

# Contemporary America: Women's Rights

## Objectives:

Students will know and be able to:

- evaluate the changes on women's lives since 1950
- determine whether or not Title IX should be kept, revised or eliminated
- understand the impact of Title IX on high school and collegiate athletics
- identify and explain the factors that led to the defeat of the Equal Rights Amendment

## Day 1

Topic: Introduction

Unit Focus Question: How have women's lives changed from the 1950's to the present day?

- Activity:
- Respond to and discuss focus question
  - Examine excerpt from 1950's textbook, "How to be a good wife?"
  - Show video, "A Century of Women: Work and Family." Students will view last portion from 1950's to present and respond to video guide.

- McRah Strategies:
1. Use of primary documents
  6. Use of conceptual questions to organize lecture materials
  8. Media/Multimedia/Technology

## Day 2-3

Topic: Title IX and Women's Sports

- Activity:
- Students will respond to the question, "How can participation in sports affect how women are viewed socially?"
  - Students will view a series of slides comparing women athletes over time, followed by a lecture via powerpoint on the origins and intent of Title IX
  - Students will view video, "Dare to Compete" and identify positive accomplishments made by women athletes after passage of Title IX.

-Students will read one of two editorials from the USA Today about Title IX and its effect on interscholastic athletics. They will then compile a pro/con list to be discussed with the class

-Concluding questions:

1. Has it helped women since its implementation? If so, how?
2. Does it discriminate against male athletes? If so, how?
3. Should it be kept, revised or eliminated?

McRah Strategies: 

1. Use of primary documents
3. Use of “doing history” classroom activities: use historical fact as evidence for argument
6. Use of questions to organize lecture material
7. Interactive note-taking
8. Media/Multimedia/Technology

Assignment-Day 2: Read article from Current Events entitled, “Fair Game.” Students should write a one paragraph response to the “Consider This?” question.

Day 3: Students will take the information from the class activity and craft a letter to the editor of a newspaper where they give their position on Title IX. Should it be kept, revised or eliminated? They must support their position with evidence from class discussion and the editorials. For a list of newspaper to write to, consult [http://www.mhslake.net/teachers/tkuhn/mr\\_kuhn.htm](http://www.mhslake.net/teachers/tkuhn/mr_kuhn.htm)

#### **Day 4**

Topic: Equal Rights Amendment

Activity: -Students will prepare to answer the document-based question. “Why was the Equal Rights Amendment Defeated?”

-Students will complete “Hook” Exercise on equality

-Students will read the Background Essay and discuss the E.R.A. in the context of the 1970’s

-Students will predict what documents they expect to accompany this question

Assignment: Student will examine documents A-D and answer 4 questions:

1. Is there anything about the proposed 27<sup>th</sup> amendment that might be controversial?
2. For supporters of the ERA is Document B good news, bad news, or mixed news?
3. Does Document C help explain why the ERA failed? Explain.
4. What generalizations can be made about the ratification map?

McRah Strategies:

1. Use of primary documents and document based question
3. Use of “doing history” classroom activities: present more than one cause for historical events
4. Use of “doing history” research assignments
7. Use of graphic organizers

### Day 5

-Students will discuss answers to the homework questions.

-Instructor will then analyze Documents E and F as a class. Students should then complete a document analysis sheet for each document, as modeled by the teacher. Then individually, or in pairs, students will work through the remaining documents.

Assignment: Students should write their essay, using the background essay as well as the documents to support their answer.

McRah Strategies:

1. Use of primary documents and document based question
3. Use of “doing history” classroom activities: present more than one cause for historical events
4. Use of “doing history” research assignments
7. Use of graphic organizers

### **Middle School Modification:**

Middle school teachers can use the short version of the document-based question, while high school teachers should use the long version.

# Immigration

## Day 6

Hand out the “What Do You Think?” survey for students to fill in. This will allow them to think about their ideas about immigration before we proceed any further. Collect and keep for reference at the end of the five days.

Discuss the term “The American Dream” for you. What does this mean to you? If you could express this dream in one word, what would it be? Discuss ideas. List on board

Read Richard Cortez’s brief article.

Can it be defined? Why, or why not?

Create a T chart on notebook paper. We are going to organize the information we come in contact with throughout our study of immigration according to the pros and cons of immigration on America.

Hand out Jack Anderson’s article, “They Still Come to America”. What are people today looking to find in America?

Decide whether or not Mr. Anderson feels immigration is good or bad for the United States. Write a paragraph, using correct form, discussing your opinion. Be sure to include specific ideas to support your belief from his story.

