



Grade 11

united states history
and geography:
continuity and
change in the
twentieth century

Civic education content and skills in the California History-Social Science Standards include

- The philosophy of government (Standards 11.1.1, 11.1.2, 11.1.3, and 11.3.5)
- Growth of American democracy (Standards 11.2.3, 11.2.8, 11.2.9, 11.3.1, and 11.11.1)
- Challenges to American constitutional democracy (Standards 11.3.3, 11.5.2, 11.6.4, 11.7.5, 11.8.5, 11.9.3, 11.11.4, and 11.11.5)
- Development of federal civil rights and voting rights (Standards 11.5.4, 11.10.1, 11.10.2, 11.10.5, 11.10.6, and 11.10.7)

Overview drawn from the California History-Social Science Framework

The eleventh grade course of study begins with a review of the Enlightenment and the rise of democratic ideas as important elements of the context in which this nation was founded. The course focuses on major turning points in twentieth century American history. During the year, certain themes are emphasized including the continuing tensions between the individual and the state and between minority rights and majority power. The study of contemporary United States history, therefore, requires a review and re-examination of the development of the American political experiment. Students should understand that our rights and freedoms are based on a set of political values and principles embodied in the U.S. Constitution and cherished by the American people. Students should recognize the importance of these basic freedoms while realizing that liberty is not license. They should examine ways in which citizens can participate in our democratic society. The course of study addresses change over time and emphasizes the efforts that have been made to reduce the disparities between ideals and reality in American political and social life.

THE PHILOSOPHY OF GOVERNMENT

Judeo-Christian traditions, classical Greek and Roman governmental institutions, English common law, and the British constitution, along with the political thought of the natural rights philosophers, formed the intellectual underpinning of the American philosophy of government. Students should draw upon their knowledge of the rise of democratic institutions from previous studies. They should be able to explain the political philosophy upon which the nation was founded and the importance of establishing a constitution that limited the power of government. Students should be able to cite examples of American federalism and understand the conflicts that arose over issues relating to federal versus state authority.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.</p> <ol style="list-style-type: none"> 1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded. 2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights. 3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization. 	<p>II.A.1 Explain the central ideas of American constitutional government and their history. These include ideas from the natural rights philosophy such as life, liberty, and popular sovereignty.</p> <p>II.D.2 Explain how and why ideas of classical republicanism are reflected in the values and principles of American constitutional democracy.</p> <p>III.A.2 Evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system.</p> <p>III.C.1 Evaluate, take, and defend positions on issues regarding the proper relationship between the national government and the state and local governments.</p>	<p>READING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Reading Comprehension</p> <p>2.3 Verify and clarify facts presented in expository texts.</p> <p>2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.</p> <p>2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>History-Social Studies Analysis Skill Standards Research, Evidence, and Point of View</p> <p>4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>Historical Interpretation</p> <p>3. Interpret past events and issues within the context in which an event unfolded....</p>

SAMPLE CLASSROOM APPLICATIONS

Students create posters or PowerPoint presentations about the key ideas of an Enlightenment thinker.

Explain what John Locke meant by the “social contract.” Ask: How did Locke influence American political thought?

Students define “mixed government” and explain Montesquieu’s arguments about the importance and value of mixed government. (Refer to *We the People: The Citizen and the Constitution*, Lesson 3.)

Students assume the personas of John Locke, Baron Montesquieu, Thomas Hobbes, and Thomas Jefferson and, in a “meeting of the minds” activity, participate in a panel discussion on the purposes of government.

Identify key compromises debated at the Federal Convention. Divide the class into groups supporting each point of view and argue the positions. Attempt to create a compromise different from that of the Founders.

Assign student partners a right listed in the Declaration of Independence and/or in the Bill of Rights and have them analyze and discuss what it means, pointing out two or more ways of interpreting or applying that right. Students write and present two-minute persuasive speeches arguing one of those interpretations.

Students analyze an inaugural or State of the Union address by a recent president for references to the political philosophy of the Founders.

Students analyze primary source documents related to five early challenges to federal authority from states and individuals.

Conduct a guided discussion on the idea of nullification asking questions such as: Why was the idea of nullification put forth by Jefferson and Madison? What was Calhoun’s position in respect to nullification? How did the Southern states use the idea of nullification to justify seceding from the union? If states had the power of nullification, how would this change our system of government? Would you support or oppose nullification? What can states do today if they disagree with a law passed by Congress?

After reading the First Amendment and discussing its meaning, students develop a policy for the classroom or school that applies the First Amendment in areas such as student expression, religious holidays, assembly, and petition.

SAMPLE RESOURCES

Print

Bahmueller, Charles (editor). *Civitas*. Center for Civic Education, 1991. This framework for civic education includes a short outline of key Enlightenment ideas and historical and contemporary perspectives on religion and public life.

Challenge of Diversity. Constitutional Rights Foundation, 1999. This resource has information about the history of American diversity accompanied by teacher support materials. Page 33 describes the SCOPE strategy referenced in the sample classroom applications.

Foundations of Freedom. Constitutional Rights Foundation, 1991. This illustrated text provides readings on the development of the Bill of Rights and the evolution of rights through U.S. history. A teacher’s guide includes interactive activities.

Haynes, Charles, and Oliver Thomas. *Finding Common Ground: A Guide to Religious Liberty in Public Schools*. This guide to the religion clauses of the First Amendment is recommended as a teacher resource.

Rhodehamel, John. *Letters of Liberty: A Documentary History of the U.S. Constitution*. Constitutional Rights Foundation, 1987. This collection of documents and commentaries describes the evolutionary development and milestones in the creation of the U.S. Constitution. A teacher guide includes interactive activities.

We the People: The Citizen and the Constitution, Level 3. Center for Civic Education, 1995. Lesson 1, “What would life be like in a state of nature?”, Lesson 2, “How does government secure natural rights?”, Lesson 3, “What did the Founders learn about republican government from the ancient world?”, Lesson 7, “What basic ideas about rights and constitutional government did colonial Americans have?”, Lesson 8, “Why did the American colonists want to free themselves from Britain?”, and Lessons 10–17, “How did the Framers create the Constitution?” provide student-friendly readings on the topics with discussion questions and teacher support material.

We the People: The Citizen and the Constitution, Level 3. Center for Civic Education, 1995. Lesson 22, “How is power divided between federal and state government?” outlines the key ideas in the differences among unitary, confederate, and federal systems of government. Lesson 29 examines the question “Why does the First Amendment limit the government’s power over religion?”

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.</p> <p>5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.</p>		<p>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</p> <p>English-Language Arts Standards Listening and Speaking Strategies</p> <p>1.3 Interpret and evaluate the various ways in which events are presented and information is communicated....</p> <p>1.12 Identify logical fallacies used in oral addresses.</p> <p>Speaking Applications</p> <p>2.1 Deliver reflective presentations.</p> <p>2.2 Deliver oral reports on historical investigations.</p> <p>2.4 Deliver multimedia presentations.</p> <p>History-Social Studies Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <p>3. ...[Make] distinctions between sound generalizations and misleading oversimplifications.</p> <p>VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS</p> <p>Theatre Standards Creative Expression</p> <p>2.3 Design, produce, or perform scenes or plays.... (Proficient)</p> <p>Visual Arts Standards Creative Expression</p> <p>2.3 Develop and refine skill in the manipulation of digital imagery.... (Proficient)</p>

SAMPLE CLASSROOM APPLICATIONS

Analyze a religion-related issue in the news in respect to the free exercise and establishment clauses and previous Court rulings on separation of church and state using the SCOPE strategy (State Action, Classify, Identify Options, Describe Purpose, Evaluate).

Students read and discuss George Washington's letter to members of the Touro Synagogue of Newport, Rhode Island: *Happily, the government of the United States that gives to bigotry no sanction, to persecution no assistance, requires only that they who live under its protection should demean themselves as good citizens in giving it their effectual support.* Ask: How does Washington's letter embody the spirit of the free exercise clause of the First Amendment?

Students research the Supreme Court's decision in *Lemon v. Kurtzman* (1971). Explain the Court's three-pronged test in deciding cases involving the establishment clause of the First Amendment. Ask: What are the arguments Chief Justice William Rehnquist used to challenge the Lemon test in his dissent in *Wallace v. Jaffree*?

Conduct a moot court hearing dealing with a contemporary First Amendment issue.

SAMPLE RESOURCES

Internet

American Memory. *Presidential Inaugurations from George W. to George W.* <http://memory.loc.gov/ammem/ndlpedu/features/inaug/theatre.html>
The inaugural addresses of the presidents from the Library of Congress are assembled for easy access on this Library of Congress website.

Avalon Project, Yale Law School. *Charter of Privileges Granted by William Penn, esq. to the Inhabitants of Pennsylvania and Territories.* <http://www.yale.edu/lawweb/avalon/states/pa07.htm>
This site contains the complete text of Penn's 1701 charter.

Ohio State University. *Alien and Sedition Acts.* <http://ohioteach.history.ohiostate.edu/Lessons/The%20Alien%20and%20Sedition%20Acts.htm>
This Ohio State History Department page discusses the role of the Alien and Sedition Acts in the rise of political parties and states' rights.

StudyWorld. *John C. Calhoun and His Defense of Liberty.* http://www.studyworld.com/john_c_calhoun.htm
This is secondary text describing John C. Calhoun's states' rights beliefs.

University of Virginia. *The Religious Freedom Page.* <http://religiousfreedom.lib.virginia.edu/intro.html>
This University of Virginia page has primary documents and secondary text explaining the role of religion in American history.

Media

The Bill of Rights and You. Bill of Rights Institute, 2002. This video series includes a lesson on the Founders and their political philosophy. A teacher's guide is included in the video series.

GROWTH OF AMERICAN DEMOCRACY

The American system of government relies on its citizens' commitment to the values and principles set forth in the Declaration of Independence and the U.S. Constitution and other political writings of the Founders. These values and principles provide the foundation for the establishment of a dynamic and effective government, one capable of fulfilling the purposes for which it was created—to protect the inalienable rights of the individual to life, liberty, and property and to promote the common good. Students should be able to explain how our Constitution provides for stability as well as for orderly change through which public issues can be addressed. They should understand that the well being of American constitutional democracy depends upon the informed and effective participation of citizens concerned with the preservation of individual rights and the promotion of the common good. Students should be able to identify individuals and groups who have worked to achieve these goals and to secure freedom for those who have been denied the rights and privileges of citizens.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.</p> <p>3. Trace the effect of the Americanization movement.</p> <p>8. Examine the effect of political programs and activities of the Populists.</p> <p>9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).</p>	<p>II.A.2 Explain the extent to which Americans have internalized the values and principles of the Constitution and attempted to make its ideals realities.</p> <p>II.C.1 Explain the importance of shared political and civic beliefs and values to the maintenance of constitutional democracy in an increasingly diverse American society.</p> <p>III.E.5 Evaluate, take, and defend positions about the contemporary roles of associations and groups in American politics.</p> <p>V.A.2 Evaluate, take, and defend positions on issues regarding the criteria used for naturalization.</p> <p>V.E.3 Evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy.</p>	<p>READING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards</p> <p>Reading Comprehension</p> <p>2.1 Analyze both the features and the rhetorical devices of different types of public documents...and the way in which authors use those features and devices.</p> <p>2.3 Verify and clarify facts presented in...expository texts....</p> <p>2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.</p> <p>2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>History-Social Studies Analysis Skill Standards</p> <p>Chronological and Spatial Thinking</p> <p>1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</p>

SAMPLE CLASSROOM APPLICATIONS

Students conduct research about immigration and the Americanization movement from the late nineteenth century to the present. Ask: What have been the effects of the Americanization movement? Is it active today? To what extent do you agree or disagree with the goals of the Americanization movement? Why?

After reviewing the history of U.S. immigration and the laws relating to it, students assess the changes resulting from the Immigration Act of 1965.

Students research the goals of the Populist and Progressive Movements. They explain how the Populists and the Progressives sought to achieve their goals.

Explain why the Progressives in the early part of the twentieth century sought to incorporate aspects of direct democracy through initiative, referendum, and recall. Ask: How significant were these and other reforms sponsored by the Progressive Movement?

Explain the idea of the Puritan ethic and discuss how it compares to current ideas about citizen responsibility.

Students explain the role and influence of religious groups in advancing the principles of American democracy by promoting individual responsibility, protecting civil liberties, and initiating social reform efforts.

SAMPLE RESOURCES

Print

Challenge of Diversity. Constitutional Rights Foundation, 1999. This resource has information about the history of American diversity accompanied by teacher support materials.

The Immigration Debate. Constitutional Rights Foundation, 2000. This book contains a history of U.S. immigration policy and the laws that regulate it. The text includes an interactive activity on a modern immigration policy issue.

Meyers, Madeleine. *Forward Into Light: The Struggle for Woman's Suffrage*. Discovery Enterprises, 1994. A collection of journals, photographs, newspaper articles, poems, songs, essays, and political cartoons highlights the woman's suffrage movement in the United States.

Monroe, Judy. *The Nineteenth Amendment: Women's Right to Vote*. Enslow, 1998. This book traces the history of the women's rights movement in the United States, which culminated in 1920 with the passage of the constitutional amendment giving women the right to vote.

We the People: The Citizen and the Constitution, Level 3. Center for Civic Education, 1995. Unit 4, "How have the protections of the Bill of Rights been developed and expanded?" includes six short lessons on the growth of democracy. Lesson 28 in this unit examines how laws have been used to correct injustices in society.

Internet

American Comparative Literature Association (ACLAnet). *History of Migration and Immigration Laws in the United States*.
<http://www.umass.edu/complit/aclanet/USMigrat.html>

This set of resources was compiled by the American Comparative Literature Association.

American Memory. *By Popular Demand, "Votes for Women" Suffrage Pictures, 1850–1920*.
<http://memory.loc.gov/ammem/vfwhhtml/vfwhome.html>

This site contains a collection of photographs and cartoons on the suffrage movement in the Library of Congress collection.

American Memory. *Immigration: The Changing Face of America*.
http://lcweb2.loc.gov/ammem/ndlpedu/features/immig/immigration_set2.html
This Library of Congress site defines "What is an American?" by presenting a picture of the experiences of different cultural groups that make up the American mosaic. The site contains a wealth of information.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.</p> <p>1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).</p> <p>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p> <p>4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.</p> <p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.</p> <p>1. Discuss the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.</p>		<p>2. Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same....</p> <p>Research, Evidence, and Point of View</p> <p>4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>Historical Interpretation</p> <p>3. Interpret past events and issues within the context in which an event unfolded....</p> <p>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</p> <p>English-Language Arts Standards</p> <p>Listening and Speaking Strategies</p> <p>1.4 Interpret and evaluate the various ways in which events are presented and information is communicated....</p> <p>1.12 Identify logical fallacies used in oral addresses....</p> <p>Speaking Applications</p> <p>2.1 Deliver reflective presentations.</p> <p>2.2 Deliver oral reports on historical investigations.</p> <p>History-Social Studies Analysis Skill Standards</p> <p>Historical Research, Evidence, and Point of View</p> <p>3. ...[Make] distinctions between sound generalizations and misleading oversimplifications.</p>

SAMPLE CLASSROOM APPLICATIONS

SAMPLE RESOURCES

Gilder Lehrman History Online. *The Religious Roots of Reform.*

<http://www.gliah.uh.edu/historyonline/us15.cfm>

A lesson developed by one of the Gilder Lehrman Institute seminars focuses on antebellum reformers.

Indiana University Center for Adolescent Studies. *Immigration Attitudes in American History: They Are Not like Us!*

<http://education.educ.indiana.edu/cas/tt/v2i2/they.html>

This lesson links to historical documents showing attitudes toward immigration.

Linder, Douglas. *Famous American Trials.*

<http://www.law.umkc.edu/faculty/projects/ftrials/anthony/sbahome.html>

The website examines the trial of Susan B. Anthony and the passage of the Nineteenth Amendment.

Populists Advise Progressives. SCORE

<http://score.rims.k12.ca.us/activity/populist/>

This teacher-written lesson links to resources about the Populist and Progressive Parties, and it has students apply the ideas in developing a platform.

Sitzer, Lewis. *American Immigration Past and Present: A Simulation Activity.* SCORE.

<http://score.rims.k12.ca.us/activity/immigration/>

This is a teacher-developed simulation in which students examine the history of immigration and develop a policy statement. Resource sites are embedded.

CHALLENGES TO AMERICAN CONSTITUTIONAL DEMOCRACY

Students should know the importance of fundamental American values and principles and be able to explain their importance to the maintenance of constitutional democracy. They should realize that there is a tension among the constitutional values and principles held by Americans which sometimes takes the form of a conflict between the rights of individuals and the common good. Moreover, during times of foreign threats to our way of life or periods of political or economic crisis, popular sentiment may support temporary restrictions on individual liberties. Students should examine instances in which liberty has been abridged and investigate ways in which fundamental values and principles can be safeguarded. In addition, throughout American history there have been disparities between the reality and the ideals of American constitutional democracy. Students should be able to explain ways in which discrepancies between reality and the ideals of American constitutional democracy can be reduced by individual, social, and political action.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.</p> <p>3. Cite incidents of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).</p> <p>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p> <p>2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey’s “back-to-Africa” movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.</p>	<p>I.B.4 Explain and evaluate competing ideas regarding the relationship between political and economic freedoms.</p> <p>II.B.3 Evaluate, take, and defend positions on the contemporary role of organized groups in American social and political life.</p> <p>II.C.2 Describe the character of American political conflict and explain factors that usually tend to prevent it or lower its intensity.</p> <p>II.D.3 Evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy.</p> <p>II.D.4 Evaluate, take, and defend positions on issues in which fundamental values and principles may be in conflict.</p> <p>II.D.5 Evaluate, take, and defend positions about issues concerning the disparities between American ideals and realities.</p>	<p>READING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards</p> <p>Reading Comprehension</p> <p>2.1 Analyze both the features and the rhetorical devices of different types of public documents....</p> <p>2.3 Verify and clarify facts presented in expository texts....</p> <p>2.4 Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.</p> <p>2.5 Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents....</p> <p>History-Social Studies Analysis Skill Standards</p> <p>Research, Evidence, and Point of View</p> <p>2. Identify bias and prejudice in historical interpretations.</p>

SAMPLE CLASSROOM APPLICATIONS

Students explain the constitutional principle of the free exercise of religion. They research contemporary and historical episodes in which this principle has been violated. Then, they research responses to redress and prevent such violations that have been made by organizations in civil society and by government.

Using documents related to the World War II relocation of Japanese Americans, students act as historians and analyze these sources. Students should then assume they are one of the following persons and write letters to the editor of a California newspaper in 1944 explaining their perspective on the constitutionality of the relocation.

- President Roosevelt
- a second generation Japanese American mother
- a Japanese American serving in the Army
- an American soldier in the Pacific Theatre

Students research what organizations in civil society and government have done to compensate for the relocation of Japanese Americans.

Develop a case study examining a situation involving the expansion of presidential powers (e.g., President Lincoln’s suspension of the writ of habeas corpus during the Civil War, President Wilson’s wartime economic controls, President Franklin Roosevelt’s proposal to expand the Supreme Court). Students assess the situation and prepare oral arguments defending the president’s action or challenging it on the grounds that it violated the constitutional separation of powers.

Students research landmark Supreme Court decisions dealing with freedom of expression. They write opinions in concurrence or dissent to the Court’s decision.

Explain the emergence of McCarthyism and its impact on civil liberties. Ask: What factors contributed to McCarthy’s loss of public support?

Explain the constitutional issues involved in the Watergate crisis. In an essay, each student explains how the Watergate affair showed the resilience of the U.S. Constitution.

SAMPLE RESOURCES

Print

Alonso, Karen. *Korematsu v. United States: Japanese American Internment Camps*. Enslow, 1998. The book profiles the case of Fred Korematsu, who sought compensation from the American government for the time he spent in an internment camp during World War II.

Foundations of Freedom. Constitutional Rights Foundation, 1991. This book contains sections on court decisions affecting the Bill of Rights during World War II and the post-war period including an interactive moot court on issues of free expression, due process, and equal protection.

Fremon, David K. *The Watergate Scandal*. Enslow, 1997. The author explores the events surrounding the Watergate affair that began with the burglary of the Democratic Party headquarters.

Leinwand, Gerald. *The Environment*. Facts on File, 1989. This book surveys environmental problems in the United States, examines the legal and social aspects of environmentalism, and discusses political plans in place to deal with the environmental decline.

Patrick, John. *The Supreme Court of the United States: A Student Companion*. Oxford University Press, 2000. This research book includes 100 landmark Supreme Court cases and outlines some of the major issues facing the Court today. In addition, the text includes a definition of basic legal terms and phrases.

We the People: The Citizen and the Constitution, Level 3. Center for Civic Education, 1995. Unit V, “What rights does the Bill of Rights protect?” examines the rights specifically addressed in the Bill of Rights.

Internet

American Memory. *Evolution of the Conservation Movement 1850–1920*. <http://memory.loc.gov/ammem/amrvhtml/conshome.html>
This Library of Congress site puts the conservation discussion in historical perspective.

Lillich, Geoff. *American Justice on Trial*. SCORE. <http://score.rims.k12.ca.us/activity/internment/index.html>
In this teacher-developed lesson, students conduct a mock trial on the issue of relocating Japanese Americans during World War II.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).</p> <p>11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.</p> <p>4. Analyze the effects of the controversies arising from the New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).</p> <p>11.7 Students analyze America’s participation in World War II.</p> <p>5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., <i>Fred Korematsu v. United States of America</i>) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler’s atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.</p>	<p>V.E.3 Evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy.</p>	<p>4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>Historical Interpretation</p> <p>1. Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>3. Interpret past events and issues within the context in which an event unfolded....</p> <p>WRITING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards</p> <p>Writing Strategies</p> <p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>1.6 Develop presentations by using clear research questions and critical research strategies.</p> <p>1.7 Use systematic strategies to organize and record information....</p> <p>Writing Applications</p> <p>2.3 Write reflective compositions.</p> <p>2.4 Write historical investigation reports.</p> <p>History-Social Studies Analysis Skill Standards</p> <p>Historical Research, Evidence, and Point of View</p> <p>4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>Historical Interpretation</p> <p>4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</p>

SAMPLE CLASSROOM APPLICATIONS

Students analyze a local public policy issue with conflicting environmental/property issues. They evaluate, take, and defend a position based on the constitutional recognition of the right of individuals to own property versus the common good. Students present their positions to representatives of a governmental agency authorized to deal with the issue. (Service-Learning Activity)

Organize a program for promoting tolerance and gender equity in the community (e.g., in public forums, discussion groups, dramatic presentations, documentaries, brochures). (Service-Learning Activity)

SAMPLE RESOURCES

National Archives and Records Administration, Teaching with Documents. *Documents and Photographs Related to Japanese Relocation During World War II.*

http://www.archives.gov/digital_classroom/lessons/japanese_relocation_wwii/japanese_relocation.html

This National Archives site provides documents to examine the constitutional questions related to Japanese relocation during World War II.

Street Law and the Supreme Court. *Landmark Supreme Court Cases.*

<http://www.landmarkcases.org/>

This site was developed to provide teachers with a full range of resources and activities to support the teaching of landmark Supreme Court cases, helping students explore the key issues of each case. *United States v. Nixon* is one of the cases presented here.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>11.8 Students analyze the economic boom and social transformation of post-World War II America.</p> <p>5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.</p> <p>11.9 Students analyze U.S. foreign policy since World War II.</p> <p>3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy....</p> <p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.</p> <p>4. Explain the constitutional crisis originating from the Watergate scandal.</p> <p>5. Trace the impact, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental promotion advocates and property rights advocates.</p>		<p>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</p> <p>English-Language Arts Standards Speaking Applications</p> <p>2.1 Deliver reflective presentations.</p> <p>2.2 Deliver oral reports on historical investigations.</p> <p>History-Social Studies Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <p>1. Distinguish valid arguments from fallacious arguments....</p> <p>3. ...[Make] distinctions between sound generalizations and misleading oversimplifications.</p>

SAMPLE CLASSROOM APPLICATIONS

SAMPLE RESOURCES

DEVELOPMENT OF FEDERAL CIVIL RIGHTS AND VOTING RIGHTS

The quarter century after World War II is often called the “Second Reconstruction.” *De jure* and *de facto* segregation were a matter of policy in the United States since the end of Reconstruction. Although attempts had been on-going to break down racial barriers, the dramatic efforts to eliminate racial segregation took the form of citizen protests, court challenges, and legislation. The battle in the courts began in earnest prior to World War II with challenges to racial segregation in institutions of higher learning and achieved a signal victory in 1954 with the landmark *Brown v. Board of Education of Topeka* decision. Despite court rulings, segregation in schools, public facilities, and housing persisted. The *Brown* decision and its slow acceptance by local and state governments stimulated a generation of political and social activism led by black Americans pursuing their civil rights. The 1960s brought non-violent demonstrations, “sit-ins,” “freedom rides,” voter registration, and acts of civil disobedience. The federal government became actively involved acting as guarantor of civil rights and initiated action to speed the end of segregation policies. Students should be able to explain the goals of the civil rights movement and evaluate the effectiveness of government policy, including the Civil Rights Act of 1964 and the Voting Rights Act of 1965. They should be able to explain “civil disobedience” and evaluate its place in a constitutional democracy. Students should examine how the success of the civil rights movement of African Americans encouraged various other groups—including women, Hispanics, American Indians, Asians, Pacific Islanders, and individuals with disabilities—in their campaigns for legislative and judicial recognition of their civil equality.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>11.10 Students analyze the development of federal civil rights and voting rights.</p> <p>1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.</p>	<p>II.A.2 Explain the extent to which Americans have internalized the values and principles of the Constitution and attempted to make its ideals realities.</p> <p>II.C.2 Describe the character of American political conflict and explain factors that usually tend to prevent it or lower its intensity.</p> <p>II.D.5 Evaluate, take, and defend positions about issues concerning the disparities between American ideals and reality.</p> <p>III.E.5 Evaluate, take, and defend positions about the contemporary roles of associations and groups in American politics.</p>	<p>READING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards</p> <p>Reading Comprehension</p> <p>2.1 Analyze both the features and the rhetorical devices of different types of public documents....</p> <p>2.3 Verify and clarify facts presented in expository texts....</p> <p>2.4 Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.</p> <p>2.5 Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.</p>

