

US Unit four Test Preparation Sheet - Given on the day of the final exam

Unit 4 Essay

One of the themes of American diversity has been that the United States has not always lived up to its core values with regard to diverse populations. In this essay, you will explore and explain how the three core values have been denied using specific examples drawn from the experience of women and Mexican Americans. In each case you will also explain how the group involved was treated unjustly and what this group did to achieve justice. Please support your observations with evidence drawn from the documents, exhibits, videos and textbook, as appropriate.

Introduction - In this paragraph you will introduce the idea that, throughout American history women and Mexican Americans have often been treated unjustly. Your thesis should indicate that the essay will explore how each of the core values has been denied, but that this denial was overcome by the efforts of the aggrieved groups.

Body Paragraph 1 - In this paragraph you will explain how the value of natural rights was specifically denied. You should choose and explore a specific example of this denial and explain what the group did to achieve justice. This paragraph should include at least two direct quotes or references to specific supporting evidence. Care should be taken to explain how the group's natural rights were denied. This paragraph should be 7-9 sentences in length.

Body Paragraph 2 - In this paragraph you will explain how the value of limited government was specifically denied. You should choose and explore a specific example of this denial and explain what the group did to achieve justice. This paragraph should include at least two direct quotes or references to specific supporting evidence. Care should be taken to explain how the group was harmed by a government that didn't respect its limits. This paragraph should be 7-9 sentences in length.

Body Paragraph 3 - In this paragraph you will explain how the value of equality/diversity was specifically denied. You should choose and explore a specific example of this denial and explain what the group did to achieve justice. This paragraph should include at least two direct quotes or references to specific supporting evidence. Care should be taken to explain how the group was treated unequally. This paragraph should be 7-9 sentences in length.

Conclusion: Your conclusion should summarize your observations and bring the essay to a smooth ending.

You may use the outline template distributed in class during the essay part of the exam.

You need an introductory paragraph that introduces the topic of the essay and provides a clear thesis that lays out the argument and how the argument will be made.

Body Part 1 - Natural rights

TS:

Evidence of denial (from documents, text, video or exhibits):

Explanation of how the evidence shows the value was denied:

Transition

Evidence of how the denied group fought to achieve justice:

Explanation of how the denied group fought to achieve justice:

Body Part 1 - Natural rights

TS:

Evidence of denial (from documents, text, video or exhibits):

Explanation of how the evidence shows the value was denied:

Transition

Evidence of how the denied group fought to achieve justice:

Explanation of how the denied group fought to achieve justice:

Body Part 1 - Natural rights

TS:

Evidence of denial (from documents, text, video or exhibits):

Explanation of how the evidence shows the value was denied:

Transition

Evidence of how the denied group fought to achieve justice:

Explanation of how the denied group fought to achieve justice:

You must have a conclusion that wraps up the essay

Be prepared to define and explain the significance of the following terms based on how they were used in this unit. The best way to study for this section is to define the terms from the notes and documents, review why the term was significant and commit this information to memory)

Terms	Definition	Significance
Coverture Laws		
Declaration of Sentiments		
Amendment 19		
US Mexico War		
Porfirio Diaz		
Bracero Program		
Margarett Sanger		
Comstock laws		
<i>Griswold v. Connecticut</i>		
<i>Roe v. Wade</i>		
<i>Mendez v. Westminster</i>		
United Farmworkers		

1968 LA school walkouts		
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1. Based on the Life and Times of Rosie the Riveter video and notes template, answer the following questions:
 What job opportunities did women have prior to the war?

What jobs were women able to do during the War? (cite at least 3 examples)

On the T chart below, describe three characteristics of propaganda aimed at women at the beginning of the war and then three examples of how the propaganda message aimed at women changed at the end and after the war.

Examples of the message from early war propaganda (From question 2 on the video notes template)	Examples of the message from late/post war propaganda (question 6 on video notes template)

Explain why this change occurs.

Documents

Document	What argument does this document make?
<u>Deportation article</u>	
<u>Pesticide document</u>	
<u>The Declaration of Sentiments</u>	
<u>Suffrage cartoons</u> (all suffrage cartoons are linked here . Cartoon 8 is between 7 and 9 :) Know whether each cartoon is pro or anti suffrage and the reason for this position	
<u>The Feminine Mystique</u>	
<u>Zoot suit documents</u> Zoot suit A	

Zoot suit B	
Zoot suit C	
Zoot suit D	