



## History of the Status of American Women

Unit	Objectives	Standards	Resources
<p>Benchmark Assessments</p>	<p>Students will take a final exam for their assessment.</p>	<p><b>NJ: 2014 SLS: 21st Century Life and Careers</b>  <b>NJ: All Grades</b></p> <hr/> <p><b>Career Ready Practices</b>  <b>Career Ready Practices</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p><b>NJ: Grade 12</b>  <b>9.2 Career Awareness, Exploration, And Preparation</b>  <b>Strand C: Career Preparation</b></p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	<p>Final Exam</p>
<p>Amistad</p>	<p>1) To infuse the history of Africans and African-Americans into the social studies curriculum in order to provide an accurate, complete and inclusive history.</p> <p>2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.</p> <p>3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public</p>	<p><b>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades K-4</b></p> <hr/> <p><b>A. Civics, Government, and Human Rights</b></p> <p><b>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive</b></p>	<p>Students will watch clips from the Amistad movie and complete an Amistad activity from the state standards.</p> <p>Supplemental: Kennedy, David M., and Thomas Andrew Bailey. <i>The American Spirit. United States History as Seen by Contemporaries</i>. Houghton Mifflin, 2006.</p>

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**The Emergence of Modern America (1890-1930)**

6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

**Postwar United States (1945 to early 1970s)**

6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

**The 20th Century Since 1945 (1945-Today)**

6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

**C. Economics, Innovation, and Technology**

**6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment**

**shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

**Colonization and Settlement (1585-1763)**

6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

**The Emergence of Modern America (1890-1930)**

6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

**Postwar United States (1945 to early 1970s)**

6.1.12.C.13.a Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.

**D. History, Culture, and Perspectives**

		<p><b>Postwar United States (1945 to early 1970s)</b></p> <p>6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</p> <p>6.1.12.D.13.b Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</p> <p><b>6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</b></p> <p>6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	
<p>Holocaust and Genocide</p>	<p>1. Students will discuss general theories of human nature and relate these to personal experiences.</p>	<p><b>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades 5-8</b></p> <hr/> <p><b>D. History, Culture, and Perspectives</b>  <b>Revolution and the New Nation (1754-1820s)</b></p>	<p>YouTube Clips on role of Native American Women in their society vs. the role of colonial women.</p>

	<p>2. Students will analyze the concepts of responsibility, values and morality.</p> <p>3. Students will discuss individual and collective responsibility for the Holocaust.</p> <p>4. Students will examine aggression and cruelty as parts of human nature.</p> <p>5. Students will recognize the positive behavior associated with acts of courage, integrity and empathy.</p> <p>6. Students will compare and contrast the behavior of the perpetrator, victim, collaborator, bystander, resister and rescuer.</p> <p>7. Students will develop generalizations that reflect their individual views of human nature</p> <p>8. Students will define and explain the nature of prejudice as a universal human phenomenon.</p> <p>9. Students will define and examine contemporary examples of prejudice, scapegoating, bigotry, discrimination and genocide.</p>	<p>6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <p><b><u>NJ: Grades 9-12</u></b></p> <p><b>A. Civics, Government, and Human Rights</b></p> <p><b>Expansion and Reform (1801-1861)</b></p> <p>6.1.12.A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p> <p><b>The Development of the Industrial United States (1870-1900)</b></p> <p>6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
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	<p>10. Students will develop and articulate a definition of genocide.</p> <p>12. Students will demonstrate a sense of empathy with those who have suffered violations of their human rights, such as victims and survivors of the Holocaust and other historic and contemporary genocides.</p> <p>13. Students will reassess their previous generalizations about human nature in light of the events of the Holocaust.</p> <p>14. Students will be able to articulate the personal and universal consequences of indifference to the preservation of human rights.</p> <p>15. Students will demonstrate behaviors that are respectful of individuals regardless of differences based upon factors related to race, ethnicity, religious affiliation, gender, disability, economic status, or sexual orientation.</p>		
LGBTQ	To appreciate the role of women in gaining rights for the LGBTQ Movement.	<p><b>NJ: 2014 SLS: Social Studies NJ: Grades 9-12</b></p> <hr/> <p><b>D. History, Culture, and Perspectives</b></p> <p><b>6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural</b></p>	<p><a href="https://www.glsen.org/activity/inclusive-curriculum-guide">https://www.glsen.org/activity/inclusive-curriculum-guide</a></p> <p><a href="https://www.shondaland.com/act...">https://www.shondaland.com/act...</a></p> <p>LGBTQ</p> <p><a href="https://www.teach.lgbt/">https://www.teach.lgbt/</a></p>

		<p><b>understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</b></p> <p>6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>Women in Colonial America</p>	<p>Discuss the role of women in the colonies</p>	<p><b>NJ: 2017 SLS: Social and Emotional Learning</b>  <b>NJ: All Grades</b></p> <hr/> <p><b>Competencies</b>  <b>Relationship Skills</b></p> <p>Utilize positive communication and social skills to interact effectively with others</p> <p><b>NJ: 2020 SLS: Social Studies</b>  <b>NJ: End of Grade 8</b></p> <hr/> <p><b>6.1 U.S. History: America in the World: Era 3. Revolution and the New Nation (1754–1820s)</b>  <b>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</b></p> <p>6.1.8.CivicsDP.3.a:Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African</p>	<p><a href="https://courses.lumenlearning...">https://courses.lumenlearning...</a></p>

Americans, and Native Americans during this time period.

**Historical contexts and events shaped and continue to shape people’s perspectives.**

6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

**6.1 U.S. History: America in the World: Era 4. Expansion and Reform (1801–1861)**

**Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.**

6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.

