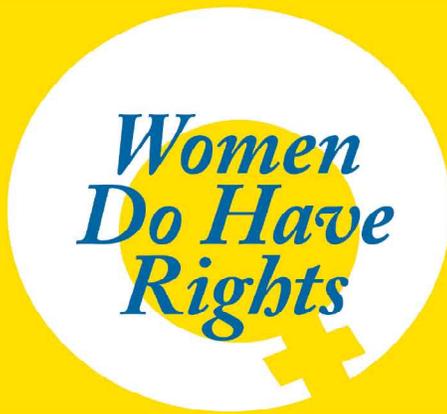


The Rights of Women in the United States

Lesson Plan

Women's Rights in the United States: Obstacles and Opportunities

Grade Level: 8-12



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www.theadvocatesforhumanrights.org



Women's Rights in the US Obstacles and Opportunities

Goal: To understand the issues facing women in claiming their rights in the U.S.

Objectives:

- Students will examine and discuss current issues facing women in the U.S.
- Students will learn about the history of women's rights and key figures associated with the women's rights movement in the U.S.
- Students will conduct research to analyze depictions of women in the media
- Students will compose arguments and debate equal rights for women
- Students will create proposals for addressing some of the barriers to fulfilling women's rights

For more information, check out the Rights of Women Toolkit at

www.discoverhumanrights.org

Essential Question: How far have women come in claiming their human rights in the U.S. and what obstacles do they still face?

Time Frame: This lesson plan is divided into six separate activities. Many of these activities require at least 2 hour-long class periods.

Grade Level: 8-12

Curriculum Standards: The activities in this lesson are connected to the MN High School Social Studies and Language Standards that can be found on pages 11-12. To find out how to connect this lesson to curriculum standards in other states, please visit: <http://education.smarttech.com>.

Procedure:

ACTIVITY 1: THE RIGHT TO BE SAFE AND SECURE

Overview: In this activity, instructors will discuss the issue of domestic abuse focusing on abusive teen relationships. Students will learn about different kinds of abuse, what it means to be in an abusive relationship, and how teens are affected by abusive relationships. As an optional extension, students are encouraged to organize an effort to inform other teens about the warning signs of abusive relationships and how to get help.

1. **Quiz.** Have students take a quiz in class (see downloadable quizzes below). Use the quiz to determine how much your students know about violence against women and what they can gain from learning more about what constitutes abuse.

Online quizzes about teen dating violence and other kinds of abuse available at:

- www.loveisrespect.org Choose the "Is This Abuse?" tab at the top of the page and then click on "Are You Being Abused?" or "Are You Abusive?" on the left side of the web page.
- www.thesafespace.org Click on the "Pop Quiz" link on the left side of the web page.
- www.choosererespect.org Click on the "Fact or Fiction" quiz in the middle of the page.

2. **Discuss.** Provide students with the following facts: (facts from www.loveisrespect.org)

- 1 in 5 teens who have been in a serious relationship report being hit, slapped or pushed by a partner.
- 1 in 3 girls who have been in a serious relationship say they've been concerned about being physically hurt by their partner.
- 1 in 4 teens who have been in a serious relationship say their boyfriend or girlfriend has tried to prevent them from spending time with friends or family; the same number have been pressured to only spend time with their partner.



Women's Rights in the US Obstacles and Opportunities

ACTIVITY 1: THE RIGHT TO BE SAFE AND SECURE (CONTINUED)

2. **Discuss (continued).** Ask students the following questions:

- Are any of these facts surprising to you?
- Why or why not?
- What else do you know about abusive relationships for people your age?

3. **Mind Map.** One common misconception is that abuse means physical violence, but abuse also comes in the form of manipulation, isolation, emotional, and verbal abuse. Ask students to create a mind map of different forms of abuse and to give an example for each. Support their ideas with explanations of the different types of violence. See the U.S. Department of Health and Human Service's website: www.womenshealth.gov/violence/types/.

4. **Small Group Work.** Have students divide into small groups and consider how they might respond to the following scenarios:

Scenario 1

One of your good friends, a girl, has been dating a boy from another school. Lately you haven't seen her much. When you call to see if she wants to get together she says she is busy. You are starting to get frustrated, but also a little worried, because she says that her new boyfriend gets really jealous. He doesn't like it when she talks on the phone, texts, or even puts updates on Facebook. She says he's just being protective, that this is how he shows how much he loves her, but even she seems a little unsure.

