

US History

Good Trouble

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Description

Students recognize that oppression is something that connects us to one another, and is unfortunately part of our human experience living in the United States. They will develop agency and authority through deep and critical thinking activities that will allow them to discover ways in which they have been oppressed. Empathy is a skill that is developed through meaningful activities in which students recognize that experiences are shared with others. In order for students to be truly civics- minded, and active citizens of a democracy, they must recognize oppression in their own lives, and in the lives of others. With this empathy, students will begin to develop a critical lens regarding the previously-listed beliefs of oppression. In order for students to decide on a movie/show to create a disclaimer for, students must develop social awareness of the previously listed ideas. Students will then be able to review different scenes with a lens that is specific to the belief of the oppressors.

One point of oppression students will find are in some of their favorite childhood characters or sources of entertainment. In the United States, popular sources of entertainment for children include Disney, Looney Toons, Sesame Street and more. While these fun, engaging videos and stories are a great source of entertainment, they come with problematic views of gender, race, stereotypes and more. As these shows have progressed over time, the sources of entertainment are still easily accessible and ready to view in moments. Therefore, the US History students at Disney II Magnet High School will assess and write a critique to disclaim problematic points of a movie, scene, character or song.

Lastly, students will juxtapose their critiques of American favorite sources of entertainment to provide a solution to lost American History in textbooks. Through class discussions, activities and modeling, students will identify how textbooks oftentimes neglect incredible people of color, or other marginalized groups, and stick to a glossy, whitewashed history story. Students will explore individuals of the past who inspire them, and write a 'textbook' excerpt on a movement, group, or individual that fought oppression with use of agency, authority and action.

Students will be completing both final products independently, unless otherwise stated.

Final Products

1. Entertainment Disclaimer
2. Disney II American History Textbook Excerpt

Standards Assessed

Illinois Social Studies Standards:

- SS.IS.3.9-12. Develop new supporting and essential questions through investigation, collaboration, and using diverse sources.
- SS.IS.4.9-12 Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
- SS.IS.6.9-12. Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

Academic Competencies Assessed

- Asking Questions--Disclaimer
- Contextualizing Sources--Disclaimer
- Explanation of Evidence --Disclaimer and Excerpt
- Selection of Evidence--Excerpt

Adaptive Competencies

- Agency
- Leadership

Essential Question

Whose history is accessible?

Enduring Understanding

Students will come to understand that while effects of societal oppression is a daily occurrence, the story of oppression may be hard to find.

Pre-Assessment

Students will be assessed on two elements: Content and Skill.

1. Content in an [anticipation guide](#):
 - a. Variety of Civil Rights Movements in the US
 - b. Forms of prejudice
 - i. Ageism
 - ii. Racism
 - iii. Sexism
 - iv. Ableism
 - v. Socio/Economic standing
 - vi. Religion
 - vii. Immigration Status
 - c. Individuals such as:
 - i. John Lewis
 - ii. Randall Means

- iii. Cesar Chavez
- iv. Lorena Borjas
- v. Dolores Huerta
- vi. Madonna Thunder Hawk
- vii. Yuri Kochiyama
- viii. Harvey Milk

2. Skill

- a. Students will be given an excerpt of a textbook and a primary source (excerpt of a speech) to complete a [modified soapstone graphic organizer](#) to prepare to write a paragraph response to the prompt: Why does Barack Obama credit Dolores Huerta with 'yes we can' and what is the significance of the phrase?