Discuss ideas presented. Collect paragraphs.

**HW:** Work on T chart by noting pros and cons of immigration mentioned in article

## Day 7

Hand out the text reading on “The Debate Over Immigration”, the timeline from the Ellis Island web site, questions, and U. S. map.

Students need to read the four pages of text and study the map to answer the question sheet and fill in areas on the map.

**HW:** Complete map and questions, if not done in class. Add other notes to T chart.

## Day 8

Review information from questions and placement of groups on maps. Collect assignment, not text reading.

Take a look at the most current comprehensive immigration law from 1990 in the article from the *San Francisco Chronicle* and the additions from the NATIONAL

IMMIGRATION FORUM. How have immigration laws changed during this decade?

H.O. the two post-9/11 articles. Compare this with the trends shown in the above articles. What has happened to immigration as a result of the terrorist attacks? Why?

**HW:** Over these two days, students should familiarize themselves with the packet on 4 Immigration Options. Choose the Option you agree with the most based on our readings and the T chart notes. Add other relevant ideas to those given. Write two paragraphs that discuss the reasons for your choice. Make sure you include information from the news articles we have read and the video we watched. Be ready to debate your choice on Day 10.

### Day 9

We are going to continue our collection of information on the pros and cons of immigration by watching the video *48 Hours—Slamming the Door*, which presents the pros, cons, and treatment of immigrants in today's society. Take notes on the positives and negatives of immigration that you see presented in the video.

**HW:** Hand out these articles: Destination Chicago; Immigrants Put Their Stamp on Suburban Housing, Buying up to 20% of New-Construction Homes". John Handley, *Chicago Tribune*, May 11, 2003; "Crossing Border for Birth Rights; Parents pursue U.S. Citizenship". Anna Gorman. *Chicago Tribune*, April 30, 2003; "Immigrants Here in Record Numbers; Study Finds Major Shift to Suburbs". Oscar Avila and Colleen Mastony, *Chicago Tribune*, June 16, 2003.

Using the information in these articles as further ammunition (add some to your T charts), complete your position paragraphs for tomorrow's Immigration Debate. Remember to cite which resources were used to obtain supporting details for your stand.

### Day 10

Set up the room in 4 corners. Students sit in the section they chose as their position.

After a discussion, students in each group must select a spokesperson who will present their pertinent points from all the paragraphs.

Each group will have 5 minutes to present their side to the class without interruption. Questions may be asked by opposing groups based on the points presented for 3 minutes. Then we move on to the next group.

Students may change groups during the presentations, if they feel another group's ideas make more sense after a presentation.

Collect paragraphs on selected stand.

**HW:** Revisit the original survey you took in the beginning of our study. As a result of our study of immigration, have any of your opinions changed? Have any been strengthened? On the back of the sheet, in a few sentences tell me how your ideas of immigration have been impacted.

### **Day 6**

What do you think? Survey on Immigration  
The American Dream discussion  
Create a pro/con T chart  
Read Anderson's article

### **Day 7**

Text reading, time, questions/map activity "The Debate Over Immigration"  
HW: Complete activity/add to T chart

### **Day 8**

1990 Immigration Law and additions throughout the decade  
Post 9-11 articles on impact of terrorism on immigration  
Compare/Contrast  
HW: Begin deciding where you stand on the immigration debate  
Choose a position for a class debate

### **Day 9**

Video *48 Hours—Slamming the Door*  
Continue adding notes to T chart on positives and negatives presented in video.  
HW: Hand out news articles for more pros and cons to add to T chart  
Write a two-paragraph support paper on you stand on immigration for tomorrow's debate.

### **Day 10**

Debate

Set up the room in 4 corners. Students sit in the section they chose as their position.

After a discussion, students in each group must select a spokesperson who will present their pertinent points from all the paragraphs.

Each group will have 5 minutes to present their side to the class without interruption. Questions may be asked by opposing groups based on the points presented for 3 minutes. Then we move on to the next group.

Students may change groups during the presentations, if they feel another group's ideas make more sense after a presentation.

**HW:** Revisit the original survey you took in the beginning of our study. As a result of our study of immigration, have any of your opinions changed? Have any been strengthened? On the back of the sheet, in a few sentences tell me how your ideas of immigration have been impacted.

