

**Tamalpais Union High School District
Larkspur, CA**

COURSE OF STUDY

AMERICAN WOMEN'S HISTORY

I. INTRODUCTION

This one semester social studies elective course is open to 11th and 12th grade students. The course will examine the experiences of women throughout the history of the United States. Various key themes shaping women's roles in U.S. social, political and economic life from the colonial era to modern times will be explored. Students will look at the lives of women involved in leadership roles as well as the contributions of not-so-famous and ordinary women. A goal of this course is to present women's history both as an important part of United States history and as a unique subject of historical study.

Course Goals:

This course will address the following Tam 21st Century goals:

- Prepare students for lives of personal, academic, and professional growth, achievement, and fulfillment.
- Prepares students to think conceptually, solve complex problems, acquire knowledge, communicate ideals and work individually and collaboratively.

This course will address the following District Student Learning Outcomes:

- #1: Communicate articulately and persuasively when speaking and writing.
- #2: Read and analyze material in a variety of disciplines.
- #3: Use technology to access information, analyze and solve problems and communicate ideas.
- #10: Analyze and propose solutions to contemporary issues using a variety of perspectives.

This course will complement and reinforce the material presented in other courses in the Social Studies curriculum, particularly United States History, Government, Economics, and Contemporary Issues.

As a Social Studies elective, this course will address the following Historical and Social Science Analysis Skills from the California State Content Standards for History/Social Science, Grades 9-12. Since U.S. History is a pre- or co-requisite the course assumes students will have knowledge of the specific Content Standards for U.S. History, Grade 11.

- Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions. (Historical Interpretation #4)
- Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values. (Historical Interpretation #3)

- Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect. (Historical Interpretation #2)
- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. (Historical Interpretation #1)
- Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. (Historical Research, Evidence, and Point of View #3)
- Students identify bias and prejudice in historical interpretations. (Historical Research, Evidence and Point of View #3)
- Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned. Chronological and Spatial Thinking #1)

This course will allow students to examine the contributions of women in the development of the United States. While the course will examine the lives of famous American women, it will also include an important multicultural, grassroots component, exploring the lives of ordinary women whose experiences contribute to a more comprehensive understanding of our nation's history. A chronological study will enable students to place the achievements and contributions of women in historical context.

This course will provide students with the opportunity investigate the ways in which notions of gender roles have changed over time and how a wide variety of women both created and responded to shifting and contested cultural, political and social roles. For example, students will trace the evolution of women's roles from the days of "Republican Motherhood" during the early nineteenth century to the more public reform efforts of the mid-nineteenth century and the birth of modern feminism in the mid 20th century.

II. STUDENT LEARNING OUTCOMES

A. Outcomes

In this course, students will:

- Analyze major issues and events related to the role of women in American history, taking into account multiple perspectives and identifying bias and prejudice in historical interpretations. To present their analyses, they will use several different media, such as essays, debates, presentations and graphic works such as political cartoons and computer programs such as power point.
- Compare the past and present, evaluating the consequences of past events and decisions and determining their impact on present.
- Demonstrate knowledge of the complexity and diversity within the experience of American women by interpreting past events and issues and the context in which they unfolded.
- Record historical information and analyze the course material. These activities may include reflective writing, analysis of events, first- person accounts, notes and questions on assigned readings, political cartoons, reading and analyzing primary source documents, evaluating major debates among historians and other assignments.

- Examine their own personal connection to American women’s history. These connections may be displayed through projects such as family history, journals and interviews.

B. Course Content

The following key themes will be explored throughout this course:

- The evolution of the family
- Gender roles in American history
- Women and the economy
- Military roles of women in American History
- The changing political role of women in the United States.

The course will be organized into the following major units:

- Women in colonial and revolutionary America
- The Early Republic and Republican Motherhood
- The Cult of Domesticity and Westward Expansion
- The Era of Reform
- Women during the Civil War, Reconstruction and the Gilded Age
- The Role of Women in the Progressive Era
- “The New Woman” and the 1920s
- Contributions of Women in the Great Depression and World War II
- The Modern Era

III. ASSESSMENT

A. Student Assessment

Students will be assessed on the learning outcomes through a variety of means including:

- Written exams, quizzes, tests, and a comprehensive final exam. These written exams may combine essay, short answer or multiple-choice questions.
- Written and oral research projects.
- Interviews with women investigating the roles of women in American society. Students may report their interviews using a variety of tools including written transcriptions, tape recordings, or summary.
- Notebooks including in-class work and reflections.
- Oral presentations, debates, discussions and simulations which may be assessed using the Tam District Rubric for oral presentation.

B. Course Assessment

This course will be assessed every five years in accordance with the Curriculum Cycle. The assessment will include student feedback as well as administrative and departmental observation.

Grading standards and classroom procedures will be set by individual teachers and communicated clearly to students, in writing, at the beginning of the course.

IV. METHODS AND MATERIALS

A. Methods

A variety of strategies will be used to implement the curriculum and address the student outcomes previously mentioned. These will include:

- Group discussions
- Reading and analysis primary documents and secondary sources
- Content centered lectures
- Guest speakers
- Research projects
- Student centered oral presentations and simulations
- Individual visual art projects

B. Materials

Textbook: Linda K. Kerber and Jane Sherron DeHart, *Women's America: Refocusing the Past*, New York: Oxford University Press, 1995.

Primary resources drawn from a variety of sources.

Library and reference sources include books, magazines, atlases, almanacs, encyclopedias, poetry, music lyrics and the Internet.

School and community resources include guest speakers and community organizations.

C. Technology

Audio-visual resources include music, other sound recordings, CD-ROMs, videos, slides, photographs, Power point, DVD, and artifacts.

Student use of technology may include any of the following:

- Integrating historical photographs into Power Point presentation summarizing their research of a specific topic.
- Using artifacts and illustrations of artifacts from a specific period of time students will analyze the social and economic status of women.
- Using spreadsheets to analyze data pertaining to economic and political aspects of women's roles.

D. School to Career Goals

Examples might include:

- Students will identify non-traditional careers for women and interview a woman in such a career to analyze relevant social and economic factors.
- Guest speakers representing economic, political and social aspects of American society will discuss their perspectives and experiences.

E. Suggested Instructional Time Allocation

Each major unit of study (see II-A: Course Content above) will be approximately two weeks in length.

V. GENERAL INFORMATION

This class is a one-semester, 5-unit upper-division class that will be offered as a Social Studies elective.

A. Pre-Requisite/Co-Requisite

Students should have either completed a survey course in United States History or be currently enrolled in United States History.

B. Requirements Met

This course may be used as elective credit toward graduation but does not meet any specific graduation requirement. It has been accepted by UC towards the "g" requirement

Adopted: 1/11/05