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ABSTRACT

GRADES OR AGES: Grade 9. SUBJECT MATTER: United States history. ORGANIZATION AND PHYSICAL APPEARANCE: The conceptual approach forms the basis for each of four sections: Defining and Implementing a Conceptual Approach to Teaching Social Studies; Social Studies Skills To Be Developed and Reinforced by the Learner; Classroom Curriculum Planning; and a Conceptual Guide-U.S. History, Reconstruction; 1877 to the present. The conceptual guide covers six units: a review of issues in U. S. History 1787-1877, economic and social change 1877-1920, changes in government and political life 1877-1920, American foreign relations 1865-1920, the period of 1920-1940, and the themes in contemporary U.S. History 1940-present. The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: An overview of objectives is presented in the introduction to the conceptual guide. Activities are suggested under Student Learning Experiences. INSTRUCTIONAL MATERIALS: Books, records, films, filmstrips, and transparencies are listed under Instructional Materials. STUDENT ASSESSMENT: No provision is made for evaluation. (MJM)

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UNITED STATES HISTORY, Grade 9
(From Reconstruction to the Present)

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Department of Curriculum Development
Madison Public Schools
1968

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TABLE OF CONTENTS

| | |
|---|-----|
| FOREWORD----- | 1 |
| THE CONCEPTUAL APPROACH----- | 3 |
| DEFINING AND IMPLEMENTING A CONCEPTUAL APPROACH TO TEACHING SOCIAL STUDIES----- | 5 |
| A. Introduction----- | 7 |
| B. Defining the Conceptual Approach to Teaching Social Studies----- | 10 |
| C. Social Studies Concepts----- | 12 |
| D. An Illustration of How Social Studies Concepts Are Related to Understandings-- | 13 |
| E. Implementing the Conceptual Approach in the Social Studies Classroom----- | 15 |
| SOCIAL STUDIES SKILLS TO BE DEVELOPED AND REINFORCED BY THE LEARNER----- | 21 |
| CLASSROOM CURRICULUM PLANNING----- | 25 |
| Determining Objectives----- | 26 |
| Selecting and Planning Appropriate Learning Experiences----- | 27 |
| Evaluation----- | 39 |
| Visual and Quantitative Chart for the Measurement of Skill Development----- | 41 |
| Cognition - Hierarchies of Difficulty----- | 44 |
| Sources----- | 49 |
| The Place of Audiovisual Materials in Concept Teaching----- | 50 |
| CONCEPTUAL GUIDE - U.S. HISTORY, RECONSTRUCTION 1877 TO THE PRESENT----- | 55 |
| Objectives for U.S. History (Reconstruction to the Present) Grade 9----- | 56 |
| Unit Sequence----- | 58 |
| UNIT I - A REVIEW OF ISSUES IN UNITED STATES HISTORY, 1787-1877----- | 59 |
| Introduction of References Concerning Negroes in American History----- | 74 |
| Evaluation in a Conceptual Approach----- | 78 |
| UNIT II - ECONOMIC AND SOCIAL CHANGE FROM 1877-1920----- | 81 |
| UNIT III - CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920----- | 109 |
| UNIT IV - AMERICAN FOREIGN RELATIONS, 1865-1920----- | 133 |
| UNIT V - A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1940----- | 155 |
| UNIT VI - THEMES IN CONTEMPORARY UNITED STATES HISTORY, 1940-PRESENT----- | 175 |

FOREWORD

The "Dark Ages" were not dark, and the "Age of Reason" did not seem reasonable to the people who were living during that period. Rare was the person who experienced any real comprehension of the bent and direction his society was taking at any given time. It has remained for the historian writing generations later to identify and conceptualize the experience of man. This is as it has been, but this is as it cannot remain. The knowledge explosion and the kaleidoscope of culture change which has blended yesterday and today into tomorrow have created value conflicts within our society. The "generation gap" syndrome now being telegraphed with such clarity demands that we refine and enhance the abilities of our students to conceptualize more effectively the world as it is, while they prepare to shape their world of tomorrow.

Suggestions in the Guide to Concept Teaching in United States History From Reconstruction to the Present, emphasize and encourage the development of a functional approach to learning. Reinforcement of ideals, clarification of values and attitudes, as well as refining appreciations and understandings, are the focus of this approach. With sharper definition of Negro visibility, the role of various ethnic groups has been stressed in the social studies curriculum to realize societal needs more concretely while setting a foundation for positive action in democratic living.

We appreciate the efforts of the various committees who during the last three years have helped to make this guide a reality.

DOUGLAS S. RITCHIE
Superintendent

Social Studies Committee
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THE CONCEPTUAL APPROACH

The summer curriculum committee in social studies centered their attention on the conceptual approach to the teaching of American history in grade nine.

Concepts are broad expanding categories of knowledge. A curriculum based on concept development is designed to give the learner a frame of reference for thinking and understanding. There is agreement by the summer committee that the various social studies disciplines merit attention in the elementary and secondary schools' social studies program. The concept approach encompasses all social studies disciplines. The committee has selected a number of basic concepts which in turn have been translated into meaningful social studies experiences.

The conceptual approach should show relationships of various subject fields. It should expose the student to important ideas in these disciplines. It should avoid fractionalization of the social studies into small unrelated compartments. More attention at all grade levels has been given to the disciplines of economics, geography, history, political science, and sociology. More intensive attention to all the disciplines should add perspective and comprehension to the true meaning of conceptual teaching in helping the student understand his world and in giving dimension to political, social and economic experiences. Students should see that there are many ways of looking at a concept, and should be able to glean from all the disciplines new and varied understandings which are related to the central ideas or concepts.

ARTHUR H. MENNES
Director, Curriculum Development

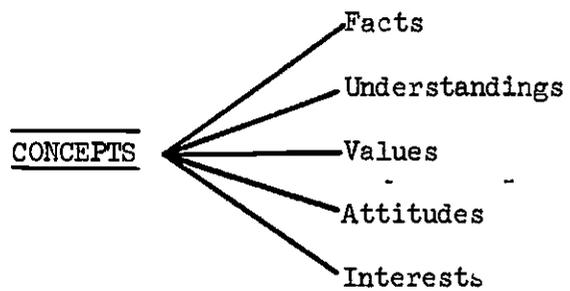
OMAR N. KUSSOW
Coordinator of Social Studies



DEFINING AND IMPLEMENTING

A

CONCEPTUAL APPROACH



TO

TEACHING SOCIAL STUDIES

A. INTRODUCTION

That we live in a world more marked by change than ever before has brought the double impact of the knowledge explosion and the need to be able to make creative, first-time decisions into sharper focus. National and state efforts to re-evaluate social studies curricula show clear recognition of these needs. Today, an increasing emphasis is being placed upon understanding of subject matter. This requires more than "covering the social studies textbook." Understanding subject matter means recognizing it, organizing it, judging it, and being able to apply it creatively to new situations.

A rapidly changing world requires that the student prepare himself to find out things on his own. If he is taught the three reasons for the Populist Revolt, he is gaining little that will be of use to him in the future. If he can be placed in the Populist period as a participant through the use of a variety of imaginative materials, he can be helped to ask the right questions that are relevant to the period. He can then ask those questions to find what is a fact and what is not a fact, to develop a tentative hypothesis and verify it through the use of evidence, and to apply his findings to new situations. If we can assist the student to do this, then we are helping him to live in a changing world.

To most effectively prepare the student to live in a world of rapid change, Jerome Bruner and others suggest that teachers can assist the student to collect and organize into concepts the multiplicity of facts that confront them. These concepts can then be used to formulate hypotheses which, in turn, will help the student revise his theory about given social phenomena.

Rationale

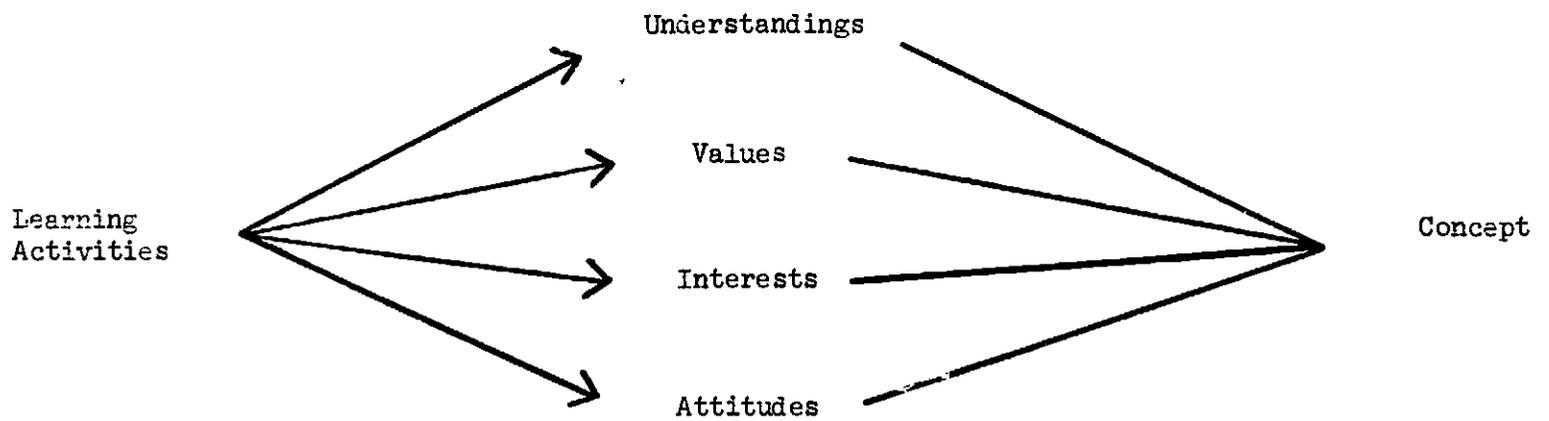
The State Department of Public Instruction committee working on curriculum revision in Wisconsin gives the following reasons for a conceptual approach:

"In 1900 civics, history, and geography were the dominant, if not the only, offerings in the social studies curriculum as taught within the elementary and secondary school. The disciplines of history and geography are still the central core of social studies instruction. However, today with the growth and sophistication of knowledge, economics, sociology, anthropology, political science, and social psychology have a legitimate claim to relatively detailed examination within the social studies curriculum. There is agreement that these disciplines merit attention within the elementary and secondary school offerings, but the question remains: Where does the curriculum planner find the available time and opportunity

for including these subjects as courses of study? The concept-development approach is predicated on the assumption that the ends of education can be well served by bisecting the above disciplines and selecting a number of basic concepts which in turn are translated into meaningful educative experiences."

This approach provides a kindergarten through twelfth grade learning experience which gives continuity to the social studies curriculum and thus allows the teacher and student to be part of a logically developed, integrated system. The reorganization of the sequence, scope, and method of the social studies curriculum in the Madison Public Schools has been planned around this conceptual approach.

DEFINING A CONCEPTUAL APPROACH



The many varied learning activities provide an opportunity for each student to make maximum use of his activities.

B. DEFINING THE CONCEPTUAL APPROACH TO TEACHING SOCIAL STUDIES

The Conceptual Approach

The conceptual approach involves the use of generalizations (concepts and understandings) in:

- . Establishing a framework for the organization and integration of social studies knowledge.
- . Establishing an analytical framework for teaching intellectual skills and cultivating attitudes, values, and interests.
- . Establishing organizing principles which can be used to develop a frame of reference or a way of looking at the world.

Concepts and Subconcepts

Concepts are those big ideas which serve as vehicles of thought. Although concepts are conveyed through language, it is not accurate to say that words themselves are concepts. Rather, a concept expressed through language is a man-made construct which is useful in categorizing human experience and helps to make our total world of experience more meaningful. New knowledge may cause an accepted concept to become unacceptable or require serious modification.