In what way could the boyfriend's behavior be considered abusive?

What could you do to help your friend?

Scenario 2

You just started dating someone you really like, but after a few weeks your new boy/girlfriend has started to seem distant. You want to know what's going on. You decide to drive by his/her house a few times but you don't knock on the door. You know the password to his/her email account, and you are thinking about logging on, just to see if everything is OK. You also considered taking his/her cell phone and checking their text messages. Your friends say you're going too far, but you think they might be jealous.

In what way could your behavior be considered abusive?

What is a better way for you to address your concerns?

Mind Mapping:

Place the word you are brainstorming about in the center of the paper. Circle the word. Extend lines that connect to more circles and fill with words related to the word of origin. This is a great brainstorming technique for visual and spatial learners.

Optional Extension: Encourage your students to take action to end violence against young women by choosing one of the following actions:

- **Write an article or story.** Write a story about dating abuse. Submit your story to your school newspaper or suggest dating violence and/or violence against women as a topic for your school newspaper. Include links to web resources on dating violence in case others need help.
- **Organize a school-wide campaign.** Invite a speaker from a local organization that works on domestic violence issues. Involve a variety of clubs or groups at school. Ask the drama club to perform, the literary magazine staff to read poetry, or the band to play.
- **Create a visual statement.** Work with the art teacher or art students to create a visual statement against dating abuse. Consider a poster contest, mural or other project that can be displayed at school.



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ACTIVITY 2: THE RIGHT TO EQUAL PROTECTION AND DUE PROCESS

Overview: In this lesson, students will be introduced to the 14th Amendment and the definitions of “due process” and “equal protection.” Students will discuss the history behind the amendment and how women continue to be affected by its interpretation. A detailed history of the 14th Amendment and its role as a cornerstone in much of women’s rights legislation appears on the Supreme Court Historical Society website (www.supremecourthistory.org). Instructors are encouraged to have students visit this site in class or print the pages to be used for class discussion.

1. **Read.** Have students read through the 14th Amendment and provide their own definitions for equal protection.

The “Equal Protection Clause” of the 14th Amendment

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

2. **Define.** Ask for volunteers to read some of their definitions aloud. After you have heard a few, explain to students that while the ideas of equal protection and due process may seem relatively straightforward, crucial court cases have hinged on how courts have interpreted these ideas in the past and how they will continue to interpret them in the future.
3. **Interpret.** Have students read: “Introduction: Interpreting the Equal Protection Clause” at www.supremecourthistory.org/learning/supremecourthistory_learning_womens.htm and respond to the following:
 - What was the initial purpose behind the ratification of the 14th Amendment?
 - Explain the different ways the Supreme Court evaluates equal protection claims.
 - Why do women not receive the same protection from the 14th Amendment as racial and ethnic minorities?
4. **Make Your Case.** Divide the class into four groups. Give each group one of the following cases. Have each group study the two sides of their case and role play for the class how the debate might have occurred in court. After each role play, ask the class to take on the role of the Supreme Court and debate how they might apply the Equal Protection Clause to this case. After the class has ruled on the case, allow the presenting group to reveal how the Supreme Court originally ruled. Once everyone has presented, discuss as a large group how the Equal Protection clause has been interpreted differently in the past, how it is used today, and which method of interpretation seems most effective.
 - Breaking New Ground - Reed v. Reed, 404 U.S. 71 (1971)
www.supremecourthistory.org/learning/supremecourthistory_learning_womens2.htm
 - A Double Standard for Benefits - Frontiero v. Richardson, 411 U.S. 677 (1973)
www.supremecourthistory.org/learning/supremecourthistory_learning_womens3.htm
 - Justice for Beer Drinkers - Craig v. Boren, 429 U.S. 190 (1976)
www.supremecourthistory.org/learning/supremecourthistory_learning_womens4.htm
 - The Most Recent Standard - United States v. Virginia, 518 U.S. 515 (1996)
www.supremecourthistory.org/learning/supremecourthistory_learning_womens5.htm

EXTRA CREDIT!

Who is Ruth Bader Ginsberg and how is she related to one of the cases you read about in class?

