



DIVISION OF EQUITY & ACCESS
Curriculum, Instruction, School Supervision

To: Principals, Asst. Principals, Cabinet Members
From: Dawn Bartz, Executive Director
Date: March 1, 2022

Re: Women’s History Resources and Curriculum Crosswalk

Women’s History Month provides an important and vital opportunity to learn and celebrate the achievements, contributions and struggles of women throughout history. Often silent and silenced, women have been largely left out of the narrative of history. The month of March provides the opportunity to continue to highlight people who are so often excluded from classroom narratives. However women’s achievements, contributions, and struggles should be integrated throughout the study of history as well as in diverse content areas throughout the year.

Tuesday, March 8 is **International Women’s Day**, a day to recognize and celebrate the social, economic, cultural and political achievements of women throughout the world. The day also marks a call to action for gender parity. The theme this year is *“Break the bias.”* (www.internationalwomensday.com).

Listed below are resources to supplement instruction and a curriculum crosswalk within the NYSED Social Studies Framework that highlights the contributions of women throughout history.

Supplemental Resources to introduce Women’s History Month

National Women’s History Alliance <https://nationalwomenshistoryalliance.org>

Smithsonian Magazine Article on teaching about Women’s History in schools
<https://www.smithsonianmag.com/history/what-schools-teach-womens-history-180971447/>

Scholastic Article: What is Women’s History?
<https://www.scholastic.com/teachers/articles/teaching-content/what-womens-history/>

New York Times: Teaching and Learning about Women’s History with the New York Times
<https://www.nytimes.com/2018/03/01/learning/lesson-plans/teaching-and-learning-about-womens-history-with-the-new-york-times.html?auth=link-dismiss-google%20tap>

Women’s History Month: Why Teach Women’s History?
<https://womenshistorymonth.wordpress.com/schools/why-teach-womens-history/>

District Resources

Nearpod

Grades K-5

Ruby Bridges <https://share.nearpod.com/e/x4PrjFOlZdb>

Grades 1-2

The First American Woman Doctor <https://share.nearpod.com/e/gc77Mrtk0db>

Grades 2-4

Susan B. Anthony: An Advocate for Women's Rights <https://share.nearpod.com/e/fxBRwsMI0db>

Grades 2-8 Flocabulary videos are available through the district's Nearpod subscription.

Flocabulary Susan B. Anthony <https://share.nearpod.com/e/wM7qwr1j0db>

Grades 4-6

Going Global: Women who mattered <https://share.nearpod.com/e/foWdRhXk0db>

Grades 6-12

Seneca Falls Convention <https://share.nearpod.com/e/CS8Zrzfk0db>

History Channel You Tube Video: What Happened at the Seneca Falls Convention?
<https://share.nearpod.com/e/5pzZUaek0db>

Sojourner Truth <https://share.nearpod.com/e/SPtEdsnk0db>

The First all Women Space Walk <https://share.nearpod.com/e/BkbV6iCk0db>

The Rise of Feminism <https://share.nearpod.com/e/SupOFxHk0db>

Women Suffrage You Tube clip <https://share.nearpod.com/e/0jofJQ2k0db>

The Nineteenth Amendment You Tube clip <https://share.nearpod.com/e/d2h3mw5k0db>

Women's Suffrage Matching Pairs <https://share.nearpod.com/e/N6GjGJxI0db>

Women's Suffrage <https://share.nearpod.com/e/rMDDx7VI0db>

Women in the American Revolution <https://share.nearpod.com/e/4jgdrACI0db>

Women in the Civil War <https://share.nearpod.com/e/BlrSPGAI0db>

Transform Our World: Gender Equality <https://share.nearpod.com/e/4OOoj4GI0db>

PNW Boces Social Studies Curriculum (accessible for each PK-8 teacher)

Highlighted areas include:

Online Resources: Mini Election Unit (also downloaded into CO-Social Studies Team) and Suffragette's activity (grade 4)

Grade 3, Unit 6: Making a Difference

Grade 4, Unit 4: African Americans and Women in New York; Inventors and Entrepreneurs

Grade 7, Unit 4: How Women Address the Issue of Inequality in the mid-19th century

Grade 8, Units 1 & 5: Progressive Reform; The Exploration of the Rights of Women, Native Americans, Latino Farm Workers, LGBTQs, and those with disabilities. Are All Americans Equal?

