

East Stroudsburg Area School District Mission Statement

East Stroudsburg Area School District, a diverse and rapidly growing community, nurtures within all students a commitment to excellence and life-long learning which prepares them to become creative, productive, and responsible citizens in a continually changing and challenging world.

Social Studies Department Mission Statement:

The goals of the East Stroudsburg Area School District's Social Studies Department are to prepare students to be reasonable and productive citizens of the United States and our continually changing and challenging global community. Through an integrated study of the social studies disciplines, students will acquire the necessary knowledge, skills, and attitudes to become lifelong learners. Social Studies provides content that students will use to understand political, social, historical, and economic issues and apply this knowledge and skill to make effective personal and public decisions. A standards-based social studies curriculum builds knowledge of specific discipline content, thinking skills, and fosters within students a commitment to democratic values and civic participation, which are all essential to becoming effective citizens of the United States and global community.

Rationale:

In order to prepare and educate our students to become active citizens of the United States and to foster within these students a genuine empathy and understanding for the lived experiences of historically underrepresented groups, a *Multicultural Perspectives on the U.S.* curriculum has been written to be implemented in the Fall of the 2021-2022 Academic School Year. Through the successful implementation of *Multicultural Perspectives on U.S. History* students will be able to perceive American History through a variety of different cultural perspectives enabling them to gain the knowledge and cultural competence to identify diverse social norms, examine bias and to stand up for the rights of others. In a rapidly and ever changing world the application of such knowledge will be integral for cultural as well as personal growth.

Course Goals:

- Students will view United States History through a variety of cultural perspectives, particularly those of historically underrepresented students
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans
- Students will engage in learning experiences that will allow them to make personal connections with class content
- Students will evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships in order to make personal and public decisions

Multicultural Perspectives on U.S. History

Unit 1: Introduction & Bacon's Rebellion (African American Perspective)

Course Time:

- Approx 2 weeks of a semester block class

Overview:

- Students will analyze and synthesize the African American perspective on the Colonial and Post-Colonial periods through the examination of a historical event, Bacon's Rebellion. Students will identify, analyze and explain the causes and long-term effects of Bacon's Rebellion while further examining the African American perspective through these effects.

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will develop and utilize a framework for examining and analyzing multiple cultural perspectives.
- Students will utilize the event of Bacon's Rebellion to examine and analyze the early African American perspective.
- Students will be able to evaluate, analyze and discuss the historical and socio-economic conditions that led to Bacon's Rebellion.
- Students will be able to evaluate, analyze and synthesize the immediate and long-term cultural and political effects of Bacon's Rebellion.
- Students will be able to connect and explain the political reaction to Bacon's Rebellion with the codified system of slavery
- Students will be able to understand and explain Afrocentrism as it relates to American History.

Unit Essential Questions:

- What are the social and cultural implications of when someone is cut off from their own history?
- How has Eurocentrism impacted the African-American historical narrative?
- How is American History different when not viewed from a Eurocentric lens?
- How did Colonial America develop a racial caste system?
- Once established, how did this racial caste system affect America going forward?
- How was Bacon's Rebellion a watershed moment in African American History?
- How can trade lead to economic prosperity and political power for some but not others?
- How was there a racial divergence in the legal, systemic and cultural treatment of people in Colonial America?
- How was there resistance to racial inequity in Colonial and Post-Colonial America?

Multicultural Perspectives on U.S. History

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones
- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

CC.5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts

CC.7.2.12.B Analyze the significance of physical processes in shaping the character of places and regions.

CC.7.3.12.A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities

CC 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events

CC 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives and cause and effect relationships

CC 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

CC 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

CC 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC.8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

Career Education and Work Standards: 13.1.11.A, 13.1.11.E , 13.1.11.H Use the link below for the complete document.

Connecting to Common Core and Other Standards:

- PA Standards found at <http://www.pdesas.org/Standard/PACore>
- ISTE found at www.iste.org/standards/nets-for-students.aspx
- Career Education and Work found at www.pacareerstandards.com/
- See Appendix for complete documents.

ELL Differentiation:

- Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx
- Generic found at <http://www.easad.net/esl>
- TODOS Resources www.todos-math.org

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:
 - Octavia E. Butler's ***Kindred*** (Graphic Novel Adaptation)
 - Olaudah Equiano's Autobiography
 - Jason Reynolds & Ibram X. Kendi's, ***Stamped: A Remix***
 - Mini-series, **Roots**
- Internet/Research Activities
 - o www.studyisland.com
 - o <https://www.thelearningodyssey.com/>
 - o <http://www.khanacademy.org/>
- Group/Research Projects

Remediation:

- Internet/Research Activities
 - o www.studyisland.com
 - o <https://www.thelearningodyssey.com/>
 - o <http://www.khanacademy.org/>
 - o <http://www.virtualnerd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

Multicultural Perspectives on U.S. History

UNIT 1

Standards taught / Standards Assessed*	Objective Alignment: Students will be able to	Unit Concepts: What students need to know	Student Evidence	Instructional Materials & Resources Used	Tier 3 Vocabulary
5.2.12.B 7.2.12.B 7.3.12.A 8.1.12.A * 8.1.12.B * 8.1.12.C 8.3.12.A 8.3.12.C * 8.4.12.A 8.4.12.B 8.4.12.C 8.4.12.D	<ul style="list-style-type: none"> Understand chronological & Spatial thinking (8.1.12.A) Understand the role of eurocentrism in shaping historical narrative (8.1.12.A, 8.1.12.B) Evaluate chronological cause/effect relationship of Bacon's Rebellion as it relates to early Colonial America (8.1.12.A) Compare the present w/ the past evaluating the consequences (8.1.12.A, 8.3.12.C) Distinguish valid arguments from fallacious ones in historical interpretations (8.1.12.B) Evaluate the historical significance of Bacon's Rebellion (8.1.12.A, 8.1.12.B) Evaluate the long term effects of Bacon's Rebellion as it relates to a racial caste system (8.1.12.A, 8.1.12.B) Evaluate & examine the historical interpretation of the effects of the Rebellion (8.3.12.C) 	<ul style="list-style-type: none"> Historical Narratives The Historically Underrepresented (HU) <ul style="list-style-type: none"> Groups perspectives EVENT OVERVIEW: Bacon's Rebellion <ul style="list-style-type: none"> Background Influence perspectives 1619 Slave arrival <ul style="list-style-type: none"> Jamestown colony Tobacco economy African / Native American relations Chesapeake Colonies <ul style="list-style-type: none"> Black indentured servitude vs. White indentured servitude Transition to African slavery Isaac Friend Plot Virginia Indian Policy <ul style="list-style-type: none"> White gun ownership vs. 	<ul style="list-style-type: none"> Teacher generated tests & quizzes Journals / Reaction essays Summarization of reading excerpts Research Projects 	<ul style="list-style-type: none"> Ronald Takaki's, <i>A Different Mirror</i> Power Pt, Course Intro & Framework Power Pt, Bacon's Rebellion Ibram X. Kendi's, <i>Stamped</i> 1619 curriculum page 1619 podcast Excerpts from Thomas Jefferson's <i>Notes on the State of Virginia</i> The Autobiography of Olaudah Equiano Roots, mini-series Benjamin Banneker's letter to Thomas Jefferson <i>Kindred</i>, graphic novel adaptation Selected Articles Selected Videos (ex: Ted Talks, documentaries, etc.) ESASD Online databases 	<ul style="list-style-type: none"> Ethnocentrism Eurocentrism Social Identity Theory Ingroup Outgroup Cultural Transmission Cultural Diffusion Marginality Paternalism Afrocentrism Indentured servant Chattel slavery Militia Indigenous House of Burgesses Bacon's Rebellion Stono Rebellion

Multicultural Perspectives on U.S. History

		<p>Black gun ownership</p> <ul style="list-style-type: none">● Nathaniel Bacon<ul style="list-style-type: none">- Interracial class rebellion● Bacon's Rebellion effects<ul style="list-style-type: none">- Legal changes- Systemic changes- Cultural changes● Low Country slavery<ul style="list-style-type: none">- Carolina Low Country- Georgia Low Country● Slavery in Northern Colonies● Early Slave Rebellions<ul style="list-style-type: none">- Stono Rebellion			
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Multicultural Perspectives on U.S. History

Unit 2: Black Wall Street (African American Perspective)

Course Time:

- Blocks (90 minutes)

Overview:

- Students will analyze and synthesize the African American perspective on the Great Migration period through the examination of a historical event, Black Wall Street (Tulsa Race Massacre). Students will identify, analyze and explain the causes and long-term effects of Black Wall Street while further examining the African American perspective through these effects.

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will utilize the event of Black Wall Street to examine and analyze the African American perspective during and after the Great Migration period.
- Students will be able to evaluate, analyze and discuss the historical and socio-economic conditions that led to the Great Migration.
- Students will be able to evaluate, analyze and synthesize the immediate and long-term cultural and political effects of Black Wall Street.
- Students will be able to connect and explain the effects of the Great Migration to the Harlem Renaissance.
- Students will be able to explain, analyze and synthesize the cultural and historical significance of the Harlem Renaissance to the African American perspective.