Use the following website for help:

www.aclu.org/womensrights/gen/24302resw20060301.html



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ACTIVITY 3: THE RIGHT TO NON-DISCRIMINATION

Overview: In this activity, students will discuss, research, and debate the pros and cons of an Equal Rights Amendment (ERA). Students will discuss the history of the amendment and will then conduct further research online or in the library. It may be helpful to see the section above on the 14th Amendment for more background information. After their research, students are divided into groups to debate the passage of the ERA.

1. Discuss. As a large group, discuss the following questions:

- Have you ever heard of the Equal Rights Amendment?
- What do you know about it?
- What rights do you think the ERA includes that the 14th and 19th Amendments do not already cover?

2. Provide Background. Provide students with a short history lesson. In 1923, three years after women gained the right to vote, suffragette Alice Paul wrote the ERA, which was meant to be a next step (after the 19th Amendment) in assuring women the right to equal protection under law. Paul wrote the following:

Section 1. Equality of Rights under the law shall not be denied or abridged by the United States or any state on account of sex.

Section 2. Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

Section 3. This amendment shall take effect two years after the date of ratification.

Since that time, the ERA has been introduced in every Congress in session since 1923. In 1972 it passed Congress, but was not ratified (formally implemented into law) by the necessary majority of states. In the 2007-2008 congress, the ERA was introduced as S.J. Res. 10 (Sen. Edward Kennedy, MA, lead sponsor) and H.J. Res. 40 (Rep. Carolyn Maloney, NY, lead sponsor). In these bills, there is no deadline on the ratification process in their proposing clauses. Currently, the ERA Task Force of the National Council of Women's Organizations continues to support and urge the passage of this bill.

3. Research. Ask students to conduct some of their own research about the ERA. They can use the following websites (or the school library) for help: www.equalrightsamendment.org and www.now.org/issues/constitution/index.html.

Ask students to answer the following questions:

- Why do people argue that we need an Equal Rights Amendment?
- Why has the Equal Rights Amendment not been made into law?
- Why were changes made to the original text of the amendment? Will those changes help its passage now?

4. Pick a Side. Divide students into three equal groups. Let students know that they are preparing to debate the passage of the ERA. Have students do independent research at home, then give each group 20 - 30 minutes in class to prepare their collective arguments. Teachers should provide each group with a description of their task and a list of resources as seen in the boxes on page 6. Two groups will be asked to research their side of the issue and must come up with an argument for why the ERA should/should not be passed. The third group will be asked to come up with a list of questions, a debate format, and will judge the debate.

5. Stage Debate and Discuss. Based on the format provided by Group 3, give students at least 10 minutes to conduct their debate. Once the debate is over ask students: How do you think the debate went? Was it difficult to argue for one side or another? Did the debate influence how you feel about the ERA and whether it should get passed or not?

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Group 1: (Pro-ERA) Students in this group should be prepared to argue for the passage of the amendment. As a group, put together a 3-minute speech about why the amendment should be passed and be prepared to answer questions about the amendment (questions will be determined by group 3 and may be viewed beforehand if time permits).

Pro-ERA websites and resources:

- Read "Who Needs an ERA Amendment?"
www.now.org/issues/economic/cea/who.html
- Read about the 21st Century Equal Rights Effort
www.now.org/nnt/01-94/era.html
- Read the text of Shirley Chisholm's 1970 speech "For the Equal Rights Amendment"
www.americanrhetoric.com/speeches/shirleychisholmequalrights.htm
- Check out the Alice Paul Institute's ERA web site
www.equalrightsamendment.org/
- Check out the National Council of Women's Organizations
www.womensorganizations.org/

Group 2: (Anti-ERA) Students in this group should be prepared to argue against the passage of the amendment. As a group, put together a 3-minute speech about why the amendment should not be passed, and be prepared to answer questions about the amendment (questions will be determined by group 3 and may be viewed beforehand if time permits).

