

A. The American Character and the American Belief System (16 days)

- This unit includes: Mayflower Compact, Winthrop's City on a Hill, Crevecoeur, Tocqueville, Declaration of Independence, Constitution, Bill of Rights, Gettysburg Address, 14th Amendment, 19th Amendment, Kennedy's Inaugural, and recent inaugural address or State of the Union message.
- Unit Projects: In a year of a presidential race students will: complete a short position paper on a contemporary issue or candidate, participate in a school-wide election assembly, and conduct a mock election. In other years each student will write a letter to a public official or to a local newspaper about an issue that concerns them (see [handout 8](#) for instructions). Another possibility for this unit of study is to ask each student to write about his/her own belief system. Their paper would begin "I am a child of the 1990s and I believe..." Allow time for sharing and discussion.

B. Making a New Start: The Experience of Immigrants in America (15 days)

- The immigrant unit includes a study of the experience of immigrants from Jamestown to the present. Discussion of contemporary issues relating to immigration on the state and national level.
- Source materials: A People and a Nation (For A.P. students) Vol. I and II by Norton, Katzman, Escott, Chudacoff, Paterson, and Tuttle (Houghton Mifflin); The Americans: Reconstruction Through the Twentieth Century (for all other U.S. history classes); A Different Mirror: A History of Multicultural America by Ron Takaki; American Mosaic: Multicultural Readings in Context by Rico and Mano; Mexican Voices: American Dreams by Marilyn P. Davis.
- Unit Projects: Research family history and give report to class (see p. 25 for instructions). Teacher compiles a class family history (see [handout 10](#) for "Highlights of a Class Family History"). Students will either complete research on a particular immigrant group or they will interview an immigrant (see [handout 11](#) for instructions and [handout 12](#) for student work).
- Field Trip: Museum of Tolerance and Japanese-American National Museum (both in Los Angeles). All students write an evaluation of their experience.
- Video/slides: Slides of Ellis Island and video a.k.a. Don Bonus ("a powerful self-portrait of a Cambodian youth growing up in today's America." Available NAATA/Cross Current Media 415/552-9550, Fax: 415/863-7428.

- Students have the option of renting the movie, The Picture Bride, the story of a late 19th century Japanese woman and her experience as a picture bride and as a worker in the sugarcane fields of Hawaii. It is required that students write a summary and an evaluation of the film.

### C. Struggle for Equality: Making a Place for All (The Experience of Women) 21 days

- The unit includes a study of the experience of women from the colonial period to the present. Sources are the text and numerous other sources: Women's America by Kerber and Williams, Our American Sisters by Friedman and Shade, Modern American Women by Ware, A History of Women in America by Hymowitz and Weissman.
- Video: "One Fine Day" (an upbeat five minute celebration of American women from the 19th century to the present), Ishtar Films.
- Extra Credit: Watch Age of Innocence. Write a summary of the film. What was the feminine ideal of the late 19th century?
- Lecture/slides throughout the women's history unit on what has been fashionable and beautiful for women throughout U.S. history. The source of information for these lectures is American Beauty by Lois Banner. On the final day of the class students bring from magazines photographs of women that they think are beautiful or fashionable. Discussion follows.
- From approximately 1820 to 1860 women were to pursue the Cult of True Womanhood: piety, purity, domesticity, and submissiveness. Ask your class what they think the Cult of True Womanhood is in 1998? An interesting project: have students to write an ideal marriage contract for the 1990s.
- Additional books for a thematic unit on women are as follows:
  - Ashby, Ruth. Her Story: Women Who Changed the World. (Provides 150 biographic sketches of well-known and rarely studied women)
  - Asian Women United of California. Making Waves: An Anthology of Writings by and about Asian Women.
  - Bataille, Gretchen M. Native American Women; A Biographical Dictionary.
  - DuBois, Ellen Carol and Vicki E. Ruiz (Eds.). Unequal Sisters: A Multicultural Reader in United States Women's History.
  - Telgen, Diane and Kamp, Jim (Eds). Notable Hispanic American Women.
  - Yung, Judy. Chinese Women of America: A Pictorial History.