While there are many types of social studies concepts, we are particularly interested in those that are significant in the organized social studies disciplines. These should be basic enough to be useful in all social studies courses and should be capable of illustration by social data. For example, "People are more alike than they are different" is a concept. It is a universal that can be illustrated by social studies data and it can be applied to all social studies disciplines and grade levels. A concept is not a value judgment. For example, "The American form of government is the best form of government" is a value judgment, not a concept. Likewise, "The United States in the nineteenth century pursued a policy of isolation" is more clearly an understanding which might support a given concept but which is itself derived from certain learning experiences.

A subconcept is a more specific elaboration of a concept. For example, "This is a bountiful earth but some of its resources are irreplaceable" is a concept. "The use of natural resources has a definite effect on man's standard of living" is a subconcept.

Understandings

Through the conceptual approach those vehicles of thought which have been defined as concepts are validated by observation. The suggested concepts found in section C of this guide have been identified as being among those concepts which are important to the general outcomes of the K-12 social studies sequence.

Understandings are components of concepts or subconcepts. They are clusters of categories that make up and define the concept. Note, for example on page 86 the concept "Differences in economic ideology and distribution of wealth lead to conflicts within society." Supporting this concept are five understandings. Each of these understandings ascribes a specific aspect of the concept and gives a distinctive character or quality to the concept.

Supporting Learning Experiences

Learning experiences provide the learner with situations in which the understandings supporting the concept are identified. Instances, as learning experiences, are of three general classifications:

- . Positive instances have all the attributes required by the concept.
- . Negative instances are lacking in at least one of the attributes required by the concept.
- . Non-instances have none of the attributes required by the concept.

Most of the learning experiences included in the guide are positive instances. A few, depending upon interpretation, may be classified as negative instances. No non-instances are included. Negative and non-instances should be included only when the teacher believes that the student has progressed in his use of the conceptual approach to the point where he can effectively handle these classifications. Hence, teacher directed activity is very important at the learning experience level of the conceptual approach. In other words, the teacher should either directly or indirectly control the social data that the student will use. Emphasis upon positive instances should remain as a guiding principle for the academically unsuccessful student. At all levels of ability, however, the learner should be challenged within the range of his social and intellectual maturity. If too many negative or non-instances are included, there is a danger that these challenges will only serve to frustrate the learner and eventually encourage him to give up.

C. SOCIAL STUDIES CONCEPTS

The teacher should recognize that these concepts are only a suggested list. The committee attempted to select those concepts from all the social studies disciplines in U. S. history from 1865 to the present.

POLITICAL SCIENCE CONCEPTS

1. Some form of government is common to all societies.
2. The form and complexity of governmental systems varies in time and with societies.
3. Political institutions within a society are subject to either evolutionary or revolutionary change.
4. Societies must devise means of distributing political power.
5. Political power within a society tends to gravitate into the hands of a few, but leadership cannot long disregard the citizenry.
6. Differences in political institutions and ideologies often lead to conflicts among and within societies.
7. Societies differ in justification of their political institutions, laws, and distribution of political power.
8. Governments are not always concerned with the welfare of their citizens.
9. The concern of governments for the welfare of their citizens will vary in time and in process.
10. Societies develop laws and sanctions in order to regulate themselves.

ECONOMICS CONCEPTS

1. In all societies wealth is distributed unequally.
2. Differences in economic ideology and distribution of wealth lead to conflicts within a society.
3. Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems.

11

GEOGRAPHY CONCEPTS

1. Some geographical features must be overcome for material progress.
2. Uneven distribution of resources is inevitable.
3. Ours is a shared world of space and technology of a global nature.
4. This is a world of unevenly distributed resources.

HISTORY CONCEPTS

1. Historical events are the result of the play of events.
2. Human experience is related; changes in human and social conditions are related.
3. The causes of historical events are complex.
4. Present day social problems are the result of historical situations.

SOCIOLOGY CONCEPTS

1. It has been the tendency of man to relegate the individual to a minor position in the social process.
2. What people believe is more important than what they do in determining the social process.
3. The rate of social change is dependent upon the social structure and beliefs.

CONCEPTS

should recognize that these concepts are only a suggested list. Additions can be made. The list is to select those concepts from all the social studies disciplines which most pertained to the period 1865 to the present.

CONCEPTS

of government is common to all
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tion of wealth lead to conflicts within a
society.
Economic systems have a marked influence on
a society's political and social institutions.
Political and social institutions
influence economic systems.

GEOGRAPHY CONCEPTS

1. Some geographic factors are obstacles which must be overcome by man; others are assets to material progress.
2. Uneven distribution of natural resources makes interdependence and trade between societies inevitable.
3. Ours is a shrinking world; however, the effect of space and distance is related to the technology of a society.
4. This is a bountiful earth, but some of its resources are irreplaceable.

HISTORY CONCEPTS

1. Historical leadership results from the interplay of events and personalities.
2. Human experience is continuous and inter-related; change is an ever present factor in human and social development.
3. The causes of history are always multiple and complex.
4. Present day social, political, and economic problems are outgrowths of previous historical situations.

SOCIOLOGY CONCEPTS

1. It has been typical of society for one segment to relegate another to a less prestigious social position.
2. What people believe to be true is frequently more important than existing reality in determining their behavior.
3. The rate of social change is in part dependent upon the strength of prevailing customs and beliefs.

D. AN ILLUSTRATION OF HOW SOCIAL STUDIES CONCEPTS ARE RELATED TO UNDERSTANDINGS

The following is an illustration of how social studies concepts are related to understandings at various grade levels.

| CONCEPTS | | 8th Grade: U. S. History to 1877 |
|-------------|--|---|
| Econ. 1 | In all societies wealth is distributed unequally. | In Colonial America there always seemed to be class differences between planter and small farmers; indentured servants and free labor, etc. |
| Geog. 4 | This is a bountiful earth but some of its resources are irreplaceable. | The southern system of tobacco-cotton plantation farming so depleted the soil that there was a constant pressure for new land. |
| Hist. 4 | Today's social, political, and economic problems are outgrowths of previous historical situations. | Many of the South's present difficulties are outgrowths of congressional reconstruction. |
| Soc. 3 | What people believe to be true is frequently more important than the existing realities in determining their behavior. | Southern maintenance and defense of slavery prevented Southerners from recognizing that the institution was economically inefficient. |
| Pol. Sci. 2 | The form and complexity of governmental systems vary in time and with societies. | The Constitution provides means of amendment and keeping abreast of current needs. |

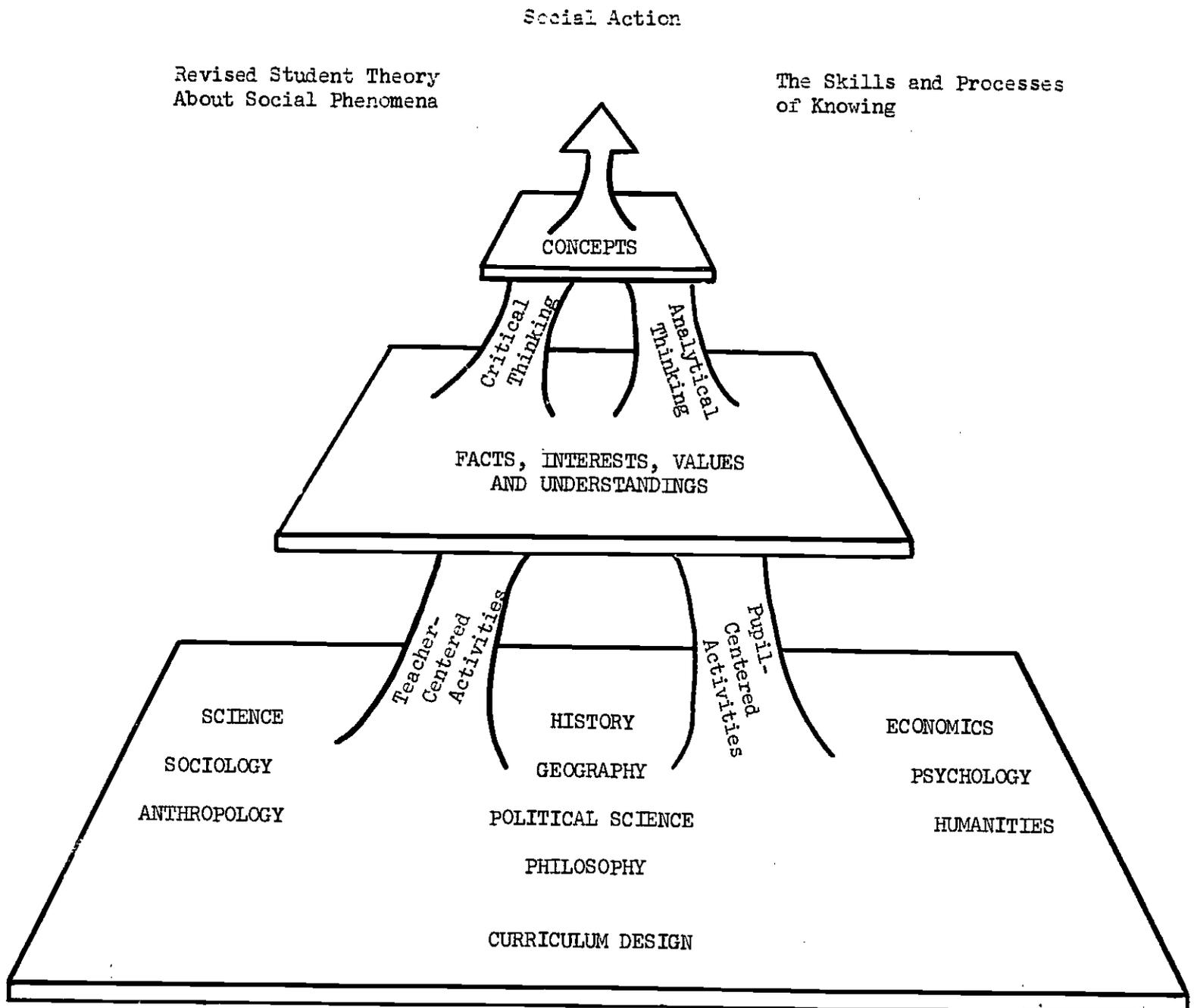
RELATION OF HOW SOCIAL STUDIES CONCEPTS ARE RELATED TO UNDERSTANDINGS.

Following is an illustration of how social studies concepts can be meaningfully related to understandings at various grade levels.

UNDERSTANDINGS

| | 8th Grade: U. S. History to 1877 | 9th Grade: U. S. History from 1877 |
|--|--|--|
| Societies wealth distributed unequally. | In Colonial America there always seemed to be class differences between planters and small farmers; indentured servants and free labor, etc. | From 1877-1900 the growth of big business resulted in greater inequality of wealth. (Unit II) |
| bountiful earth of its resources replaceable. | The southern system of tobacco-cotton plantation farming so depleted the soil that there was a constant pressure for new land. | Abuses of the land during this period led to the disaster of the Dust Bowl and resulting human misery. (Unit V) |
| social, political, economic problems are results of previous situations. | Many of the South's present difficulties are outgrowths of congressional reconstruction. | Full employment has existed as a desirable goal in America since the Depression. (Unit V) |
| We believe to be frequently more than the existencies in determining behavior. | Southern maintenance and defense of slavery prevented Southerners from recognizing that the institution was economically inefficient. | Newspaper sensationalism focused American attention on Cuba and stirred a war fever against Spain. (Unit IV) |
| and complexity of social systems vary and with societies. | The Constitution provides means of amendment and keeping abreast of current needs. | The more complex and specialized a society becomes, the more it needs regulation. Administration of these regulations increases the bureaucratic structure, which in turn increases complexity. (Unit III) |

E. THE OBJECTIVES OF THE SOCIAL STUDIES CURRICULUM



E. IMPLEMENTING THE CONCEPTUAL APPROACH IN THE SOCIAL STUDIES CLASSROOM

This discussion of the conceptual approach is intended to provide guidance for the teacher in implementing this approach in the classroom.