Anti-ERA Amendment websites and resources:

- Watch this speech by Phyllis Schlafly on YouTube
www.youtube.com/watch?v=mAxuOd-8NzU
- Read this Washington Post article which offers a good overview of both perspectives
www.washingtonpost.com/wp-dyn/content/article/2007/03/27/AR2007032702357.html
- Read this Associated Press article that describes why the Arkansas Senate panel recently rejected the most recent proposal to ratify the ERA
www.google.com/hostednews/ap/article/ALeqM5hV-ylpalazUbTBUJWud1_a2avZTQD96N46H01

Group 3: (Moderators) Students in this group must design a format for the debate, prepare a list of questions that each side must answer, and come up with a way to judge the debate. The debate should last at least 10 minutes long. Groups 1 and 2 know they must be prepared to give a 3 minute speech and will be asked questions. You decide how long each side can talk, if the two sides can pose questions to one another, who goes first and who answers last, etc.

Resources on how to moderate and judge a debate:

- Resources for Classroom Debates
http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml
- Junior State of America's Moderator's Handbook
http://horcal.jsa.org/downloads/moderator_handbook.pdf
- International Debate Education Association
http://www.idebate.org/teaching/debate_formats.php



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ACTIVITY 4: THE RIGHT TO WORK

Overview: In this activity, students will discuss the history and background of the Equal Pay Act of 1963 and the most recent equal pay bill to be signed into law, the Lilly Ledbetter Fair Pay Act of 2009. In addition, students will be asked to consider how women today are affected by the passage of this act.

1. **Research.** Print out or have students access the following websites which provide a brief overview of the history of pay inequality leading to the Equal Pay Act of 1963.

Have students answer the following questions:

- Before the passage of the Equal Pay Act, what acts of discrimination against women routinely took place in the work force? Why do you think companies employed policies that were actively discriminatory?
- The Equal Pay Act was further strengthened and refined after 1963. Why? What additional acts of discrimination did women face even after the Act was passed?
- What is the “wage gap”? Do you think there is still a wage gap in place today? Why or why not?

2. **Watch and Learn.** Have students watch the Lilly Ledbetter story on YouTube:

- www.youtube.com/watch?v=5w1eSymFBOg&feature=PlayList&p=0AF870D314CB6E58&playnext=1&index=2
- www.youtube.com/watch?v=YhSFtshcPk&feature=related

Ask students: What is the significance of the very first bill that President Obama signed into law? Have them check out the following websites:

- www.eeoc.gov/epa/ledbetter.html
- www.nytimes.com/2009/01/30/us/politics/30ledbetter-web.html

3. **Gather Stories.** Ask students to find real-life stories of women who have faced gender discrimination in the workplace. These stories can come from interviews with people they know, non-fiction books, documentaries or movies based on real stories. Encourage students to interview women in their family or their community about their experiences with gender discrimination. If this is not possible, movies, books, films, and other media could be used to find real-life stories.
4. **Imagine and Write.** Once students have chosen a story, ask them to write an essay from the perspective of the woman facing discrimination. The essay can be a letter to a friend, an op-ed to a local newspaper, a speech at a women's right to work rally, or a written complaint to their supervisor. The essay should communicate what they have experienced and what they want to see changed.
5. **Respond.** Collect the essays and re-distribute them so each student reads someone else's essay - the teacher may choose to keep the author of each essay anonymous. Ask each student to respond to the essay as if they were the recipient of the letter or speech (as if they were the friend, newspaper editor, rally participant, or supervisor). The response should be a personal letter to the woman stating how the letter she sent impacted them and what they intend to do as a result.



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ACTIVITY 5: THE RIGHT TO EDUCATION

Overview: In this activity, students will learn more about the history and background of Title IX. Students will grade their own school to find out how well their school complies with Title IX requirements and then learn how to get involved to ensure fair and equal treatment.

1. Imagine: Ask students to imagine the following scenario:

It's 1967 and you, a young woman, are starting your senior year in high school. You are very interested in science and would like to pursue a career in the sciences, but your high school counselor has told you that the upper level science classes are usually reserved for boys. This is distressing because you would like to go to college and major in science, but you are rapidly discovering that there is not much support. Furthermore, your parents don't have much money for college. This was not a problem for your brother, who received an athletic scholarship to the local university, but you have just discovered that no athletic scholarships are available to young women. This really bothers you because you know that you play circles around him on the basketball court. Your guidance counselor is telling you that you should consider nursing because nursing involves science, but to forget about trying to be a doctor.

2. Discuss. As a large group discuss the following questions:

- Does this seem realistic to you?
- What would you do in this situation?
- Could this happen today?