Unit Essential Questions:

- What does it mean to be self-sufficient?
- What is Black Nationalism?
- What were the competing viewpoints of African American leaders during the Great Migration period?
- What specific advances did African Americans make towards self-determination?
- How were African American cultural advances met with resistance?
- What led to African American migration to the North?
- What factors led to the Harlem Renaissance?
- Who were major figures of the Harlem Renaissance?
- What are the distinguishing characteristics of the Harlem Renaissance?

Multicultural Perspectives on U.S. History

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones
- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

CC 5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens

CC 5.2.12.A Evaluate an individuals' civil rights, responsibilities and obligations in various contemporary governments

CC 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts

CC 5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens

CC 5.3.12.D Evaluate the role of political parties, interest groups and mass media in politics and public policy

CC 6.1.12.D Predict how changes in incentives may affect the choices made individuals, businesses, communities and nations

CC 6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators

CC 6.5.12.F Assess the impact of entrepreneurs on the economy

CC.7.3.12 A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities

CC 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events

CC 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives and cause and effect relationships

CC 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

CC 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

CC 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC.8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

Career Education and Work Standards: 13.1.11.A, 13.1.11.E , 13.1.11.H Use the link below for the complete document.

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- Career Education and Work found at www.pacareerstandards.com/
- See Appendix for complete documents.

ELL Differentiation:

- Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx
- Generic found at <http://www.easad.net/esl>
- TODOS Resources www.todos-math.org

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:
 - James Baldwin Documentary, ***I am Not Your Negro***
 - W.E.B. Du Bois', ***The Souls of Black Folk***
 - W.E.B. Du Bois', ***Crisis***
 - Tim Madigan's, ***The Burning***
 - Jason Reynolds & Ibram X. Kendi's, ***Stamped: A Remix***
 - Booker T. Washington's, ***Up From Slavery***
- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
- Group/Research Projects

Remediation:

- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
 - <http://www.virtualnerd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

Multicultural Perspectives on U.S. History

UNIT 2

Standards taught / Standards Assessed*	Objective Alignment: Students will be able to	Unit Concepts: What students need to know	Student Evidence	Instructional Materials & Resources Used	Tier 3 Vocabulary
5.1.12.F 5.2.12.A 5.2.12.B 5.2.12.D 5.3.12.D 6.1.12.D 6.2.12.E 6.5.12.F 7.3.12.A 8.1.12.A * 8.1.12.B * 8.1.12.C 8.3.12.A * 8.3.12.C * 8.4.12.A 8.4.12.B 8.4.12.C 8.4.12.D *	<ul style="list-style-type: none"> Understand the concept of historical interpretation (8.1.12.B) Evaluate chronological cause/effect relationship of the Tulsa Race Massacre as it relates to the Great Migration (8.1.12.A) Compare the present w/ the past evaluating the consequences (8.1.12.A, 8.3.12.C) Evaluate the long term effects of Tulsa as it relates to a black settlement in the north (8.1.12.A, 8.1.12.B) Evaluate & examine the historical interpretation of the effects of Tulsa (8.3.12.C) Evaluate the roles & arguments of Booker Washington & W.E.B. Du Bois & the effect they had on the black identity during the Migration period (8.3.12.A) Evaluate and interpret the varied responses in the black community to the Great Migration (8.3.12.D) 	<ul style="list-style-type: none"> EVENT OVERVIEW: Black Wall Street <ul style="list-style-type: none"> Background Influence perspectives Origins of Great Migration <ul style="list-style-type: none"> Push factors vs. pull factors Caribbean Immigration Destinations / Northern communities De facto segregation vs. De jure segregation Social Change <ul style="list-style-type: none"> Booker T. Washington & The Tuskegee Machine W.E.B. Du Bois & the Talented 10th “The Souls of Black Folk” (Du Bois) and the Niagara Movement Competing Views 	<ul style="list-style-type: none"> Teacher generated tests & quizzes Compare / Contrast Essays Harlem Renaissance Artist project (Historical Interpretation) Journals / Reaction essays Summarization of reading excerpts Research Projects Individual Project Group Projects 	<ul style="list-style-type: none"> Ronald Takaki’s, <i>A Different Mirror</i> Power Pt, Black Wall Street Unit Ibram X. Kendi’s, <i>Stamped</i> Tim Madigan’s, <i>The Burning</i> Selected letters from the Great Migration Selected works of W.E.B. Du Bois Selected works of Langston Hughes Selected works of Zora Neale Hurston Selected works of James Weldon Johnson Selected works of Booker T. Washington Selected works of Carter G. Woodson 1619 curriculum page 1619 podcast Selected Articles Selected Videos (ex: Ted Talks, documentaries, etc.) ESASD Online databases 	<ul style="list-style-type: none"> Chain migration Tuskegee Machine Talented Tenth Niagara Movement Pentecostalism De Facto segregation De Jure segregation Hell Fighters Silent March Red Summer Race riot New Negro Black History Month National Assoc. for the Advancement of Colored People (NAACP) Universal Negro Improvement Assoc. (UNIA) Pan-African Harlem Renaissance

Multicultural Perspectives on U.S. History

		<ul style="list-style-type: none"> - Washington vs. Du Bois - "The Crisis" (Du Bois) - NAACP - Urban League - American Negro Academy ● Involvement in World War I <ul style="list-style-type: none"> - Charles Young - Hell Fighters - Black troops and officers - Discrimination in army - Veteran Pride ● Red Summer <ul style="list-style-type: none"> - The Silent March ● Race Riots <ul style="list-style-type: none"> - Atlanta, 1906 - Springfield, 1908 - St. Louis, 1917 - Houston, 1917 - Chicago, 1919 - Tulsa, 1921 <ul style="list-style-type: none"> ○ Black Wall Street ○ Coordinated damage ○ Commission & Investigation ○ Increased Migration ● Rise of the "New Negro" 			<ul style="list-style-type: none"> ● Cotton Club
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Multicultural Perspectives on U.S. History

		<ul style="list-style-type: none">- James Weldon Johnson (“Lift every voice and sing”)- Carter G. Woodson (Father of Black History)- Madam C.J. Walker● Early Harlem Renaissance<ul style="list-style-type: none">- Marcus Garvey & UNIA- Black Self Determinism- Black separatism & Pan Africanism● Peak Harlem Renaissance<ul style="list-style-type: none">- Writers<ul style="list-style-type: none">○ Zora Neale Hurston○ Langston Hughes○ Alain Locke○ Claude McKay- Artists<ul style="list-style-type: none">○ Aaron Douglass○ Henry Ossawa Tanner- Music & Musicians<ul style="list-style-type: none">○ The Cotton Club			
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Multicultural Perspectives on U.S. History

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| | | <ul style="list-style-type: none">○ Duke Ellington○ Louis Armstrong | | | |
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Multicultural Perspectives on U.S. History

Unit 3: Wounded Knee Massacre (Native American Perspective)

Course Time:

- Blocks (90 minutes)

Overview:

- Students will analyze and synthesize the Native American perspective through the examination of a historical event, the Wounded Knee Massacre. Students will identify, analyze and explain the long-term effects of the massacre as it relates to the reservation system and the founding of the American Indian Movement (AIM).

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will utilize the event of the Wounded Knee Massacre to examine and analyze the Native American perspective during the federal removal policies and the founding the American Indian Movement (AIM).
- Students will analyze how the colonial views towards Native Americans shaped both policies and perceptions towards them.
- Students will identify, analyze and synthesize the federal policies, events and personalities which consistently both Indian removal and disenfranchisement.
- Students will compare and contrast different Federal Indian policies.
- Students will identify and analyze both the causes and effects of reservation life from political, cultural, economic and social lenses.
- Students will analyze both the founding of the American Indian Movement (AIM) and reservation life today.

Unit Essential Questions:

- How has American History shaped cultural perceptions/depictions of Native Americans?
- How did Federal policy lead to the removal of Native Americans?
- In what ways did Native Americans resist this removal?
- What were the short term and long term effects of the Wounded Knee Massacre?
- How did the U.S. affect the economies of Native American reservations?
- What challenges did Native Americans face in maintaining their cultural identity?
- What led to formation of the American Indian Movement (AIM)?
- What are the challenges of reservation life?
- What challenges do Native Americans face today?