The Objectives of the Social Studies Curriculum.

The objective of the social studies curriculum is to provide the student with the knowledge, intellectual and group participation skills, and the sensitivities needed to intelligently observe, evaluate, and contribute to his social environment.

More specifically, the objectives of the social studies curriculum can be classified as follows:

- . KNOWLEDGE - attaining a knowledge of facts, ideas, understandings, and concepts.
- . THINKING - mastering skills involved in abstracting, testing, relating, and applying generalizations; defining, evaluating, collating, and synthesizing data; identifying assumptions; ascertaining implications.
- . SENSITIVITIES - cultivating attitudes, values, and interests.
- . INTERACTION - developing the ability to work in and contribute to a group situation.

The Merits of the Conceptual Approach in Relation to the Objectives of the Social Studies Curriculum.

Unfortunately, learning too often takes place in the teacher-centered classroom where the emphasis is often on the memorization of unrelated data. Equally unfortunate is the fact that too frequently values are taught as dictums rather than as an outgrowth of the analytical process.

Hopefully, the conceptual approach will assist in correcting these practices by providing:

. A conceptual framework of social studies knowledge can be logically related, and sequentially taught.

. A means by which the intellectual participation skills are mastered and cultivated.

The Analytical Process Used in

The key to the conceptual approach is the construction, testing, and testing of generalizations, standings, and concepts. The construction of a conceptual framework of social studies knowledge can be logically related, and sequentially taught. The analytical process (and concepts) also provides a means for the organization of social studies data. The analytical process also serves as a means for the organization of data and developing concepts and generalizations.

Using the generality as a means to define terms, identify assumptions, data, consider implications, and generalities. In the process,

. Developing generalizations and work for the meaningful relationships and understandings.

. Mastering the intellectual and the analytical process.

. Cultivating sensitivities after critical appraisal.

. Participating in a group situation.

IMPLEMENTING THE CONCEPTUAL APPROACH IN THE SOCIAL STUDIES CLASSROOM

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for the teacher in implement-
classroom.

Social Studies Curriculum.

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te to a group situation.

Conceptual Approach in Relation to
Social Studies Curriculum.

g too often takes place in
room where the emphasis is
of unrelated data. Equally
t too frequently values are
an as an outgrowth of the

Hopefully, the conceptual approach, properly used,
will assist in correcting these kinds of classroom
practices by providing:

. A conceptual framework in which all social
studies knowledge can be logically structured, inter-
related, and sequentially taught at all grade levels.

. A means by which the intellectual and group
participation skills are mastered and sensitivities are
cultivated.

The Analytical Process Used in the Conceptual Approach.

The key to the conceptual approach is the formula-
tion and testing of generalizations, premises, under-
standings, and concepts. The generalization is used in
the construction of a conceptual framework in which
social studies knowledge can be organized, integrated,
and sequentially taught. The generality (understandings
and concepts) also provides a framework for the organi-
zation of social studies data. Finally, the generali-
zation premise also serves as a starting point for the
analytical process used in gathering and evaluating
data and developing concepts and understandings.

Using the generality as a premise, the class can
define terms, identify assumptions, gather and test
data, consider implications, and relate them to other
generalities. In the process, the class is:

. Developing generalizations which form a frame-
work for the meaningful relationship of facts and
understandings.

. Mastering the intellectual skills involved in
the analytical process.

. Cultivating sensitivities which are arrived at
after critical appraisal.

. Participating in a group discussion situation.

Illustration #1

After the class has read about the New Deal, they are asked to suggest a premise about the results of the New Deal, e.g., the New Deal was (1) largely experimental, (2) only partially successful, and (3) resulted in a change of attitude concerning the role of the government in the economy.

The class then tests the premise by asking questions which help to define the terms of the hypothesis, identify the assumptions and evaluate the data on which it is based:

- What is meant by the "New Deal"?
- How did the New Deal attempt to deal with the Depression?
- How successful was the New Deal in establishing economic recovery?
- Did the New Deal substantially alter the nation's economic system?

The implications of the premise are examined: what were the effects of New Deal welfare measures on fiscal policy?

If the class concludes that the premise is valid, the result is the development of an understanding about an aspect of an important era in U.S. history.

An additional comment should be made about the types of questions that are asked in examining the premise. Several types of questions requiring a response on various levels of intellectual activity are useful. Questions which call for the review of data are necessary in gathering the material needed to test the premise. Question 1 in this illustration is an example. Questions which require interpretation of data (ascertaining implications) are also important. The evaluation questions (2 and 3 above) are especially important. This type of question requires the class to set standards of judgment and then determine how closely the situation fits the standards.

Illustration #2

After reviewing the depression in U.S. history, about the role of the government did not assume of citizens affected by a

The analytical process of the premise by asking

- How serious were 1857, 1877, 1893,
- What were the attitudes and labor leaders
- What was the role of crisis? Was it

The implications are ment attitude did change the change?

The result of this in standing about the relation citizen in times of economic (attitudes and interests) standing and the class might example: Our American government is responsible for the economic as well as the citizens and unlike most total can government is responsible citizens to initiate gradual change.

IMPLEMENTING THE CONCEPTUAL APPROACH IN THE SOCIAL STUDIES CLASSROOM (continued)

#1

After the class has read about the New Deal, suggest a premise about the results of the New Deal, e.g., the New Deal was (1) largely successful, (2) only partially successful, and (3) a change of attitude concerning the role of the government in the economy.

When tests the premise by asking questions to define the terms of the hypothesis, identify the data on which it is based, and evaluate the data on which it is based.

Questions to be asked:
1. What was the "New Deal"?
2. How did the New Deal attempt to deal with the economic crisis?
3. How successful was the New Deal in establishing economic recovery?
4. Did the New Deal substantially alter the economic system?

Questions of the premise are examined: what was the effect of New Deal welfare measures on fiscal policy?

Concludes that the premise is valid, and that the development of an understanding about the New Deal is an important era in U.S. history.

One comment should be made about the types of questions asked in examining the premise. Questions requiring a response on intellectual activity are useful.

Questions for the review of data are necessary. Questions for the interpretation of data are necessary.

This illustration is an example. Questions for the interpretation of data (ascertaining important information) are also important. The evaluation questions are especially important. This type of question asks the class to set standards of judgment and to determine how closely the situation fits the premise.

Illustration #2

After reviewing the major periods of economic depression in U.S. history, the class suggests a premise about the role of the government, e.g., until 1933, the government did not assume responsibility for the relief of citizens affected by an economic depression.

The analytical process is applied to the evaluation of the premise by asking questions:

- How serious were the depressions of 1819, 1837, 1857, 1877, 1893, 1907, 1919, and 1929?
- What were the attitudes of political, business, and labor leaders in each instance?
- What was the role of the government in each crisis? Was it similar in each situation?

The implications are considered, e.g., if the government attitude did change after 1933, what precipitated the change?

The result of this inquiry is a significant understanding about the relationship of the government to the citizen in times of economic crisis. Sensitivities (attitudes and interests) clearly flow from this understanding and the class might consider some of them. For example: Our American government can be responsive to the economic as well as the political needs of its citizens and unlike most totalitarian governments, the American government is responsive enough to the desires of its citizens to initiate gradual, moderate, and peaceful change.

Relating Understandings to Concepts:

Relating the understandings to social studies concepts is a vital part of the conceptual approach, for the social studies concepts provide the over-arching framework for the integration of the K-12 social studies curriculum. Hopefully, these social studies concepts will be used and their meaning reinforced throughout the social studies curriculum and on all grade levels.

In most cases, an understanding can be effectively related to a social studies concept. For example, the understanding developed in illustration #2: "Until 1933, the government did not assume responsibility for the relief of citizens affected by an economic depression" can be related to the economic concepts "A society's economic system can change and often tends to become more complex" and "Economic systems have a marked influence on a society's political and social institutions." This understanding can also be related to the historical concept "Most social, political, and economic problems are outgrowths of previous historical situations."

It should also be noted that a social studies concept can be used as a premise. For example, the history concept "Historical leadership results from the interplay of events and personalities" can be examined in relation to F.D.R. and his influence on the nation during the Great Depression.

Evaluation

Testing should coincide with the learning objectives of the social studies curriculum. Further, a conceptual approach to testing should be employed. That is, questions should be formulated that:

- Test for comprehension of significant factual material and the relationship of the material to concepts and understandings.
- Test the ability to use the analytical process in working with facts and generalizations.

Subjective, essay test the comprehension if the objective is to process, the question data in a new evaluation to parrot text and le

1. Discuss the of the history subcon been provided by those tage of opportunities.
2. Formulate a the Great Depression the premise with pert
3. What do you al government in the

Objective type comprehension of memor objective type question use of the analytical

Quote important address: "So first of that the only thing we

1. Tell in your main ideas that F.D.R. speech.
2. In this speed
 - a. attemptin nation.
 - b. outline
 - c. listing t
3. In this speed
 - a. the probl easily so
 - b. that man profit mo
 - c. that the problems economic

CLASSROOM IMPLEMENTING THE CONCEPTUAL APPROACH IN THE SOCIAL STUDIES CLASSROOM (continued)

Applications to Concepts:

... understandings to social studies con-
 ... part of the conceptual approach, for
 ... concepts provide the over-arching
 ... integration of the K-12 social
 ... Hopefully, these social studies
 ... and their meaning reinforced
 ... al studies curriculum and on all

... an understanding can be effectively
 ... studies concept. For example, the
 ... oped in illustration #2: "Until 1933,
 ... not assume responsibility for the
 ... affected by an economic depression"
 ... the economic concepts "A society's
 ... change and often tends to become
 ... Economic systems have a marked in-
 ... y's political and social institutions."
 ... can also be related to the historical
 ... al, political, and economic problems
 ... previous historical situations."

... be noted that a social studies con-
 ... a premise. For example, the history
 ... leadership results from the inter-
 ... personalities" can be examined in
 ... and his influence on the nation dur-
 ... ession.

... coincide with the learning objectives
 ... es curriculum. Further, a conceptual
 ... should be employed. That is,
 ... formulated that:

... comprehension of significant factual
 ... relationship of the material to concepts
 ... ability to use the analytical process
 ... ts and generalizations.

Subjective, essay type questions may be used to test the comprehension of memorized material. However, if the objective is to test the use of the analytical process, the question should require the student to use data in a new evaluative manner (not merely permit him to parrot text and lecture facts, analysis, etc.).

1. Discuss the political career of F.D.R. in light of the history subconcept: "Leadership has traditionally been provided by those able to recognize and take advantage of opportunities inherent in a given situation."
2. Formulate a premise concerning the effects of the Great Depression on the American farmer and validate the premise with pertinent data.
3. What do you feel should be the role of the federal government in the economy?

Objective type questions can be used to test the comprehension of memorized material. Well-formulated objective type questions can also effectively test the use of the analytical process.

Quote important excerpts from F.D.R.'s inaugural address: "So first of all let me assert my firm belief that the only thing we have to fear is fear itself."

1. Tell in your own words (a short paragraph) the main ideas that F.D.R. is attempting to express in this speech.
2. In this speech, F.D.R. is primarily:
 - a. attempting to bolster the morale of the nation.
 - b. outline his New Deal program.
 - c. listing the causes of the depression.
3. In this speech, F.D.R. assumes that:
 - a. the problems of the depression were to be easily solved.
 - b. that man is not primarily motivated by the profit motive.
 - c. that the solutions to the nation's economic problems lie in applying traditional economic principles.

Some Implications of the Conceptual Approach.

