

Course: Democratizing Twentieth Century America

Copeland

- EQs for the year: Why then? Why did the social justice and reform movements of the Twentieth Century get underway when they did? What gains were won? What gains were sought but not won? When reform was only partially achieved, what limited its full attainment?

EUs for the year:

- College level scholars participate in the recursive cycle of scholarship in which their role shifts from the recipient to the producer of knowledge. This participation involves critical thinking while reading and listening, and discussing, and writing for a specific audience.
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- Historians “raise questions and marshal solid evidence in support of their answers... [They] consult documents, journals, diaries, artifacts, historic sites, works of art, quantitative data, and other evidence from the past, taking into account the historical context in which these records were created and comparing the multiple points of view of those on the scene at the time” (National Center for History in the Schools).
- Industrialization significantly transformed the social, political, and economic order in the United States during the early Twentieth Century. This transformation brought about increased opportunities for women--many of whom were upper class or privileged--and industrial workers to make legislative gains. While this period is conventionally known as the Progressive Era, progress was largely limited, power continued to be concentrated in the hands of a small number of elites, and people of color continued to struggle for democracy and equality.
- Liberation movements do not occur because marginalized people suddenly wake up and realize they are oppressed. A nation’s social, political, and economic order, and world events all impact a liberation movement’s ability to establish itself, proliferate, and make legislative gains. World War II and the Cold War framed the liberation movements of the 1960s and, when examined against this backdrop, it becomes evident that the gains made by the Civil Rights Movement and the New Left were linked to the United States’ rivalry with the Soviet Union and its ascendancy as a superpower during the post-war era.

The big skill strands/genres prioritized in this course:

The Five Interconnected Dimensions of Historical Thinking

1. Chronological Thinking

- Distinguish between past, present, and future time.
- Identify the temporal structure of a historical narrative or story: its beginning, middle, and end (the latter defined as the outcome of a particular beginning).
- Establish temporal order in constructing their [students'] own historical narratives: working forward from some beginning through its development, to some end or outcome; working backward from some issue, problem, or event to explain its origins and its development over time.

- Interpret data presented in time lines and create timelines by designating appropriate equidistant intervals of time and recording events according to the temporal order in which they occurred.
- Reconstruct patterns of historical succession and duration in which historical developments have unfolded, and apply them to explain historical continuity and change.
- Compare alternative models for periodization by identifying the organizing principles on which each is based.

2. Historical Comprehension

- Identify the author or source of the historical document or narrative.
- Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.
- Differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the historian's judgement of what is most significant about the past.
- Read historical narratives imaginatively, taking into account what the narrative reveals of the humanity of the individuals and groups involved--their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.
- Appreciate historical perspectives--the ability (a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that time and place; and (c) avoiding "present-mindedness," judging the past solely in terms of present-day norms and values.
- Draw upon data in historical maps in order to obtain or clarify information on the geographic setting in which the historical event occurred, its relative and absolute location, the distances and directions involved, the natural and man-made features of the place, and critical relationships in the spatial distributions of those features and the historical event occurring there.
- Utilize visual and mathematical data presented in graphs, including charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers to clarify, illustrate, or elaborate upon information presented in the historical narrative.
- Draw upon the visual, literary, and musical sources including: (a) photographs, paintings, cartoons, and architectural drawings; (b) novels, poetry, and plays; and, (c) folk, popular and classical music, to clarify, illustrate, or elaborate upon information presented in the historical narrative.

3. Historical Analysis and Interpretation

- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.
- Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries.
- Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
- Compare competing historical narratives.
- Challenge arguments of historical inevitability by formulating examples of historical contingency, of how different choices could have led to different consequences.
- Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
- Evaluate major debates among historians concerning alternative interpretations of the past.
- Hypothesize the influence of the past, including both the limitations and opportunities made possible by past decisions.

4. Historical Research Capabilities

- Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.
- Obtain historical data from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.
- Interrogate historical data by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.
- Identify the gaps in the available records and marshal contextual knowledge and perspectives of the time and place in order to elaborate imaginatively upon the evidence, fill in the gaps deductively, and construct a sound historical interpretation.
- Employ quantitative analysis in order to explore such topics as changes in family size and composition, migration patterns, wealth distribution, and changes in the economy.

- Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

5. Historical Issues-Analysis and Decision-Making

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.
- Marshal evidence of antecedent circumstances and current factors contributing to contemporary problems and alternative courses of action.
- Identify relevant historical antecedents and differentiate from those that are inappropriate and irrelevant to contemporary issues.
- Evaluate alternative courses of action, keeping in mind the information available at the time, in terms of ethical considerations, the interests of those affected by the decision, and the long- and short-term consequences of each.
- Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.
- Evaluate the implementation of a decision by analyzing the interests it served; estimating the position, power, and priority of each player involved; assessing the ethical dimensions of the decision; and evaluating its costs and benefits from a variety of perspectives.

Grading categories and percentages:

- Analysis of primary and secondary source texts/Note-taking (20%)
- Historical comprehension (35%)
- Discussion (20%)
- Analytical Writing (argument, synthesis, research, reflective) (25%)

Unit Essential Question/s & Unit time frame	Key topics & concepts covered that should be captured in the performance task(s) and repeatable stuff	Common Core Learning Standards / NGSS hit	Name the transferable & repeated stuff (i.e. skill spiral buckets from Dept. literary genres , cross cutting concepts and/or enduring understandings) that house the common core & content /concept introduced, repeated, or elevated in the unit (note which) to be applied to performance task/s	Authentic summative performance task/s that frame the learning in unit - think gradebook categories:).	Key formative & assessment opportunities for the skills and content along the way to performance task/s - think gradebook categories :). Capturing Classwork Brainstorm	Differentiated texts, resources, and tools
<p>SEPTEMBER - OCTOBER</p> <p>Why then? Why did the Women’s Suffrage Movement get underway when it did?</p> <p>Why did some women take issue with the Women’s Suffrage Movement? Was their criticism justified?</p> <p>How did social norms and assumptions about gender impact the</p>	<p>Democracy and Equality for Women: The Right to Vote</p> <ul style="list-style-type: none"> - The Meaning of Democracy and Democratization - Progressive Era - Industrialization - Southern/Eastern European Immigration - WWI 	<p>Common Core:</p> <p>CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain</p> <p>CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a</p>	<p>Enduring Understanding:</p> <p>Industrialization significantly transformed the social, political, and economic order in the United States during the early Twentieth Century. This transformation included increased opportunities for women--most of whom were white and upper class--and industrial workers to make legislative gains. While this period is</p>	<p>Response Essay</p> <p>Democracy and Equality for Women: The Right to Vote</p> <p>Why then? Why did the Women’s Suffrage Movement get underway when it did?</p> <p>Why did some women take issue with the Women’s Suffrage Movement? Was their criticism justified?</p> <p>How did social norms and assumptions about gender impact the rhetoric, tactics,</p>	<p>Historical Content quizzes</p> <p>Reading Comprehension quizzes</p> <p>Graded Discussions</p> <p>Primary and Secondary Source Analyses (long writes)</p> <p>Primary and Secondary Sources Analyses and Annotations</p> <p>Essay outline and components</p>	<p><i>A People’s History of the United States</i> Chap 13: “The Socialist Challenge” Chap 14: “War is the Health of the State”</p> <p>The most powerful voter this year, who in her rapidly increasing numbers has become an entirely new category of citizen, is the Single American Woman</p> <p><i>Women’s America: Refocusing the Past</i> "Industrializing America" (Kerber, De</p>

<p>rhetoric, tactics, and philosophy the Women's Suffrage Movement?</p> <p>How did industrialization and immigration the domestic and public lives of women?</p>		<p>coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>National Center for History in Schools:</p> <p>Era 6 - 1870 -1900 The Development of the Industrial United States</p> <p>Standard 1: How the rise of corporations, heavy industry, and mechanized farming transformed the American people</p> <p>Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity</p> <p>Standard 3: The rise of the American labor movement and how political issues reflected social and economic changes</p>	<p>conventionally known as the Progressive Era, progress was largely limited, and power continued to be concentrated in the hands of a small number of elites.</p>	<p>and philosophy the Women's Suffrage Movement?</p>		<p>Hart)</p> <p>"From Russian Pale to Labor Organizing in New York City" (Orleck, Annelise)</p> <p>"The Next Generation of Suffragists: Harriot Stanton Blatch and Grassroots Politics" (Du Bois)</p> <p>"Pioneers at the Polls" (Edwards)</p> <p><i>Who Built America?</i> "Radicals and Reformers in the Progressive Era" pgs 213-229 "Woman Suffrage", "Factory Reform and the Conditions of Labor", "The Garment Industry and Working Women's Activism", "Socialist, Marxists and Anarchists" and pgs 286-292 "Women Workers and Woman Suffrage" (American Social History Project)</p> <p>Battle for Suffrage</p> <p>"Ida Tarbell and the Business of Being a Woman" (Treckel, Paula)</p> <p>PBS American Experience: Triangle Fire</p>
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<p>OCTOBER-NOVEMBER</p> <p>Why then? Why did the movement for birth control get underway when it did?</p> <p>How did the political climate and cultural traditions of the early Twentieth Century hinder women's reproductive rights?</p> <p>How have Federal court decisions</p>	<p>Democracy and Equality for Women: The Movement for Birth Control</p> <p>- Progressive Era</p> <p>- Immigration</p> <p>- World War I</p> <p>- Supreme Court and Reproductive Rights</p>	<p>Common Core:</p> <p>CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain</p> <p>CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting</p>	<p>Enduring Understanding:</p> <p>Industrialization significantly transformed the social, political, and economic order in the United States during the early Twentieth Century. This transformation included increased opportunities for women--most of whom were white and upper class--and industrial workers to make legislative gains. While this period is conventionally known as the Progressive</p>	<p>Summative Assessment:</p> <p>Response Essay</p> <p>Why then? Why did the movement for birth control get underway when it did?</p> <p>How did the political climate and cultural traditions of the early Twentieth Century hinder women's reproductive rights?</p> <p>How have Federal court decisions</p>	<p>Formative Assessments:</p> <p>Historical Content quizzes</p> <p>Reading Comprehension quizzes</p> <p>Graded Discussions</p> <p>Primary and Secondary Source Analyses (long writes)</p> <p>Primary and Secondary Sources Analyses and Annotations</p>	<p><i>A People's History of the United States</i> Chap 13: "The Socialist Challenge" Chap 14: "War is the Health of the State" (Zinn, Howard)</p> <p>Hollingsworth – Social Devices for Impelling Women to Bear and Rear Children</p> <p>Goldman - The Hypocrisy of Puritanism</p> <p>Abortion in America (Mohr) (PDF)</p> <p>Anthony Comstock's</p>

