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| **TGC Fellow Unit Template \*** | | |
| Prepared by: Fernando Molina School/Location: Santee Education Complex | | |
| Subject: United States History Grade: 11  Unit Title: Xenophobia In America [Past and Present] and Abroad [Contemporary  Time Needed: Four Weeks | | |
| Unit Summary: Students will investigate the American nativist movement through different periods in American History, as well as contemporary examples of nativism and xenophobia abroad.  1. American Nativism and the Americanization Movement during the Gilded Age.  2. American Nativism during the 1920s. 3. More Recent Examples of American Nativism and Xenophobia [and its impact on the Latino Community] 4. Contemporary Examples of Nativism and Xenophobia in other nation-states  In order to make connections to their own locational and personal domains, students will investigate, in particular, the anti-immigrant rhetoric targeted at the Latino community from the 1990s to today. | | |
| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS:  G1: Analyze the American Nativist Movement during the Gilded Age, the 1920s and in the contemporary period.  G3. Produce and distribute writing with evidence supporting a claim.  G4: Explain the causes and effects of xenophobia abroad and in American society.  G5: Compare and contrast xenophobia abroad and in American society.  HISTORY-SOCIAL SCIENCE CA STANDARDS  11.2.3 Trace the effect of the Americanization movement.   11.2.4 Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.   11.2.7 Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).  11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.  NOTE: We are transitioning between the use of the History-Social Science CA Standards and the Common Core Standards. Last year, there was no statewide testing covering these standards, and no testing covering the Social Sciences. Same situation this year. This has allowed for some flexibility in our use of time for non AP Social Science courses.  GLOBAL COMPETENCY:  Investigate the world  Communicate Ideas  Recognize Perspectives  RESOURCES:  TEXTBOOK: The Americans: [The Americans California: Student Edition Grades 9-12 Reconstruction to the 21st Century 2003](http://www.barnesandnoble.com/w/the-americans-california-houghton-mifflin-harcourt/1116904921?ean=9780618184163)  <http://sheg.stanford.edu/chinese-immigration-exclusion>  <http://sheg.stanford.edu/progressive-social-reformers>  <http://thomasnastcartoons.com/2014/04/16/nativism/>  <http://janmstore.com/products/stand-up-for-justice-dvd>  Stand Up For Justice: The Ralph Lazo story. I have the video and curriculum materials that accompany this short 30 minute film.   <https://sheg.stanford.edu/zoot-suit-riots>  [http://www.thenation.com/article/155641/nativists-get-tea-party-makeover#](http://www.thenation.com/article/155641/nativists-get-tea-party-makeover)  <http://www.splcenter.org/get-informed/intelligence-report/browse-all-issues/2011/spring/the-year-in-nativism>  <http://www.monroepadems.com/EasyBlog/the-tea-party-and-nativism-1>  <http://www.nytimes.com/video/world/europe/100000000769956/tc-041111-france.html>  <http://www.nytimes.com/2011/04/17/weekinreview/17BURQA.html?_r=1&>  <http://www.economist.com/blogs/economist-explains/2014/07/economist-explains-2>  <http://www.theguardian.com/world/2013/jul/22/frances-headscarf-war-attack-on-freedom>  <http://www.theguardian.com/world/2014/jul/01/france-burqa-ban-upheld-human-rights-court>  <http://www.bbc.com/news/world-europe-25118160> | ***Transfer*** | |
| *Students will be able to independently use their learning to…(real world purpose)*  T1. Investigate the world beyond their immediate environment.  T2. Recognize Perspectives. T3. Communicate ideas effectively with a diverse audience.  T4: Respect differences among people of a variety of cultural and regional backgrounds.  T5: Make connections between “here” and “there”. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*  U1: Xenophobia is a global phenomenon that exist across time and space.  U2: Members of different nation-states can share a common ideology. | ESSENTIAL QUESTIONS  E1: What factors contribute to xenophobia?  E2: How has the American nativist movement impacted the Latino community?  E3: How is xenophobia a global phenomena?  E5: What were the views of Progressive Social Reformers towards immigrants?  E6: What are specific examples of xenophobia in other countries in the contemporary period? E6: To what extent is American nativism and xenophobia similar and different to nativism and xenophobia abroad? |
| ***Acquisition*** | |
| *Students will know… (Content)*    K1: Contemporary Examples of Xenophobia outside of the United States  K2: American Nativist Movement during the Gilded Age, 1920s, and the contemporary period. | *Students will be able to… (Skills)*  S1: Analyze various sources.  S2: Investigate the world beyond their immediate environment.  S3: Communicate ideas effectively.  S4: Read grade level and above grade level texts—both primary and secondary sources / informational text—for purpose, arguments, and implications. |
| **Stage 2 - Evidence** | | |
| **Assessment** | **Evaluation Criteria (Learning Target or Student Will Be Able To)** | |
| Assessments **FOR** Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)  1. Analyzes primary source documents [both visual and written] and understands 6 key elements for each document: Subject; Occasion; Audience; Purpose; Speaker; and Historical Significance.  2. Provides appropriate questions upon analyzing primary source documents.  3. Understands point of view and perspective.  4. Shows accurate research demonstrated in a creative, well- organized manner that is engaging and informative  5. Provides a well-researched presentation that is relevant, compelling, persuasive, and engaging; presentation shows knowledge, practice, and potential for follow- through | 1. Students will read 5 primary source documents written by Progressive Era social reformers and immigrants. After a close reading of each document, students will complete their Organizing for Evidence template—in which students must list evidence that these reformers were both ‘generous and helpful’ and ‘condescending and judgmental.’ 