In using the conceptual approach, the teacher must be highly selective in content in the course. The history teacher, for example, will find it necessary to abandon the traditional approach. The conceptual approach encourages the detailed investigation of care events, personalities, etc.

The conceptual approach is flexible. It can be used effectively in any social studies course. It can be used with several variations. For example, the case study and the problem approach can be used as part of an analytical process and have the similar objective of arriving at generalized understandings.

Summary.

The conceptual approach to teaching social studies attempts to coordinate the objectives of the social studies curriculum. It provides a conceptual framework for the social studies curriculum on all grade levels.

The important factors in the implementation of the conceptual approach are:

- . Formulating premise.
- . Testing premise by asking questions which define the premise and relate the applicable data.
- . Investigating the implications of the premise.
- . Developing significant understandings from the premise.
- . Relating the understandings to the social studies conceptual framework.
- . Cultivating sensitivities which evolve from the understandings.

IMPLEMENTING THE CONCEPTUAL APPROACH TO THE SOCIAL STUDIES CLASSROOM (continued)

The Conceptual Approach.

In the conceptual approach, the teacher must be highly selective in choosing material to be included. A history teacher, for example, will find it necessary to abandon the "cover-the-waterfront" approach. The conceptual approach encourages the detailed investigation of carefully selected significant periods, etc.

The approach is flexible. It can be used effectively in any social studies course. It can also have variations. For example, the case study and the problem approaches to teaching use the same approach and have the similar objective of arriving at generalized understandings.

The approach to teaching social studies attempts to coordinate classroom practices with the social studies curriculum. It provides a conceptual framework for the integration of the social studies at all grade levels.

Factors in the implementation of the conceptual approach are:

- Formulating premise.
- Testing premise by asking questions which define the premise and relate the applicable data.
- Investigating the implications of the premise.
- Developing significant understandings from the premise.
- Relating the understandings to the social studies conceptual framework.
- Cultivating sensitivities which evolve from the understandings.

IMPLEMENTING THE CONCEPTUAL APPROACH
IN THE TEACHING OF SOCIAL STUDIES

SUMMARY

The Conceptual Approach:

1. employs the analytical process in formulating and testing of generalizations: premises
understandings
concepts
2. encourages the teacher to select significant periods, events, topics, etc. from the course material for detailed analysis.
3. attempts to coordinate classroom practices with the objectives of the social studies curriculum:
 - a. attaining knowledge of facts, concepts, etc.
 - b. mastering skills involved in abstracting, testing, relating, and applying generalities
 - c. cultivating sensitivities: attitudes, values, and interests
 - d. developing the ability to work within and contribute to a group situation
4. provides a framework for the integration of the social studies curriculum on all grade levels.

premise

define te
identify
evaluate
ascertain

e.g. The New Deal was experimental, was partially successful, resulted in a change in attitude concerning the role of the government in the economy.

formulating
a premise th
discussion

IMPLEMENTING THE CONCEPTUAL APPROACH
IN THE TEACHING OF SOCIAL STUDIES

Conceptual Approach:

analytical process in
and testing of general-
premises
understandings
concepts

the teacher to select
periods, events, topics,
the course material for
analysis.

coordinate classroom
with the objectives of
social studies curriculum:

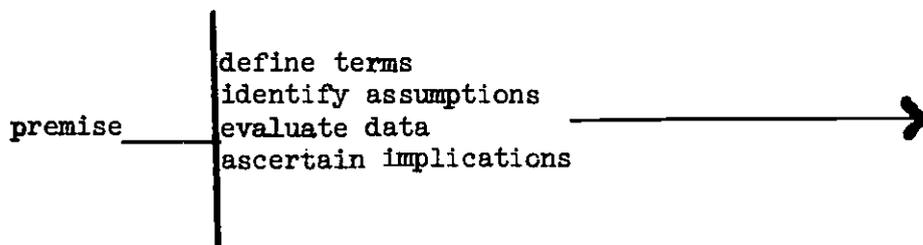
ing knowledge of
concepts, etc.
ing skills involved
abstracting, testing,
ing, and applying
abilities

ating sensitivities:
tes, values, and
sts

oping the ability to
within and contribute
group situation

framework for the inte-
the social studies
on all grade levels.

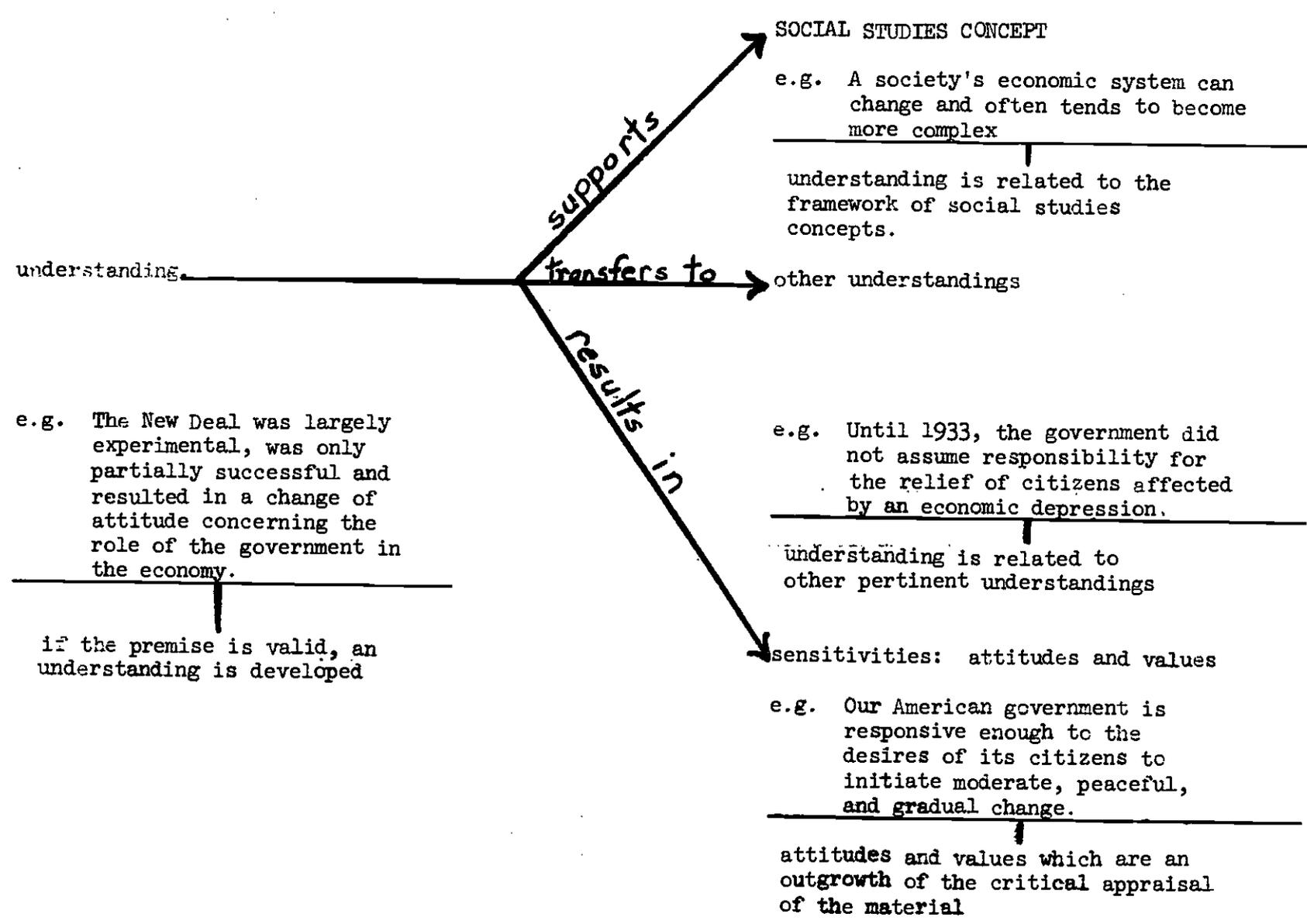
EXAMPLE



e.g. The New Deal was largely
experimental, was only
partially successful and
resulted in a change of
attitude concerning the
role of the government in
the economy.

formulating and testing
a premise through class
discussion

IMPLEMENTING THE CONCEPTUAL APPROACH IN THE TEACHING OF SOCIAL STUDIES



SOCIAL STUDIES SKILLS TO BE DEVELOPED AND R

The accumulation of skills is a form of learning, and the systematic basic to the orderly development of fundamental social studies concepts desired in the social studies: acquisition of knowledge, the critical thinking, an awareness of the ever changing world in which all aspects of the school program. The social studies curriculum be those skills which are peculiar and dominant in the field of the social teacher is keenly interested in developing skills in writing, speaking courses focus on developing a sense of time and chronology, a sense well as encouraging the learner to employ those intellectual and methods and using knowledge.

Skills and concepts are closely related. As concept development proceeds through a hierarchy of manageable categories of knowledge, so too, do skills proceed through conceptual growth. To this end, skill development should increase as the student achieves a mastery of earlier forms. Skills should not be taught as developed functionally within the context of a given body of social studies as a means to an end rather than an end in itself.

In using skills to serve this functional purpose there is a certain order in which skills might be left to chance as an outcome of the functional setting. Systematic guidance and instruction in the development and use of skills by the learner is to get constructive firsthand experience in performing skills in helping the learner to discriminate between inefficient and efficient methods.

The teacher must decide which skills are needed at any given point in the social studies pattern. It is necessary to relate skill development to the intellectual growth as well as the world of experiences that the learner brings with him to the social studies to identify those skills that are necessary if the concepts selected for study are to be realized. One must also remember that the continued maintenance of skills is as important as the effective introduction of a skill technique.

Skills employed in the social studies field can be identified in the following categories:

- . Work-study skills
- . Thinking skills
- . Group process skills
- . Social living skills

SOCIAL STUDIES SKILLS TO BE DEVELOPED AND REINFORCED BY THE LEARNER

ation of skills is a form of learning, and the systematic development of a hierarchy of skills is the orderly development of fundamental social studies concepts. These skills are geared to the needs in the social studies: acquisition of knowledge, the processes of research, development of thinking, an awareness of the ever changing world in which we live, and a continuation of interest in the social studies. The social studies curriculum bears the responsibility for the teaching of skills which are peculiar and dominant in the field of the social studies. Although the social studies teacher is keenly interested in developing skills in writing, speaking, and group participation, social studies education is based on developing a sense of time and chronology, a sense of geographic location and relationship as well as encouraging the learner to employ those intellectual and mechanical processes necessary in obtaining knowledge.

concepts are closely related. As concept development promotes the orderly development of a manageable categories of knowledge, so too, do skills promote a parallel ability to use and direct knowledge. To this end, skill development should increase in sophistication and difficulty as the student achieves a mastery of earlier forms. Skills should not be taught for the skill's sake, but should be developed functionally within the context of a given body of social studies material. Hence the skill serves to an end rather than an end in itself.

Skills to serve this functional purpose there is a certain danger that the development of specific skills should not be left to chance as an outcome of the functional setting in which the skill development is occurring. Systematic guidance and instruction in the development and use of the skill is necessary if the learner is to get constructive firsthand experience in performing skills correctly. Guidance is also needed to help the learner to discriminate between inefficient and efficient performance of a skill.

The teacher must decide which skills are needed at any given point in the development of the learner's growth. It is necessary to relate skill development to the intellectual maturity level of the learner as well as to the world of experiences that the learner brings with him to the classroom. It is equally important to select those skills that are necessary if the concepts selected for development at a given grade level are to be realized. One must also remember that the continued maintenance of effective skill use is as important as the effective introduction of a skill technique.

Skills employed in the social studies field can be identified in the following general categories:

- 1. Book-study skills
- 2. Thinking skills
- 3. Group process skills
- 4. Social living skills

 SOCIAL STUDIES SKILLS TO BE DEVELOPED AND REINFORCED BY

Specifically, at the junior high school level those skills which receive the most need to be maintained and refined. These include:

- . Work-study skills: reading, outlining, map and graph interpretation, organizing and summarizing material.
- . Thinking skills: the beginnings of analysis, critical thinking.
- . Group process skills: leadership and participant roles in group communication with others.
- . Social living skills: living and working together, learning to take turns, respecting rights and views of others.

Within the context of the learner's intellectual maturity and experience, the following categories of skills should be brought to focus upon the refinement of the learner relative to:

- . A sense of time and chronology: organizing information about historical change, understanding related problems and processes as they might be related in time, developing the ability to grasp time and chronology and the evolution of human institutions with the individual.
- . A sense of geographic location and relationship: location of and understanding geographic relief characteristics as they influence the environment; developing a sense of geographic location while reading.
- . A sense of utility and effectiveness in using individual and group techniques: using the panel discussion technique, roundtable, forum, debate; using the library; preparing oral and written reports; adjusting type and purpose of social studies material used; adaptation of techniques used in supplying social studies information.

SOCIAL STUDIES SKILLS TO BE DEVELOPED AND REINFORCED BY THE LEARNER (continued)

y, at the junior high school level those skills which receive emphasis at the elementary level maintained and refined. These include:

work-study skills: reading, outlining, map and graph interpretation, locating and collecting data, organizing and summarizing material.

thinking skills: the beginnings of analysis, critical thinking, problem solving.

group process skills: leadership and participant roles in group undertakings, reporting and communication with others.

social living skills: living and working together, learning to give and take, assuming responsibility, taking turns, respecting rights and views of others.

In the context of the learner's intellectual maturity and experiences, these four general categories of skills should be brought to focus upon the refinement of performance and accuracy on the part of the learner relative to:

sense of time and chronology: organizing information about time, understanding the sequence of historical change, understanding related problems and processes of social development and conflict as they might be related in time, developing the ability to generalize about the relationship between time and chronology and the evolution of human institutions with their resulting effects on the individual.

sense of geographic location and relationship: location of different cultural and ethnic groups, understanding geographic relief characteristics as they influence different cultural group development, developing a sense of geographic location while reading.

sense of utility and effectiveness in using individual and group research and reporting techniques: using the panel discussion technique, roundtable, forum, debate, and symposium; doing committee work; using the library; preparing oral and written reports; adjusting the learner's reading rate to the time and purpose of social studies material used; adaptation of the learner's listening to the techniques used in supplying social studies information.

SOCIAL STUDIES SKILLS TO BE DEVELOPED AND REINFORCED

The objectives and directions of the junior high school skills program of a comprehensive vertical and horizontal program of skill development meets the former elementary student where he is in terms of his skill and experiences, and it prepares him for the increased dimensions and that he will be exposed to at the high school level. It should be horizontal teacher shares and cooperates with teachers of other disciplines in the school. While serving as a laboratory for the development and application of skills, the school is serving its primary function of preparing the learner for life. If motivated, the learner will be encouraged to maintain these skills as long as throughout his adult life.

SOCIAL STUDIES SKILLS TO BE DEVELOPED AND REINFORCED BY THE LEARNER (continued)

and directions of the junior high school skills program in the social studies should be a part of a comprehensive vertical and horizontal program of skill development. It should be vertical in that it carries the learner from elementary student where he is in terms of his skill development, his intellectual maturity, and his social awareness, and it prepares him for the increased dimensions and more complex understandings of skills to which he will be exposed to at the high school level. It should be horizontal in that the social studies program cooperates with teachers of other disciplines in the skill development at each grade level. As a laboratory for the development and application of significant social studies skills, the program should have as its primary function of preparing the learner for life in our democratic society. Properly implemented, the learner will be encouraged to maintain these skills as a functioning part of his personality throughout his adult life.

CLASSROOM CURRICULUM PLANNING

We can no longer look to the isolated classroom experience as the be-all and end-all of instructional practice. Those who worked to develop this guide had this constantly in mind, and it is hoped that this section will help users of the guide to structure learning experiences that will take their students beyond the physical and intellectual confines of any single classroom.

Curriculum planning at the classroom level involves the same kinds of problems and should utilize the same processes as planning on a school or district level. The problems involved are:

- . Determining objectives --What educational purposes or objectives should the school or course seek to attain?
- . Selecting and planning of appropriate learning experiences -- What learning experiences can be provided that are likely to bring about the attainment of these purposes?
- . Organizing learning experiences into a meaningful total pattern -- How can they be effectively organized to help provide continuity and sequence for the learner and to help him in integrating what might otherwise appear as isolated learning experiences?
- . Implementing the results -- How will the total process be implemented? What pre-planning is necessary? Who needs to be involved? What facilities and materials are needed?
- . Evaluation of the total impact upon students -- How can the effectiveness of learning experiences be evaluated by the use of observations, tests, and other systematic evidence-gathering procedures?

As classroom teachers face these problems in their daily decisions of what to teach and how to teach it, they should find the following sections useful. We wish to emphasize, however, that the following materials are neither prescriptive nor all-encompassing. They are only intended as aids, and we hope that in considering them teachers will keep the following questions in mind:

- . Do these situations apply to my school and subject?
- . How appropriate are they to the needs of my students?
- . Are the suggested uses practical in my particular situation?

CLASSROOM CURRICULUM PLANNING (continued)

Determining Objectives

The first problem in curriculum planning rightly focuses on objectives or purposes. If we recognize that learning is a cumulative, developmental process, then we must consider the goals, or objectives, toward which we are directing our efforts. Furthermore, if these objectives are to be useful in directing our efforts, they must be stated in measurable terms. Much attention has been directed in recent literature to stating objectives in behavioral terms which can be measured. Our purpose here is not to develop a list of objectives for any teacher, but to give teachers an insight into problems involved, and procedures useful, in developing their own course objectives.

It should be recognized that goals (or objectives) may be either cognitive or affective in nature: that is, they may involve purely intellectual characteristics, or they may include the emotional domain. They also may be long or short term, and may apply to an individual lesson, a unit, a course of study, or to the outcomes of education in general. The criteria for their development may range from the needs and desires of a society or sub-society, to the transmission of the cultural heritage, to the needs of individual students. As illustrations of long-term goals which are measurable, the following are submitted:

A. Cognitive Goals

- . That students possess a sound knowledge of sources of information.
- . That students possess the ability to read critically.
- . That students possess the ability to communicate an idea, either orally or in writing.
- . That students possess an awareness of the interrelatedness of knowledge.
- . That students possess an ability to identify and assess the importance of the many factors involved in problems facing humanity.
- . That students possess the ability to carry on independent study.

B. Affective Goals

- . That students appreciate our democratic heritage.
- . That students are aware of their civic rights and responsibilities.
- . That students possess a respect and appreciation for human values and for the beliefs of others.
- . That students possess social competency.
- . That students recognize and practice ethical behavior.
- . That students possess esthetic appreciation.
- . That students make wise use of their time.

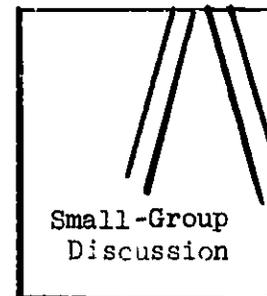
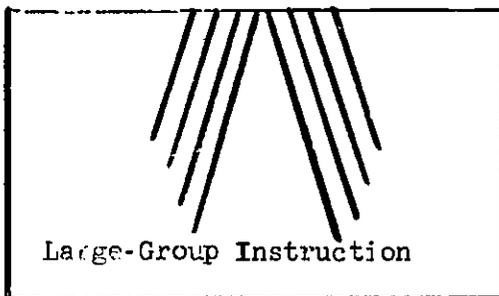
CLASSROOM CURRICULUM PLANNING (continued)

Selecting and Planning Appropriate Learning Experiences

- A. Organization of Instruction (see J. Lloyd Trump. Images of the Future.)
It appears a foregone conclusion that Madison schools will, in the future, be organized around three kinds of activities:
1. LARGE GROUP INSTRUCTION: includes a number of activities carried out in groups larger than the standard class size. Instruction and discussions will be carried out by teachers who are particularly competent, who have more adequate time to prepare, and who will utilize the best possible instructional aids. The amount of time spent in large groups will vary according to subjects, at different stages within a subject, and in accordance with student interest and maturity.
 2. SMALL GROUP DISCUSSION: (Class discussions or seminar-type activities) Here students and a teacher put mind against mind to sharpen understandings. They should examine terms and concepts, solve problems, and reach areas of agreement and disagreement. This should be primarily a student activity, with the teacher sitting in as counselor, consultant, and evaluator.
 3. INDEPENDENT (INDIVIDUAL) STUDY: Study activities should engage students as individuals, or in groups of two or three, with a minimum of constant supervision. Some suggested activities for students might be to read, listen to records and tapes, view, question, experiment, examine, consider evidence, analyze, investigate, think, write, create, memorize, record, make, visit, and self-appraise. These activities should take place in project and material centers, museums, workshops, libraries, and laboratories, in and outside the school. Teachers should serve as consultants, and assist students to clarify goals and content.

ORGANIZATION OF INSTRUCTION

Teaching-Learning Experiences:



LEARNING EXPERIENCES

- Introduction
- Motivation
- Explanation
- Planning
- Group Study
- Enrichment
- Generalization
- Evaluation

PHYSICAL LOCATION

Auditorium, little theater, cafeteria, study hall, classrooms joined via television or remodeling, other large room

LEARNING EXPERIENCES

- Examine terms and solutions
- Reach areas of interest and discussion
- Improve interrelationships

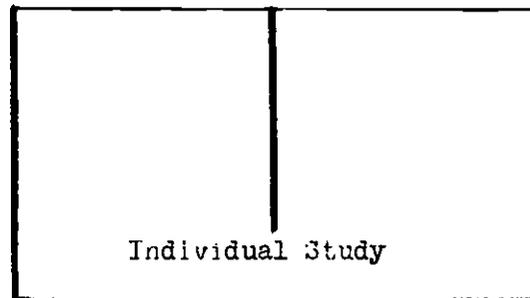
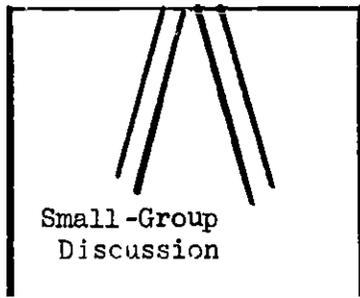
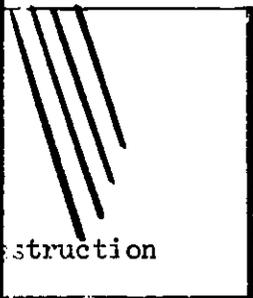
PHYSICAL LOCATION

Conference room

CLASSROOM CURRICULUM PLANNING (continued)

ORGANIZATION OF INSTRUCTION

g Experiences:



LEARNING EXPERIENCES

Examine terms, concepts,
and solutions of prob-
lems

Reach areas of agree-
ment and disagreement

Improve inter-personal
relations

PHYSICAL LOCATION

Conference room, class-
room

LEARNING EXPERIENCES

Read

Listen to records and tapes

View, question, analyze, think

Experiment, examine, investigate,
consider evidence

Write, create, memorize, record,
make

Visit

Self-appraise

PHYSICAL LOCATION

Library, laboratories, workshops,
project and materials centers,
museums--inside or outside the
school plant

CLASSROOM CURRICULUM PLANNING (continued)

B. Specific Techniques

Within the organizational framework developed on pages 27 and 28, the following techniques should assist in helping students develop the desired social studies skills.