SAMPLE CLASSROOM APPLICATIONS

Students create time lines of the steps taken in securing the passage and ratification of the Nineteenth Amendment.

After reading a biography of one of the suffragettes, students create dramatizations of key points in the work of this person in securing the right to vote.

Identify the civil rights protected by rulings of the Warren Court. Explain to what degree the Rhenquist Court has extended or limited these rights or protected other civil rights.

Students examine the “Southern Manifesto” presented by members of Congress in 1956 praising Southern states that resisted racial integration of schools called for by the Supreme Court in the second Brown decision. Each student writes a position paper explaining his or her view on constitutional issues raised by the Southern Manifesto.

As a class, discuss under what circumstances, if any, a citizen in the United States has a right to violate a law.

Students read and analyze Martin Luther King Jr.’s “Letter from Birmingham City Jail.” Ask: What are the arguments that King presented in answering criticisms of the city’s leading clergymen for continuing demonstrations rather than relying on negotiations with city officials and awaiting court decisions?

Students identify issues that are of specific concern to various minority groups in your community. In groups, they develop a policy advisory for local government leaders or congressional representatives about the issues. Use the ABLÉ Problem Solving Strategy (Analyze, Brainstorm, Limit, Evaluate) as outlined in *Challenge of Diversity* (Constitutional Rights Foundation). (Service-Learning Activity)

Examine the Supreme Court’s decision on preferential college admissions in *Regents of the University of California v. Bakke* (1978). Ask: What was the majority decision? The dissenting opinion?

Students evaluate, take, and defend positions on the constitutionality of affirmative action programs.

After reading biographical information about Elizabeth Cady Stanton and Gloria Steinem, students create Venn diagrams comparing their views of women’s rights.

SAMPLE RESOURCES

Print

Challenge of Diversity. Constitutional Rights Foundation, 1999. A section on the civil rights movement provides relevant classroom activities. This material is well written and researched and provides good teacher support materials. Page 28 fully describes and demonstrates the ABLÉ strategy.

Nash, Carol. *The Fight for Women’s Right to Vote*. Enslow, 1998. This book discusses the people and events connected to the struggle to achieve women’s rights from its origins in the mid-1800s through the ratification of the Nineteenth Amendment to the Constitution.

We the People: The Citizen and the Constitution, Level 3. Center for Civic Education, 1995; Lesson 26, “How did the Civil Rights Movement use the Constitution to achieve its goals?” includes a discussion of Martin Luther King Jr.’s use of civil disobedience and includes his Letter from Birmingham City Jail in the reference section. Lesson 27, “How has the right to vote expanded since the adoption of the Constitution?” is a clear and concise lesson examining amendments that expanded voting rights. Lesson 28, “To what extent can the law correct injustice and other problems in American society?” explores issues relating to racial and gender discrimination and affirmative action.

Internet

American Memory. *African American Odyssey: A Quest for Full Citizenship*. <http://memory.loc.gov/ammem/aaohhtml/exhibit/aointro.html>
This Library of Congress exhibit explores black America’s quest for equality from the early national period through the twentieth century.

American Memory. *Using Oral History*. <http://memory.loc.gov/ammem/ndlpedu/lessons/oralhist/ohhome.html>
This Library of Congress page provides guidelines for conducting an oral history interview.