<p>impacted women's reproductive rights?</p>		<p>discrepancies among sources.</p> <p>CCSS.ELA-LITERACY.RH.11-12.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p>National Center for History in Schools:</p> <p>Era 8 - 1890 - 1930 The Emergence of Modern America</p> <p>Standard 1: How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption</p> <p>Standard 2: The changing role of the United States in world affairs through World War I</p>	<p>Era, progress was largely limited, and power continued to be concentrated in the hands of a small number of elites</p>	<p>impacted women's reproductive rights?</p>		<p>Chastity Laws Federal Comstock Law Passed History: Comstock Leads Anti-Obscenity Crusade</p> <p>PBS – Case Summaries: Griswold, Roe, Casey</p> <p>Tracing One Package - The Case that Legalized Birth Control</p> <p>Griswold v Connecticut, 1965 (Abridged Text of Opinion)</p> <p>Roe v Wade, 1973 (Abridged Text of Opinion)</p> <p>Planned Parenthood v Casey, 1992 (Abridged Text of Opinion)</p> <p>Margaret Sanger, I resolved that women should have knowledge of contraception (PDF)</p> <p>Margaret Sanger, Legislating Women's Morals, 1920</p>
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<p>DECEMBER</p> <p>Why then? Why did the Labor Movement get underway when it did?</p> <p>How did the New Deal transform the relationship between the Federal government, big business, and labor?</p>	<p>Democracy and Equality for Workers: The Labor Movement</p> <ul style="list-style-type: none"> - Industrialization - Immigration - The Great Depression - Franklin Roosevelt and the New Deal 	<p>Common Core:</p> <p>CCSS.ELA-LITERACY.RH.11-12.2</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RH.11-12.3</p> <p>Evaluate various explanations for actions or events and</p>	<p>Industrialization significantly transformed the social, political, and economic order in the United States during the early Twentieth Century. This transformation included increased opportunities for women--most of whom were white and upper class--and industrial workers to make legislative gains. While this period is conventionally known as the Progressive Era, progress was</p>		<p>Historical Content quizzes</p> <p>Reading Comprehension quizzes</p> <p>Graded Discussions</p> <p>Primary and Secondary Source Analyses</p> <p>Primary and Secondary Sources Analyses and Annotations</p>	<p><i>A People's History of the United States</i> Chap 15: "Self Help in Hard Times (Zinn, Howard)</p> <p>United States Dept of Labor - Union Members Summary</p> <p>Fast-food workers strike, seeking \$15 wage, political muscle</p> <p>New York's Path to \$15 Minimum Wage: Uneven, and Bumpy</p> <p><i>A Cultural History of the United States Through the Decades:</i></p>

		<p>determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>National Center for History in Schools</p> <p>Era 7 - The Emergence of Modern America 1890-1930</p> <p>Standard 3: How the United States changed from the end of World War I to the eve of the Great Depression</p> <p>Era 8 - The Great Depression and WWII 1929-1945</p> <p>Standard 1: The causes of the Great Depression and how it affected American society</p> <p>Standard 2: How the New Deal addressed</p>	<p>largely limited, and power continued to be concentrated in the hands of a small number of elites</p>			<p><i>The 1930s</i></p> <p>Chap 1: "Brother Can You Spare A Dime?"</p> <p>Chap 3: "Great Inroads for the Labor Movement"</p> <p><i>Who Built America</i> "Labor Democratizes America" (PDF)</p> <p>Henry Ford Introduces Assembly Line, excerpt from <i>My Life, My Work</i>, 1922 (PDF)</p> <p>Excerpt from account by Ilya Ilf and Yevgeny Petrov's visit to Ford's River Rouge Plant, mid-1930s (PDF)</p> <p>Diego Rivera's Detroit Industry, early 1930s (PDF)</p> <p>Still from <i>Modern Times</i>, Charlie Chaplin, 1936</p> <p>American Experience: CCC</p> <p>Excerpts from:</p> <p><i>National Industrial Recovery Act</i>, 1933</p> <p><i>Wagner Act</i>, 1935</p> <p><i>Taft-Hartley Act</i>, 1947</p>
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		the Great Depression, transformed American federalism, and initiated the welfare state				Employee Free Choice Act Closed Shop Roger and Me (.mp4)
JANUARY - FEBRUARY Why then? Why did the Civil Rights Movement get underway when it did? How did WWII and the Cold War impact the Civil Rights Movement's ability to take root, develop, and make legislative gains?	Democracy and Equality for African Americans: The Civil Rights Movement - World War II and Anti-Fascism - Cold War and Ideological Realignment - Liberal Consensus - Civil Rights Movement through the lenses of: a) WWII and anti-fascism b) Cold War and anti-communism c) Advancements in Technology, Television d) Youth and Students e) Anti-Colonialism	Common Core: CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or	Enduring Understanding: Liberation movements do not occur because marginalized people suddenly wake up and realize they are oppressed. A nation's social, political, and economic order, and world events all impact a liberation movement's ability to establish itself, proliferate, and make legislative gains. World War II and the Cold War framed the liberation movements of the 1960s and, when examined against this backdrop, it becomes evident that the gains made by the Civil Rights Movement and New Left were linked to the United States' rivalry with the Soviet Union and its ascendancy as a superpower during the post-war era. History Dept Content Spiral:	Summative: Response Essay Why then? Why did the Civil Rights Movement get underway when it did? How did WWII or the Cold War impact the Civil Rights Movement ability to develop and make legislative gains? (or self created question if approved)	Formative: Graded discussion Exit Cards Pop quizzes Open note quizzes Individual conferences Primary and secondary source analyses and annotations On demand claim and argument recitations and explanations	<i>A People's History of the United States</i> Chap 16: "A People's War?" Chap 17: "Or Does it Explode?" <i>From Slavery to Freedom</i> Chap 21: "Fighting for the Four Freedoms" Chap 22: "African Americans in the Cold War Era" Chap 23: "The Black Revolution" (Franklin, John Hope) <i>Who Built America:</i> "The Rights Conscious 1960s" pgs 607-630 **(this book is only available in class and you must use class time to take your notes) <i>Movements of the New Left</i> (Gosse, Van) [Introduction and selected primary source excerpts]: Jo Ann Robinson, <i>Letter to Mayor W. A.</i>