2. Students will analyze 4 primary source documents related to the Chinese Exclusion Act and using evidence from said documents, describe why many white Americans supported this anti-Chinese law. 3. Students will use Stand Up for Justice curriculum [and view 30 minute film] to explore internment of Japanese Americans during World War II. 4. Students will analyze two primary source documents related to the Zoot Suit Riots and using evidence from said documents, explore what caused the riots. 5. Students will divide into groups of 4 to research examples of nativism and xenophobia in contemporary American society. Students will complete a Prezi or Powerpoint presentation and share this resource with the entire class. 6. These same groups will research contemporary examples of nativism and xenophobia in another country. Students will complete a Prezi or Powerpoint presentation and share this resource with the entire class. 7. Students will participate in several Socratic Seminars exploring contemporary examples of nativism and xenophobia at home and abroad. | |
| Assessment **OF** Learning: (ex: performance task, project, final paper)  1. Provides insightful comparisons, display higher level thinking, provide textual evidence | Culminating Essay: Analyze the similarities and differences among contemporary American nativist movements and xenophobia with those in other nation-states. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction ( Make this a useful outline or summary of your unit, your daily lesson plans will be separate)*  Week One and Week Two:  I. Review American Nativism in American History  A. American Nativism During The Gilded Age  1. Americanization Movement  2. Progressive Reformers and Immigrants  3. Chinese Exclusion Act  B. American Nativism in the 1920s  1. Reappearance of the Klu Klux Klan  a. Blacks  b. Jews  c. Catholics  2. Immigration Quotas/Restrictions of the 1920s  a. Emergency Quota Act 1921  b. Immigration Act of 1924  3. Red Scare of 1919-1920  a. Sacco and Vanzetti  4. Americanization Movement in the 1920s  C. Nativism and Xenophobia in the WWII period   1. Internment of Japanese Americans  2. Mexican Americans and the Zoot Suit Riots  Week Three:  I. Contemporary Examples of Nativism and Xenophobia in American Society  A. English Only Movement  B. California’s Proposition 187   C. Minutemen and the American Border  D. Muslims/Muslim-Americans in a Post-9/11 Society  E. The Tea Party, Nativism, and Xenophobia  Week Four:  I. Contemporary Examples of Nativism and Xenophobia Abroad  A. France, Muslims, and Head Scarves  B. Spain and North African Immigrants  C. Migrant Workers and Xenophobia in the Middle East  D. Xenophobia and the Danish Expulsion Law  *\*adapted from Understanding by Design Model* | | |
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| **TGC FELLOWS UBD Lesson Template** | | |
| Lesson Title: France, Muslims, and Head Scarves Subject: U.S. History  Prepared by: Fernando Molina  Materials Needed: Student copies of readings, LCD Projector, Internet Access/WiFi, link to New York Times Video,  Global Competency: Communication and Perspective | | |
| **W**here is the lesson going?  (Learning Target or SWBAT) | LT:  Students will identify reasons the French people and government support banning headscarves and the burqa.  Students will identify reasons some French Muslims and/or [Muslim] Immigrants object to bans.  Students will expand their understanding of nativism and xenophobia in a foreign country. | |
| **H**ook: | | **T**ailored Differentiation: |
| As students enter the room, they will complete a quick gallery walk. Posted around the room will be one dozen images of French Muslim women wearing headscarves and the burqa. Some of the images will depict these women protesting in the streets of Paris and other French cities and cited by law enforcement. | | Provide additional readings for advanced students.  Pair strong and weak students together in triads [2 Outer Circle participants + 1 Inner Circle participant].  Ask probing questions and encourage weaker students to explain themselves fully.  Provide adequate wait time. |
| **E**quip: | |
| 1. After gallery walk, students will view 2 minute NY Times video: TimesCast | France Bans Face Veil. 2. Pre-Lesson Homework: Students will have all read a series of articles related to the issue of headscarves, veils, and burqas in France. I have compiled a series of articles from the NY Times, The Guardian, BBC News, The Economist, and other sources. Each student will have read a minimum of two [2] readings each. 3. Socratic Seminar: Teacher will facilitate a Socratic Seminar on the issue of France’s banning of head scarves/veils and burqas. There will be an Inner Circle and an Outer Circle. The Inner Circle [12 students] are active participants in the Socratic Seminar discussion, while the Outer Circle [24 students] participants are active observers. Each Inner Circle participant works with two Outer Circle participants during several 1-minute time outs interspersed throughout the Socratic Seminar. As such, the Outer Circle participants “coach” the Inner Circle participants. 4. The facilitator/teacher prepares several discussion questions in advance. Relevant Issues include: religious freedom vs. a nation-state’s right to maintain its values, beliefs and cultural norms; Diversity and Multiculturalism in the 21st century; European/French Colonialism and its impact in our Post-Colonial world; Identity Politics and Nation-states; Static vs. Dynamic cultures; Imagined Communities in the 21st century. 5. Students are encouraged to actively engage each other on all relevant issues. | |
| **Rethink and revise:** | |
| 1. Students discuss possible solutions that will appease both the majority of French citizens and their government representatives and the French Muslims/Immigrant community. 2. Students discuss whether or not such a ban could ever take hold in the United States. | |
| **Evaluate:** | |
| Students assess their performance/participation in the Socratic Seminar using a Reflection Exit Ticket. | |
| Notes: | |
| **O**rganization: |
| Arrange student desks in two circles. 13 seats for Inner Circle [12 students + Teacher/Facilitator] and 24 seats for Outer Circle.  Set up LCD Projector with NY Times Video ready to view prior to commencing Socratic Seminar. |