Multicultural Perspectives on U.S. History

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones
- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

CC 5.1.12.A Analyze the sources, purposes and functions of law, and how the rule of law protects individual rights and promotes the common good

CC 5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens

CC 5.2.12.A Evaluate an individuals' civil rights, responsibilities and obligations in various contemporary governments

CC 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts

CC 5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens

CC 5.3.12.D Evaluate the role of political parties, interest groups and mass media in politics and public policy

CC 6.1.12.A Predict the long term consequences of decisions made because of scarcity

CC 6.1.12.B Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods & services

CC 6.1.12.D Predict how changes in incentives may affect the choices made individuals, businesses, communities and nations

CC 6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators

CC 6.5.12.F Assess the impact of entrepreneurs on the economy

CC 7.1.12.B Assess how physical changes to a region may have global impact

CC.7.3.12 A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities

CC 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events

CC 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives and cause and effect relationships

CC 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

CC 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

CC 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC.8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

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- Generic found at <http://www.easad.net/esl>
- TODOS Resources www.todos-math.org

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:
 - Dee Brown's, ***Bury My Heart at Wounded Knee***
 - Dwight Jon Zimmerman's, ***Saga of the Sioux***
- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
- Group/Research Projects

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 - <http://www.virtualnerd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

Multicultural Perspectives on U.S. History

UNIT 3

Standards taught / Standards Assessed*	Objective Alignment: Students will be able to	Unit Concepts: What students need to know	Student Evidence	Instructional Materials & Resources Used	Tier 3 Vocabulary
5.1.12.A 5.1.12.F 5.2.12.A 5.2.12.B 5.2.12.D 5.3.12.D 6.1.12.A 6.1.12.B 6.1.12.D 6.2.12.E 6.5.12.F 7.1.12.B 7.3.12.A 8.1.12.A * 8.1.12.B * 8.1.12.C * 8.3.12.A 8.3.12.C * 8.4.12.A 8.4.12.B * 8.4.12.C 8.4.12.D *	<ul style="list-style-type: none"> Understand the concept of historical evidence (8.1.12.C, 8.4.12.B) Evaluate chronological cause/effect relationship of the Wounded Knee Massacre as it relates to westward expansion (8.1.12.A) Evaluate the long term effects of Wounded Knee as it relates to reservation life and the founding of AIM (8.1.12.A, 8.1.12.B) Evaluate historical point of view on Wounded Knee as it relates to "Wounded Battle vs. Wounded Knee Massacre" (8.1.12.B, 8.4.12.D) Evaluate historical debate concerning interpretations of Native Americans & westward expansion (8.1.12.B, 8.4.12.B) Compare the present w/ the past evaluating the consequences (8.1.12.A, 8.3.12.C) Distinguish valid arguments from 	<ul style="list-style-type: none"> EVENT OVERVIEW: Wounded Knee Massacre <ul style="list-style-type: none"> Background Influence perspectives European Colonial view if Indians <ul style="list-style-type: none"> Initial: educate / convert Post settlement: root out Presidency of Andrew Jackson <ul style="list-style-type: none"> Indian Wars Refusal to stop Indian treaty violations Supreme Court violations Compelled westward movement of Indians Indian Removal Act Choctaw Removal <ul style="list-style-type: none"> Treaty of Dancing Rabbit Creek Cherokee Negotiations 	<ul style="list-style-type: none"> Teacher generated tests & quizzes Point of View essays/reactions (ghost dance, Massacre vs. Battle, etc.) Presentation / Discussion (reservation life, Native American cultural milestones, etc.) Journals / Reaction essays Summarization of reading excerpts Research Projects Individual Project Group Projects 	<ul style="list-style-type: none"> Ronald Takaki's, <i>A Different Mirror</i> Dee Brown's <i>Bury My Heart at Wounded Knee</i> Dwight Jon Zimmerman's <i>Saga of the Sioux</i> Power Pt, Wounded Knee Massacre Selected narratives from Lakota reservation life Mary Rowlandson Narrative Mary Jemison Narrative Selected frontier newspaper articles Selected testimonies/narratives from frontier Indians Selected Articles Selected Videos (ex: Ted Talks, documentaries, etc.) ESASD Online databases 	<ul style="list-style-type: none"> American Indian Movement (AIM) Trail of Tears Indian Appropriation Act Choctaw Treaty of Dancing Rabbit Creek Cherokee Reservation System Pawnee Massacre Canyon Sioux Wovoka Ghost Dance Pine Ridge Reservation Chief Sitting Bull General George Custer Battle of Little Bighorn Chief Crazy Horse Indian Bureau

Multicultural Perspectives on U.S. History

	<p>fallacious ones in historical interpretations (8.1.12.B)</p>	<ul style="list-style-type: none"> - General Winfield Scott - Trail of Tears ● Pawnee <ul style="list-style-type: none"> - Fur trade - Indian Appropriation Act - Buffalo Killing Fields - Massacre Canyon ● Wounded Knee Massacre <ul style="list-style-type: none"> - Wovoka & Ghost Dance - Pine Ridge Reservation - Chiefs Sitting Bull & Big Foot ● Battle of Little Bighorn <ul style="list-style-type: none"> - George Custer - Chief Crazy Horse ● Reservation System <ul style="list-style-type: none"> - Commissioner Francis A. Walker policy - Indian assimilation ● Dawes Act <ul style="list-style-type: none"> - Reversal of Walker policy - Changed communal reservations to land allotments - Undermined tribal authority 			<ul style="list-style-type: none"> ● Indian Removal Act ● Dawes Act ● Senator Henry Dawes ● John Collier ● Reservation System ● Indian Reorganization Act ● Navajo Long Walk ● Termination Act ● Lakota ● Russell Means ● Leonard Peltier
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Multicultural Perspectives on U.S. History

		<ul style="list-style-type: none">● Indian Land Transfer<ul style="list-style-type: none">- Land Auctions- Supreme Court undermines existing treaties● Indian Reorganization Act<ul style="list-style-type: none">- John Collier- Departure from Dawes Act- Ends allotment● Navajo<ul style="list-style-type: none">- Reject reorganization- Confiscation of livestock- Land erosion● The Termination Act● Founding of American Indian Movement (AIM)● Activism of Russell Means● Leonard Peltier Case● Reservation life today			
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Multicultural Perspectives on U.S. History

Unit 4: 1906 San Francisco Earthquake (Asian American Perspective)

Course Time:

- Blocks (90 minutes)

Overview:

- Students will analyze and synthesize the Asian American perspective on their immigration period through the examination of a historical event, the 1906 San Francisco Earthquake. Students will identify, analyze and explain the long-term effects of the earthquake as it relates to immigration and adjustment to American society.

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will utilize the event of the 1906 San Francisco Earthquake to examine and analyze the Asian American perspective during and after the California Immigration period.
- Students will be able to evaluate, analyze and discuss the historical and socio-economic conditions that led to East Asian Migration to the US
- Students will be able to evaluate, analyze and synthesize the immediate and long-term cultural and political effects of the 1906 San Francisco Earthquake on the Asian American community.
- Students will be able to compare, contrast and explain the Chinese American experiences as well as the Japanese American experiences as they relate to immigration, citizenship, labor, cultural integration and economic success in the United States.
- Students will be able to explain, analyze and synthesize the labor struggles and successes faced by East Asian immigrants.

Unit Essential Questions:

- What factors drew East Asian immigrants to the United States?
- What legal/political obstacles did East Asian immigrants have in coming to the U.S.?
- What legal/social challenges did they face in becoming citizens?
- How did the 1906 San Francisco Earthquake increase both Chinese immigration and Chinese American citizenship?
- What physical and social dangers did Asian immigrants face in working on the railroads and in the mines?
- How did the children of Asian pursue success and acceptance in American society?
- What cultural challenges do Asian Americans still face?

Multicultural Perspectives on U.S. History

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones
- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

CC 5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens

CC 5.2.12.A Evaluate an individuals' civil rights, responsibilities and obligations in various contemporary governments

CC 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts

CC 5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens

CC 5.3.12.D Evaluate the role of political parties, interest groups and mass media in politics and public policy

CC 6.1.12.D Predict how changes in incentives may affect the choices made individuals, businesses, communities and nations

CC 6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators

CC 6.5.12.F Assess the impact of entrepreneurs on the economy

CC.7.3.12 A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities

CC 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events

CC 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives and cause and effect relationships

CC 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

CC 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

CC 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC 8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world: Ethnicity & race, working conditions, immigration, military conflict, economic stability.

CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC.8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

Career Education and Work Standards: 13.1.11.A, 13.1.11.E , 13.1.11.H Use the link below for the complete document.

Connecting to Common Core and Other Standards:

- PA Standards found at <http://www.pdesas.org/Standard/PACore>
- ISTE found at www.iste.org/standards/nets-for-students.aspx
- Career Education and Work found at www.pacareerstandards.com/
- See Appendix for complete documents

ELL Differentiation:

- Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx
- Generic found at <http://www.easad.net/esl>
- TODOS Resources www.todos-math.org

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:
 - George Takei's, ***They Called Us Enemy***
- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
- Group/Research Projects

Remediation:

- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
 - <http://www.virtualnerd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

Multicultural Perspectives on U.S. History

UNIT 4

Standards taught / Standards Assessed*	Objective Alignment: Students will be able to	Unit Concepts: What students need to know	Student Evidence	Instructional Materials & Resources Used	Tier 3 Vocabulary
5.1.12.F 5.2.12.A 5.2.12.B 5.2.12.D 5.3.12.D 6.1.12.D 6.2.12.E 6.5.12.F 7.3.12.A 8.1.12.A * 8.1.12.B * 8.1.12.C * 8.3.12.A 8.3.12.C * 8.3.12.D * 8.4.12.A 8.4.12.B 8.4.12.C 8.4.12.D	<ul style="list-style-type: none"> Understand the concept of historical research (8.1.12.B) Evaluate & research the push v. pull factors which led to Asian immigration (8.1.12.B, 8.1.12.C) Evaluate chronological cause/effect relationship of 1906 Earthquake as it relates to Asian Immigration (8.1.12.A) Evaluate long term effects of the earthquake as it relates to Asian immigration, work & growth in the US (8.1.12.A, 8.1.12.B) Evaluate & research the historical discriminatory practices against Asians in the labor force (8.1.12.B, 8.1.12.C) Evaluate & research legislation & historical events which mitigated Asian immigration (8.1.12.B, 8.1.12.C) Compare the present w/ the past evaluating the consequences (8.1.12.A, 8.3.12.C) 	<ul style="list-style-type: none"> EVENT OVERVIEW: 1906 San Francisco Earthquake <ul style="list-style-type: none"> - Background - Influence - perspectives 1790 Naturalization Act Addition of California to Union <ul style="list-style-type: none"> - Waves of Chinese migrants - Aaron Palmer's railroad policies Push vs. Pull factors for Chinese migrants Rural work <ul style="list-style-type: none"> - Railroads, mining Miner's tax & Rock Springs Massacre Chinese railroad worker strikes & resistance Transition to urban/industrial work in San Francisco Ethnic hostilities & Chinese self-employment Rutherford B. Hayes 	<ul style="list-style-type: none"> Teacher generated tests & quizzes Research Projects / papers (push v. pull immigration factors, labor force discrimination, Anti-Asian immigration legislation, etc.) Journals / Reaction essays Summarization of reading excerpts Research Projects Individual Project Group Projects 	<ul style="list-style-type: none"> Ronald Takaki's, <i>A Different Mirror</i> Power Pt, 1906 San Francisco Earthquake & East Asian Immigration Selected letters from the Asian immigrants Selected Articles Selected Videos (ex: Ted Talks, documentaries, etc.) ESASD Online databases 	<ul style="list-style-type: none"> Naturalization Act Gold Rush Tenant farmer Chinese Exclusion Act 1870 Civil Rights Act Angel Island Chinatown Tong Fong Clan Emigration 1907 Gentlemen's Agreement Bango Luna Blood Union Strike Scab Oban Pigdin English California Alien Land Law Issei Nisei Internment Camp

Multicultural Perspectives on U.S. History

	<ul style="list-style-type: none"> ● Analyze & understand Asian American struggles to adjust to the US as well as contemporary Asian American milestones <i>(8.1.12.A, 8.3.12.D)</i> 	<ul style="list-style-type: none"> - “The Chinese Problem” ● Chinese Exclusion Act <ul style="list-style-type: none"> - Effect on laborers, citizenship - Its Extensions ● 1870 Civil Rights Act <ul style="list-style-type: none"> - Effects on Miner’s Tax ● Chinese Women <ul style="list-style-type: none"> - Overwhelming disparity to Chinese male migrants - Effect on Chinese American communities - Targets of Chinese Exclusion Act (preventing Chinese families) ● Growth of Chinatowns <ul style="list-style-type: none"> - Self-reliance - Tongs - Fongs - Clans ● 1906 San Francisco Earthquake <ul style="list-style-type: none"> - Effects on Asian American community - Effects on citizenship status 			
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Multicultural Perspectives on U.S. History

		<ul style="list-style-type: none">- Effects on Asian family immigration● Children of Chinese immigrants<ul style="list-style-type: none">- Ethnic identity vs. attempted assimilation● Earthquake's effects on other Asian immigrants● Japanese Immigration<ul style="list-style-type: none">- Push vs. pull factors- Japan's taxes on farmers- Destination: Hawaii & California● Differences from Chinese migrants<ul style="list-style-type: none">- More Japanese women emigrate- Women integrate in workforce- "Picture Brides"- Learning English- Gentlemen's Agreement policy● Working in Hawaii<ul style="list-style-type: none">- Sugar Cane Labor- Ethnic diversity to prevent unions- Planter's Policy on racial			
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Multicultural Perspectives on U.S. History

		<ul style="list-style-type: none"> qualifications for skilled positions - Blood Unions - Pidgin English ● Hawaiian Camp Life <ul style="list-style-type: none"> - Bango - Luna - Growth of schools, religion, community ● Unified Strikes w/ Filipino ● Growth of Japanese American Farmers <ul style="list-style-type: none"> - Railway lines & refrigerated railcars - Japanese farm & business owners ● California Alien Land Law ● Children of Japanese Immigrants <ul style="list-style-type: none"> - Issei - Nisei - Discrimination in workforce - WW2 & internment ● Asian Americans today 			
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Multicultural Perspectives on U.S. History

Unit 5: Delano Grape Strike (Latino perspective)

Course Time:

- Blocks (90 minutes)

Overview:

- Students will analyze and synthesize the Latino perspective on the Migrant Worker's Movement through the examination of a historical event, the Delano Grape Strike. Students will identify, analyze and explain the causes and long-term effects of the Delano Grape Strike while further examining the Latino perspective through these effects.

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will utilize the event of the Delano Grape Strike to examine and analyze the Latino perspective during the migrant's Labor Movement.
- Students will be able to evaluate, analyze and discuss the historical and socio-economic conditions that led to Mexican displacement and their transition to agricultural labor in the U.S.
- Students will identify, analyze and synthesize the systemic, political and legal challenges that kept Latinos in a labor class.
- Students will examine and analyze what daily life was like for Latinos in both migrant camps and barrios.
- Students will be able to understand and explain the factors which led to the rise of the Latino/Mexican Labor Movement.
- Students will be able to explain how the Labor Movement contributed a Latino American cultural identity.
- Students will be able to identify and understand the significance of Cesar Chavez and Dolores Huerta to the Labor Movement.
- Students will be able to identify, analyze and synthesize the effects of the Delano Grape Strike.

Unit Essential Questions:

- How is the Latino American community broadly diverse?
- How have the events of American History affected the migration of Latinos to the U.S.?
- What were the political and social factors that pushed Mexican Americans into migrant/agricultural work?
- What systemic and legal challenges did Latinos face as the American West was settled?
- What were the economic challenges faced by Latinos in the U.S.?
- What struggles and efforts did Latinos partake in to meet these challenges?
- How did the Labor Movement create a Latino self-awareness in the U.S.?
- What was the Chicano Movement and how did it affect Latino American History?
- What was the role of Cesar Chavez in the migrant's Labor Movement?
- What challenges do Latinos continue to face today?

Multicultural Perspectives on U.S. History

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones
- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

CC 5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens

CC 5.2.12.A Evaluate an individuals' civil rights, responsibilities and obligations in various contemporary governments

CC 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts

CC 5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens

CC 5.3.12.D Evaluate the role of political parties, interest groups and mass media in politics and public policy

CC 6.1.12.D Predict how changes in incentives may affect the choices made individuals, businesses, communities and nations

CC 6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators

CC 6.5.12.F Assess the impact of entrepreneurs on the economy

CC.7.3.12 A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities

CC 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events

CC 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives and cause and effect relationships

CC 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

CC 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

CC 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC 8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world: Ethnicity and race, working conditions, immigration, military conflict, economic stability

CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC.8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

Career Education and Work Standards: 13.1.11.A, 13.1.11.E , 13.1.11.H Use the link below for the complete document.

Connecting to Common Core and Other Standards:

- PA Standards found at <http://www.pdesas.org/Standard/PACore>
- ISTE found at www.iste.org/standards/nets-for-students.aspx
- Career Education and Work found at www.pacareerstandards.com/
- See Appendix for complete documents.