		<p>solve a problem.</p> <p>CCSS.ELA-LITERACY.RH.11-12.8</p> <p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CCSS.ELA-LITERACY.RH.11-12.9</p> <p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>National Center for History in Schools:</p> <p>Era 8 - 1929-1945 The Great Depression and WWII</p> <p>Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs</p> <p>Era 9 - 1945 - Early 1970s Post-war United</p>	<p>U.S. Foreign Policy <i>Impact of Cold War foreign policy on Civil Rights Movement (1945-1970s)</i></p> <p>War and Conflict <i>WWII and its Impact on the Civil Rights Movement</i></p>		<p>Gayle, May 21, 1954</p> <p>Rosa Parks, <i>The Montgomery Bus Boycott: Talk at the Highlander Folk School</i>, March 1956</p> <p>Student Nonviolent Coordinating Committee, <i>Statement of Purpose</i>, May 14, 1960</p> <p>Fannie Lou Hamer, <i>Remembering 1962</i>, 1977</p> <p>Martin Luther King Jr., <i>Letter From Birmingham Jail</i>, April 16, 1963</p> <p>John Lewis, <i>Wake Up America!</i> August 28, 1963</p> <p>Lyndon Johnson, <i>The American Promise, Special Message to Congress</i>, March 15, 1965</p> <p>JFK, Civil Rights Address, June 11, 1963</p> <p>Songs of the Civil Rights Movement</p> <p>Television News and the Civil Rights</p>
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		<p>States</p> <p>Standard 3: Domestic policies after World War II</p> <p>Standard 4: The struggle for racial and gender equality and for the extension of civil liberties</p>				<p>Struggle</p> <p>Why We Fight: Prelude to War</p> <p>Unfinished Nation: A Nation at War</p> <p>American Experience: Eyes on the Prize, Episodes 1-4 (1954-1965)</p>
<p>MARCH</p> <p><i>Why then? Why did the Black Power Movement get underway when it did?</i></p> <p>What gains were won?</p> <p>What gains were sought, but not won?</p> <p>If reform was only partially achieved, what limited its full attainment?</p>	<p>The New Left: Black Power</p> <ul style="list-style-type: none"> - Cold War - White Flight and Urban Decay - Vietnam War - Anti-Colonialism - Black Power Movement through the lenses of: <ul style="list-style-type: none"> a) Socioeconomic inequality in urban North b) Massive Resistance c) Anti-Colonialism, Vietnam War, African Independence 	<p>Common Core:</p> <p>CCSS.ELA-LITERACY.RH.11-12.1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.2</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<p>Enduring Understanding:</p> <p>Liberation movements do not occur because marginalized people suddenly wake up and realize they are oppressed. A nation's social, political, and economic order, and world events all impact a liberation movement's ability to establish itself, proliferate, and make legislative gains. World War II and the Cold War framed the liberation movements of the 1960s and, when examined against this backdrop, it becomes evident that the gains made by the Civil Rights Movement and New Left were linked to the United</p>	<p>Summative:</p> <p>New Left Movement Group Presentation</p> <p>30-40 minute presentation w 10-15 Q and A session with audience; presentation should answer:</p> <ol style="list-style-type: none"> 1. Why then? Why did the endeavor for this reform get underway when it did? 2. What gains were won? 3. What gains were sought but not won? 4. If the reform was only partially achieved, what limited its attainment? 	<p>Formative:</p> <p>Graded discussion</p> <p>Exit Cards</p> <p>Pop quizzes</p> <p>Open note quizzes</p> <p>Individual conferences</p> <p>Primary and secondary source analyses and annotations</p> <p>On demand claim and argument recitations and explanations</p>	<p><i>A People's History of the United States</i> Chap 17: "Or Does it Explode?"</p> <p><i>From Slavery to Freedom</i> Chap 23: "The Black Revolution" (Franklin, John Hope)</p> <p><i>Movements of the New Left</i> (Gosse, Van) [Introduction and selected primary source excerpts]:</p> <p>Malcolm X, <i>Message to the Grassroots</i>, November 10, 1963</p> <p>- Black Panther Party for Self Defense, <i>The Ten-Point Program: What We Want, What We Believe</i>, October 1966</p>

	<p>Movements</p> <p>d) Fracturing of Liberal Consensus</p>	<p>CCSS.ELA-LITERACY.RH.11-12.3</p> <p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>National Center for History in Schools:</p> <p>Era 9: Postwar United States 1945 - Early 1970s</p> <p>Standard 1: The economic boom and social transformation of postwar United States</p> <p>Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics</p> <p>Standard 3: Domestic policies after World War II</p> <p>Standard 4: The struggle for racial and gender equality and the extension of civil liberties</p> <p>Era 10: Contemporary United</p>	<p>States' rivalry with the Soviet Union and its ascendancy as a superpower during the post-war era.</p>			<p>- Stokely Carmichael and Charles V. Hamilton, <i>Black Power</i>, 1967</p> <p>- Maulana Karenga, Nguzo Saba: <i>The Seven Principles</i>, 1967</p> <p>- American Civil Liberties Union, <i>On the Record of Police Brutality Against the Black Panther Party: Press Release</i>, December 29, 1969</p> <p>- Charles Diggs Jr., <i>Speech at the Congressional Black Caucus Dinner</i>, June 18, 1971</p> <p>Malcolm X on City Desk, March 1963</p> <p>Malcolm X Interviewed by Mike Wallace, June 1964</p>
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		<p>States 1968 - Present</p> <p>Standard 1: Recent developments in foreign and domestic politics</p> <p>Standard 2: Economic, social, and cultural developments in contemporary United States.</p>				
<p>Why then? Why did the Anti-War Movement get underway when it did?</p> <p>What gains were won?</p> <p>What gains were sought, but not won?</p> <p>If reform was only partially achieved, what limited its full attainment?</p>	<p>The New Left: Antiwar Movement</p> <ul style="list-style-type: none"> - Cold War - Vietnam War - Fracturing of Liberal Consensus - Civil Rights Movement - Anti-Colonialism - Antiwar Movement through the lenses of: <ul style="list-style-type: none"> a) Growth of Military Industrial Complex and Nuclear Proliferation b) Alienation of White Students from Radicalized Civil Rights/Black Power Movement c) Draft 	<p>Common Core:</p> <p>CCSS.ELA-LITERACY.RH.11-12.2</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RH.11-12.8</p> <p>Evaluate an author's premises, claims, and evidence by</p>	<p>Enduring Understanding:</p> <p>Liberation movements do not occur because marginalized people suddenly wake up and realize they are oppressed. A nation's social, political, and economic order, and world events all impact a liberation movement's ability to establish itself, proliferate, and make legislative gains. World War II and the Cold War framed the liberation movements of the 1960s and, when examined against this backdrop, it becomes evident that the gains made by the Civil Rights Movement and New Left were linked to the United States' rivalry with the Soviet Union and its ascendancy as a superpower during the post-war era.</p>	<p>Summative:</p> <p>New Left Movement Group Presentation</p> <p>30-40 minute presentation w 10-15 Q and A session with audience; presentation should answer:</p> <ol style="list-style-type: none"> 1. Why then? Why did the endeavor for this reform get underway when it did? 2. What gains were won? 3. What gains were sought but not won? 4. If the reform was only partially achieved, what limited its attainment? 	<p>Formative:</p> <p>Graded discussion</p> <p>Exit Cards</p> <p>Pop quizzes</p> <p>Open note quizzes</p> <p>Individual conferences</p> <p>Primary and secondary source analyses and annotations</p> <p>On demand claim and argument recitations and explanations</p>	<p><i>A People's History of the United States</i> Chap 18: "The Impossible Victory"</p> <p><i>Movements of the New Left</i> (Gosse, Van) [Introduction and selected primary source excerpts]:</p> <p>Liberation, <i>Tract for the Times: Editorial</i>, March, 1956</p> <p>PBS American Experience: Two Days in October</p>