Activity: Create a BioCube (Unit 5, Lesson 5. This can be modified for most grade levels).

Discovery Education (this is just a small sample of videos and lessons available at all grade levels, K-12)

Grades K-5

Rosa Parks Full video <https://clever.discoveryeducation.com/learn/player/67e16799-7929-4be0-8e83-e6e4f444011f>

Harriet Tubman: Union Army and Legacy

<https://clever.discoveryeducation.com/learn/player/90ffa0ee-5e0c-4828-98c8-d6e30b5d5bb0>

Grades K-8

La Golda: Gender Equality Full Video

<https://clever.discoveryeducation.com/learn/player/652ec7b2-dbca-47c1-8d7d-37acdcf50cf9>

La Golda: Gender Equality Full Video Spanish version Full video

<https://clever.discoveryeducation.com/learn/player/4372e437-b364-40ba-b02b-7f9d55cc8c52>

Grades 3-5

Beyond Gender Stereotypes Lesson Slides

<https://clever.discoveryeducation.com/learn/player/af431d59-def1-4fcc-99da-672cb7888aa1>

Grades 3-8

History Kids: Rosa Parks and the Montgomery Bus Boycott Full Video

<https://clever.discoveryeducation.com/learn/player/f331e1a8-4584-470e-b5d0-45682589b736>

Grades 3-12

Social Reform in the Early United States

<https://clever.discoveryeducation.com/learn/player/f5f6e4a2-f7ae-4d26-9a40-6e9d53a21fed>

The 19th Amendment <https://clever.discoveryeducation.com/learn/player/59c37ba6-4333-46ce-8031-e6b7a77a51f7>

Women's Suffrage Movement: Gaining Equality for Women video segment

<https://clever.discoveryeducation.com/learn/player/dabe325c-692a-4a79-9ebd-5e27eac578a2>

Grades 6-12

Birth of the American Women's Movement Video Segment

<https://clever.discoveryeducation.com/learn/player/a9695098-8ec3-4fa4-9166-affe59ed4bd0>

1920: Women get the vote Video Segment

<https://clever.discoveryeducation.com/learn/player/8c000466-230d-4197-9e65-3471082d62ff>

Second Wave Feminism Video Segment

<https://clever.discoveryeducation.com/learn/player/d66a674a-aad0-4f02-87f7-7dba509ade62>

Betty Friedan Launches New Women's Movement Video Segment

<https://clever.discoveryeducation.com/learn/player/9a438aaf-7c34-4e46-830e-50cd8fa31bc5>

A History of American Women's achievement: American Women Find Their Voice Full

Video <https://clever.discoveryeducation.com/learn/player/a404e359-3037-4de4-a086-5896c9557590>

Women's Rights Encyclopedia article prompt

<https://clever.discoveryeducation.com/learn/player/3d444897-332e-4076-971a-7429131e5d3c>

PBS Learning Media is a supplemental resource, accessible through Clever.

Grades 3-8

New York State and Local History and Government

<https://cptv.pbslearningmedia.org/collection/new-york-state-and-local-history-and-goverment/>

Grades 3-12

Teaching Women's suffrage Collection <https://cptv.pbslearningmedia.org/collection/teaching-womens-suffrage/>

Ken Burns in the Classroom Collection

<https://cptv.pbslearningmedia.org/collection/kenburnsclassroom/home/>

Grades 5-12

Carrie Chapman Catt: Warrior for Women Collection

<https://cptv.pbslearningmedia.org/collection/carrie-chapman-catt-warrior-for-women/>

Grades 9-12

Women's Empowerment Series Film Modules and Curriculum

<https://cptv.pbslearningmedia.org/collection/womens-empowerment/>

Women: War and Peace Collection <https://cptv.pbslearningmedia.org/collection/wwp11/>

The National Constitution Center, this is a free resource for teachers.