1. PANEL DISCUSSIONS AND SYMPOSIUMS

a. Panels

- (1) Form and Description: A panel discussion is an extremely useful way for committee members to present their data and conclusions to the class. The number of panel members may vary, though four to six is usually considered an effective number. The speakers sit behind a table facing the audience, and do not rise to speak unless they cannot be seen and heard easily otherwise. The members explore their subject in conversation among themselves.
- (2) Topics: Topics for panel discussions should be carefully chosen. The topic should always be one that permits differences in points of view. The question should be simple and concrete, and the students should be interested in it and capable of discussing it.
- (3) Tasks:
 - (a) Chairman: The chairman is the most responsible member of the group. He introduces the problem, states the issues involved, recognizes, introduces, and calls upon the various panel members, directs the discussion, and summarizes the points made. He must draw out members who are not participating, and keep others from monopolizing the discussion. He is responsible for seeing that the discussion develops in a logical, unified way, and that all points of value are presented and evaluated.
 - (b) Members: All panel members need much preparation and planning. They should be thoroughly familiar with the problem, and prepared on all issues to be discussed. They should have the essential facts for forming and defending a point of view, and should be able to present these facts to the class clearly and logically. No member of the panel makes a formal presentation, except sometimes in introducing a problem for discussion. Rather, every speaker contributes to the discussion informally as each issue is raised.

CLASSROOM CURRICULUM PLANNING (continued)

- (c) Audience: The audience does not interrupt the panel; after the panel has discussed a subject, the audience takes part on the invitation of the chairman. The open discussion period is used to clarify issues, and to ask for additional information if needed. The audience is responsible for getting the data presented and understanding the problem discussed.
- b. Symposiums: a symposium is a discussion in which several persons, under the direction of a chairman, present different phases of a subject in separate speeches. Each speaker gives a short three to five minute talk in which he presents his point of view or the aspect of the subject for which he is responsible.

The chairman introduces the topic, states the responsibility of each speaker, provides transitions from one speech to the next, and summarizes at the conclusion of the presentations. He also takes charge of the question and answer period which may follow the presentation.

Symposiums are more suitable than panels for younger students or those with less verbal ability. The speakers' responsibility is more limited, and they are not involved in the free give-and-take or spontaneous thinking required of members of a panel.

2. DEBATES AND FORUMS

- a. Debates: When properly used, planned, and directed, the debate can be an extremely effective classroom technique. This is because it is a critical instrument aimed at a reflective judgment and because when properly utilized it employs a method that is persistently self-regulative. A debate, to be effective, should:
- . be employed only when problem situations have been reduced to alternatives.
 - . be designed to produce critical (reasoned and reflective) ends and means.
 - . be focused on investigation rather than persuasion.
 - . be cooperative rather than competitive. (i.e. ideas come into conflict within the broader framework of a distinctly cooperative endeavor.)

CLASSROOM CURRICULUM PLANNING (continued)

If the following controls, or rules of procedure, are adhered to, debates will prove stimulating and rewarding.

- . Each party has an equal opportunity to develop his point of view.
- . Each party calls upon the other to set forth for public examination the facts and reasoning upon which that view is based.
- . Judgment is suspended until both sides are heard.
- . The decision that finally emerges is not made by the contending parties themselves, but by an impartial individual or body playing the responsible role of arbitrator.

- b. Forums: A forum is another type of oral presentation. Here two or four persons present opposite points of view on a topic and then answer questions raised from the floor. All questions raised by the audience go through the moderator. This technique can be especially effective for small committees working on controversial problems.

See the form on page 32 for a suggested evaluation form for oral reports.

3. RESEARCH REPORTS

Another useful technique for skill development in social studies is the research report. Although some teachers feel that these projects are only busy work, encouraging plagiarism and other forms of cheating, this is usually true only when there has been inadequate planning, thought, and supervision on the part of the teacher. To be more specific, this kind of task will fail when:

- a. students are unprepared for the task.
- b. the topic is obscure and not individualized.
- c. there is lack of guidance by teachers, either as a result of lack of preparation or lack of concern.
- d. there is a lack of proper evaluation.

32-

EVALUATION OF GROUP REPORTS

Date _____ Subject or Group Report _____

Member of reporting group: Yes _____

| | Excellent | Good |
|--|-----------|------|
| 1. Was the problem or topic clearly defined? | | |
| 2. Were the issues sufficiently discussed? | | |
| 3. Was the presentation well organized and interesting? | | |
| 4. Did the presentation give evidence of effective group work? | | |
| 5. Did the report stimulate thinking? Did you learn something? | | |
| 6. Was there evidence of research? | | |
| 7. Was the method used by the committee in making its report effective and suitable? | | |
| 8. How would you judge the class response to the presentation? | | |

ORTS

EVALUATION OF GROUP REPORTS

Subject or Group Report _____

Member of reporting group: Yes _____ No _____

Good

Excellent Good Fair Weak Ineffective

the problem or topic clearly defined?

the issues sufficiently discussed?

the presentation well organized and interesting?

the presentation give evidence of effective group work?

the report stimulate thinking? Did learn something?

there evidence of research?

the method used by the committee in making its report effective and suitable?

would you judge the class response to the presentation?

| | Excellent | Good | Fair | Weak | Ineffective |
|---|-----------|------|------|------|-------------|
| the problem or topic clearly defined? | | | | | |
| the issues sufficiently discussed? | | | | | |
| the presentation well organized and interesting? | | | | | |
| the presentation give evidence of effective group work? | | | | | |
| the report stimulate thinking? Did learn something? | | | | | |
| there evidence of research? | | | | | |
| the method used by the committee in making its report effective and suitable? | | | | | |
| would you judge the class response to the presentation? | | | | | |

CLASSROOM CURRICULUM PLANNING (continued)

3. RESEARCH REPORT (continued)

The first step in a successful term assignment is to think through the reasons for the assignment.

- . Will it add to the students' knowledge of the subject?
- . Will it strengthen their abilities to locate and analyze information?
- . Will it further their abilities to organize and communicate that information in written form?

The following suggested procedure provides an orderly sequence of steps which should insure successful research topics:

- a. Teacher should do some advance planning:
 - . Visit the school library - check on the available sources and references.
 - . Talk to the librarian - get her opinions and find out how she will be able to help.
 - . Be sure that students have mastered the basic reference skills.
 - . Locate available community resources.
- b. When making assignments, allow the students a considerable choice of topics:
 - . Guide their selections by considering such things as the level of their ability and the materials available.
 - . Have them make preliminary surveys of materials before accepting final choices.
- c. Make sure that they understand how to take notes, footnote, and construct and use bibliographies.
- d. Set two deadlines:
 - . For notes or rough drafts - check general progress, give suggestions on organization, research, etc.
 - . For final draft.
- e. Establish form requirements for the finished report. A mimeographed hand-out with examples and illustrations is helpful.
- f. For honest work, set no rigid requirements on length or number or references required.

CLASSROOM CURRICULUM PLANNING (continued)

- g. Establish, stick to, and inform students of a uniform grading procedure.
- h. Provide follow-up. Discuss with students the work they have done, what they have gained from it, and what they found especially difficult.
- i. Repeat visit to the librarian. Thank her for her help, make suggestions for additional materials, pass on constructive comments from students.

4. FIELD TRIPS

Field trips are excellent opportunities for students to learn firsthand about their community. They should be considered real learning experiences rather than outings or joy rides. The following questions should assist the teacher in planning and conducting successful field trips:

- a. Does the need for this field trip grow out of regular classroom work?
- b. Is a field trip the best method of gaining the needed information?
- c. Am I, as teacher, familiar with the place to be visited so I know what is to be seen?
- d. Have I made all of the necessary administrative arrangements through the principal's office?
- e. Have I contacted the place to be visited in advance, to inform them of the needs and interests of the group?
- f. Have I prepared the class for the experience?
 - . given them specific information as to what to look for?
 - . discussed the most effective ways to observe and take notes?
- g. Can everyone see and hear?
- h. Were the observations made while on the trip discussed upon returning to the classroom? What other follow-up activities were engaged in?

CLASSROOM CURRICULUM PLANNING (continued)

5. ORAL REPORTS

Students should be given many opportunities to work alone, as well as in groups. It is often more efficient for one student, rather than a committee, to do a particular piece of research and report upon it to the class. Individual reports serve the two-fold function of helping young people learn to speak before a group in a logical and interesting manner and helping the group develop good listening habits. To fulfill these aims, a report must be well prepared; the individual giving the report should have something important to say and should say it clearly and interestingly, and the students in the class should be held responsible for learning the information he presents.

It is always helpful to have the class discuss what constitutes a good oral presentation from the standpoint of content and delivery, and to set up a list of criteria with which to evaluate the effectiveness of reports. The form on page 36 which is published in Quillen & Hanná's Education for Social Competence, might prove helpful in this regard.

6. BUZZ GROUPS

Buzz groups are small groups of four or five students who meet for a few minutes to talk. One member of each group should serve as the recorder, to report the group's decisions to the class. The recorder may volunteer, be appointed by the teacher, or be selected by the group.

Buzz groups can be used for getting a quick reaction to a controversial issue, for planning the next steps in a unit, for assessing the relative importance of proposed topics of study, and for setting up rules or regulations for class activities or materials. They are also valuable in practicing a skill and in evaluating student work and progress.

7. AUDIOVISUAL PRESENTATIONS

Audiovisual presentations may be made either by the teacher, or by students in conjunction with various presentations. When used in support of other teaching activities, they can prove extremely effective. They should be thought of as integral parts of the total plan, selected because they seem most appropriate to a particular point in a lesson.

A detailed discussion of the use of various audiovisual aids can be found in the Madison Public Schools Curriculum Department publication entitled Teaching Techniques. Our purpose here is only to mention the kinds of aids available and which should be made a part of the planning of all social studies teachers. They are:

45

FILMS
FILMSTRIPS
RECORDINGS, TAPES, PHONOGRAPH

OVERHEAD PROJECTORS
OPAQUE PROJECTORS
BULLETIN BOARDS

SLIDE PROJECTORS
PROGRAMMED INSTRUCTION
TELEVISION (LIVE AND CLOSED CIRCUIT)

EVALUATION OF AN ORAL REPORT

Student presenting report.....Date.....

Topic presented.....

Unit or problem to which report is related.....

Directions: Draw a circle around the dot in the column which best corresponds to your appraisal of that aspect of the report. D stands for definitely yes; S for somewhat; N for no.

The Report

D S N

- | | | | |
|---|---|---|---|
| 1. Are the facts and ideas presented relevant and pertinent to the topic? | . | . | . |
| 2. Is the material well organized? | . | . | . |
| 3. Does the introduction arouse your interest? | . | . | . |
| 4. Does the conclusion draw together the ideas in an effective manner? | . | . | . |
| 5. Is the material drawn from reliable and adequate sources? | . | . | . |

Delivery

- | | | | |
|---|---|---|---|
| 1. Has adequate preparation been made so that the speaker talks without hesitation? | . | . | . |
| 2. Does the speaker seem enthusiastic about his subject? | . | . | . |
| 3. Can the speaker be heard easily? | . | . | . |
| 4. Can the speaker be understood clearly? | . | . | . |
| 5. Are the words pronounced correctly? | . | . | . |
| 6. Is the choice of words commendable? | . | . | . |
| 7. Is the language grammatical? | . | . | . |
| 8. Is the speaker's posture easy and dignified? | . | . | . |
| 9. Does the speaker hold the interest of his audience? | . | . | . |

General Evaluation of the Report

Signed.....