	<p>d) Television and Advancements in Technology</p>	<p>corroborating or challenging them with other information.</p> <p>CCSS.ELA-LITERACY.RH.11-12.9</p> <p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>National Center for History in Schools:</p> <p>Era 9: Postwar United States 1945 - Early 1970s</p> <p>Standard 1: The economic boom and social transformation of postwar United States</p> <p>Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics</p> <p>Standard 3: Domestic policies after World War II</p>				
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<p>APRIL</p> <p><i>Why then? Why did the Women's Liberation Movement get underway when it did?</i></p> <p>What gains were won?</p> <p>What gains were sought, but not won?</p> <p>If reform was only partially achieved, what limited its full attainment?</p>	<p>The New Left: Women's Liberation Movement</p> <ul style="list-style-type: none"> - Cold War - White Flight and Suburbanization - Youth and Student Movement - Civil Rights Movement - Vietnam War - Second Wave Feminism - Women's Liberation Movement through the lenses of: <ul style="list-style-type: none"> a) Patriarchy within the Civil Rights and Antiwar Movements b) Gender inequality and patriarchy in postwar suburbia c) Gender inequality amid women's increased participation in the workforce d) Women of color and the Women's Liberation Movement 	<p>Common Core:</p> <p>CCSS.ELA-LITERACY.RH.11-12.1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.2</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RH.11-12.8</p> <p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CCSS.ELA-LITERACY.RH.11-12.9</p> <p>Integrate information from diverse sources, both primary and secondary, into a</p>	<p>Enduring Understanding:</p> <p>Liberation movements do not occur because marginalized people suddenly wake up and realize they are oppressed. A nation's social, political, and economic order, and world events all impact a liberation movement's ability to establish itself, proliferate, and make legislative gains. World War II and the Cold War framed the liberation movements of the 1960s and, when examined against this backdrop, it becomes evident that the gains made by the Civil Rights Movement and New Left were linked to the United States' rivalry with the Soviet Union and its ascendancy as a superpower during the post-war era.</p>	<p>Summative:</p> <p>New Left Movement Group Presentation</p> <p>30-40 minute presentation w 10-15 Q and A session with audience; presentation should answer:</p> <ol style="list-style-type: none"> 1. Why then? Why did the endeavor for this reform get underway when it did? 2. What gains were won? 3. What gains were sought but not won? 4. If the reform was only partially achieved, what limited its attainment? 	<p>Formative:</p> <p>Graded discussion</p> <p>Exit Cards</p> <p>Pop quizzes</p> <p>Open note quizzes</p> <p>Individual conferences</p> <p>Primary and secondary source analyses and annotations</p> <p>On demand claim and argument recitations and explanations</p>	<p><i>A People's History of the United States</i> Chap 19: "Surprises"</p> <p>How the Sexual Revolution Changed America Forever:</p> <p>With a little pharmaceutical ingenuity, the double standard relaxed its clawing grip on female humanity.</p> <p><i>Women's America - Refocusing the Past:</i></p> <p>"A Woman's War: African American Women in the Civil Rights Movement" (Payne, Charles)</p> <p>"Second-Wave Feminists and the Dynamics of Social Change" (De Hart, Jane Sherron)</p> <p>"Betty Friedan and the Origins of Feminism in Cold War America" (Horowitz, Daniel)</p> <p><i>Movements of the New Left</i> (Gosse, Van) [Introduction and selected primary source excerpts]:</p> <p>Betty Friedan, <i>The Feminine Mystique</i>, 1963</p>

