

SOCIAL STUDIES DEPARTMENT

GRADE 7: VOICES OF AMERICA

Contact Information

Lynne Bover
Building Department Leader, Social Studies
R. J. Grey Junior High School
16 Charter Road
Acton, MA 01720
lbover@mail.ab.mec.edu

The Department's Educational Philosophy and Guiding Principles

The goal of the Social Studies Department is to provide students with the information and skills necessary to act as responsible global citizens. To achieve this goal we facilitate the process whereby students develop an understanding of American culture. Culture includes the unique characteristics of American society – its social structure, economic system and political organization. An understanding of American society must be grounded in a knowledge of the general patterns of western civilization from which American culture evolved. In an age of increasing global interconnectedness, it is vital to develop an awareness of and appreciation for other cultures.

We believe that:

- Students learn best in a safe and comfortable learning environment that fosters mutual support, respect of differences, and active participation in the educational process.
- Students and teachers should be partners in the learning process.
- Students should be provided learning experiences that involve higher-level thinking and multiple learning styles.
- Students should be provided opportunities to connect the curriculum to something relevant in their own lives.
- Students should have opportunities to construct their own meaningful, relevant learning experiences.
- Students who have opportunities to better understand and reflect upon their own experiences are better equipped to more deeply understand the experiences of others.
- Students will be better prepared for the larger community and become active and thoughtful citizens when they believe that they have an important voice.

The social studies curriculum was carefully created to help students through the complicated transition to adolescence and our junior high school. It has been revised many times and continues to be revised to meet the changing needs of our increasingly diverse school and society. The course is purposefully designed to create an environment in which all young people feel valued and respected. Lessons encourage students to think critically, be respectful of differences, individuality and varied points of view. By studying the experiences of individuals and groups during different periods in American history in Grade 7 and World Cultures in Grade 8, students are able to draw connections between their own lives and those of others.

VOICES OF AMERICA

GRADE 7

Course Frequency: This course meets every day for the entire school year.

Credits Offered: N/A

Prerequisites: N/A

Background to the Curriculum

Seventh grade is a challenging crossroads between childhood and adulthood. Students undergo tremendous changes. Here in Acton-Boxborough, seventh grade is especially challenging because students are making the transition from small familiar elementary schools to a larger, more complex and more diverse junior high school. The experience of coming from five different elementary schools to the junior high can be anxiety provoking for many students who are worried about their perceived differences and about “fitting in.” Increasingly, RJ Grey students come to the junior high school from many different backgrounds and experiences. Perhaps more so than in any other time in their lives, these young adolescents are struggling with issues of identity and acceptance.

Adolescence is a time when many students are preoccupied with who they are and how they fit into their school, community, and world – the ideal time to explore a curriculum focused on identity and the experiences of individuals and groups in American society.

The social studies curriculum was carefully created to help students through the complicated transition to adolescence and our junior high school. It has been revised many times over the last fifteen years and continues to be revised to meet the changing needs of our increasingly diverse school and society. The course is purposefully designed to create an environment in which all young people feel valued and respected. Lessons encourage students to think critically and to be respectful of differences, individuality and varied points of view. By studying the experiences of individuals and groups during different periods in American history, students are able to draw connections between their own lives and those of others.

Core Topics/Questions/Concepts/Skills

Unit I: Understanding Ourselves

Essential Questions

1. What are the factors that shape our identities, our perceptions, and how we are perceived?
2. What does it mean to be an active citizen?
3. What is the American Dream vs. the American Reality?

Essential Understandings

1. There are numerous factors that shape our identities and that, in turn, affect how we see the world, and how the world sees us.
2. The American Dream consists of liberty, equality, justice, and opportunity for all.
3. The shadow over the American Dream is that some individuals and groups have access to the dream and others do not.
4. Active citizenship in its many forms is essential in protecting our democratic society.

Critical Thinking Skills Introduced

1. Identifying cause and effect relationships
2. Identifying and using supporting evidence (facts, quotes, statistics) to back up answers, opinions, and conclusions, and to make predictions
3. Summarizing information to draw conclusions
4. Comparing and contrasting

Study/Organizational Skills

1. Keeping an organized social studies notebook
2. Using a plan book
3. Identifying study strategies for quiz/test preparation
4. Using a rubric to guide longer-term assignment and project completion

Writing Skills

Writing a paragraph

1. Writing a topic sentence
2. Using supporting evidence
3. Writing a closing/clincher sentence
4. Summarizing
5. Writing a conclusion statement

Unit II: A Nation of Change

Essential Questions

1. What is the American Dream versus the American Reality?
2. What has contributed to the shadow over the American Dream?
3. How can active citizenship bring about change?

Essential Understandings

1. The American Dream consists of liberty, equality, justice, and opportunity for all.
2. The shadow over the American Dream is that some individuals and groups have had access to the Dream and others have not.
3. Numerous factors, such as stereotyping, prejudice, discrimination, economic competition, and the distribution of power, have contributed to the shadow over the Dream.
4. Through political organizing, debating, voting, petitions, town meetings, etc., active citizenship can bring about change.
5. Over time, groups once excluded have been able to gain access to the Dream.

Critical Thinking Skills Introduced

1. Making inferences
2. Drawing conclusions

Critical Thinking Skills Reinforced

1. Identifying cause and effect relationships
2. Identifying and using supporting evidence (facts, quotes, statistics) to back up answers, opinions, inferences, conclusions and predictions
3. Summarizing information to draw conclusions

Study/Organizational Skills Reinforced

1. Keeping an organized social studies notebook
2. Using a plan book
3. Identifying study strategies for quiz/test preparation
4. Using a rubric to guide longer-term assignments and project completion

Writing Skills Reinforced

Writing a paragraph

1. Writing a topic sentence
2. Using supporting evidence
3. Writing a closing/clincher sentence
4. Summarizing
5. Writing a conclusion statement

Course-End Learning Objectives

<u>Learning objectives</u>	<u>State standards, where applicable</u>
<p><u>Unit I: Understanding Ourselves</u> (September – December; 16 weeks)</p> <p>I: Creating a Safe and Respectful Community</p> <ul style="list-style-type: none">A. Identify teacher’s and students’ behavioral and academic expectations for one another.B. Draft a student-generated team constitution, with the goal of creating a safe and respectful community. <p>II: Where am I?</p> <ul style="list-style-type: none">A. The compass rose: cardinal and intermediate pointsB. Locate your home on a map of Acton and Boxborough.C. Use primary and intermediary directions to locate relative, significant landmarks in Acton and Boxborough, such as: schools, recreation areas, libraries, etc. (Resource: <i>Hometown Geography</i>).D. Locate Acton and Boxborough on a map of Massachusetts.E. On a U.S. map, locate and label<ul style="list-style-type: none">1. the fifty states2. the eight regions: the Northeast, Mid-Atlantic, South, Midwest, Southwest, Great Plain, Rocky Mountains, Pacific (Resource: Regional Road trip Project and Postcard assignment)F. On a world map, locate and label:<ul style="list-style-type: none">1. the four hemispheres2. the seven continents3. the five oceans, Mediterranean Sea, Persian Gulf	<p><i>The standards are in “bold”; the non-bold numbers indicate concepts/skills (i.e., grade 7, #4)</i></p> <p>5.5 Identify the location of the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres. (G)</p>

4. the Equator and Prime Meridian
5. the two poles

III: Who am I?

- A. Draw the conclusion that we all come from many different backgrounds and types of families.
- B. Identify one's names as one of the first things one thinks about when asked, *Who are you?*
- C. Define *identity* as one's sense of self and who one is.
- D. Draw conclusions about identity:
 1. There are many factors that shape identity, including: name, religion, age, gender, family, ethnicity, personal experience, interests, abilities, etc.
 2. We share many similarities and things in common.
 3. Each of us is unique -- no two people are exactly the same.
 4. We often are most aware of those parts of our identities that make us feel different from the majority of people we are with. (*Majority* = the larger group: more than half the people in the group; *minority* = the smaller group: less than half the people in the group.)
 5. We often don't think as much about those pieces of our identity that are similar to the majority of the people we are with.
- E. Define *diversity* as differences among people in a society, *pluralism* as encouraging diversity, and *conformity* as when an individual or group tries to be like another individual or group often at the expense of his or her own individuality -- and the pros and cons of each.
- F. Define *stereotype*, *prejudice* and *discrimination*, and the cause and effect relationship between them. (Regional stereotypes may be a bridge.)
 1. **Stereotype**: a frozen **idea** of a group or person that labels all of its members with the same characteristics.

4.15 Describe the diverse nature of the American people.

2. **Prejudice:** a strong **feeling** or **attitude** against a person or group, not based on facts or knowledge, often based on stereotypes.
 3. **Discrimination:** treating one person or group differently from the way you treat another; usually unfair treatment.
Discrimination is the **action** one takes based on **feelings** of prejudice.
- G. Conclude that stereotypes, prejudice and discrimination can affect the experiences of an individual with a particular identity. (Resource: Mickey Mouse Monopoly, *Lunch Date* video)

IV: Who are We?

- A. Define and distinguish between primary and secondary sources and evaluate their advantages and disadvantages.
- B. Recognize that one makes inferences when using primary sources. (Resource: *Making Inferences*)
- C. Conclude that the status of colonial women was subordinate to that of men in Colonial America. (Resource: *Did the Revolution Change the Status of Women? Letters from Abigail Adams*)
- D. Define *value* as a core, motivating **belief** that guides your thoughts and actions.
- E. Identify the values of the American Dream as liberty, justice, equality, and opportunity as found in the *Declaration of Independence*.
- F. Recognize that the Declaration of Independence is a primary source document.
- G. Conclude that the status of women in the early days of America did not change.
- H. Examine identities of the signers of the Declaration of Independence as the *Table Setters* and identify shared parts of their identities.
- I. Identify various forms of world governments.

USG.2.6 Define and provide examples of fundamental principles and values of American political and civic life, including . . . diversity.

USG.2.6 Define and provide examples of fundamental principles and values of American political and civic life . . .

USI.3 Explain the influence and ideas of the Declaration of Independence . . . (H, C)

5.24 Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles. (C)

5.9 Explain the reasons that the language, political institutions, and political principles of what became the USA were largely shaped by English colonists . . . (H, C)

USG.2.5 Explain how a shared American civic identity is embodied in founding-era documents and in core documents of subsequent periods of United States history.

- J. Define a *democratic republic* as a form of government in which people make decisions through the election of representatives; identify the U.S. as a democratic republic.
- K. Identify that a democratic republic is the form of government chosen by the Founding Fathers when they created the government of the United States.
- L. Identify the U.S. Constitution as the foundation/structure of the government of the United States.
- M. Identify the First Ten Amendments to the Constitution as the *Bill of Rights* and the liberties they guarantee.
- N. Trace and connect the specific grievances found in the Declaration of Independence to the liberties and protections found in the Bill of Rights. (*Resource: Values in Action*)
- O. Identify contemporary examples of the Bill of Rights.
- P. Explore the implications of diversity and conformity for individuals and society. Read story: *Harrison Bergeron*.
 - 1. Discuss themes of diversity and conformity, the relationship between the individual and society, and the importance of active citizenship in a free society.
- Q. Identify paths members of American society can take to voice their opinions and/or affect change: vote, perform community service, participate in town meetings, engage in debate, write a letter to a newspaper or elected official, organize a protest, write a petition, run for office, etc., and the importance of being an informed and active citizen.
- R. From the video, *A Place at the Table*, identify groups who did not have full access and opportunity to participate in American society, including women, people of color, immigrants, Native Americans, openly gay individuals, and religious minorities. (*Resource: Self Portrait*)
- S. Recognize that some individuals and groups continue to work toward realizing their American Dream.

Gr. 7, #4. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H)

5.26 Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791. (H, C)

USI.9B Explain . . . the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures the rights to persons accused of crimes.

5.27 Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time and give examples of how they continue to do so today. (H, C)

USI.19 Explain the rights and responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (H, C)

USG2.8 Analyze issues involving liberty in conflict with equality, liberty in conflict with authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.

T. Express student's own vision of the American Dream (Resource: Self Portrait)

Unit II: A Nation of Change (January through June)

I: Early America and Americans

- A. Identify Native Americans as the first Americans who populated the Americas for thousands of years prior to 1600.
- B. Identify how the arrival of European settlers to the east coast of modern day America led to the forced resettlement of Native Americans.
- C. Identify that the majority of European settlers were mostly white, British, Protestant farmers.
- D. Infer that by 1750 and continuing into the early 1800's, the Native Americans were relocated from the Northeast, Southeast, and Midwest to territories in the west, eventually west of the Mississippi River. (Resources: Historical maps)
- E. Identify Andrew Jackson as the president who decided to move the Cherokees to reservations in the West, following the discovery of gold in Georgia. Under his leadership, the government gained the right to move the Indians west of the Mississippi River to Oklahoma. This act was in violation of the Supreme Court ruling, which ruled in favor of the Cherokee.
- F. The Indian Removal Act codified common practices since settlers arrived.
- G. Infer that thousands of Cherokees died in the Trail of Tears from cold, disease and starvation. Resources: Trail of Tears, primary and secondary readings; painting, "Trail of Tears" by Robert Lindneux
- H. From primary source readings, infer that the Cherokee tried to conform and were unsuccessful in their efforts to keep their land.
- I. Identify the importance of looking at many different sources when using primary and secondary sources.

- J. Infer that the population of the Native Americans was greatly reduced in the 1800s. Resources: Historical Maps
- K. Infer possible reasons why the Native Americans were not counted in the first Census of the U.S. in 1790.
- L. Identify African Americans as one of the earliest immigrant groups to our country in 1619 -- the only group to come by force.
- M. Infer that African American slaves were *dehumanize*. (Define *dehumanization* as making a person feel more like an animal than a real human being.) Resources: Primary sources: “The Raffle,” “Slave Ship Diagram,” “The Story of Solomon Northrup”
- N. Infer from the poem, *We Wear the Mask*, that the role of the mask in responding to acts of discrimination was to make Black Americans feel safer and less noticed by the white power structure.

II: The Industrial Revolution

- A. Identify the importance of agriculture and farming in the life and economy of the nation at its inception and the role of enslaved men and women in the South at the beginning of the 18th Century.
- B. Identify the Industrial Revolution of the 1800s as a time of tremendous change in America, both for the United States as a nation and for the worker, as the country changed from an agricultural nation to an industrial nation.
- C. Identify mill girls as a significant labor force in the early industrial North from the 1830s to mid 1840s, who were replaced by Irish immigrants.
 - 1. Identify the changing identity of Yankee farm girl to mill girl.
 - 2. Identify the Potato Famine as a major push of Irish emigrants in the mid 1840s.
- D. Conclude that we are a nation of immigrants, forced and voluntary.

Gr. 7, #5. Identify multiple causes and effects when explaining historical events. (H)

USI.27 Explain the importance of the Transportation Revolution of the 19th century, including the stimulus it provided to the growth of a market economy. (H, E)

USI.28D Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America . . . the roles of women in New England textile factories. (H, E)

USI.28B Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America . . . the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s. (H, E)

- E. Draw the conclusion that most immigrants came from Europe during the 19th and early 20th centuries
1. Identify Ellis Island as the port of entry for European immigrants.
- F. Define the terms *pushes* and *pulls*.
1. **Pushes:** Reasons for leaving one's country of origin.
 2. **Pulls:** Reasons that attract one to a specific country. Infer that the American Dream was a major *pull* for many immigrants.
- G. Define migrate, immigrate, emigrate, and refugee.
1. **Migrate:** to move from one place to another.
 2. **Immigrate:** to move to or enter a country for the purpose of living there permanently.
 3. **Emigrate:** to leave or exit a country with the purpose of living somewhere else.
 4. **Refugee:** a person who is unable or unwilling to return to his/her own home country for fear she/he will be persecuted because of his/her race, religious or political beliefs.
- H. Define the terms "Open Door" and "Closed Door" as they relate to Immigration policy.
- I. Identify the importance of the Seneca Falls Conference to the Women's Rights Movement.
1. Infer possible reasons why the Women's Rights Movement gained momentum during this time of industrialization.
 2. Identify the role the Abolitionist Movement played as a catalyst to the Seneca Falls Conference (World Anti-Slavery Convention, 1840).
 3. Compare and contrast the *Declaration of Independence* and *Declaration of Sentiments*.
 4. Predict effective strategies/tools to affect social change.
 5. Recognize that another eighty years would pass until women earned the federal right to vote (1920).

USII.2 Explain the important consequences of the Industrial Revolution. (H, E)

USII.3 Describe the causes of the immigration of Southern and Eastern Europeans . . . in the late 19th and early 20th centuries and describe the major roles of these immigrants in the industrialization of America. (H)

4.15C . . . major European immigrant groups who have come to America, locating their countries of origin . . .

6.E.2 Use map to locate countries and major cities in Europe.

4.15D . . . Asian immigrant groups who have come to America in the 19th and 20th centuries . . .

USII.3 Describe the causes of the immigration of . . . Chinese . . . in the late 19th and early 20th centuries and describe the major roles of these immigrants in the industrialization of America. (H)

- J. Infer the important effects that the Industrial Revolution and immigration had on one another.
1. Immigration provided cheap labor for America to industrialize.
 2. Jobs in factories provided opportunities for new immigrants.
 3. By 1900, the US had become the largest producer of goods in the world; this meant even more jobs for immigrants.
 4. The Industrial Revolution and immigration were directly related; each caused the other to grow.
 5. People willing to work for lower and lower wages led to poor living conditions and inhumane working conditions for immigrants.

III: Immigration: 19th and Early 20th Century

- A. Draw the conclusion that conformity and conflict often went hand in hand for many immigrants.
1. Draw the conclusion that America is a country where each immigrant group makes contributions to the overall American society and becomes *Americanized* in the process.
 2. Define *nativism* as the belief that white, Protestant, native-born Americans were superior to the incoming immigrants and were the *true* Americans.
 3. Identify the difficult choices that immigrants often had to make in becoming *Americanized*.
 4. Define *assimilation* as the process of changing parts of your identity and behavior to fit in more with the dominant culture.
 5. Identify some groups that currently wear a mask today, such as immigrants, Muslim-Americans, special education students, and gays and lesbians.
 6. Nativism is an example of an overgeneralization; overgeneralizations can lead to destructive actions.
 - a. Identify nativist and government reactions against the following three groups:

USI.32C Describe important religious trends that shaped antebellum America . . . the influence of these trends on the reactions of Protestants to the growth of Catholic immigration. (H)

- i. Irish (No Irish Need Apply)
- ii. Chinese (Angel Island & Chinese Exclusion Act, 1882)
- iii. National Origins Act (1924)

7. Identify that some native-born White Americans supported immigration. (Jane Addams, Katherine Maurer)

B. Identify the Chinese as a major immigrant group during the late 19th and early 20th centuries.

- 1. Identify the West Coast as the region of entry.