**NJ: End of Grade 12**

**6.1 U.S. History: America in the World: Era 2. Revolution and the New Nation (1754–1820s)**

**To better understand the historical perspective, one must consider historical context.**

6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives

		<p>of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.</p> <p><b>Historical sources and evidence provide an understanding of different points of view about historical events.</b></p> <p>6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.</p> <p><b>NJ: 2014 SLS: Technology</b>  <b>NJ: Grades 9-12</b></p> <hr/> <p><b>8.1 Educational Technology</b>  <b>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</b></p> <p>8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>Women in Emerging United States</p>	<p>Explore the important and unique contributions of women in the American Revolution</p>	<p><b>NJ: 2020 SLS: Social Studies</b>  <b>NJ: End of Grade 8</b></p> <hr/>	<p><a href="https://www.ushistory.org/us/1...">https://www.ushistory.org/us/1...</a></p>

**6.1 U.S. History: America in the World: Era 4. Expansion and Reform (1801–1861)**

**Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.**

6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.

**6.1 U.S. History: America in the World: Era 5. Civil War and Reconstruction (1850–1877)**

**Historical contexts and events shaped and continue to shape people’s perspectives.**

6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.

**NJ: End of Grade 12**

**6.1 U.S. History: America in the World: Era 2. Revolution and the New Nation (1754–1820s)**

**Historical sources and evidence provide an understanding of different points of view about historical events.**

6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.

<https://www.mentalfloss.com/ar...>

<https://www.bostonteapartyship...>



Reformers in the 1800s	To understand the significant contributions of reformers in the Women's Rights Movement of the 1800s.	<p><b>NJ: 2020 SLS: Social Studies</b> <b>NJ: End of Grade 8</b></p> <hr/> <p><b>6.1 U.S. History: America in the World: Era 4. Expansion and Reform (1801–1861)</b> <b>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</b></p> <p>6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.</p> <p><b>NJ: End of Grade 12</b></p>	

		<p><b>6.1 U.S. History: America in the World: Era 2. Revolution and the New Nation (1754–1820s)</b>  <b>Historical sources and evidence provide an understanding of different points of view about historical events.</b></p> <p>6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.</p> <p><b>6.1 U.S. History: America in the World: Era 3. Expansion and Reform (1801–1861)</b>  <b>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</b></p> <p>6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>Contributions in the Civil War</p>	<p>To understand the valuable contributions of women in the Civil War both from the North and the South.</p>	<p><b>NJ: 2020 SLS: Social Studies</b>  <b>NJ: End of Grade 8</b></p> <hr/> <p><b>6.1 U.S. History: America in the World: Era 5. Civil War and Reconstruction (1850–1877)</b>  <b>Historical contexts and events shaped and continue to shape people’s perspectives.</b></p>	<p><a href="https://www.historynet.com/wom...">https://www.historynet.com/wom...</a></p> <p><a href="https://www.archives.gov/publi...">https://www.archives.gov/publi...</a></p>

Progressive Era Reformers and WW1	To understand the great strides that women took in the early 20th Century to gain the right to vote and prove their value in WW1.	<b>NJ: 2014 SLS: Social Studies</b> <b>NJ: Grades 9-12</b> <hr/> <b>A. Civics, Government, and Human Rights</b> <b>Age of Revolutions (1750-1914)</b>  6.2.12.A.3.d Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.  <b>C. Economics, Innovation, and Technology</b> <b>The Emergence of Modern America (1890-1930)</b>  6.1.12.C.7.b Assess the immediate and long-term impact of women and	Iron Jawed Angels Movie---Life of Alice Paul

		<p>African Americans entering the work force in large numbers during World War I.</p> <p><b>D. History, Culture, and Perspectives</b></p> <p><b>The Emergence of Modern America (1890-1930)</b></p> <p>6.1.12.D.6.c Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>Contributions in the Great Depression and WW2</p>	<p>Understand how</p> <ul style="list-style-type: none"> <li>World War II provided unprecedented opportunities for American women to enter into jobs that had never before been open to women, particularly in the defense industry.</li> </ul>	<p><b>NJ: 2014 SLS: Social Studies</b></p> <p><b>NJ: Grades 9-12</b></p> <hr/> <p><b>A. Civics, Government, and Human Rights</b></p> <p><b>The Emergence of Modern America (1890-1930)</b></p> <p>6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.</p> <p><b>Age of Revolutions (1750-1914)</b></p> <p>6.2.12.A.3.d Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and</p>	<p><a href="https://www.history.com/news/w...">https://www.history.com/news/w...</a></p> <p><a href="https://www.khanacademy.org/hu...">https://www.khanacademy.org/hu...</a></p> <p>Hidden Numbers Movie</p>



<p>Modern Emerging Figures</p>	<p>Understand how: During the 1960s, influenced and inspired by the Civil Rights Movement, women of all ages began to fight to secure a stronger role in American society.</p>	<p><b>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades 9-12</b></p> <hr/> <p><b>D. History, Culture, and Perspectives</b></p> <p><b>Postwar United States (1945 to early 1970s)</b></p> <p>6.1.12.D.13.c Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.</p> <p>6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.</p> <p><b>Contemporary United States (1970-Today)</b></p> <p>6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p> <p><b>A Half-Century of Crisis and Achievement (1900-1945)</b></p> <p>6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.</p> <p><b>The 20th Century Since 1945 (1945-Today)</b></p> <p>6.2.12.D.5.d Analyze how feminist movements and social conditions</p>	<p><a href="https://tavaana.org/en/case-st...">https://tavaana.org/en/case-st...</a></p> <p><a href="https://www.khanacademy.org/hu...">https://www.khanacademy.org/hu...</a></p>
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		<p>have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
		<hr/> <p>6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	<hr/> <hr/>



Atlas

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