ELL Differentiation:

- Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx
- Generic found at <http://www.easad.net/esl>
- TODOS Resources www.todos-math.org

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:
 - Miriam Pawel's, ***The Crusades of Cesar Chavez***
 - Miriam Pawel's, ***The Union of Their Dreams***
- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
- Group/Research Projects

Remediation:

- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
 - <http://www.virtualherd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

Multicultural Perspectives on U.S. History

UNIT 5

Standards taught / Standards Assessed*	Objective Alignment: Students will be able to	Unit Concepts: What students need to know	Student Evidence	Instructional Materials & Resources Used	Tier 3 Vocabulary
5.1.12.F 5.2.12.A 5.2.12.B 5.2.12.D 5.3.12.D 6.1.12.D 6.2.12.E 6.5.12.F 7.3.12.A 8.1.12.A * 8.1.12.B * 8.1.12.C * 8.3.12.A * 8.3.12.C 8.3.12.D * 8.4.12.A 8.4.12.B 8.4.12.C 8.4.12.D *	<ul style="list-style-type: none"> Evaluate chronological cause/effect relationship of the Delano Grape Strike as it relates to Latino cultural identity in the U.S. (8.1.12.A) Evaluate the long term effects of the Delano Grape Strike as it relates to Latino labor rights and enfranchisement (8.1.12.A, 8.1.12.B) Understand the concept of historical analysis (8.1.12.C) Evaluate & analyze the impact of historical events & recognize that events could have taken other directions (8.1.12.C, 8.3.12.A, 8.3.12.D) Evaluate & analyze the impact of cultural diffusion on the Latino experience in the U.S. (8.1.12.C, 8.3.12.A, 8.3.12.D) Evaluate & analyze discriminatory labor practices used against Latinos and their resistance to it (8.1.12.C, 8.3.12.A, 8.3.12.D) 	<ul style="list-style-type: none"> EVENT OVERVIEW: Delano Grape Strike <ul style="list-style-type: none"> - Background - Influence - perspectives Cultural definition of "Latino" <ul style="list-style-type: none"> - Delineations & cultures Aftermath of the Mexican-American War <ul style="list-style-type: none"> - Displaced Mexicans - Anglo migration - Latino disenfranchisement in voting, land & economy Mexican transition from landholding to labor <ul style="list-style-type: none"> - Ranching - Agriculture - Railroad work Anti-Latino work practices <ul style="list-style-type: none"> - Tiered ranks (race based) - Wage differences Latino labor organizing <ul style="list-style-type: none"> - Multi-racial unions - Japanese Mexican Labor Assoc. (JMLA) 	<ul style="list-style-type: none"> Teacher generated tests & quizzes Historical Analysis essays/project (cultural diffusion, Latino labor, cultural delineations, Sikh marriages, etc.) Journals / Reaction essays Homework Summarization of reading excerpts Research Projects Individual Project Group Projects 	<ul style="list-style-type: none"> Ronald Takaki's, <i>A Different Mirror</i> Power Pt, Delano Grape Strike Historical Society of PA Latino Collections (https://www.portal.hsp.org/subject-guides/subject-guide-17) Selected letters from migrant workers Selected Articles Selected Videos (ex: Ted Talks, documentaries, etc.) ESASD Online databases 	<ul style="list-style-type: none"> American Federation of Labor (AFL) Japanese Mexican Labor Association (JMLA) Mutualistas Vaquero Pueblo El Norte Maquiladora Sikh Compadrazgo Barrio Nativist Repatriation Asistencia Hernandez v. Texas United Farm Workers La Raza Unida Chicano Movement

Multicultural Perspectives on U.S. History

	<ul style="list-style-type: none"> ● Distinguish valid arguments from fallacious ones in historical interpretations <i>(8.1.12.B)</i> ● Evaluate & analyze the cultural definition of “Latino” & recognize how their experience fits in w/ the Delano Grape Strike and American History <i>(8.1.12.C, 8.3.12.A, 8.3.12.D)</i> ● Evaluate historical point of view on the Latino American experience as it relates to the labor movement <i>(8.1.12.B, 8.4.12.D, 8.3.12.D)</i> 	<ul style="list-style-type: none"> - Arizona mine strikes - Mutualistas ● Acceleration of Migration <ul style="list-style-type: none"> - Mexican Revolution - Transportation developments ● Latino sharecropping ● Maquiladora work ● Seasonal Migratory work <ul style="list-style-type: none"> - Migrant worker camp life ● Migrant strikes <ul style="list-style-type: none"> - Great Depression Strikes - San Joaquin Valley Strike ● Cultural Diffusion among workers <ul style="list-style-type: none"> - Latino Sikh marriages - Circumvention of Alien Land Law ● Latino Laborer Segregation <ul style="list-style-type: none"> - Barrios - Schools & education ● Great Depression Migrant work <ul style="list-style-type: none"> - Anglo Competition - Repatriation ● Barrio Life <ul style="list-style-type: none"> - Asistencia - Transition from Mexican to Multi-Latino ● Hernandez v. Texas 			
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Multicultural Perspectives on U.S. History

		<ul style="list-style-type: none">● Cesar Chavez● The Chicano Movement● Dolores Huerta● United Farm Workers● Delano Grape Strike<ul style="list-style-type: none">- Short term effects- Long Term effects			
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Unit 6- Stonewall Riots and the LGBTQ-plus Community

Course Time:

- Blocks (90 minutes)

Overview:

- Students will examine and analyze the Stonewall Riots and its effect on the fight for equality for the LGBTQ+ community. Students will identify the key policies and people of this activist movement and evaluate the consequences of these policies, primarily focusing on the laws passed and the cultural importance of the community.

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will be able to evaluate, analyze and discuss the historical and cultural conditions that led to the Stonewall Riots.
- Students will be able to analyze and evaluate the effects of the Gay Pride Parade
- Students will be able to explain the rise of pro LGBTQ+ Laws and their importance in society.
- Students will be able to explain, analyze and synthesize the cultural and historical significance of the LGBTQ+ Community.
- Students will be able to evaluate the importance of the HIV/AIDS Epidemic on society and the LGBTQ+ Community

Unit Essential Questions:

- What does the acronym LGBTQ+ stand for?
- What is public moral squad policing?
- Who is Marsha P. Johnson?
- What are the major Gay Rights Activists groups?
- How did the HIV/AIDS Epidemic influence the LGBTQ+ Community?
- How did the Stonewall Inn Riots forever change the LGBTQ+ Community?
- What are the major activist groups for the LGBTQ+ Community and what reforms are they currently fighting for?
- What are the tangible effects of the Gay Pride Parade and the cultural effects that this event has had on the LGBTQ+ Community and the culture at large?

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones

Multicultural Perspectives on U.S. History

- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

CC 5.2.12.A Evaluate an individuals' civil rights, responsibilities and obligations in various contemporary governments

CC 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts

CC 5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens

CC 5.3.12.D Evaluate the role of political parties, interest groups and mass media in politics and public policy

CC 6.1.12.D Predict how changes in incentives may affect the choices made individuals, businesses, communities and nations

CC.7.3.12 A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities

CC 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events

CC 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives and cause and effect relationships

CC 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

CC 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

CC 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC.8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

Career Education and Work Standards: 13.1.11.A, 13.1.11.E , 13.1.11.H Use the link below for the complete document.

Connecting to Common Core and Other Standards:

- PA Standards found at <http://www.pdesas.org/Standard/PACore>
- ISTE found at www.iste.org/standards/nets-for-students.aspx
- Career Education and Work found at www.pacareerstandards.com/
- See Appendix for complete documents.

ELL Differentiation:

- Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx
- Generic found at <http://www.easad.net/esl>

Multicultural Perspectives on U.S. History

- TODOS Resources www.todos-math.org

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction
- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
- Group/Research Projects

Remediation:

- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
 - <http://www.virtualnerd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

UNIT 6

Standards taught / Standards Assessed*	Objective Alignment: Students will be able to	Unit Concepts: What students need to know	Student Evidence	Instructional Materials & Resources Used	Tier 3 Vocabulary
<p>5.2.12.A 5.2.12.B * 5.2.12.D 5.3.12.D 6.1.12.D 7.3.12.A* 8.1.12.A 8.1.12.B 8.1.12.C 8.3.12.A * 8.3.12.B * 8.3.12.C * 8.4.12.A 8.4.12.B * 8.4.12.C</p>	<ul style="list-style-type: none"> • Analyze the historical significance of the Stonewall Inn Riots (8.3.12.B) • Compare & contrast the United States government’s response to the HIV/AIDS Epidemic and the response by other industrialized nations. (8.3.12.C, 8.4.12.B) • Evaluate the communities/subcultures of the LGBTQ+ Movement (8.3.12.A) • Examine the consequences of the Stonewall Inn and the riots on policing of the LGBTQ+ Communities in major population areas (5.2.13.B, 7.3.12.A) • Evaluate & analyze the evolving views & policies of the United States Government towards to LGBTQ+ Community (8.4.12.B) • Analyze the effects that Marsha P. Johnson and the Gay Pride Parade had on the LGBTQ+ Community (7.3.12.A, 8.3.12.A) 	<ul style="list-style-type: none"> • Stonewall Overview: The Creation of the Resistance <ul style="list-style-type: none"> • Background of “Gay Bars” • Influence of the Subculture • Rise of GLF • Perspectives <ul style="list-style-type: none"> • Government • Communities • Government Response <ul style="list-style-type: none"> • Legislation • “Moral Police” • Anti-Culture <ul style="list-style-type: none"> ○ Government successes • Effects of the Resistance Movement <ul style="list-style-type: none"> • Socioeconomic Factors of the LGBTQ+ Community • Gay Pride Parade • Marsha P. Johnson • Rise of LGBTQ+ Magazines • Government view of these communities 	<ul style="list-style-type: none"> • Teacher generated tests & quizzes • Teacher generated worksheets • Journals / Reaction essays • Summarization of reading excerpts • Research Projects 	<ul style="list-style-type: none"> • Ronald Takaki’s, <i>A Different Mirror</i> • Power Pt, Stonewall Riots and the LGBTQ+ Community • Learning for Justice • Selected Government Legislation • Selected Gay Liberation Front Works • Selected works of activists and reformers from this movement • Selected Articles • National Archives Articles • Selected Videos (ex: Ted Talks, documentaries, etc.) • ESASD Online databases 	<ul style="list-style-type: none"> • Marsha P. Johnson • Sylvia Rivera • Gay Liberation Front • Stonewall Inn • Gay Activists Allegiance • Public Morals Squad • Gay Pride Parade • HIV/AIDS Movement