3. Explain. Tell students that this was a real issue for girls until 1972, when Title IX became law. Title IX states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance... (Full text of Title IX can be found at: www.dol.gov/oasam/regs/statutes/titleIX.htm)

4. Dig Deeper. Ask students if they believe that Title IX “fixed” all the discrimination issues in education. Have students visit the following websites to read about current issues women are facing in sports.

- www.titleix.info/Faces-of-Title-IX/Meet-the-Faces-of-Title-IX.aspx (Click on “Meet the Faces of Title IX”)
- www.womenssportsfoundation.org/Take-Action/Advocate-for-Change.aspx (Click on “Unbelievable stories” and “Success stories”)
- www.titleix.info/Resources/Videos.aspx

As a large group, ask students if they have any experiences with similar Title IX related issues. Are there any of these issues at your school? In your community?

5. Assess. Evaluate your own school's compliance with Title IX. Use the online assessment tool on the Women's Sports Foundation's web site: www.womenssportsfoundation.org/Take-Action/Advocate-for-Change/Grade-Your-School.aspx. Have students gather the necessary information about the school and then take the survey.

6. Take Action. Based on the responses to the survey, have students brainstorm ways to take action or reward their school.

HINT! If you are at a school that receives federal funding, your school is required to have a Title IX coordinator. Do you know who that person is at your school? Invite them to speak to your class and discuss with them ways you can help students know their rights.



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ACTIVITY 6: THE RIGHT TO POLITICAL PARTICIPATION

Overview: In this activity, students will learn about some of the history and the important historical figures behind the passage of the 19th Amendment. In the second period, students will view some of the relevant chapters from the film, "Iron Jawed Angels" and discuss what they see in the movie.

1. Explore and Learn. Begin by asking students what they know about the 19th Amendment and any historical figures behind the passage of this amendment. Can they define the word "suffrage"? Ask students to research and learn more about the suffrage movement using their school library and the web resources listed below. Instructors can assign suffragettes to individuals or groups of students (try to ensure that each suffragette is covered). Have students answer the following questions about their suffragette:

- Write a 3 to 4 sentence description of your suffragette's early background. Where was she born? How did her background influence her eventual activism in the suffrage movement?
- Why did your historical figure become part of the suffrage movement? What was her role in the movement?
- What was NAWSA? What was NAOWS? What was the NWP?
- Describe some of the obstacles that stood in the way of women getting the right to vote.
- What was the relationship between suffragettes and abolitionists? What was the relationship between the suffrage and the temperance movements?
- What are some of the distinctions between the suffrage movement in the U.S. and the suffrage movement in England? Which country do you think was more effective in getting women the right to vote?

HISTORICAL FIGURES IN SUFFRAGE MOVEMENT

Susan B. Anthony

- PBS's "Not for Ourselves Alone"
www.pbs.org/stantonanthony/resources/index.htm
- Susan B. Anthony House
www.susanbanthonyhouse.org/biography.shtml

Carrie Chapman Catt

- National American Woman Suffrage Association
<http://memory.loc.gov/ammem/naw/cattbio.html>
- The Women In History Group - Catt Bio
www.lkwdpl.org/wihohio/catt-car.htm
- The Carrie Chapman Catt Home and Museum
www.catt.org/

Elizabeth Cady Stanton

- PBS's "Not for Ourselves Alone"
www.pbs.org/stantonanthony/resources/index.html
- National Park Service info on Stanton
www.nps.gov/wori/historyculture/elizabeth-cady-stanton-house.htm

Alice Paul

- The Alice Paul Institute
www.alicepaul.org/alicepaul.htm
- Conversations with Alice Paul
<http://content.cdlib.org/ark:/13030/kt6f59n89c/>

GENERAL RESOURCES ON WOMEN'S SUFFRAGE

- **National Archives Historical Documents**
www.archives.gov/education/lessons/woman-suffrage/
- **Library of Congress: National American Woman Suffrage Association Collection**
<http://memory.loc.gov/ammem/naw/nawquery.html>
- **PBS.org: Women Who Remember Suffrage**
www.pbs.org/stantonanthony/wherearewe/index.html
- **National Park Service: Women's Rights Convention and its participants:**
www.nps.gov/wori/historyculture/the-first-womens-rights-convention.htm
- **Women's History in America**
www.wic.org/misc/history.htm
- **Library of Congress: National Women's Party**
<http://memory.loc.gov/ammem/collections/suffrage/nwp/>
- **National Women's Party Timeline of Events**
<http://memory.loc.gov/ammem/collections/suffrage/nwp/brftime.html>



