

The mission of Hermon High School is to prepare students for personal success in college, career, and community.

American Herstory

Instructor(s):

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Course Description: The role of women in traditional U.S. History classes is often a bi-line in the story. HERstory looks at the development of a nation through the lives of the eccentric, the factory worker, the heroines, the proper, the pioneers, the simple women whose challenges and achievements helped shape the fabric of American History and alter the expectations of women/change the rules of proper female behavior.

2 Semester/1 Credit

Graduation Standards: (the number of the standard is referenced in the performance indicators listed in each unit.)

- Clear and Effective Communicator
- Self-Directed and Lifelong Learner
- Creative and Practical Problem Solver
- Respectful and Involved Citizen
- Integrative and Informed Thinker
- Inquiry Based Project and Presentation

Unit 1	Finding the Story
Summary	This unit sets the stage for American Herstory by developing the skills needed to tell the story. Through the analysis of artifacts from the seventeenth and eighteenth centuries students will begin to piece together the beginnings of the Herstory.
Performance Indicators Assessed in Unit	<p><i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p><i>History 2: Unity & Diversity</i> Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities.</p>

Understandings:	Students will know...	Students will be able to...
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<ul style="list-style-type: none"> ● The colonial Period in America was defined by strict gender roles and hardships due to the geography, lack of technological advancements and conflict. ● Events in History cannot be fully understood without identifying historical context and perspective. ● Throughout history and today there are strict divisions between gender roles, power, obligations, rights and responsibilities 	<ul style="list-style-type: none"> ● Hygiene, marriage customs, geographic differences, Puritan influences, childbirth, other demographics ● Martha Carrier ● Layout of a Colonial home ● Basic geography of Colonial America ● Gender roles in colonial america ● Primary and secondary source analysis techniques. ● Abigail Adams ● Republican Motherhood ● Lowell girls 	<ul style="list-style-type: none"> ● Empathize with one another. ● Recognize the daily activities of women and girls ● Analyze artifacts, artwork, journals, and letters to understand what daily life was like for women in the Colonial Period. ● Identify differences between rising social classes and expectations. ● Create an original piece that conveys the Daily Life of a Colonial Woman
Unit 2	True Women and Separate Spheres, & the Arrival of the New Woman	
Summary	This unit will explore the defined gender roles, spheres of influence and expectations governing the lives of women in the nineteenth and early twentieth centuries.	
Performance Indicators Assessed in Unit	<p><i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p>Human Development Standard C: Discuss the nature of stereotyping, bias, altruism and conformity in societies, and their implications for personal, group and national relationships.</p>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> ● Events in History cannot be fully understood without identifying historical context and perspective. ● Throughout history and today there are strict divisions between gender roles, power, obligations, rights and responsibilities ● History can not be fully understood without looking through the experiences of the marginalized, in this case women. 	<ul style="list-style-type: none"> ● Spheres of influence ● Cult of Domesticity ● Primary and secondary source analysis techniques. ● Abigail Adams ● Republican Motherhood ● Gender roles ● Hygiene, marriage customs, geographic differences, Puritan influences, childbirth, other demographics 	<ul style="list-style-type: none"> ● Analyze artifacts, artwork, journals, and letters to understand what daily life was like for women in the Colonial Period. ● Identify differences between rising social classes and expectations. ● Recognize the daily activities of women and girls as the spheres of influence

		expand beyond home.
Unit 3	Reforming the World: Suffrage, Temperance and Other Causes	
Summary	This unit will explore the fight for Suffrage and social change; from temperance, purity, birth control and civil rights. Students will look at the conformity of the 1950's and the role women had in creating social change in the rebellious 1960's.	
Performance Indicators Assessed in Unit	<p><i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p><i>History 2: Unity & Diversity</i> Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities.</p> <p><i>Civics & Government 2: Rights, Duties & Responsibilities</i> Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> ● Primary and Secondary source analysis ● Role of women in reforming the nation ● Role of minority women in reforming the nation ● The changing view of gender roles and capabilities ● Steps to Amend the Constitution 	<ul style="list-style-type: none"> ● Volstead Act ● Lois Long ● Mabel Willenbrandt ● Carrie Nation ● WCTU ● Jazz Age, Harlem and the Flapper ● Speakeasy ● Income Tax ● 1920 Census ● Anti-Saloon League ● How to analyze political cartoons for and against Temperance ● Equal Rights Amendment ● Alice Paul ● Fannie Barrier Williams 	<ul style="list-style-type: none"> ● Explain the causes/origins of the Prohibition Movement; Evaluate the underlying aspects of Prohibition(anti-immigrant, anti-german/Irish, tax revenue) ● Passage of the 18th amendment ● Differentiate between the 'wets' and 'drys' ● Elaborate on the unintended

	<ul style="list-style-type: none"> • Zitkala Sa • Lucy Burns • Susan B Anthony • 19th Amendment • Ida B Wells • Phyllis Schlafly • Gloria Steinem • Lavender Menace 	<p>Consequences of the Volstead Act.</p> <ul style="list-style-type: none"> • Analyze political cartoons and photographs for and against Temperance and the subsequent repeal. • Connect the Prohibition movement to other reform movements: Suffrage, Abolition, Equal Rights
Unit 4	Women behind the Science	
Summary	<p>This unit will look at the evolution of ‘women’s work’ through STEM careers, and the influence of women in fields that are often viewed as unattainable. Our study of STEM careers will encompass women of color, and the many women who were game changers in STEM fields behind the scenes.</p>	
Performance Indicators Assessed in Unit	<p><i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p><i>History 2: Unity & Diversity</i> Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities.</p>	
Understandings:		
<ul style="list-style-type: none"> • The evolution of the NASA Space Program • The roles women held in STEM careers that were hidden from 	Students will know... <ul style="list-style-type: none"> • Jim Crow • Katherine Johnson • Dorothy Vaughn 	Students will be able to... <ul style="list-style-type: none"> • research and present their findings orally and