Carl Vinson Institute of Government, The University of Georgia. *Southern Manifesto*. <http://www.cviog.uga.edu/Projects/gainfo/manifesto.htm>
This site includes a manifesto of Southern members of the 102nd Congress declaring their belief that the decision of the Supreme Court in school integration cases was an abuse of judicial power.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including <i>Dred Scott v. Sandford</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Regents of the University of California v. Bakke</i>, and California Proposition 209.</p> <p>5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.</p> <p>6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.</p> <p>7. Analyze the women’s rights movement from the era of Elizabeth Cady Stanton and Susan B. Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.</p>	<p>III.E.6 Evaluate, take, and defend positions about the formation and implementation of public policy.</p>	<p>History-Social Studies Analysis Skill Standards Research, Evidence, and Point of View</p> <p>1. Distinguish valid arguments from fallacious arguments in historical interpretations.</p> <p>3. Evaluate major debates among historians concerning alternative interpretations of the past....</p> <p>Historical Interpretation</p> <p>1. Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>3. Interpret past events and issues within the context in which an event unfolded....</p> <p>WRITING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Writing Strategies</p> <p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>1.6 Develop presentations by using clear research questions and critical research strategies....</p> <p>1.7 Use systematic strategies to organize and record information....</p> <p>Writing Applications</p> <p>2.4 Write historical investigation reports.</p> <p>History-Social Studies Analysis Skill Standards Chronological and Spatial Thinking</p> <p>2. Analyze how change happens at different rates at different times....</p> <p>Historical Research, Evidence, and Point of View</p> <p>2. Identify bias and prejudice in historical interpretations.</p> <p>4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>

SAMPLE CLASSROOM APPLICATIONS

Students work with the League of Women Voters, voter registration agencies, and other civic/governmental agencies to increase voter awareness of the election process and voter turnout in local, state, and national elections. Services may include:

- assisting with voter registration.
- organizing a “Get Out the Vote” campaign.
- facilitating a forum to educate the public about election issues and agendas.
- creating and disseminating a brochure to inform the public of election issues and agendas.
- volunteering at polling booths on election day.
- helping transport seniors/disabled individuals to polls on election day.
- creating a vehicle for educating eligible non-English speaking voters of issues and voting process.

(Service-Learning Activity)

SAMPLE RESOURCES

Evolution of Civil Rights. SCORE.

http://rims.k12.ca.us/score_lessons/evolution_of_civilrights/

This SCORE site incorporates personal interviews of a Japanese American, African American, and Hispanic American. It can be used as a model for the development of an oral history project.

National Archives and Records Administration, Teaching with Documents. *Brown v. Board of Education*.

http://www.archives.gov/digital_classroom/lessons/brown_v_board_documents/brown_v_board.html

This site explores the case that ended the “separate but equal” interpretation of educational access.

National Archives and Records Administration, Teaching with Documents. *The Civil Rights Act of 1964 and the Equal Employment Opportunity Commission*.

http://www.archives.gov/digital_classroom/lessons/civil_rights_act/civil_rights_act.html

This National Archives Digital Classroom Lesson examines the constitutional issues surrounding the 1964 Civil Rights Act.

National Civil Rights Museum Exhibit. *Voices of Struggle*.

<http://www.civilrightsmuseum.org/about/about.asp>

The Memphis National Civil Rights Museum website offers a virtual museum tour of an exhibit surveying the African American experience. The exhibit gives an overview of the Civil Rights movement.

Street Law and the Supreme Court. Landmark Supreme Court Cases.

<http://www.landmarkcases.org/>

This site was developed to provide teachers with a full range of resources and activities to support the teaching of landmark Supreme Court cases, helping students explore the key issues of each case. *Regents of the University of California v. Bakke* is one of the cases presented here.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
		<p>Historical Interpretation</p> <p>4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</p> <p>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</p> <p>English-Language Arts Standards Speaking Applications</p> <p>2.1 Deliver reflective presentations.</p> <p>2.2 Deliver oral reports on historical investigations.</p> <p>History-Social Studies Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <p>1. Distinguish valid arguments from fallacious arguments....</p> <p>2. Identify bias and prejudice in historical interpretations.</p> <p>Historical Interpretation</p> <p>1. Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>2. Recognize the complexity of historical causes and effects....</p> <p>VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS</p> <p>Theatre Standards Creative Expression</p> <p>2.3 Design, produce, or perform scenes or plays...(Proficient)</p> <p>Visual Arts Standards Creative Expression</p> <p>2.3 Develop and refine skill in the manipulation of digital imagery.... (Proficient)</p>

SAMPLE CLASSROOM APPLICATIONS

SAMPLE RESOURCES