Multicultural Perspectives on U.S. History

	<ul style="list-style-type: none">• Analyze the response to the HIV/AIDS Epidemic and the views of the US Government/society towards the LGBTQ+ Community. (8.3.12.A,8.4.12.B)• Analyze the evolving views of American Society on the LGBTQ+ Community (7.3.12.A)	<ul style="list-style-type: none">• Spotlight on other marginalized members• HIV/AIDS<ul style="list-style-type: none">• Government Response<ul style="list-style-type: none">• Pros/Cons• Reactions<ul style="list-style-type: none">• Reforms• Spotlight on the community• LGBTQ+/Drug Subculture• Healthcare			
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Multicultural Perspectives on U.S. History

Unit 7: Civil Rights (African American Perspective)

Course Time:

- Blocks (90 minutes)

Overview:

- Students will examine and analyze the contentious relationship between the U.S. Government and Black Americans during the Civil Rights Movement. Students will identify the key people of this relationship, understand the roles that each of them played, and examine the cause and effects of the murder of Chairman Fred Hampton.

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will discuss the causality of the murder of Chairman Fred Hampton.
- Students will be able to evaluate, analyze and discuss the historical and socio-economic conditions that led to the rise of the Black Panther Party.
- Students will be able to analyze and synthesize the effects (both short and long term) of the FBI surveillance of the Black Panther Party.
- Students will be able to connect the socioeconomic and enforcement of laws of Black Americans throughout the United States and the need for organized parties.
- Students will be able to explain, analyze and synthesize the cultural and historical significance of Chairman Fred Hampton, John Lewis, Stokely Carmichael and other Civil Rights Leaders to the African American perspective.

Unit Essential Questions:

- What does being self-sufficient look like in Black America ?
- What is Black Nationalism?
- What were the differing viewpoints of African American leaders during the Civil Rights Movement?
- What particular gains were made by African Americans during the Civil Rights Movement?
- How were African American advances met with resistance?
- What led to the murder of Chairman Fred Hampton?
- What were the factors that led to the rise of the Black Panther Party?
- What are the distinguishing characteristics of this brand of Civil Rights Activism?
- Who were the leading voices of this activist movement?

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones
- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

CC 5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens

CC 5.2.12.A Evaluate an individuals' civil rights, responsibilities and obligations in various contemporary governments

CC 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts

CC 5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens

CC 5.3.12.D Evaluate the role of political parties, interest groups and mass media in politics and public policy

CC 6.1.12.D Predict how changes in incentives may affect the choices made individuals, businesses, communities and nations

CC 6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators

CC 6.5.12.F Assess the impact of entrepreneurs on the economy

CC.7.3.12 A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities

CC 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events

CC 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives and cause and effect relationships

CC 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

CC 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

CC 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC.8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

Career Education and Work Standards: 13.1.11.A, 13.1.11.E , 13.1.11.H Use the link below for the complete document.

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- See Appendix for complete documents.

ELL Differentiation:

- Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx
- Generic found at <http://www.easad.net/esl>
- TODOS Resources www.todos-math.org

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:
 - Fred Hampton Documentary, ***Death of a Black Panther: The Fred Hampton Story***
 - Fred Hampton, ***It's a Class Struggle, Godammit!***
 - John Lewis, ***Speech at the March on Washington***
- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
- Group/Research Projects

Remediation:

- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
 - <http://www.virtualnerd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

UNIT 7

Standards taught / Standards Assessed*	Objective Alignment: Students will be able to	Unit Concepts: What students need to know	Student Evidence	Instructional Materials & Resources Used	Tier 3 Vocabulary
<p>5.2.12.A* 5.2.12.B* 5.2.12.D 5.3.12.D 6.1.12.B 7.3.12.A 8.1.12.A* 8.1.12.B* 8.1.12.C* 8.3.12.A* 8.3.12.C* 8.4.12.A* 8.4.12.D</p>	<ul style="list-style-type: none"> • Analyze the historical significance of the Murder of Chairman Fred Hampton (8.1.12.B) • Compare & contrast the United States government’s response to the economic plights of white neighborhoods and black neighborhoods in American Urban Centers (5.2.12.B, 8.3.12.A) • Evaluate the communities that started to organize and create accountability for the government's action in these areas (5.2.12.A, 8.3.12.A) • Evaluate the characteristics of the leaders of community organizations, including the Black Panthers (8.3.12.A) • Examine the fear of a “Black Messiah” and the United States Government (8.1.12.B,8.1.12.C) • Analyze the socio-economic conditions that led to the rise of the Black 	<ul style="list-style-type: none"> • EVENT OVERVIEW: The Murder of Chairman Fred Hampton <ul style="list-style-type: none"> • Background • Influence • perspectives • Origins of the Black Panther Party <ul style="list-style-type: none"> • Factors for the need to organize • Socioeconomic Factors of Black America • Rise of power of the Black Panthers • Government view of the Black Panthers • Social Change <ul style="list-style-type: none"> • Rainbow Collection • Breakfast/Food Programs • Police Brutality in Black America 	<ul style="list-style-type: none"> • Teacher generated tests & quizzes • Journals / Reaction essays • Summarization of reading excerpts • Research Projects 	<ul style="list-style-type: none"> • Ronald Takaki’s, <i>A Different Mirror</i> • Power Pt, Civil Rights Unit • Selected works of Malcolm X • Selected works of Chairman Fred Hampton • Selected works of John Lewis • Selected works of Dr. Martin Luther King Jr. • Selected works of other Civil Rights Activists • 1619 curriculum page • 1619 podcast • Selected Articles • National Archives Articles • Selected Videos (ex: Ted Talks, documentaries, etc.) 	<ul style="list-style-type: none"> • Black Panther Party • Class Warfare • Redlining • Social Welfare • Black Excellence • Revolutionary • Black Nationalism • Messiah

Multicultural Perspectives on U.S. History

	<p>Panthers and other organizations. (6.1.12.A)</p> <ul style="list-style-type: none"> • Compare & contrast the views and leadership styles of Chairman Fred Hampton and Dr. Martin Luther King Jr. (5.2.12.B, 8.3.12.A) • Identify & analyze the Black Power and Black Nationalism movements that arose during the Civil Rights Movement (8.1.12.A, 8.3.12.A) • Analyze the racial violence between these organizations (including the Black Panthers) and the Government (8.3.12.A, 8.3.12.C) • Analyze the MOVE Movement and the Government response (8.3.12.C, 8.3.12.D) 	<ul style="list-style-type: none"> • Stokely Carmichael and “Black Power” • Rise of a “Black Messiah” • Competing Views <ul style="list-style-type: none"> • Violent vs. Non-Violent • Black Nationalism vs. Assimilation • Community vs. Government Social Welfare • Government Response <ul style="list-style-type: none"> • Socioeconomic policy in Black America/Urban Centers • Preventing the rise of a “Black Messiah” • Infiltrating Organizations • Preventing the rise of organizations • MOVE (1985) • Additional government responses 		<ul style="list-style-type: none"> • ESASD Online databases 	
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Unit 8: War on Drugs and Imprisonment (African American Perspective)

Course Time:

- Blocks (90 minutes)

Overview:

- Students will examine and analyze the United States Government's War on Drugs starting in the 1970's and continuing through today. Students will identify the key policies and people of this War on Drugs and evaluate the consequences of these policies; primarily focusing on the imprisonment of American Citizens and the relationship between police and the community.

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will be able to evaluate, analyze and discuss the historical and socio-economic conditions that led to the American War on Drugs.
- Students will be able to analyze and evaluate the effects of the War on Drugs
- Students will be able to connect the socioeconomics and enforcement of laws of Black Americans throughout the United States and the need to reform these systems.
- Students will be able to explain the rise of crime in America and the imprisonment of American Citizens
- Students will be able to explain, analyze and synthesize the cultural and historical significance of the War on Drugs

Unit Essential Questions:

- What does the Black Lives Matter Movement stand for?
- What is broken windows policing?
- How does the American criminal justice system help to fuel mass incarceration?
- What are mandatory minimums and how do they help fuel the mass incarceration in America?
- What are the causes and the long term effects of 'stop and frisk' and likewise polices?
- Why did President Nixon start the War on Drugs?
- What polices were instituted by the United States Government that help to propel the War on Drugs?
- What are the tangible effects of the War on Drugs and mass incarceration for American Citizens?
- Who were the leading voices of the activist movement attempting to reform these policies?