IV: Activism for Change

A. Define *activism* as the use of direct action in support of or opposition to an issue or cause.

B. Identify the *Progressive Era* as the period of the late nineteenth to the early twentieth century when there was a growing feeling amongst many Americans that if society's problems could be identified, they could be fixed; the creation of a better society was possible. During this period, the U.S. was experiencing many dramatic and rapid changes:

- 1. Dramatic growth in population as millions of immigrants poured into the country.
- 2. Dramatic change in workplace as industrialization grew.
- 3. Growing cities and growing poor.

C. Define *labor union* as an organization of workers formed to serve the workers' interests with respect to wages and working conditions.

D. Identify *The Jungle* as a novel that drew the nation's attention to the conditions in the meat packing industry and as an early example of literature that led to social change.

E. Identify the Triangle Shirtwaist Factory as an example of inhumane working conditions and the factors that could have prevented the devastation that occurred in the 1911 fire.

USII.8A . . . important Progressive leaders . . . Jane Addams.

5.27 Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today

US2.5 Explain the formation and goals of unions

- F. Identify the Bread and Roses Strike (1912) as an organized attempt by a labor union to make social change.
- G. Identify examples of successful strategies that activists have used, such as forming a union, striking, and publishing literature.

V: Justice at War - Japanese Internment Experience

- A. Identify Japanese-Americans as a relatively small immigrant group of the late 19th to early 20th century, when approximately 400,000 came to the U.S. between 1880 and 1920. The two most popular destinations were Hawaii and the Pacific Coast of the U.S.
- B. Identify the Japanese bombing of the U.S. naval base at Pearl Harbor on Dec. 7, 1941, as the event that precipitated **the United States' entry into W.W. II.**, President Roosevelt's signing of *Executive Order 9066*, and the eventual internment of Japanese Americans and Japanese immigrants.
- C. Define *habeas corpus*; identify amendments of the Bill of Rights and specific sections of these amendments that one could argue were violated by the internment of people living in the U.S.
- D. Compare the establishment of Japanese Internment Camps to current national security issues, such as the *Patriot Act* and the detention of "enemy combatants" at Guantanamo Bay.
- E. Based on the Japanese internment experience and current events, weigh the balance between individual freedom and national security.
- F. Question the role of racism in the establishment of the Japanese Internment Camps, and why internment camps were not created on the east coast for Italians and Germans. Recognize that no Japanese American was ever convicted of sabotage or espionage against the U.S. during World War II.

<p>VI. Immigration Today</p> <p>A. Identify the Immigration Act of 1965.</p> <p>B. Form the conclusion that most immigrants since 1965 are Asian or Latino.</p> <p>C. Identify the Refugee Act of 1980.</p> <p>D. Identify modern day refugee groups and what is pushing them from their countries.</p> <p>E. Debate/discuss current immigration issues, which could include: who and how many immigrants to admit, illegal immigration, and the connection to national security.</p> <p>F. Identify the contributions that immigrants make to our country.</p>	<p>6.WA.2 Use map to locate countries and major cities in the Middle East. (G, E)</p> <p>6.CSA.2 Use map to locate countries and major cities in . . . Asia. (G, E)</p> <p>6.NEA.2 Use map to locate countries and major cities in . . . East Asia. (G, E)</p> <p>6.SEA.2 Use map to locate countries and major cities in the various regions of Southeast Asia . . . (G, E)</p> <p>4.15D . . . major Spanish speaking and Asian immigrant groups who have come to America in the 19th and 20th centuries . . . (H, G)</p> <p>4.27 On a map of North and South America . . . locate islands, countries, and major cities of Central America and the Caribbean Islands. (G, E)</p> <p>6.SAM.2 Use a map key to locate countries and major cities in the various regions of South America. (G, E)</p> <p>6.A.2 Use a map key to locate countries and major cities in [the various regions of] Africa. (G, E)</p>
--	--

Assessment

Assessment is used to analyze student performance over time and should include a variety of methods so that students with different learning styles have opportunities to demonstrate their understanding. Assessment should be diagnostic and used to develop strategies that lead to improved student performance. Students should be actively involved in the assessment process through self-evaluation and reflection. They should be given expectations, goals and criteria for assessment before any major assignment or project.