CLASSROOM CURRICULUM PLANNING (continued)

8. DRAMATIZATIONS

Various forms of dramatization are becoming increasingly popular as techniques for presenting facts or getting across ideas and points of view. Because drama, in one form or another, carries an emotional as well as an intellectual appeal, it usually makes a deeper and a more lasting impression on students than ordinary oral or written reporting.

a. Sociodramas, or role-playing

The sociodrama is an unrehearsed dramatization in which the players attempt to make a situation clear to themselves and to the audience by playing the roles of the participants in the situation. If a sociodrama is to be meaningful and if real learning is to take place, the problems with which it deals must be significant to the participating students. It is a technique for solving problems, and the problems which are most meaningful to students are those which frustrate them and have not been solved to their satisfaction. Thus the sociodrama is especially valuable in the areas of interpersonal relations and social problems.

When most effective, the sociodrama is introduced with a problem story. The teacher reads to the class a realistic and dramatically effective account of a situation which stops at the height of a dilemma. The students are then encouraged to act out in role-playing sessions the way they think the story would actually end.

Using sociodramas successfully in the classroom involves the following steps:

- . Deciding on a problem.
- . Selecting the cast.
- . Planning the drama.
- . Getting the audience ready to observe.
- . Playing the drama.
- . Discussing and evaluating.
- . Replaying the roles.
- . Generalizing for future action.

b. Other forms of dramatization which can be used are:

- . Mock conventions and assemblies
- . Student-written plays
- . Published plays

CLASSROOM CURRICULUM PLANNING (continued)

9. RESOURCE PERSONS

Resource persons are frequently used as speakers. Social studies instruction presents many opportunities for the systematic utilization of resource people. Teachers and students alike should obtain the assistance of resource people to acquire firsthand knowledge and accurate information about specific problems and topics. Resource persons may be directly associated with the various institutions, agencies, factories, branches of government, newspapers, and museums that are found in the community. Learning opportunities and sources of new materials are provided through planned talks, discussions, demonstrations, and displays presented by such resource people. The human and material resources of any community, when properly utilized, can help meet the growing needs and interests of our youth. They are available for rich learning experiences when needed in the program.

Some criteria for the use of resource persons follow:

- a. The students are well prepared beforehand with information derived from books and experiments.
- b. They have questions to ask and are prepared to integrate the answers with other information. They are not dependent on the rehearsed presentation.
- c. The contact (lecture, tour, interview, etc.) is planned so that there is room for spontaneous questions and ideas.
- d. The inquiry is conducted so that the resource person has access to concrete examples of every point or idea he offers.
- e. The use of the resource person is a natural outgrowth of the study. The children need him as a source of information.
- f. The resource person has control of his subject. He can speak with experience, and he can control events to the degree that he can efficiently contribute to the knowledge of the students.

CLASSROOM CURRICULUM PLANNING (continued)

EVALUATION (See Bruce R. Joyce, Strategies for Elementary Social Science Education.)

The purpose of evaluation is to determine what the child can do, what he knows, what skills he can practice, how well he can think, and what he feels and values. The basic method for finding out about the behavior of an individual is to ask him to behave. If one wants to see whether he can make a map, he should be asked to make a map. If one wishes to know if he can draw conclusions from evidence, he should be presented with evidence and asked to draw conclusions. If the object is to discover what facts he knows about something, then he should be asked to recall facts or to associate facts with ideas. When one wants to know how he attacks problems, problems should be presented and his strategy of attack observed.

Evaluation or testing should be guided by several principles:

1. It should be a cooperative endeavor on the part of both teacher and pupil. To be measurably aware of a child's progress (or lack of it) is just as important to the child himself as it is to the teacher. After each evaluation, the teacher and pupil should plan jointly for corrective instruction or intensified pursuit of certain interests.
2. Evaluation should be closely related to the objectives of the curricular program.
3. Evaluation, to be effective, must define behavioral changes in such a way that teachers can recognize means of improving or refocusing their instruction.
4. Evaluations should be made not just once but twice, both before and after a period of instruction, in order to determine accurately the effect of the instruction.
5. Formal tests and problem questions should measure not only the child's fund of factual information but also his ability to use organizing concepts and his ability to evaluate information, make inferences, and draw conclusions.
6. Evaluations must further measure not only knowledge and thinking ability, but also attitudes, which may be best determined simply by observing each child in various activities.

CLASSROOM CURRICULUM PLANNING (continued)

The form on pages 42 and 43 should provide teachers with both a visual and quantitative measure of the extent to which they provide students with opportunities to develop various skills in terms of the kinds of activities engaged in. These forms are available in quantity through the Curriculum Department, and we urge each teacher to make use of them.

A. HOW TO USE THE FORM: The form lists various skills on the vertical axis, and different class activities on the horizontal axis. Each form provides space to record the activities for five class periods. In using the chart, the teacher would each day place a small check mark in each square which represents a skill that was brought into play by any activity engaged in by the teacher and the class during that class period, or in preparation of an assignment for that class period.

B. INTERPRETING THE RESULTS

1. Visual Evaluation -- By looking at the charts over a period of time, the teacher can see which skills and which activities he tends to concentrate on. Conversely, he can also see which skills and activities are not being stressed as much as they perhaps should.
2. Quantitative Evaluation -- By counting the number of times a particular skill was reinforced, or a particular activity engaged in, the teacher can provide himself with a numerical analysis of the extent to which particular skills and activities are stressed or are not stressed over a period of time. This can be made more apparent by reducing the numerical totals to graphs or charts.
3. Qualitative Analysis -- To make qualitative judgments from this form is difficult because of a lack of weighting criteria. For instance, do all skills require the same amount of reinforcement? Was the subject matter applicable to the development of some skills or activities more than others? What were the particular needs of the class over this period of time? What provisions are there for varied abilities of students? In spite of this, some qualitative judgments can be made. If, for instance, test results showed that students were not adept at a particular skill, the teacher could look at the chart to see in fact how much attention was given to that particular skill. If the answer is not very much, then the solution is obvious. If, on the other hand, a rather heavy concentration was made on the skill and the students still tested out poorly, the teacher might ask the following questions: Was the test an adequate measuring device? Was there something wrong with the way I taught these skills? Could I perhaps have selected other activities more suited to the development of this particular skill? Am I expecting more than I have a right to expect from my students?

VISUAL AND QUANTITATIVE CHART
FOR THE MEASUREMENT OF
SKILL DEVELOPMENT

CLASS ACTIVITIES

| TYPES OF LEARNING EXPERIENCES | CLASS ACTIVITIES | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|--|--|--|--|--------------------------|---|---|---|---|-------------|---|---|---|---|------------------|---|---|---|---|----------------|---|---|---|---|
| | communication 1. (oral and written) | | | | | | | | | | | | | | | | | | | | | | | |
| | 2. critical thinking | | | | | | | | | | | | | | | | | | | | | | | |
| | 3. discussing evaluation | | | | | | | | | | | | | | | | | | | | | | | |
| | 4. (analysis, appraisal) interpreting maps, | | | | | | | | | | | | | | | | | | | | | | | |
| | 5. charts, graphs | | | | | | | | | | | | | | | | | | | | | | | |
| | 6. interviewing listening and | | | | | | | | | | | | | | | | | | | | | | | |
| | 7. observing making | | | | | | | | | | | | | | | | | | | | | | | |
| | 8. bibliographies | | | | | | | | | | | | | | | | | | | | | | | |
| | 9. notetaking | | | | | | | | | | | | | | | | | | | | | | | |
| | 10. outlining | | | | | | | | | | | | | | | | | | | | | | | |
| | 11. problem solving | | | | | | | | | | | | | | | | | | | | | | | |
| | 12. reading reports and term | | | | | | | | | | | | | | | | | | | | | | | |
| | 13. papers (written) | | | | | | | | | | | | | | | | | | | | | | | |
| | 14. research skills | | | | | | | | | | | | | | | | | | | | | | | |
| | 15. summarizing understanding time | | | | | | | | | | | | | | | | | | | | | | | |
| | 16. and chronology work habits and | | | | | | | | | | | | | | | | | | | | | | | |
| | 17. study skills | | | | | | | | | | | | | | | | | | | | | | | |
| | 18. working with others | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| | | | | | audiovisual presentation | | | | | buzz groups | | | | | class discussion | | | | | committee work | | | | |

CLASS ACTIVITIES

| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | | | | | |
|-----------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|--|--|--|
| audiovisual presentation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| buzz groups | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| class discussion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| committee work | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 3 bates and rums | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| independent study | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| lecture | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

CLASS ACTIVITIES

| | 1 | 2 | 3 | 4 | 5 | | 1 | 2 | 3 | 4 | 5 | | 1 | 2 | 3 | 4 | 5 | | 1 | 2 | 3 | 4 | 5 | | 1 | 2 | 3 | 4 | 5 | | 1 | 2 | 3 | 4 | 5 |
|----------------------------|---|---|---|---|---|----|---|---|---|---|---|--|---|---|---|---|---|--|---|---|---|---|---|--|---|---|---|---|---|--|---|---|---|---|---|
| panels and symposiums | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| reports (oral and written) | | | | | | 64 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| resource people | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| seminars | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| sociodramas | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| tests | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| tutoring | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

CLASSROOM CURRICULUM PLANNING (continued)

COGNITION - HIERARCHIES OF DIFFICULTY

In consideration of evaluation as it pertains to testing, care must be taken to distinguish between the test form and the behaviors measured. Form applies to the kind of test instrument used, either objective or essay.

The objective test, which includes multiple choice, matching, key-list, true-false, and relationship or comparative exercises, has many advantages: it is easy to grade; it allows for testing over a broad range of materials; scoring can be accomplished in a completely uniform and impersonal fashion; the tasks presented can be made identical for all students, and when properly conceived and written, it can oblige the student to recall information and follow a built-in line of reasoning, with no evading the writer's intent.

The free response, or essay, question allows the student considerable latitude in composing his answer. Its prime value is that it elicits a "free" response, in that the student decides the what and how of his answer, and presents it in his own words. The student does not have complete freedom, of course, in that the test writer establishes a setting and framework within which the student responds. The essay question provides a direct measure of the writing ability of the student, and of his capacity to organize material and to demonstrate knowledge in depth. The chief weakness of the essay test is that it requires a subjective evaluation by the reader, and that it may fail to measure what the writer intends.

In order to fully develop possibilities of written testing, both kinds of questions, essay and objective, should be used to complement each other, with the limitations of one being matched by the corresponding strengths in the other. Inherent limitations in either type should not be confused with weaknesses incurred through poor test writing practices, however. In order to guard against this, the following section is offered.

- Before any test item is constructed, the writer should do some careful planning in terms of:
- the reasons for the test and the ends to be served.
 - the nature of the group to be tested.
 - the relationship of the test to the purposes and content of instruction.
 - the degree to which it can motivate or stimulate interest.

Each question must meet the tests of validity and reliability. In other words, is the item relevant and will it measure what is intended?

Bloom was one of the first to attempt to classify intellectual processes. In his Taxonomy of Educational Objectives, Handbook I, he develops a classification of cognitive educational objectives beginning with knowledge (memory) and extending through comprehension, application, analysis, synthesis, and evaluation. Norris Sanders re-arranged Bloom's Taxonomy somewhat, and has written a very helpful book on how to write questions which bring all of these intellectual activities

CLASSROOM CURRICULUM PLANNING (continued)

into play. Educational Testing Service has produced an inservice kit for teachers entitled "Making Your Own Tests" that should also prove helpful to teachers. We have synthesized all of this material, and have come up with a three-tiered hierarchy; at the first level is knowledge, or memory, which requires only recall of information; the second level is comprehension which still depends upon recall of information, but goes beyond it to include understanding and the ability to grasp the meaning of factual information; the third level we call the utility level - the level at which we are able to go beyond the simple awareness of meaning to an application of that meaning in various forms. Here the student will bring into play his ability to apply, to critically analyze, to interrelate, and to synthesize knowledge. The questions that follow will illustrate how each of these may be tested through carefully constructed test items.