D. Struggle for Equality: Making a Place for All (The Experience of African Americans)  
14 days

- In addition to the text, the students read excerpts from a variety of sources such as Uncle Tom's Cabin by Stowe, A Different Mirror by Takaki, When and Where I Enter by Giddings, Hard Times by Terkel, Black Boy by Wright, Voices of Freedom: An Oral History of the Civil Rights Movement by Hampton and Fayer, Autobiography of Malcolm X, and current articles from recent periodicals. Students will read from Peggy McIntosh's "White Privilege."
- Video: selections from the new documentary Africans in America, Amistad, Glory, Eyes on the Prize and Glory.
- All students have the opportunity to watch Amistad, Glory, or Malcolm X for extra credit. They must write a summary and an evaluation of the film.
- Test. Students will take the 1965 Alabama Literacy Test (see Oct. 1996) NCSS Social Education.
- At the end of the unit the class will do an exercise that relates to slavery. This is an adaptation of "Six Hat Social Studies" by Ron H. Pahl (Social Education March 1995). The class is divided into five groups. In the original exercise the teacher wore the sixth hat. Group #1: Discusses the facts (no opinions) about slavery; Group #2 will discuss the negative or tragic consequences of slavery in the period prior to the Civil War; Group #3 will examine the positive consequences of slavery (i.e. arguments used by southerners in the pre-Civil War period); Group #4 will examine the long terms consequences of the institution of slavery on African Americans, Whites and the history of the United States. Group #5 will examine the legacy of slavery.

E. Struggle for Equality: Making a Place for All [The Experience of Native Americans (4 days), Chicano Studies (3 days), and Asian-Americans (3 days)] 10 days

- Students will read selections from their text about the above groups. During this time students will view a segment from Dances with Wolves, Fong See's "American Dream"(this and other videos are available through McDougal Littell) and a documentary on Mexican American history.
- Video: Students may watch either Dances with Wolves or Joy Luck Club. Students write a summary and an evaluation of one of these films for extra credit.

#### F. Boom and Bust: Economic Development and Its Issues (14 days)

During second semester students will complete individual or groups projects (see [handout 7](#)).

- This is the first unit of the second semester. The unit will cover basic concepts and economic history from the colonial period to Reaganomics. Sub-units will relate to the American farmer, the worker and the history of unions, big business, and the challenges of a global economy.
- The source is the text.
- Debate between capitalists and socialists.

#### G. Leadership and the American Presidency (21 days)

- Readings and discussion based on the text and what we can learn about effective and ineffective leadership.
- Videos: Presidents and State of the Union messages, Ken Burns series on Lincoln, CBS documentary on JFK, [The American Experience: Presidential Collection](#) (Teddy Roosevelt, F.D. Roosevelt, Truman, John F. Kennedy, Nixon, and Reagan) and television coverage of the most recent Presidential race.
- Source materials that I have found useful: [Certain Trumpets](#) by Garry Wills and [Character Above Alledited](#) by Robert E. Wilson.
- A component of this theme is a project where each student is assigned to a particular president. Before the unit on the American presidency each student will draw the name of a president. The task is to find out information about the president's leadership style/ability and to obtain a list of the most highly regarded resources on the president. Each student will give a five minute presentation to the class during the time the class is studying the particular president.
- An exercise that is effective with students at the beginning of this unit relates to an article, "The Historian as Detective: An Introduction to Historical Methodology," by Michael J.A. Garish in the March 1995 issue of [Social Education](#).

#### H. Art, Architecture, Religion, and Education (2 days)

- Readings from the text.
- Lecture and slides of American painting and architecture.

- Field Trip: View rare American books/documents at the Huntington Library and docent tour of American painting in the Scott Gallery in San Marino, California.

#### I. War, Peace, and the Responsibilities of Global Leadership (24 days)

- Lecture and brief text readings on the American Revolutionary War, the War of 1812, the Mexican War, the Spanish-American War, World War I, and the Korean War.
- Detailed study of the Civil War, World War II, and Vietnam is from the text. Two supplementary sources are Frank McSherry's Civil War Women and Linda VanDevanter's Home Before Morning.
- Slides on French-Indian War, Revolutionary War, War of 1812, and Civil War battle sites. Slides are also shown of Pearl Harbor.
- Videos: Kenneth Burns documentary on the Civil War, segments from Glory, segments of documentary on Pearl Harbor, segments from Coming Home, and documentary Dear America: Letters from Vietnam. If available by April, students will view the opening segment of Saving Private Ryan.
- Another exercise originates from the Six Hat exercise mentioned on p. 12 (African-American unit). Students could be divided into five groups to explore one of the following topics: 1) the facts about the Cold War, 2) their emotions/feelings about the Cold War, 3) the positive consequences of the Cold War, 4) the long term results of the Cold War, and 5) the world they have inherited as a result of the Cold War.

#### J. Opportunities for Research (9 days)

Students will word process a six page research paper on some topic covered during the second semester.