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases

Multicultural Perspectives on U.S. History

- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones
- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

CC 5.2.12.A Evaluate an individuals' civil rights, responsibilities and obligations in various contemporary governments

CC 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts

CC 5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens

CC 5.3.12.D Evaluate the role of political parties, interest groups and mass media in politics and public policy

CC 6.1.12.D Predict how changes in incentives may affect the choices made individuals, businesses, communities and nations

CC 6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators

CC.7.3.12 A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities

CC 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events

CC 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives and cause and effect relationships

CC 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

CC 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

CC 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC.8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

Career Education and Work Standards: 13.1.11.A, 13.1.11.E , 13.1.11.H Use the link below for the complete document.

Connecting to Common Core and Other Standards:

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- Career Education and Work found at www.pacareerstandards.com/
- See Appendix for complete documents.

ELL Differentiation:

- Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx
- Generic found at <http://www.easad.net/esl>
- TODOS Resources www.todos-math.org

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:
 - DeRay McKesson, ***On the Other Side of Freedom***
- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
- Group/Research Projects

Remediation:

- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
 - <http://www.virtualnerd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

Multicultural Perspectives on U.S. History

UNIT 8

Standards taught / Standards Assessed*	Objective Alignment: Students will be able to	Unit Concepts: What students need to know	Student Evidence	Instructional Materials & Resources Used	Tier 3 Vocabulary
<p>5.2.12.A 5.2.12.B* 5.2.12.D* 5.3.12.D 6.1.12.D 6.2.12.E 7.3.12.A* 8.1.12.A* 8.1.12.B* 8.1.12.C 8.3.12.A* 8.3.12.D* 8.4.12.A*</p>	<ul style="list-style-type: none"> Analyze & explain the historical significance of the War on Drugs (7.3.12.A, 8.3.12.A, 8.3.12.D) Compare & contrast the United States government's response to the economic plights of white neighborhoods and black neighborhoods in American Urban Centers (5.2.12.B, 7.3.12.A, 8.1.12.A) Evaluate how communities started to feel the effects of broken windows policing and the what their response (8.1.12.A, 8.1.12.B) Evaluate the characteristics of the prison system in America and understand the big 	<ul style="list-style-type: none"> EVENT OVERVIEW: The Creation of the War on Drugs <ul style="list-style-type: none"> Background Influence perspectives <ul style="list-style-type: none"> Government Communities Government Legislation <ul style="list-style-type: none"> DEA Controlled Substance Act Decriminalization "Just Say No" Effects of the War on Drugs <ul style="list-style-type: none"> Socioeconomic Factors of Black America Rise of urban crime centers Government view of these communities Mandatory Minimums Classes of Drugs Mass Incarceration Policing <ul style="list-style-type: none"> Broken Windows Stop and Frisk Reactions 	<ul style="list-style-type: none"> Teacher generated tests & quizzes Teacher generated worksheets Journals / Reaction essays Summarization of reading excerpts Research Projects 	<ul style="list-style-type: none"> Ronald Takaki's, <i>A Different Mirror</i> Power Pt, War on Drugs and Imprisonment Learning for Justice Selected DEA Legislation Selected works of DeRay McKesson Kendi/Reynold's <i>Stamped</i> Selected works of the Black Lives Matter Movement Selected works of other activists and reformers 1619 curriculum page Selected Articles National Archives Articles Selected Videos (ex: Ted Talks, 	<ul style="list-style-type: none"> DeRay Mckesson Class Warfare Drug Classes Parole Restorative Justice Stop and Frisk Black Lives Matter Mandatory Minimums Controlled Substances Act Drug Enforcement Agency

Multicultural Perspectives on U.S. History

	<p>business aspects of the system (5.2.12.B, 7.3.12.A)</p> <ul style="list-style-type: none"> • Analyze the consequences of strict policing policies and the contentious relationship between certain communities and the local authorities. (8.1.12.A, 8.1.12.B) • Analyze the views & policies of the DEA and other Government Agencies (5.2.12.B, 8.3.12.A, 8.3.12.D) • Analyze the socio-economic conditions and factors as a result of the War on Drugs (8.1.12.A, 8.1.12.B) • Analyze the Black Lives Matter Movement and the Government response (8.1.12.A, 8.1.12.B) • Connect the racial violence and incarceration to the War on Drugs (5.2.12.B, 5.4.12.D, 8.1.12.B) 	<ul style="list-style-type: none"> • Reforms • Black Lives Matter • Police Brutality in Black America • Mass Incarceration <ul style="list-style-type: none"> • Lack of rights (including voting) • Competing Views <ul style="list-style-type: none"> • Violent vs. Non-Violent • Rehab vs. Prison • Drug Reforms vs. Decriminalization • Additional government responses 		<p>documentaries, etc.)</p> <ul style="list-style-type: none"> • ESASD Online databases 	
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Unit 9 - Me Too Movement (Women's Perspective)

Course Time:

- Blocks (90 minutes)

Overview:

- Students will examine and analyze the Me Too Movement and its effect on the fight for equality for the Women's Movement. Students will evaluate the historical background and consequences of the activist movement and identify the key members and policies of the Women's Liberation Movement as well as the cultural importance of this activism.

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will utilize the event of Me Too Movement to examine and analyze the Women's Perspective throughout the 4 waves of feminism
- Students will analyze the female perspective as a unique and historically underrepresented point of view
- Students will analyze the work of early feminist voices and the impact they had on feminism as a movement
- Students will analyze the political engagement, campaigns and activism of leaders such as Shirley Chisolm and Jeannette Rankin
- Students will understand the 4 waves of feminism and be able to compare and contrast them
- Students will examine the origins and impact of the Me Too Movement
- Students will compare and contrast the 2006 Me Too Movement w/ its 2017 resurgence

Unit Essential Questions:

- What is feminism?
- What are the 4 waves of feminism?
- What is intersectionality?
- What obstacles kept female voices from being prominent?
- What have been the struggles/efforts that women have fought for?
- How have these struggles defined and shaped the women's movement in America?
- What challenges/struggles do women face today?

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones

Multicultural Perspectives on U.S. History

- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Pennsylvania Core Standard(s):

CC 5.2.12.A Evaluate an individuals' civil rights, responsibilities and obligations in various contemporary governments

CC 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts

CC 5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens

CC 5.3.12.D Evaluate the role of political parties, interest groups and mass media in politics and public policy

CC 6.1.12.D Predict how changes in incentives may affect the choices made individuals, businesses, communities and nations

CC.7.3.12 A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities

CC 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events

CC 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives and cause and effect relationships

CC 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

CC 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

CC 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC 8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world: Ethnicity & race, working conditions, immigration, military conflict, economic stability

CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC.8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

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ELL Differentiation:

- Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx
- Generic found at <http://www.easad.net/es/>
- TODOS Resources www.todos-math.org

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction such as:
 - Betty Friedan's, ***The Feminine Mystique***
 - Gloria Steinem's, ***After Black Power, Women's Liberation***
 - Sojourner Truth's, ***Ain't I a Woman?***
- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
- Group/Research Projects

Remediation:

- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
 - <http://www.virtualnerd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

Multicultural Perspectives on U.S. History

UNIT 9

Standards taught / Standards Assessed*	Objective Alignment: Students will be able to	Unit Concepts: What students need to know	Student Evidence	Instructional Materials & Resources Used	Tier 3 Vocabulary
<p>5.2.12.A 5.2.12.B 5.2.12.D 5.3.12.D 6.1.12.D 7.3.12.A 8.1.12.A * 8.1.12.B * 8.1.12.C * 8.3.12.A 8.3.12.C * 8.3.12.D * 8.4.12.A 8.4.12.B * 8.4.12.C 8.4.12.D</p>	<ul style="list-style-type: none"> Evaluate chronological cause/effect relationship of the Me Too Movement as it relates to the women’s perspective in U.S. History (8.1.12.A) Evaluate the long reaching causes & permutations of the American women’s perspective culminating in the Me Too Movement (8.1.12.A, 8.1.12.B) Evaluate women’s historical point of view as a unique HU perspective & its transition throughout the 4 waves of feminism (8.1.12.B, 8.4.12.B) Compare the present w/ the past evaluating the consequences (8.1.12.A, 8.3.12.C) 	<ul style="list-style-type: none"> EVENT OVERVIEW: Me Too Movement <ul style="list-style-type: none"> Background Influence Perspectives <ul style="list-style-type: none"> Women as HU perspective Historical evolution of the perspective The 4 waves of Feminism Early Movement Voices <ul style="list-style-type: none"> Sojourner Truth Harriet Tubman Susan B. Anthony Ida. B. Wells Works and speeches of Sojourner Truth <ul style="list-style-type: none"> “Ain’t I a Woman” speech Journalism of Ida B. Wells <ul style="list-style-type: none"> Journalism of Ida B. Wells 	<ul style="list-style-type: none"> Teacher generated tests & quizzes Historical Research work (female leaders, historical feminists, feminist concepts) Historical analysis work (waves of feminism, feminist concepts) Historical point of view work (work of black feminists) Journals / Reaction essays Summarization of reading excerpts Research Projects Individual Project Group Projects 	<ul style="list-style-type: none"> Ronald Takaki’s, <i>A Different Mirror</i> Ibram Kendi’s, <i>Stamped: A Remix</i> Power Pt, Me Too Movement (Women’s Perspective) Selected articles/works of Sojourner Truth Selected article/works of Ida B. Wells Selected articles/works of Harriet Tubman Selected articles/works of Susan B. Anthony Selected articles/works of Betty Friedan Selected articles/works of Gloria Steinem 	<ul style="list-style-type: none"> #MeToo Campaign Suffrage Sexism Feminism Intersectionality First Wave Feminism Second Wave Feminism Third Wave Feminism Fourth Wave Feminism Alpha Suffrage Club National Women’s Political Caucus Women’s Action Alliance