		<p>coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>National Center for History in Schools:</p> <p>Era 9: Postwar United States 1945 - Early 1970s</p> <p>Standard 1: The economic boom and social transformation of postwar United States</p> <p>Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics</p> <p>Standard 3: Domestic policies after World War II</p> <p>Standard 4: The struggle for racial and gender equality and the extension of civil liberties</p> <p>Era 10: Contemporary United States 1968 - Present</p> <p>Standard 1: Recent developments in foreign and domestic politics</p>				<p>Casey and Mary King, <i>Sex and Caste</i>, November 18, 1965</p> <p>National Organization for Women, <i>Statement of Purpose</i>, October 29, 1966</p> <p>New York Radical Women, <i>Principles</i>, 1968</p> <p>New York Radical Women, <i>No More Miss America</i>, August, 1968</p> <p>Third World Women's Alliance, <i>Equal to What?</i> 1969</p> <p>Kathie Sarachild, <i>Outline for Consciousness Raising</i>, 1970</p> <p>Boston Women's Health Book Collective, <i>Our Bodies, Ourselves</i>, 1973</p> <p>PBS: Makers</p>
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		Standard 2: Economic, social, and cultural developments in contemporary United States				
<p>MAY</p> <p><i>Why then? Why did the Puerto Rican Nationalist Movement get underway when it did?</i></p> <p>What gains were won?</p> <p>What gains were sought, but not won?</p> <p>If reform was only partially achieved, what limited its full attainment?</p>	<p>The New Left: Latino and Chicano Economic Justice and Cultural Liberation</p> <ul style="list-style-type: none"> - Cold War - Post War Anti-Colonialism - Puerto Rican Nationalist Movement - Migrant Farm Workers Movement - Immigration and Contemporary Political Discourse - Puerto Rican Nationalist Movement through the lenses of: <ul style="list-style-type: none"> a) Cold War - U.S. foreign policy and fracturing of liberal consensus b) Anti-Colonialism c) Influence of Civil Rights and Black Power Movements d) Socioeconomic 	<p>Common Core:</p> <p>CCSS.ELA-LITERACY.RH.11-12.1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.2</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RH.11-12.8</p> <p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CCSS.ELA-LITERACY.RH.11-12.9</p>	<p>Enduring Understanding:</p> <p>Liberation movements do not occur because marginalized people suddenly wake up and realize they are oppressed. A nation's social, political, and economic order, and world events all impact a liberation movement's ability to establish itself, proliferate, and make legislative gains. World War II and the Cold War framed the liberation movements of the 1960s and, when examined against this backdrop, it becomes evident that the gains made by the Civil Rights Movement and New Left were linked to the United States' rivalry with the Soviet Union and its ascendancy as a superpower during the post-war era.</p>	<p>Summative:</p> <p>New Left Movement Group Presentation</p> <p>30-40 minute presentation w 10-15 Q and A session with audience; presentation should answer:</p> <ol style="list-style-type: none"> 1. Why then? Why did the endeavor for this reform get underway when it did? 2. What gains were won? 3. What gains were sought but not won? 4. If the reform was only partially achieved, what limited its attainment? 	<p>Formative:</p> <p>Graded discussion</p> <p>Exit Cards</p> <p>Pop quizzes</p> <p>Open note quizzes</p> <p>Individual conferences</p> <p>Primary and secondary source analyses and annotations</p> <p>On demand claim and argument recitations and explanations</p>	<p>Who We Are Now</p> <p>Puerto Rico - A Timeline</p> <p><i>Movements of the New Left</i> (Gosse, Van) [Introduction and selected primary source excerpts]:</p> <p>Third World Liberation Front, <i>The Politics of Strike</i>, 1968</p> <p>Young Lords Party, <i>Thirteen Point Platform</i>, 1969</p> <p>Movimiento Estudiantil Chicano de Aztlan, <i>El Plan</i>, 1969</p> <p>Most Americans Don't Know Puerto Ricans are American</p> <p>Remember the Young Lords? Neither Does the NYPD, Which is Odd</p> <p>The Young Lord's Legacy of Puerto Rican Activism</p> <p>War Against All Puerto Ricans - Inside the U.S. Crackdown on</p>