Grades K-12

Women's History Month Poster https://constitutioncenter.org/media/files/WHM_Poster.jpg

Women of Power Series

Grades 3-5

Women of Power https://constitutioncenter.org/media/files/WomenofPower_3-5.pdf

Grades 6-8

Women of Power https://constitutioncenter.org/media/files/WomenofPower_6-8.pdf

Grades 9-12

Women of Power https://constitutioncenter.org/media/files/WomenofPower_9-12.pdf

Curriculum Crosswalk

The Social Studies Curriculum Crosswalk (K-12) was developed from the NYSED Social Studies Framework to highlight areas in the state standards that recognize the histories, culture, contributions, and struggles of women. While the history of women should be integrated into all grade levels, below are grade-by-grade curriculum connections to the histories, cultures, achievements, and struggles of women within the state social studies framework. It is hoped that discussions of equity and diversity are integrated into classroom lessons as a regular aspect of instruction, using historical context instead of just singular days or isolated events. These highlighted areas are not intended as an exhaustive list of possible areas to integrate the discussion of the contributions and histories of women; instead, they are a crosswalk providing multiple avenues for class discussion and student exploration.

In the **high school** grades, the integration of women’s contributions, achievements and struggles should be a part of each social studies course, including Global History, US History, American Government, Economics, as well as in elective areas (Sociology, Psychology, Anthropology, Philosophy, Theory of Knowledge, Forensics/Criminology). Women’s achievements should similarly be highlighted in each content and elective area including, but not limited to, Science, English, Math, Career and Technical Education, the Fine Arts, Health, and Physical Education.

Kindergarten-Self and Others

Students learn about respect for others, and rights and responsibilities of individuals

K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.

K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.

K.1b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others.

Skill activity:

- Students will create A BOOK ABOUT ME that includes information about their gender, race/ethnicity, family members, likes and dislikes, talents, and skills.

K.2 Children, families, and communities exhibit cultural similarities and differences.

K.2a Each person is unique but also shares common characteristics with other family, school, and community members.

K.2b Unique family activities and traditions are important parts of an individual’s culture and sense of self.

K.2c Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique.

Skill Activities:

- Students will identify characteristics of themselves that are similar to their classmates and characteristics that are different, using specific terms and descriptors such as gender, race or ethnicity, and native language.
- Students will learn about and respect individual differences

Civic Ideals and Practices

K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.

K.4a Children have basic universal rights or protections as members of a family, school, community, nation, and the world.

K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.

Skill Activities:

- Students will identify basic rights they have (e.g., provision of food, clothing, shelter, and education, and protection from abuse, bullying, neglect, exploitation, and discrimination).

Grade 1: My family and other families: Now and Long Ago

Individual Development and Cultural Identity

1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.

1.1a Families are a basic unit of all societies, and different people define family differently.

1.1b People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.

1.1c Awareness of America’s rich diversity fosters intercultural understanding.

Skill Activities:

- Students will listen to stories about different families and will identify characteristics that are the same and different.
- Students will identify traditions that are associated with their families, and tell why the tradition is important.
- Students will compare the cultural similarities and differences between various ethnic and cultural groups found in New York State.

1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.

1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.

Skill Activities:

- Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.
- Students will explain when and why celebrate national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.

Time, Continuity, and Change

1.7 Families have a past and change over time. There are different types of documents that relate family histories. (NOTE: Teachers will use their professional judgment and demonstrate sensitivity regarding the varied family structures of their students and availability of information.)

1.7a Personal and family history is a source of information for individuals about the people and places around them.

1.7b Families change over time, and family growth and change can be documented and recorded.

1.7c Families of long ago have similarities and differences with families today.

1.7d Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.

Skill Activities:

- Students will create personal time lines of their lives, school year, and family events with the help of family members. Students will demonstrate an understanding of sequence and chronology and share their time lines with each other.
- Students will examine the changes in their families over time and how the family's growth and change could be documented and recorded.
- Students will examine families of the past and compare them with their family. They will identify characteristics that have been passed on through the generations.

1.8 Historical sources reveal information about how life in the past differs from the present.

1.8a Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.

Skill Activity:

- Students will be exposed to various historical sources, including artifacts, letters, maps, photographs, and newspapers.

1.8b Oral histories, biographies, and family time lines relate family histories.

Skill Activities:

- Students will interview family members to learn about their family histories.
- Students will develop a family timeline as an extension of their personal timeline.
- Students will describe the main characters and qualities after listening to biographies and legends.