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2. **Watch Film.** Have students watch the following chapters from **Iron Jawed Angels** and pose the questions below for class discussion. Instructors may want to print out the student guide at: www.hbo.com/films/ironjawedangels/pdf/student.pdf. The film can be purchased online at <http://store.hbo.com/product/index.jsp?productId=1889209>. *Note: this is a long movie and some scenes may be difficult for students to watch. The following outline skips some scenes in the interest of time.*

Chapters 1-4

1. Which major figures in the suffrage movement were introduced here?
2. Why did Carrie Catt say that she didn't want any radicals from England to participate in the movement?
3. Why did Carrie and Anna think that getting the vote wasn't realistic?
4. What were some of the obstacles Paul faced in gaining the right to vote for women?
5. Why was suffrage an important issue for both the working poor and the wealthy women?
6. Who was Ida Wells-Barnet? What was her role in the suffrage movement and what did she do for women and the poor?
7. Who was Inez Mulholland?
8. What happened during the suffrage march? Why did their presence make people so mad?
9. What was President Wilson's response to the delegation?

Chapter 6

1. Why did the women's movement split? What were the two groups called?

Chapters 9-12

1. What was the purpose of posting sentinels outside the White House?
2. What was the impact of WWI on the women's suffrage movement? Why does one character say, "The war changes everything"?
3. Why does the presence of the sentinels enrage the people? What is the resulting action against the women who were picketing outside the White House?

Chapters 15-18

1. Describe some of the conditions the women endured in the workhouse.
2. Why were the women finally released?
3. What impact did this experience have on the women's fight to gain the right to vote?

3. **Homework Assignment.** For homework, ask students to look at the following web pages and answer the question: "What are some issues facing women in politics today?"

- Women's Voices Women's Vote
www.wvov.org/

- The League of Women Voters
www.lwv.org



Minnesota High School Social Studies Standards

Strand	Sub-Strand	Standards	Benchmarks	Examples
U.S HISTORY GRADES 9-12	H. Expansion, Innovation, and Reform, 1801-1861	The student will understand the sources, characteristics, and effects of antebellum reform movements.	Students will understand the sources, characteristics, and effects of cultural, religious, and social reform movements, including the abolition, temperance, and women's rights movements.	1848 Seneca Falls Convention and Declaration of Sentiments, Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony
U.S. HISTORY GRADES 9-12	J. Reshaping the Nation and the Emergence of Modern America, 1877-1916	The student will understand the changing dynamics of national politics in the late 19th century.	Students will demonstrate knowledge about the ways the American people responded to social, economic, and political changes through electoral politics and social movements such as populism and temperance.	Elizabeth Cady Stanton, Susan B. Anthony, National American Woman Suffrage Association, women's suffrage (19th Amendment)
U.S. HISTORY GRADES 9-12	K. The Emergence of Modern America, 1890-1930	The student will analyze the wide range of reform efforts known as Progressivism between 1890 and the First World War.	Students will analyze the debates about woman suffrage and demonstrate knowledge of the successful campaign that led to the adoption of the 19th Amendment granting women the right to vote.	National American Woman Suffrage Association, Carrie Chapman Catt and the "winning plan"; The National Woman's Party, Alice Paul
U.S. HISTORY GRADES 9-12	M. The Great Depression and World War II, 1929-1945	The student will understand the origins of World War II, the course of the war, and the impact of the war on American society.	Students will describe the impact of the war on people such as women, African Americans, and Japanese Americans.	Women in the workplace, "Rosie the Riveter," Roosevelt's Fair Employment Executive Order, the Bracero Program, and African Americans in labor force.
U.S. HISTORY GRADES 9-12	N. Post-War United States, 1945-1972	The student will understand the changes in legal definitions of individual rights in the 1960s and 1970s and the social movements that prompted them.	Students will demonstrate knowledge of the "rights revolution" including the civil rights movement, women's rights movements, expansion of civil liberties, and environmental and consumer protection.	Equal Rights Amendment; Phyllis Schlafly; Title VII, Title IX, Equal Credit Act; Affirmative Action; Bakke decision, 1978
U.S. HISTORY GRADES 9-12	O. Contemporary United States, 1970 to the present	The student will understand the evolution of foreign and domestic policy in the last three decades of the 20th century and the beginning of the 21st century.	Students will demonstrate knowledge of economic, social, and cultural developments in contemporary United States.	Violence Against Women Act, 1994
IV. HISTORICAL SKILLS GRADES 9-12	A. Historical Inquiry	The student will apply research skills through an in-depth investigation of a historical topic.	<ol style="list-style-type: none"> 1. Students will define a research topic that can be studied using a variety of historical sources with an emphasis on the use of primary sources. 2. Students will identify and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives as appropriate for their project. 3. Students will evaluate web sites for authenticity, reliability, and bias. 4. Students will learn how to prepare for, conduct, and document an oral history. 5. Students will apply strategies to find, collect, and organize historical research. 	
VII. GOVERNMENT AND CITIZENSHIP GRADES 9-12	A. Civic Values, Skills, Rights, and Responsibilities	The student will understand the scope and limits of rights, the relationship among them, and how they are secured.	<ol style="list-style-type: none"> 1. Students will analyze the meaning and importance of rights in the U.S. Constitution and the Bill of Rights, subsequent amendments, and in the Minnesota Constitution. 2. Students will describe the expansion of protection of individual rights through legislative action and court interpretation. 3. Students will understand equal protection and due process and analyze landmark Supreme Court Cases' use of the 14th Amendment to apply the Bill of Rights to the states. 	Amendments 1-10, 13-15, 19, 26; Due Process and Equal Protection clauses of the 14th Amendment