Our philosophy of learning, teaching and assessment has implications for the type of work we expect students to do. At a time when young adolescents are consciously beginning to think more abstractly and sharpen their analytical skills, students are expected to apply complex thinking skills, such as making inferences, and learn to support their arguments, opinions, conclusions and answers with evidence. They learn that history is a collection of primary and secondary sources expressing many different points of view.

Primary sources, both visual and verbal, allow students to learn through the use of real-world resources, which make the learning process discovery-based. Though the process is more difficult, it is also more rewarding as students learn to construct knowledge for themselves out of the primary sources. Students are expected to generate responses and complete projects, applying their complex thinking skills and knowledge. They are learning to work more responsibly and independently, as they learn to set benchmarks for longer-term assignments and projects. Students are also expected to contribute.

Technology and Health Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills &/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
1]	
2]	

Materials and Resources (Titles in quotation marks are handouts unless otherwise noted.*)**

Unit I Resources

- That’s a Family!*, video and vocabulary handout
- “My Name”* by Sandra Cisneros from *The House on Mango Street*
- “My Name is Osama,” a short story by Sharifa Alkhateeb and Steve S. Lapham from *Middle Level Learning*
- “Fear in the Open City” by Anika Rahman, from *The New York Times*
- “Little Things Are Big,” by Jesus Colon
- A Place at the Table*, video and handout
- Biographies of Continental Congress attendees
- “The Founding Fathers’ Message for Students” from *Adventure Tales of America*
- “Remember the Ladies” from *Adventure Tales of America*
- “Did the American Revolution Change Things for Women?”
- “The Resettlement of Native Americans”
- “The Land of the Red Apples” and “The Cutting of My Long Hair” from *The School Days of an Indian Girl* by Zitkala-Sa
- “The Trail of Tears: Clarissa Speaks”

The Trail of Tears, painting by Robert Lindneux from *Teaching American History With Art Masterpieces*

“Corey’s Story”

The Lunch Date, video

Harrison Bergeron by Kurt Vonnegut, Jr.

Declaration of Independence

“Your Political Identity”

Constitution of the United States

Bill of Rights

The Pledge of Allegiance

Unit II Resources

“Immigrants All”*

“Waves of Immigrants”

“The Irish Famine”

“Irish Gone to America”

“Anti-Irish Sentiment”

“Rise of the Irish”

“The Growth of the Industrial Nation”

“Working Nine to Five”

Industrial Revolution simulation

Map of the world and continent maps

Ellis Island: *Life Magazine*, video, websites, photographs

The Long, Long Journey, video

“Taming of the Jungle” and excerpts from *The Jungle*

“The Strike for Three Loaves” and related Bread and Roses strike materials

“Activism for Beginners”

“Nativism”

Political Cartoons

“Jane Addams and the Hull House”

Europe Inspirer, computer geography game

Asia Inspirer, computer geography game

Decisions, Decisions Immigration, computer simulation

“The Girl Who Spelled Freedom,” video

“Angel Island”
Detained on Angel Island, play
“Paper Sons and Daughters”
“Anti-Asian Violence”
“Overgeneralizations”
“U.S. Immigration Policy”
“Coming to America,” immigration simulation
“Immigrants in Their Own Words”
New Kids on the Block
The Lunch Date, video
“Hearing Hate”
“Interrupting Intolerance”
Short Stories: “The Circuit,” “Two Kinds,” “Yo Soy Chicano,” “Homesickness”
“You Have to Live in Somebody Else’s Country to Understand,” poem
“Current Immigration Statistics and Demographics”
Current events articles on immigration
The Golden Door, video