Rubric

Skill	4 Developing	5 Achieving	6 Mastery	7 Exemplary
<p><i>Explanation of Evidence: Analyzing how the selected evidence supports the writer's statements (e.g., claims, controlling ideas)</i></p>	<p>I can explain why the evidence is important by addressing elements of the 5 Ws.</p>	<p>I can explain why the evidence is important.</p> <p>I have addressed the 5 Ws.</p> <p>The explanation is thorough and is a foundation for analysis.</p> <p>I can cite my evidence in APA format.</p>	<p>I can thoroughly analyze the evidence (almost no gaps or reasons why people may argue with me) and explain the significance by ensuring I use a SEA paragraph by clearly linking the analysis to the claim (answer) of the paragraph.</p> <p>The 'so what' is addressed.</p> <p>I can use rhetoric in my writing to encourage others to agree with me.</p> <p>I do identify that there is evidence missing in my response.</p> <p>I can cite my evidence in APA format.</p>	<p>The 'so what' is thoroughly addressed because I purposely linked the analysis back to my claim.</p> <p>I used rhetoric strategically in my writing to encourage others to agree with me.</p> <p>I do identify that there is evidence missing in my response.</p> <p>I can cite my evidence in APA format.</p>
<p><i>Asking Questions: Developing focused, answerable inquiry and research questions</i></p>	<p>I can brainstorm.</p> <p>I can create an open-ended question that is specific to the topic.</p> <p>I can answer the question with more than one resource.</p>	<p>I can create an open-ended question that is specific to the topic with the use of analysis of trends in data.</p> <p>I can answer the question with more than one resource.</p>	<p>I can create a clear, open-ended question that is specific to the topic studied with the use of analysis of trends in data.</p> <p>My question allows for synthesis of sources to find a potential answer.</p>	<p>I can create a precise, open-ended question.</p> <p>My question allows for synthesis of sources to find a potential answer.</p> <p>My question is based on evidence, events or research.</p> <p>My question uses rhetoric to hook the audience.</p>

<p><i>Contextualizing Sources: Identifying how a source is situated within the world of its origin (e.g., time period, location, socio-political climate, cultural conditions, etc.) and explaining how the perspectives within the source shape and/or are shaped by those conditions.</i></p>	<p>I can identify when, where and why a primary source was created.</p> <p>I can explain when, where and why a secondary source was created.</p>	<p>I can identify when, where and why a primary source was created.</p> <p>I can explain when, where and why a secondary source was created.</p> <p>I can explain the point of view of the source.</p> <p>I can explain how the source impacted society.</p>	<p>I can explain what was happening at the time the primary source was created (like historical, scientific, political, economic, social, and/or cultural conditions).</p> <p>I can explain what was happening at the time of the event described (like historical, scientific, political, economic, social, and/or cultural conditions), if I am using a secondary source.</p> <p>Regardless of whether it is a primary or secondary source, I can explain how these conditions impact the source.</p>	<p>I can identify and explain the time and place the source was made.</p> <p>I can explain what is happening at the time the source was made by referencing:</p> <ul style="list-style-type: none"> • Historical events • Political events • Economic issues • Social events or issues • Cultural events or issues. <p>I can explain the relationship between all of the listed events.</p> <p>I can explain how the listed events impact the source by explaining any identified connections.</p> <p>I can explain what events lead up to the topics or creation of this source.</p> <p>I can explain what events followed topics or creation of this source.</p> <p>I can explain how these different events have an impact on the source and its meaning.</p> <p>Regardless of whether it is a primary or secondary source, I can explain how the above listed conditions make the source more meaningful to my research.</p>
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Competencies

Agency	Leadership	
I can identify passions that interest me.	I manage ethical dilemmas with temperance, humility and grace. I engage courageously and productively in conversations about difficult or controversial topics. I notice unaddressed problems or challenges in my field of interest and seek opportunities for exploring innovative solutions and new opportunities for change.	

Formative Reflection Discussion Points

Throughout the unit, there will be informal class discussions and journaling opportunities to reflect on students' own roles and societal impacts regarding the topics studied. The goal of the discussions and journal prompts is for students to identify how forms of prejudice shape our experiences. We truly want students to continue to reflect and critique past experiences.

Final Product #1: Media Disclaimer Note Catcher

Asking Questions

What question would you like to address by analyzing the source of entertainment?

Contextualizing Sources

Name of show/movie you are creating a disclaimer for	
Year it was made	
Rating (G, PG, etc)	
2-3 sentence explanation of who created the show/movie	
What is the purpose of the source of entertainment? Pleasure, informative? Who is the audience? Children? Adults?	
What is the topic of the entertainment piece?	
Is there a certain tone (humor, satire, drama, etc)?	

Explanation of Evidence

What direct clip are you disclaiming?
Summarize, and be sure to use a description of the evidence from the source of entertainment to critique, and explain how the clip (evidence) requires a disclaimer.

Go for a 6 or higher:

Include a second or third piece of evidence of a viewer which proves why there should be a disclaimer.	
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Formal Disclaimer

History Textbook Excerpt

Excerpt Topic	
Why did you choose this topic?	
Annotated Bibliography	

Textbook Excerpt: