Unit 8: Cold War Struggles Abroad

- How did American foreign policy shift after World War II?

Students can learn about change over time by deconstructing the intent of Containment; the goal of containing the threat of further Soviet influence in the world broke from earlier precedents that advocated spreading all over the world American ideals of open markets and self-determination. As part of their study of the policy of Containment, students examine the Soviet expansion into Eastern Europe, the Marshall Plan, the Truman Doctrine, and the creation of the North Atlantic Treaty Organization military alliance, and the competition for allies within the developing world. In the postwar Cold War context, students study the creation of the United Nations in 1945 and its role in global politics and economics, including the role of institutions such as the International Monetary Fund; the United Nations Education, Scientific and Cultural Organization; the United Nations Human Rights Commission; the World Health Organization; and the World Bank. They also learn about the Universal Declaration of Human Rights, adopted by the United Nations in 1948. Students understand the reasons for the continued U.S. support of the Geneva Conventions.

Key Assignment:

Students compare and contrast the American Bill of Rights with the United Nations Declaration of Human Rights. After discussing what is in both students will then create their own Universal Human Rights Declaration and argue why the world should adopt them.

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Unit 9: Cold War Domestic

How did the Cold War affect ordinary Americans?

Institutions ranging from school districts and school boards, to the Screen Actors Guild in Hollywood, to civil rights organizations produced blacklists that contained the names of suspected Communists or Communist sympathizers, which meant that the groups would not affiliate with those people. Students can study the loyalty oaths (an important issue at the University of California in the 1950s) and legislative investigations of people's beliefs as part of this unit. Still, during this era, there were significant Supreme Court decisions that protected citizens' rights to dissent and freedom of speech.

Key demographic changes such as the Baby Boom, white migration to the newly developing suburbs, migration to the Sun Belt, and the decline of the family farm transformed where and how Americans lived. Within these broad demographic shifts televisions, home appliances, automobiles, the interstate highway system, and shopping malls fostered changes in American families' lifestyles.

While more Americans than ever before enjoyed the comforts of middle-class suburban affluence, not all people benefitted from it. Minorities were forbidden from owning property in these newly-constructed developments. While the white middle class grew in size and power, poverty concentrated among minority groups, the elderly, and single-parent families. Betty Friedan also coined the term "feminine mystique" to describe the ideology of domesticity and suburbanization, which left white middle-class college educated housewives yearning for something more than their responsibilities as wives and mothers.

Key assignment:

After studying some of the famous Blacklists from Hollywood in the 1950s. I would have the class do a philosophical walls debate on if they believe Colin Kaepernick, former NFL quarter back is suffering from a 'blacklist" imposed by the NFL Owners. Students would get to apply knowledge obtained about the 1950s and argue if events today in current events are mirrors of the past.

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Unit 10: Movements for Equality

Why was there a civil rights movement?

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 lesbian, gay, bisexual, and transgender 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 on the broader social and political transformations that they inspired, beginning with the civil rights movement in the south and continuing for the thirty-five year period after World War II.

What does “equal rights” mean?

To interrogate this issue students should be encouraged to consider what “equality of rights” versus “equality of opportunity” might entail; this sort of discussion will lead students to employ the historical thinking skill of contingency, in other words, to see the civil rights movement not as a pre-ordained movement that turned out exactly as intended. Instead, teachers should encourage the class to develop a working definition of equal rights, as it will likely change or be challenged as the class surveys different forms of activism.

What were the goals and strategies of the civil rights movement?

Events in this history illuminate the process of change over time in terms of goals and strategies, and they highlight for students the challenges of participating in the movement: the Montgomery bus boycott, triggered by the arrest of Rosa Parks, led by the young Martin Luther King, Jr., and sustained by thousands of African-American women; the clash in Little Rock, Arkansas, between federal and state power; the student sit-in demonstrations that began in Greensboro, North Carolina; the “freedom rides”; the march on Washington, D.C., in 1963; the Mississippi Summer Project of 1964; and the march in Selma, Alabama, in 1965; and the Supreme Court’s 1967 *Loving v. Virginia* decision to overturn state anti-miscegenation laws. Students should also learn about Dr. King’s philosophical and religious dedication to nonviolence by reading selected excerpts from primary source documents such as “Letter from a Birmingham Jail” The Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Elementary and Secondary Education Act of 1965 indicated the federal government’s commitment to provide for the rights of full citizenship to people of all races, ethnicities, religious groups, and sexes. Students may study how Cesar Chavez, Dolores Huerta, and the United Farm Workers’ movement used nonviolent tactics, educated the general public about the working conditions in agriculture, and worked to improve the lives of farmworkers. Students should understand the central role of immigrants, including Latino Americans and Filipino Americans, in the farm labor movement. American Indian Movement (AIM) activists took over the Bureau of Indian Affairs building in Washington, D.C. and held a stand-off at Wounded Knee, South Dakota. California activists like Harvey Milk and Cleve Jones were part of a broader movement that emerged in the aftermath of the Stonewall riots, which brought a new attention to the cause of equal rights for homosexual Americans.

Through the careful selection and analysis of the many primary sources available from the period, students come to understand both the extraordinary courage of ordinary black men, women, and children and the interracial character of the civil rights movement.

Key Assignment:

Have students research, using their one to one laptops, on the supreme court case *Mendez v. Westminster* on the US Court website.

<http://www.uscourts.gov/educational-resources/educational-activities/background-mendez-v-westminster-re-enactment>

Sections of the case would be divided amongst the groups in a jigsaw manner and each student would provide details on the material they learned to their group. After that we would have the kids create an opening argument for Brown vs. Board of Education Topeka using Mendez v. Westminster as a precedent for integrating schools.

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Unit 11: Vietnam

How was the war in Vietnam similar to and different from other Cold War struggles?

Hundreds of thousands of American service members volunteered for and were drafted to fight in the war, which government and military leaders portrayed as an extension of broader Cold War struggles. Over the course of the first year of the war American casualties started to mount, progress seemed elusive, and the ways of calculating success were muddled. Recording in the haze of war, American journalists reported on television what urban warfare and guerrilla fighting entailed; in this context Americans started to call into question the principles upon which the war was being fought. When it became clear that American minorities were fighting and dying disproportionate to their representation in the country, many radicalized rights groups loudly protested the war on the grounds that to them it represented one more form of oppression – oppression for minorities at home and abroad.

How did the war in Vietnam affect movements for equality at home?

From within the anti-war and rights protest movements, a “counterculture” emerged with its own distinctive style of music, dress, language, and films, which went on to influence mainstream social and cultural sensibilities. Those that participated in the counterculture believed that true equality could only be realized through a revolution of cultural values; thus hippies decided to “check out” from mainstream society as a way of rebelling against the mainstream middle-class American values and seeking true happiness. Counter-culturalists rebelled by calling into question Cold War values and even American principles.

Key Assignment:

According to Mario Savio, a pioneer of the Free Speech Movement at UC Berkeley in 1964: “There’s a time when the operation of the machine becomes so odious—makes you so sick at heart—that you can’t take part. You can’t even passively take part. And you’ve got to put your bodies upon the gears and upon the wheels, upon the levers, upon all the apparatus, and you’ve got to make it stop. And you’ve got to indicate to the people who run it, to the people who own it that unless you’re free, the machine will be prevented from working at all.”

After decoding the quote I would have the students create mini posters describing how they perceived what this quote meant for the struggles of marginalized groups from the 1960s. Then I would have them do a group poster on how they feel this poster would be represented in American society today. I want to see if the students can decipher the metaphor and see if they feel this quote is relevant in the struggles of American citizens today.

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Unit 12: Contemporary American Society

- How has the role of the federal government (and especially the presidency) changed from the 1970s through more recent times? Students begin their studies of contemporary America by surveying American presidents that served during these decades. Presidents Richard Nixon, Jimmy Carter, Ronald Reagan, George H.W. Bush, Bill Clinton, George W. Bush, Barack Obama and Donald Trump all promised to alter the scope of the government – some to contract it and some to extend it.
- What does globalization mean and how has it affected the United States? Geographically, students can focus on American post-Cold War relations with Latin America. The strong

economic ties between the regions deepened throughout the 1980s, 1990s, and 2000s. *Maquiladoras*, export processing zones or free enterprise zones, between Mexico and the U.S. meant that from the 1980s through the 2000s goods flowed between countries at freer and faster rates. Similarly, the North American Free Trade Agreement (NAFTA) between Canada, the United States, and Mexico played a central role in fostering closer relationships between the three countries, but tensions remain on issues related to economic regulation, labor conditions, immigration, and damage to the environment.

- Why is the United States more diverse now than it was in the middle of the twentieth century? Students can examine census data to identify basic demographic changes; how has the composition of the U.S. shifted between 1950 -1980 and 1980 - today, for example? By exploring quantitative immigration information, students notice significant changes in the national origins of immigrants to the United States. As with their studies of immigration from the beginning of the twentieth century, students can analyze push and pull factors that contributed to shifting immigration patterns, but they should also learn about changes in immigration policy. In California Latino/as became the largest ethnic group in 2010, and Latino/a children comprised more than 51% of public schools. It was within this context that the Latino/a community became increasingly politically active. In addition, students analyze the impact and experience of refugees who fled Southeast Asia after the Vietnam War or Iranians after the Islamic Revolution.
- In what ways have issues such as education; civil rights for people of color, immigrants, and lesbian, gay, bisexual, and transgender Americans, and disabled Americans; economic policy; recognition of economic, social and cultural rights; the environment; and the status of women remained unchanged over time? In what ways have they changed? Students recognize that under our democratic political system the United States has achieved a level of freedom, political stability, and economic prosperity that has made it a model for other nations, the leader of the world's democratic societies, and a magnet for people all over the world who yearn for a life of freedom and opportunity. Students understand that Americans' rights and freedoms are the result of a carefully defined set of political principles that are embodied in the Constitution. Yet these freedoms are imperfect: for example, even though Americans elected the nation's first black president in 2008, poverty, incarceration, and lower life-expectancy rates continue to afflict communities of color at rates that are far higher than that of white communities. Nevertheless, students see that the enduring significance of the United States' lies its free political system, its pluralistic nature, and its promise of opportunity. The United States has demonstrated the strength and dynamism of a racially, religiously, and culturally diverse people. Students recognize that our democratic political system depends on them—as educated citizens—to survive and prosper.

Key Assignment:

After looking at the election results from the 2000 and the 2016 Presidential Elections, is the Electoral College now defunct? Students would need to argue why the Founding Fathers created the Electoral College in the first place. Then write an argumentative essay why America should have the Electoral College moving forward or switch to the popular vote.

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Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
American Vision	Appleby	Glencoe	2006	[empty]	Yes
History Alive Pursuing American Ideals	Diane Hart	TCI	2013	[empty]	No

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
The Jungle	Upton Sinclair	Dover Publications	2001	[empty]	No
"I, Too"	Langston Hughes	Vintage	1995	[empty]	No

Websites

Title	Author(s)/Editor (s)/Compiler(s)	Affiliated Institution or Organization	URL
Reading Like a Historian (Document Based History Curriculum)	[empty]	Stanford University	https://sheg.stanford.edu

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
PBS	[empty]	Public Broadcasting System	pbs.org
PBS	[empty]	Public Broadcasting System	pbs.org
Library of Congress	[empty]	United States Library of Congress	loc.gov
Supreme Court of the United States	Justices of the Supreme Court	Supreme Court of the United States	supremecourt.gov

Primary Documents

Title	Authors	Date	URL
Constitution	Framers	1789	[empty]
Declaration of Independence	Thomas Jefferson	1776	[empty]

Multimedia

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Hidden Figures	[empty]	Theodore Melfi	[empty]	2016	[empty]	dvd
Kenji	Fort Minor	[empty]	[empty]	2005	[empty]	mp3