Grade 2: My Community and Other Communities

2.2 People share similarities and differences with others in their own community and with other communities.

2.2a People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.

2.2b A community is strengthened by the diversity of its members, with ideas, talents, perspectives, and cultures that can be shared across the community.

Skill Activities:

- Students will identify community events that help promote a common community identity.
- Students will explore how different ideas, talents, perspectives, and culture are shared across their community

2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.

2.3a The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.

Skill Activity:

- Students will explore democratic principles, such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community.

Grade 3: Communities Around the World

Time, Continuity, and Change

3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.

3.4a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.

3.4b Arts, music, dance, and literature develop through a community's history.

Skill Activities:

- Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.

- Students will examine symbols of each selected world community.
- Students will explore the arts, music, dance, and literature of each selected world community.

Development, Movement, and Interaction of Cultures

3.5 Communities share cultural similarities and differences across the world.

3.5a The structure and activities of families and schools share similarities and differences across world communities.

3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

Skill Activities:

- Students will compare and contrast the structure and activities of families and schools in each selected community with their own.
- Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.
- Students will learn about the holidays and festivals celebrated in each selected world community and compare them to the holidays and festivals celebrated in their own community.

3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.

3.8a Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.

3.8b Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.

3.8c When faced with prejudice and discrimination, people can take steps to support social action and change.

Skill Activities:

- Students will examine the extent to which governments and citizens have protected human rights and treated others fairly for each world community
- Students will examine prejudice and discrimination and how they serve as barriers to justice and equality for all people. Students will investigate steps people can take to support social action and change

Grade 4: New York State and Local History and Government

4.2b Native American groups developed specific patterns of organization and governance to manage their societies.

Skill Activity:

- Students will compare and contrast the patterns of organization and governance of Native American groups such as the Haudenosaunee (Iroquois) and Munsees, including matrilineal clan structure, decision-making processes, and record keeping, with a focus on local Native American groups.

4.2c Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.

Skill Activity:

- Students will examine Native American traditions; work specialization and the roles of men, women, and children in their society; transportation systems; and technology.

4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE:

4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.

Skill Activities:

- Students will investigate people who took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, William Lloyd Garrison, and Harriet Tubman
- Students will examine the rights denied to women during the 1800s.
- Students will investigate people who took action to bring about change, such as Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Blackwell.
- Students will explore what happened at the Convention of Women in Seneca Falls.

4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT**Skill Activities:**

- Students will explore the experiences of immigrants being processed at Ellis Island and what challenges immigrants faced.
- Students will investigate factory conditions experienced by immigrants by examining sweatshops, the Triangle Shirtwaist Fire, the use child labor, and the formation of labor unions.
- Students will research an immigrant group in their local community or nearest city in terms of where that group settled, what types of jobs they held, and what services were available to them, such as ethnic social clubs and fraternal support organizations.

Skill Activity:

- Students will investigate artists, writers, and musicians associated with the Harlem Renaissance

Grade 5- The Western Hemisphere

5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.

Skill Activity:

- Students will examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty.

Grade 6: The Eastern Hemisphere

6.3d Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.

Skill Activity:

- Students will compare and contrast the gender roles, access to wealth and power, and division of labor within the political and social structures of the selected river valley societies and civilizations.

6.4c Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.

Skill Activity:

- Students will be able to identify similarities and differences across belief systems, including their effect on social order and gender roles.
- Students will explore the influence of various belief systems on contemporary cultures and events.

Seventh Grade: History of the United States and New York State I

7.7 REFORM MOVEMENTS

7.7a The Second Great Awakening, which had a strong showing in New York State, inspired reform movements.

Skill Activity:

- Students will investigate examples of early 19th-century reform movements, such as education, prisons, temperance, and mental health care, and examine the circumstances that led to the need for reform.

7.7c Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality.

Skill Activities:

- Students will examine the efforts of women to acquire more rights. These women include Sojourner Truth, Elizabeth Cady Stanton, Matilda Joslyn Gage, and Susan B. Anthony.
- Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments.

7.8e The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States.

Skill Activity:

- Students will examine the roles of women, civilians, and free African Americans during the Civil War.