<p>society due to cultural , legal and military policy barriers</p> <ul style="list-style-type: none"> • The multitude of opportunities that exist for women in STEM fields. 	<ul style="list-style-type: none"> • Mary Jackson • Elizabeth Smith Friedman • Cryptography • Cyphers 	<p>in writing.</p> <ul style="list-style-type: none"> • Explain Jim Crow and Segregation in the South with evidence. • Design and create a model memorial/statue for a chosen figure(s)
Unit 5 “She’s Making History Working for a Victory”		
<p>Summary</p>	<p>Throughout history women are often portrayed as a casualty of war. This unit will explore the role of women in war; from the Homefront to the battlefield.</p>	
<p>Performance Indicators Assessed in Unit</p>	<p><i>History 2: Unity & Diversity</i> Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities.</p> <p><i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p><i>Civics & Government 2: Rights, Duties & Responsibilities</i> Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p>	
<p>Understandings:</p>	<p>Students will know...</p>	<p>Students will be able to...</p>
<ul style="list-style-type: none"> • Change in the military and the acceptance of women in non-traditional ‘roles’ took time. • Women play an active role in war beyond active duty; spies, nsa, correspondents, homefront, war work. • Evolution of war due to technology and the enemy to make it imperative women are active players(Special Ops Cultural Team). 	<ul style="list-style-type: none"> • Marie Colvin • Samantha Juan • Ashley White • Team Lioness • WAVES • WASPS • US Marine Corps Reserves • Tailhook Scandal • Rose Greenhow 	<ul style="list-style-type: none"> • Understand the roles women play in the military. • The barriers to military branches and policies. • Identify the sacrifices of service (PTSD..) • Elaborate on the

	<ul style="list-style-type: none"> • WAACS • Women’s Land Army 	<p>changing aspects of war that made the Special Ops Cultural Team & Team Lioness integral.</p> <ul style="list-style-type: none"> • Recognize the challenges of integrating the military to include women in more active roles.
Unit 6	“She’s the real MVP”	
Summary	<p>In this unit we explore the evolution of women in athletics; from the ‘firsts’ to the current challenges women face in the world of athletics. Topics include mental health, equal pay, Title IX, Gender issues, media bias, to the trailblazers.</p>	
Performance Indicators Assessed in Unit	<p><i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p><i>History 2: Unity & Diversity</i> Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities.</p>	
Understandings:		
Students will know...	Students will know...	Students will be able to...
<ul style="list-style-type: none"> • The evolution of women in athletics in mainstream sports (basketball, soccer, tennis, baseball) • Evolution of women in the Olympics and on the world stage. • (1999 World Cup, First Olympic female events basketball, tennis) • Legacy of a variety of women for athletic and marginalized females. • Battles within women’s sports for equal pay, endorsements, 	<ul style="list-style-type: none"> • Serena Williams • Venus Williams • Lusia Harris • 1999 World Cup players • Jackie Mitchell • Dottie Collins • Pay and gender gap in sports • media gap in sports • Evolution of women in Athletics, Olympics • Mental Health in sports 	<ul style="list-style-type: none"> • Identify various women trailblazers in athletics. • Recognize the legacy of athletes like Lusia Harris, Serena and Venus Williams for their sport and other marginalized athletes. • Challenges of

<p>media coverage, mental health, abuse, and accessibility.</p>	<ul style="list-style-type: none"> ● Body image and athletic attire challenges ● Many sports that women excel in that are outside the mainstream - (surfing, jujitsu, gymnastics, snowboarding, skating, quidditch, running, volleyball...) 	<p>USWNT within their sport (pay inequities, grassroots campaigns, 1999 World Cup)</p> <ul style="list-style-type: none"> ● Research and defend their findings on a variety of women in athletics topics. ● Research challenges within athletics for women (pay, equality, abuse, scandals, media, advertizing, attire, mental health) ● Create multimedia presentations based on collaboration and research over multiple topics.
Unit 7 Women in the Environment		
<p>Summary</p>	<p>In this unit we will be looking at the integral role women have played in protecting the environment, animals, ecosystems, and legislative reform. Both locally, nationally and globally, women of all ages have had a positive impact for the next generation.</p>	
<p>Performance Indicators Assessed in Unit</p>	<p><i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p><i>Civics & Government 2: Rights, Duties & Responsibilities</i> Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p>	
<p>Understandings:</p>	<p>Students will know...</p>	<p>Students will be able to...</p>
<ul style="list-style-type: none"> ● The work of a historian is to analyze motives and perspectives in order to understand historic events. ● The ability of grassroots movements to become factors of global change. 	<ul style="list-style-type: none"> ● PG & E Utility ● Dian Fossey ● Birute Galdikas ● Jane Goodall ● Poaching 	<ul style="list-style-type: none"> ● Design a website for an environmental theme park.

- The global chain between Western Wealth- middle man- poacher is complex as well as the role of researchers and government policy.
- The impact of picture books on environmental reform movements, encouraging understanding, empathy and education.

- Erin brokovich
- Karisoke Research Center
- Koko Foundation
- Hexavalent Chromium (#6)

- Analyze documents related to the PG & E water contamination.
- Create and illustrate a picture book over an environmental reformer or issue.
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Summative Assessments/Retake

- Summative assessments will count as 70% of the grade.
- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Make-up Work

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

Grading of Formative Assessments

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

Finals / Midterms

An end of course Final Exam will be conducted, making up 10% of the students overall grade.