# LET FREEDOM RING?

## How people effect change

# Terrorism

Goals--- To enhance student understanding of terrorism and how it has effected changes in the USA

Objectives--- Students will : be able to compose their own logical definition of terrorism  
understand the various causes of terrorism  
apply critical thinking skills in evaluating changes in American society  
be able to analyze terrorism utilizing other perspectives

Day 1 (11) Opener On the chalkboard, as students enter the classroom is the word  
TERRORISM.

As class starts, ask the students what images, thoughts or ideas come into their mind when they think of this word. Share responses. (5 min)

Teacher--- On the chalkboard, add “What is” and a question mark “?” to the word  
TERRORISM on the chalkboard. Ask the students to quietly write their answers in their journals/notebooks.

(5 min) Call on students to share their responses. Write some of these definitions on the chalkboard. Should be enough information for class to agree on a definition (Some teacher assistance) Have students copy this definition into their journals/notebooks. (10 min)

Teacher--- Question #2 (write on chalkboard/ overhead) “What are the reasons or goals of groups who commit acts of terrorism?” Have students quietly journal their responses. (5 min)

Call on students to share their responses. Jot these down on the board or overhead.

Can these be organized as being POLITICAL, SOCIAL(religious) or ECONOMICAL ?

Create a Graphic Organizer based on students’ responses. Have students copy this into their journals/notebooks. (10--12 min)

Closure--- Explain homework handout. Prior knowledge questions, different definitions of terrorism, brief historical overview of terrorism including a timeline. To be checked Tuesday.

Day 2 (12) Check homework papers for completion. Ask students if this helped them gain a better understanding. Questions/concerns? Show students the State Department’s video on terrorism. (7 min) Worksheets that assist students with organizing notes/information from video. Check and review (10 min) Selected Reading from *The Challenges of Terrorism*



“*Why do they hate us?*” reading questions to be discussed in class. (15 min)

Time should allow to distribute 2 different reading assignments. Half the class should get

“*What is Terrorism?*” and the other half “*Terrorism in the 21<sup>st</sup> Century*”.

Each reading assignment includes questions to answer as well as the questions from the other reading assignment for students to fill in on Wednesday.

Closure --- Explain that this will be completed as homework and the two groups will share their answers to the reading questions with each other in class on Wednesday.

Day 3 (13)                      Students will share the main points of their reading assignments, what they found most interesting, questions they formulated as well as the reading focus questions with each other.

(20 min)            Different perspectives/ viewpoints Editorials on the War on Terrorism from US, Israeli and Arab newspapers. Divide editorials evenly among class or create 3 groups. Provide focus questions on viewpoints//perspectives for students. Students will discuss the different perspectives and offer their opinions on the causes of the differences. (25 min)

Homework ---- Analysis of political cartoons from world newspapers. Students will record their answers on an accompanying worksheet and discuss their interpretations. Cartoon subject matter is about the War on Terrorism and changes taking place within American society.

Day 4 (14)                      Check homework assignment for completion. Discuss student interpretations. (10 min)

(See NOTE under homework)            Terrorist Organizations.

A list of 35 active terrorist organizations that have attacked

Americans or American interests as compiled by the US State Department. (1997)

Each student will be given one fact sheet. Students will determine geographical location, objective/goal of terrorist organization, selected targets of organization and speculate on level of threat to US. Objectives/goals will be quantified as either political, social or economical. Students also will compare findings to determine which global regions have the greatest amount of terrorist activity.

Teacher ---- Use a graphic organizer on chalkboard or overhead to record student responses.

Alternative Assignment (Higher Level) Each student is given a copy of Osama bin Laden's fatwa from

Feb. 23, 1998 *Jihad Against Jews and Crusaders* and President George W. Bush's Sept. 20, 2001

*Address to the Nation*. Questions to consider: How does each see the enemy? Why is war justified?

Homework ---- each student is given a reading assignment "*The Price of Security*" and questions to answer based on the reading. NOTE --- Depending on student ability and/or choice the day's planned activity can be switched with the reading assignment.

Day 5 (15) Discussion of homework questions OR Use graphic organizer to record student findings.

(10 –15 min) Students have seen many ways people have effected changes in the US. In groups of two, students will ; determine a grievance they have with their school ( What one thing would they like to change); create a name for their organization; design a logo for their organization and be able to explain the meaning behind it; determine whether their grievance is political, economical or social in nature; and most important, relate/explain how they could accomplish their objective within the laws of this country. Would/could terrorist activity accomplish their goal? Hypothesize what changes would occur within their school if their group engaged in terrorist activity. Which is the better method to accomplish their group's goal? Explain.

(30 min) End of week quiz (10 min) To be collected.