Eighth Grade: History of the United States and New York State II

8.2d In response to shifts in working conditions, laborers organized and employed a variety of strategies in an attempt to improve their conditions.

8.2e Progressive reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women's rights and the suffrage movement and spurred the creation of government reform policies.

Skill Activities:

- Students will examine the goals and tactics of specific labor unions including the Knights of Labor, the American Federation of Labor, and the Industrial Workers of the World.
- Students will examine key labor events including the Haymarket affair, the Pullman Strike and the International Ladies Garment Workers' Union strike.
- Students will investigate reformers and muckrakers such as Jane Addams, Florence Kelley, W. E. B. du Bois, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the key issues in the individual's work and the actions that individual took or recommended to address those issues.
- Students will explore leaders and activities of the temperance and woman's suffrage movements. Students will investigate the Triangle Shirtwaist Fire and the legislative response.

8.4e After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.

Skill Activities:

- Students will investigate the efforts of women suffragists and explain the historical significance of the 19th amendment.
- Students will examine the reasons for and effects of prohibition on American society.
- Students will explore the changes in American culture after World War I, including an examination of the Harlem Renaissance and other changes in New York City.

8.9b The civil rights movement prompted renewed efforts for equality by women and other groups. Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled, and the LGBT community.

Ninth Grade: Global History and Geography I

9.1a The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semisedentary lifestyles. Students will analyze the political, social, and economic differences in human lives before and after the Neolithic Revolution, including the shift in roles of men and women.

9.2b Belief systems were often used to unify groups of people, and affected social order and gender roles.

Skill Activity:

- Students will examine similarities and differences between Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism regarding their effects on social order and gender roles.

Tenth Grade: Global History and Geography II

10.2b Individuals used Enlightenment ideals to challenge traditional beliefs and secure people's rights in reform movements, such as women's rights and abolition; some leaders may be considered enlightened despots.

Skill Activities:

- Students will explore the influence of Enlightenment ideals on issues of gender and abolition by examining the ideas of individuals such as Mary Wollstonecraft and William Wilberforce.
- Students will examine enlightened despots including Catherine the Great

10.3d Social and political reform, as well as new ideologies, developed in response to industrial growth. Students will investigate suffrage, education, and labor reforms, as well as ideologies such as Marxism, that were intended to transform society.

10.4a European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons.

Skill Activity:

- Students will explore imperialism from a variety of perspectives such as those of missionaries, indigenous peoples, women, merchants/business people, and government officials.

10.8 TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION:

10.8a Cultures and countries experience and view modernization differently. For some, it is a change from a traditional rural, agrarian condition to a secular, urban, industrial condition. Some see modernization as a potential threat and others as an opportunity to be met.

Skill Activity:

- Students will investigate the extent to which urbanization and industrialization have modified the roles of social institutions such as family, religion, education, and government by examining one case study in each of these regions: Africa (e.g., Zimbabwe, Kenya, Nigeria, Sierra Leone), Latin America (e.g., Brazil, Argentina, Chile, Mexico), and Asia (e.g., China, India, Indonesia, South Korea).

10.8b Tensions between agents of modernization and traditional cultures have resulted in ongoing debates within affected societies regarding social norms, gender roles, and the role of authorities and institutions.

Skill Activity:

- Students will investigate, compare, and contrast tensions between modernization and traditional culture in Turkey under the rule of Kemal Atatürk and in Iran under the Pahlavis and the Ayatollahs.

Eleventh Grade: United States History and Government

11.2b Failed attempts to mitigate the conflicts between the British government and the colonists led the colonists to declare independence, which they eventually won through the Revolutionary War, which affected individuals in different ways.

Skill Activity:

- Students will examine the impacts of the Revolutionary War on workers, African Americans, women, and Native Americans.

11.2c Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Cons

Skill Activity:

- Students will examine the rights and protections provided by the Bill of Rights and to whom they initially applied.

11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865)

11.3a American nationalism was both strengthened and challenged by territorial expansion and economic growth.

Skill Activity:

- Students will examine the market revolution, including technological developments, the development of transportation networks, the growth of domestic industries, the increased demands for free and enslaved labor, the changing role of women, and the rise of political democracy.

11.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.