Multicultural Perspectives on U.S. History

	<ul style="list-style-type: none"> • Evaluate & research Feminist work/perspectives as it relates to the growth of a women’s perspective <i>(8.1.12.B, 8.1.12.C)</i> • Evaluate & analyze the evolution of feminine struggle as well as female milestones <i>(8.1.12.A, 8.3.12.D)</i> • Distinguish valid arguments from fallacious ones in historical interpretations <i>(8.1.12.B)</i> • Evaluate major historical debate concerning alternative interpretations of the past <i>(8.1.12.B, 8.4.12.B)</i> 	<ul style="list-style-type: none"> • Anti lynching work (connecting racism w/ sexism) • disagreements w/ male civil rights leadership • disagreements w/ white suffragette leadership <ul style="list-style-type: none"> • Alpha Suffrage Club • Wells’ campaign for Illinois Senate • Business pioneering and political advocacy of Madam C.J. Walker • Campaign, election and political tenure of Jeannette Rankin • Betty Friedan and the rise of the Modern Feminist Movement <ul style="list-style-type: none"> • “The Feminine Mystique” & cultural effect • Campaign, election and political tenure of Shirley Chisholm <ul style="list-style-type: none"> • National Women’s Political Caucus • Feminist Work and Activism of Gloria Steinem <ul style="list-style-type: none"> • “After Black Power, Women’s Liberation” article • Ms. Magazine • Women’s Action Alliance 		<ul style="list-style-type: none"> • Selected works of activists and reformers from this movement • Selected Articles • National Archives Articles • Selected Videos (ex: Ted Talks, documentaries, etc.) • ESASD Online databases 	
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Multicultural Perspectives on U.S. History

		<ul style="list-style-type: none">• Tarana Burke and Me Too Activism<ul style="list-style-type: none">• 2006 MySpace Campaign• 2017 Women's March• 2017 Me Too Movement<ul style="list-style-type: none">• Harvey Weinstein allegations and Hollywood Response• #MeToo social media campaign• Cultural Impact• Worldwide Impact			
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Multicultural Perspectives on U.S. History

Unit 10: Student Chosen Event (Student Chosen Perspective)

Course Time:

- Blocks (90 minutes)

Overview:

- Students will identify, analyze and synthesize a perspective of their choosing by analyzing and explaining a historical event of their choosing from the point of view of said perspective.

Objectives:

- Students will be able to perceive American History through a variety of different cultural perspectives, particularly those of HUs (historically underrepresented students).
- Students will show empathy and understanding for the histories and experiences of their communities and of all Americans.
- Students will engage in learning experiences that will allow them to make personal connections with class content.
- Students will demonstrate the acquired knowledge and skills of this course by presenting their chosen event/perspective to the class.
- Through both analysis and synthesis students will explain their event/perspective to the class.

Unit Essential Questions:

- What perspectives do students feel need to be addressed and/or explored in further detail?
- How can multiple perspectives of an event affect its narrative?
- How can students become more engaged in the interpretation of history?
- How can students make deeper and more personal connections with class content?
- What are ways that students can develop empathy and understanding for the experiences of all Americans?

Social Emotional Learning Component (SEL):

- Students will be able to evaluate with empathy and understanding the varying experiences of Historically Underrepresented (HU) people groups.
- Self-Awareness: Examining prejudice and biases
- Social Awareness: Taking others' perspectives, demonstrating empathy and compassion, identifying diverse social norms, including unjust ones
- Relationship Skills: Demonstrating cultural competence, standing up for the rights of others

Multicultural Perspectives on U.S. History

Pennsylvania Core Standard(s):

CC 5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens

CC 5.2.12.A Evaluate an individuals' civil rights, responsibilities and obligations in various contemporary governments

CC 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts

CC 5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens

CC.7.3.12 A Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities

CC 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events

CC 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives and cause and effect relationships

CC 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

CC 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

CC 8.3.12.B Evaluate the impact of historical artifacts, documents and places in U.S. history which are critical to world history

CC 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC 8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world: Ethnicity and race, working conditions, immigration, military conflict, economic stability

CC.8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

CC.8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

CC.8.4.12.C Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations

CC.8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today.

Career Education and Work Standards: 13.1.11.A, 13.1.11.E , 13.1.11.H Use the link below for the complete document.

Connecting to Common Core and Other Standards:

- PA Standards found at <http://www.pdesas.org/Standard/PACore>
- ISTE found at www.iste.org/standards/nets-for-students.aspx
- Career Education and Work found at www.pacareerstandards.com/
- See Appendix for complete documents

ELL Differentiation:

- Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx
- Generic found at <http://www.easad.net/esl>
- TODOS Resources www.todos-math.org

Multicultural Perspectives on U.S. History

Enrichment:

- Semester long research projects based on curriculum appropriate works of non-fiction and historical fiction. (Student chosen & teacher approved)
- Internet/Research Activities
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 - <http://www.khanacademy.org/>
- Group/Research Projects

Remediation:

- Internet/Research Activities
 - www.studyisland.com
 - <https://www.thelearningodyssey.com/>
 - <http://www.khanacademy.org/>
 - <http://www.virtualnerd.com/>
- Group/Research Projects

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

Multicultural Perspectives on U.S. History

UNIT 10

Standards taught / Standards Assessed*	Objective Alignment: Students will be able to	Unit Concepts: What students need to know	Student Evidence	Instructional Materials & Resources Used	Tier 3 Vocabulary
<p>5.1.12.F 5.2.12.A 5.2.12.B 5.2.12.D 7.3.12.A 8.1.12.A * 8.1.12.B * 8.1.12.C * 8.3.12.A * 8.3.12.B * 8.3.12.C * 8.3.12.D * 8.4.12.A 8.4.12.B 8.4.12.C 8.4.12.D *</p>	<ul style="list-style-type: none"> ● Understand & demonstrate the concepts of chronological & spatial thinking as it relates to the student chosen event (8.1.12.A, 8.1.12.B, 8.3.12.A, 8.3.12.C, 8.3.12.D, 8.4.12.D) ● Understand & demonstrate the concept of historical research as it relates to the student chosen event (8.1.12.A, 8.1.12.B, 8.1.12.C, 8.3.12.A, 8.3.12.B, 8.3.12.C, 8.3.12.D, 8.4.12.D) ● Understand & demonstrate the concept of historical evidence as it relates to the student chosen event (8.1.12.A, 8.1.12.B, 8.1.12.C, 8.3.12.A, 8.3.12.B, 8.3.12.C, 8.3.12.D, 8.4.12.D) ● Understand & demonstrate the concept of historical point of view as it relates to the student chosen event (8.1.12.A, 8.1.12.B, 8.1.12.C, 8.3.12.A, 8.3.12.C, 8.3.12.D, 8.4.12.D) ● Understand & demonstrate the 	<ul style="list-style-type: none"> ● EVENT OVERVIEW: Student Chosen Event <ul style="list-style-type: none"> - Background - Influence - perspectives ● Short term effects of event ● Long term effects of event ● Effects on chosen perspective (group) ● Group’s effect on U.S. 	<ul style="list-style-type: none"> ● Student project-classroom presentation ● Journals / Reaction essays ● Homework ● Summarization of reading excerpts ● Research Projects ● Individual Project 	<ul style="list-style-type: none"> ● Ronald Takaki’s, <i>A Different Mirror</i> ● Any instructional material / resource previously used ● Student chosen presentation- teacher approved (power point, Google Slide, Video etc.) ● Selected primary sources (student selected – teacher approved) ● Selected Articles (student selected – teacher approved) ● Selected Videos (student selected – teacher approved) ● Student selected resources (teacher approved) ● ESASD Online databases 	<ul style="list-style-type: none"> ● Tier 3 vocabulary will be specific to student chosen event / perspective

Multicultural Perspectives on U.S. History

	<p>concept of historical analysis as it relates to the student chosen event (8.1.12.A, 8.1.12.B, 8.1.12.C, 8.3.12.A, 8.3.12.C, 8.3.12.D, 8.4.12.D)</p> <ul style="list-style-type: none">● Understand & demonstrate the concept of historical interpretation as it relates to the student chosen event (8.1.12.A, 8.1.12.B, 8.1.12.C, 8.3.12.A, 8.3.12.C, 8.3.12.D, 8.4.12.D)				
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