Minnesota Academic Standards in Language Arts

Strand	Sub-strand	Standards	Benchmarks
I. Reading and Literature	C. Comprehension	The student will understand the meaning of informational, expository, or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential, and evaluative comprehension.	Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies, and autobiographies. Summarize and paraphrase the main idea and supporting details. Trace the logical development of an author's argument, point of view, or perspective and evaluate the adequacy, accuracy, and appropriateness of the author's evidence in a persuasive text. Make inferences and draw conclusions based on explicit and implied information from texts. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.
I. Reading and Literature	C. Media Literacy	The student will critically analyze information found in electronic and print media and will use a variety of these sources to learn about a topic and represent ideas. (At the high school level media literacy should be addressed across content areas and integrated into the curriculum at the discretion of the local district.)	Evaluate the accuracy and credibility of information found on Internet sites. Evaluate the logic of reasoning in both print and non-print selections. Evaluate the source's point of view, intended audience and authority. Determine whether the evidence in a selection is appropriate, adequate, and accurate. Evaluate the content and effect of persuasive techniques used in print and broadcast media. Make informed evaluations about television, radio, film productions, newspapers, and magazines with regard to quality of production, accuracy of information, bias, purpose, message, and audience. Critically analyze the messages and points of view employed in different media including advertising, news programs, web sites, and documentaries. Formulate critical, evaluative questions relevant to a print or non-print selection. Critically analyze and evaluate the strategies employed in news broadcasts, documentaries, and web sites related to clarity, accuracy, effectiveness, bias, and relevance of facts. Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.
I. Reading and Literature	A. Speaking and Listening	The student will demonstrate understanding and communicate effectively through listening and speaking.	Distinguish between speaker's opinion and verifiable facts and analyze the credibility of the presentation. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. Understand the relationship between nonverbal, interpersonal, and small group communication. Describe the role of communication in everyday situations. (e.g., advertising, informal social, business, formal social, etc.) Understand the effects of media on society and culture. Identify and understand essential elements, skills, and implications of persuasion, argumentation, and debate as essential oral skills. Apply assessment criteria to self-evaluation of oral presentations.
II. Writing	A. Types of Writing	The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.	Generate, gather, and organize ideas for writing. Develop a thesis and clear purpose for writing. Make generalizations and use supporting details. Arrange paragraphs into a logical progression. Revise writing for clarity, coherence, smooth transitions, and unity. Apply available technology to develop, revise, and edit writing. Generate footnotes, endnotes, and bibliographies in a consistent and widely accepted format. Revise, edit, and prepare final drafts for intended audiences and purposes.