	<p>inequality in urban areas</p>	<p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>National Center for History in Schools:</p> <p>Era 9: Postwar United States 1945 - Early 1970s</p> <p>Standard 1: The economic boom and social transformation of postwar United States</p> <p>Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics</p> <p>Standard 3: Domestic policies after World War II</p> <p>Standard 4: The struggle for racial and gender equality and the extension of civil liberties</p> <p>Era 10: Contemporary United States 1968 - Present</p> <p>Standard 1: Recent developments in foreign and domestic politics</p>				<p>Pedro Albizu Campos and Nationalist Party</p> <p><i>American History By Era</i> <i>The Cold War Period 1945 - 1992</i> Volume 8:</p> <p>"The Chicano Story" (Donahue, Francis)</p> <p>The Neglected Heroines of Cesar Chavez</p> <p>Meet the Long Forgotten Organizer Who Inspire Cesar Chavez to Become an Activist</p> <p>The Story of Cesar Chavez</p> <p>Rosie Perez, Yo Soy Boricua Pa'Que Tu Lo Sepas! I'm Boricua Just So You Know Documentary</p> <p>Chicano: History of the Mexican American Civil Rights Movement</p>
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		Standard 2: Economic, social, and cultural developments in contemporary United States				
<p>MAY</p> <p><i>Why then? Why did the LGBT Liberation Movement get underway when it did?</i></p> <p>What gains were won?</p> <p>What gains were sought, but not won?</p> <p>If reform was only partially achieved, what limited its full attainment?</p>	<p>The New Left: LGBT Liberation through the lenses of:</p> <ul style="list-style-type: none"> - Cold War - Civil Rights and Black Power Movements - Women's Liberation Movement - Sexual Revolution 	<p>Common Core:</p> <p>CCSS.ELA-LITERACY.RH.11-12.1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.2</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RH.11-12.8</p> <p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CCSS.ELA-</p>	<p>Enduring Understanding:</p> <p>Liberation movements do not occur because marginalized people suddenly wake up and realize they are oppressed. A nation's social, political, and economic order, and world events all impact a liberation movement's ability to establish itself, proliferate, and make legislative gains. World War II and the Cold War framed the liberation movements of the 1960s and, when examined against this backdrop, it becomes evident that the gains made by the Civil Rights Movement and New Left were linked to the United States' rivalry with the Soviet Union and its ascendancy as a superpower during the post-war era.</p>	<p>Summative:</p> <p>New Left Movement Group Presentation</p> <p>30-40 minute presentation w 10-15 Q and A session with audience; presentation should answer:</p> <ol style="list-style-type: none"> 1. Why then? Why did the endeavor for this reform get underway when it did? 2. What gains were won? 3. What gains were sought but not won? 4. If the reform was only partially achieved, what limited its attainment? 	<p>Formative:</p> <p>Graded discussion</p> <p>Exit Cards</p> <p>Pop quizzes</p> <p>Open note quizzes</p> <p>Individual conferences</p> <p>Primary and secondary source analyses and annotations</p> <p>On demand claim and argument recitations and explanations</p>	<p><i>Movements of the New Left (Gosse, Van)</i> [Introduction and selected primary source excerpts]:</p> <ul style="list-style-type: none"> - Mattachine Society, <i>Statement of Purpose</i>, 1951 - Martha Shelly, <i>Gay is Good</i>, 1969 - Gay Activist Alliance, <i>Preamble to Constitution</i>, December 1969 <p>Remembering LGBT History: How World War II Changed Gay and Lesbian Life in America</p> <p>Left-wing Homosexuality: Emancipation, Sexual Liberation, and Identity Politics</p> <p>Stonewall: The birth of gay power <i>An excerpt from Sherry Wolf's book, Sexuality and Socialism.</i></p> <p><i>American History By</i></p>

		<p>LITERACY.RH.11-12.9</p> <p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>National Center for History in Schools:</p> <p>Era 9: Postwar United States 1945 - Early 1970s</p> <p>Standard 1: The economic boom and social transformation of postwar United States</p> <p>Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics</p> <p>Standard 3: Domestic policies after World War II</p> <p>Standard 4: The struggle for racial and gender equality and the extension of civil liberties</p> <p>Era 10: Contemporary United States 1968 - Present</p>				<p><i>Era</i> <i>The Cold War Period 1945 - 1992</i> <i>Volume 8:</i></p> <p>Feminism, Lesbian, and the Gay Rights Struggle (Farber, David)</p> <p>Early 1970s: Political split in gay movement</p> <p>Lavender & red, part 77</p> <p>PBS American Experience: Stonewall Uprising</p> <p>Huey P. Newton on gay, women's liberation, 1970</p> <p>Psychologists Reject Gay 'Therapy'</p> <p>Bringing People Hope: Harvey Milk and the Gay Rights Movement in America</p> <p>Who Designed the March on Washington?</p> <p>Resisting the Lavender Menace: Why LGBT Women Should Care About Abortion Rights</p> <p>Makers: Rita Mae Brown</p> <p>Teenage Tales:</p>
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		<p>Standard 1: Recent developments in foreign and domestic politics</p> <p>Standard 2: Economic, social, and cultural developments in contemporary United States</p>				<p>Sneaking Looks in Sexy Books</p> <p>PAGE TURNER-RAVE ON: WRITER NONA WILLIS ARONOWITZ ON RUBYFRUIT JUNGLE</p> <p>Queer Resistance in Rita Mae Brown's Rubyfruit Jungle</p>
JUNE						
New Left Presentations						

- **Scholars make critical thinking visible and verbal through**
- **Ask questions, think about which elements stand out,**
- **All Bound Together**