Skill Activities:

- Students will investigate the development of the abolitionist movement, focusing on Nat Turner’s Rebellion, Sojourner Truth, William Lloyd Garrison (*The Liberator*), Frederick Douglass (*The Autobiography of Frederick Douglass* and *The North Star*), and Harriet Beecher Stowe (*Uncle Tom’s Cabin*).
- Students will examine the emergence of the women’s rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott, and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848)

11.4b The 14th and 15th amendments failed to address the rights of women.

Skill Activities:

- Students will examine the exclusion of women from the 14th and 15th amendments and the subsequent struggle for voting and increased property rights in the late 19th century.
- The students will examine the work of Susan B. Anthony.

11.5b Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts.

Skill Activities:

- Students will examine the attempts of workers to unionize from 1870 to 1920 in response to industrial working conditions, including the Knights of Labor, the American Federation of Labor, the American Railway Union, the International Ladies Garment Workers’ Union, and the Industrial Workers of the World, considering actions taken by the unions and the responses to these actions.
- Students will examine the efforts of the woman’s suffrage movement after 1900, leading to ratification of the 19th amendment (1920). → Students will trace the temperance and prohibition movements leading to the ratification of the 18th amendment (1919).
- Students will trace reform efforts by individuals and the consequences of those efforts, including: • Jane Addams and Hull House • Jacob Riis’ *How the Other Half Lives* • New York Governor Theodore Roosevelt and the Tenement Reform Commission • Upton

Sinclair's *The Jungle* and the Meat Inspection Act • Margaret Sanger and birth control • Ida Tarbell's *The History of the Standard Oil Company* • Ida Wells and her writings about lynching of African Americans • Booker T. Washington's contributions to education, including the creation of Tuskegee Institute

11.6c World War I had important social, political, and economic effects on American society.

Skill Activity:

- Students will investigate the effects of mobilization on the United States economy, including the role and contributions of women and African Americans in the war effort.

11.7 PROSPERITY AND DEPRESSION (1920 – 1939):

11.7a The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values.

Skill Activities:

- Students will examine the cultural trends associated with the Roaring Twenties, including women's efforts at self-expression and their changing roles.
- Students will examine the impact of Prohibition on American society.

11.8b United States entry into World War II had a significant impact on American society.

Skill Activity:

- Students will examine the contributions of women, African Americans, Native Americans, Asian Americans, Mexican workers, and Mexican Americans to the war effort, as well as the discrimination that they experienced in the military and workforce.

11.10b Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.

Skill Activity:

- Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Modern women's movement (e.g., *The Feminine Mystique* [1963], National Organization for Women, Equal Pay Act and Title IX, *Roe v. Wade*)

Twelfth Grade: Participation in Government and Civics

12.G2 CIVIL RIGHTS and CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights that have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.

12.G2a Equality before the law and due process are two fundamental values that apply to all under the jurisdiction of the United States. While the United States legal system aims to uphold the values

of equality before the law, due process, human dignity, freedom of conscience, inalienable rights, and civility, the extent to which the legal system upholds these values in practice is an issue of ongoing civic debate.

12.G2b The Constitution aims to protect, among other freedoms, individual and group rights to freedom of speech, freedom of the press, freedom of assembly, freedom of petition, and freedom of religion. The extent to which these ideals exist in practice and how these protections should be applied in a changing world continues to be an issue of ongoing civic debate.

12.G2d The definition of civil rights has broadened over the course of United States history, and the number of people and groups legally ensured of these rights has also expanded. However, the degree to which rights extend equally and fairly to all (e.g., race, class, gender, sexual orientation) is a continued source of civic contention.

Twelfth Grade: Economics, The Enterprise System and Finance

12.E3 THE IMPACT OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY:

12.E3b The government's evolving role in protecting property rights, regulating working conditions, protecting the right to bargain collectively, and reducing discrimination in the workplace has attempted to balance the power between workers and employers. This role shifts in response to government's need to stimulate the economy balanced against the need to curb abusive business practices.

12.E3e The degree to which economic inequality reflects social, political, or economic injustices versus individual choices is hotly debated. The role that the government should play in decreasing this gap, including the variety of government programs designed to combat poverty, is debated as well.

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