The lowest level of cognition is that of knowledge or memory. Often our objective test items go beyond this level. Two examples of questions which rely on memorized knowledge follow:

1. Qualifications for voting in the U.S. are primarily established by:
 - a. local governmental units.
 - * b. state legislation.
 - c. the Fourteenth Amendment.
 - d. state conventions held by each political party.
2. Which of these was president during the Reconstruction Period?
 - a. Andrew Jackson
 - b. James Polk
 - *c. Andrew Johnson
 - d. Theodore Roosevelt

Question number 2 might have been written as follows to require more thought on the part of the student. Instead of relying on memory, he must utilize his ability to comprehend information to answer the question:

3. Which of these presidential powers did Andrew Johnson feel no need to use?
 - a. to veto legislation
 - *b. to call special sessions of Congress
 - c. to pardon
 - d. to act as commander-in-chief

Higher levels of intellectual activity must be brought into play in answering the following questions which require the student to use his ability to apply, critically analyze and synthesize information:

4. Which of these would come under a different classification than the other three when computing national income?
 - a. the salary of the president of the U.S.
 - *b. the interest received by a bondholder
 - c. the fees received by a doctor
 - d. the wage received by a factory worker

CLASSROOM CURRICULUM PLANNING (continued)

5. "Happily formulated, favored by the times, and backed in effect by the British navy, it at once gained a potency in world affairs that went far beyond the military strength of the American republic." What is being referred to in this quotation?
- The Declaration of Independence
 - *b. The Monroe Doctrine
 - The Emancipation Proclamation
 - The Fourteen Points of Woodrow Wilson
6. At present, presidential electors are chosen at large rather than from single member districts within a state. What would be a likely development if the latter became the case?
- Only a candidate with a majority of the popular votes could win an election.
 - Campaigns would be concentrated within the most populous states.
 - The two-party system would be strengthened.
 - *d. The electoral votes of a state would be split among rival candidates.

Key-list items also make excellent objective questions.

- Key.
- if "a" and "a" make a true and complete statement
 - if "a" and "b" make a true and complete statement
 - if "b" and "a" make a true and complete statement
 - if "b" and "b" make a true and complete statement

- A. (a. Like, b. unlike) a political party, a pressure group is likely to (a. have a poorly defined and changing membership, b. consistently advocate a specific legislative program.) (4)
- B. (a. Like, b. unlike) political parties, pressure groups have tended to have (a. centralized, b. decentralized) organizations. (3)
- C. (a. Like, b. unlike) the political party, a major activity of pressure groups is (a. lobbying, b. harmonizing numerous diverse interests). (3)

- Key:
- A wished to preserve B
 - A wished to bring about B
 - A wished to get rid of B

Column A

- A. The New Deal in 1933
B. Andrew Jackson
C. Labor Unions

Column B

- Loose construction of the Constitution, with reference to the regulation of industry (2)
The United States Bank (3)
Use of the injunction in labor disputes (3)

CLASSROOM CURRICULUM PLANNING (continued)

Essay questions can also be written to cause the student to perform at any level of cognition. A question asking students to describe Wilson's Fourteen Points is an essay question, but it asks for nothing more than memorized knowledge from the student. The following question calls upon students to demonstrate that they have attained a particular level of skill development, as well as testing their ability to organize and interrelate test data.

Population of the United States, 1790-1960*

| Year | Population (millions) | Increase in Past Decade (millions) | Increase in Past Decade (per cent) |
|------|--------------------------|--|--|
| 1790 | 3.9 | | |
| 1800 | 5.3 | 1.4 | 36 |
| 1810 | 7.2 | 1.9 | 36 |
| 1820 | 9.6 | 2.4 | 33 |
| 1830 | 12.9 | 3.3 | 34 |
| 1840 | 17.1 | 4.2 | 33 |
| 1850 | 23.2 | 6.1 | 36 |
| 1860 | 31.4 | 8.2 | 35 |
| 1870 | 38.6 | 7.2 | 23 |
| 1880 | 50.2 | 11.6 | 30 |
| 1890 | 62.9 | 12.7 | 25 |
| 1900 | 76.0 | 13.1 | 21 |
| 1910 | 92.0 | 16.0 | 21 |
| 1920 | 105.7 | 13.7 | 15 |
| 1930 | 122.8 | 17.1 | 16 |
| 1940 | 131.7 | 8.9 | 7 |
| 1950 | 150.7 | 19.0 | 14 |
| 1960 | 179.3 | 28.6 | 19 |

Questions such as the following might be asked pupils to see if they understand the broad purposes of this table:

1. What is the subject of the table?
2. For what country are data provided?
3. For what years are data provided?
4. What three kinds of information are provided for each of the census years, 1800-1960?

* Originally produced on page 71, William P. Mortenson, Donald T. Krider, and Roy J. Sampson, Understanding Our Economy. Boston: Houghton Mifflin Co., 1964. Reproduced on p. 107, Harry D. Berg, ed., Evaluation in Social Studies, 35th Yearbook of the N.C.S.S., Washington: NEA, 1965.

CLASSROOM CURRICULUM PLANNING (continued)

The teacher may also ask students to interpret relationships between the data presented, either by asking a simple question, asking them to compare two figures to arrive at an answer, or asking them to compare more than two figures in order to arrive at an answer:

1. What was this country's population in 1800?
2. What was the percent increase, 1790-1800?
3. For what decades was the percent of population increase the same as for the decade 1790-1800?
4. In which decade did the smallest increase in the total population result in the largest percent increase in population?

Quite possibly the teacher will want to ask questions calling for inferences that depend on recall of information outside the data provided. To illustrate:

1. During which 50-year period (1790-1840, 1850-1900, 1910-1960) was there the greatest percent of population increase? Account for this.
2. Between 1890-1900 and again between 1900-1910 this country had a 21 percent population increase. However, the total population increase for the decade 1900-1910 was greater by 2.9 million than that for the decade 1890-1900. How can that be?
3. This table lists both the total increase in population per decade and the percent of population increase per decade. What are the advantages and limitations of each as an index of population growth?

Obviously, this kind of essay exam could easily be reduced to objective questions, if the teacher so desired. These are only illustrative test items, but the point to be kept in mind is that the development of basic skills is an integral part of day-by-day teaching and learning. For purposes of evaluation, what the pupil can do and evidence of his increasing capacity to do things well are of greatest significance.

All test items reproduced above are taken from the 1965 Yearbook of the National Council for the Social Studies, Evaluation In Social Studies.

CLASSROOM CURRICULUM PLANNING (continued)

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Highly recommended as an additional source is Teaching Techniques, a publication of the Madison Public Schools, available from the Department of Curriculum Development.

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the place of audiovisual materials

AUDIOVISUAL MATERIALS ARE
A NECESSARY PART OF CONCEPT
TEACHING

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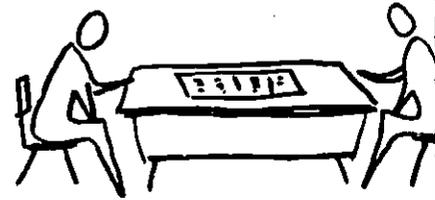
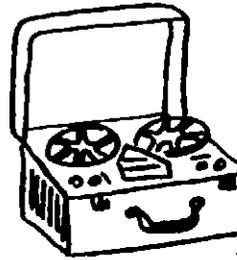
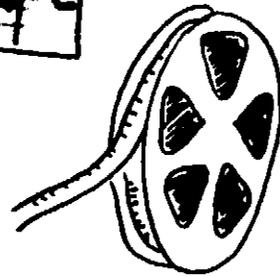
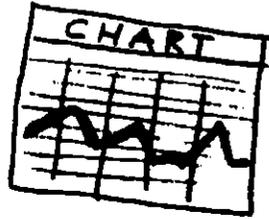
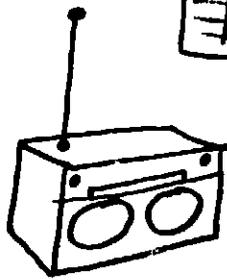
Use of audiovisual materials in concept teaching?

CONCEPT TEACHING REQUIRES MANY
VARIED LEARNING EXPERIENCES.

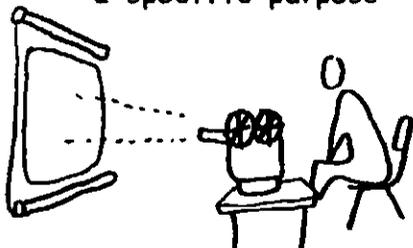
AUDIOVISUAL MATERIALS ARE
PART OF CONCEPT
TEACHING

STUDENTS ARE DIFFERENT AND
REQUIRE MANY VARIED LEARNING
EXPERIENCES.

AUDIOVISUAL MATERIALS MUST BE
USED IN WAYS THAT MAXIMIZE THEIR
EFFECTIVENESS.



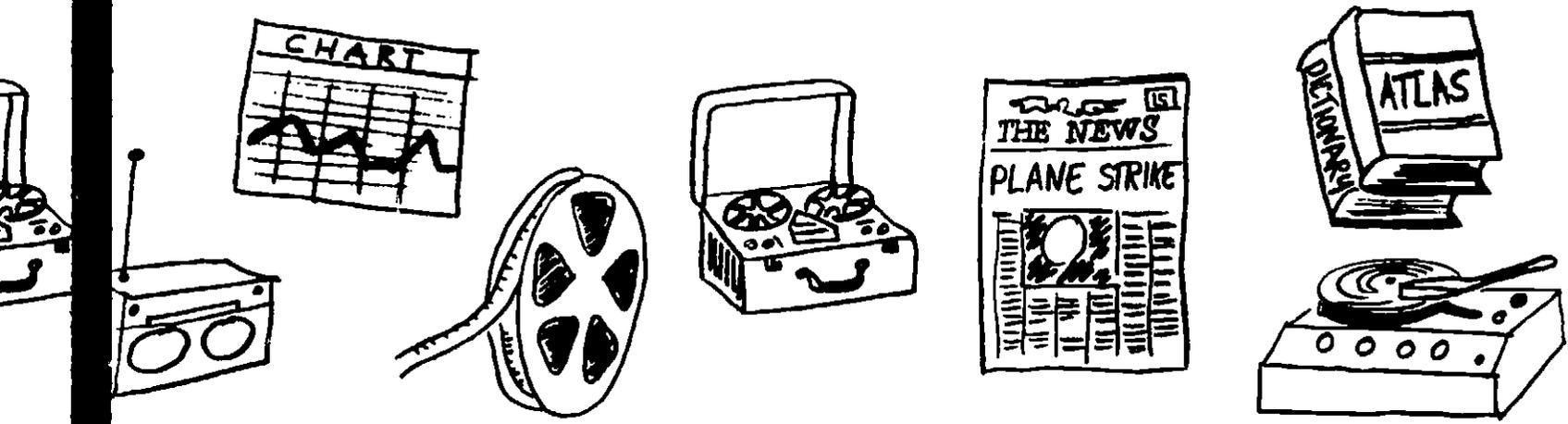
PREVIEW to establish a specific purpose



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INTRODUCE





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INTRODUCE



FOLLOW UP and EVALUATE



USING INSTRUCTIONAL MATERIALS

The resources of the Instructional Materials Center are particularly important in the teaching of American history. Materials available to schools today are so abundant that the teacher's problem is very often one of deciding which materials among many may best be used to present sights and sounds of the past in combination with original and interpretive documentation. Phonograph records capture actual voices of historical figures and present dramatized accounts about decisive moments. Filmstrips contain original photos and maps which can be used with large groups or by students alone. Newspapers in facsimile record the news of the day as viewed by men caught up in the midst of social drama. Microfilm brings journals which were formerly available only to the university scholar. The teacher-made transparency illuminates concepts which would be far too difficult to present through print alone.

The teacher who uses a variety of materials for American history succeeds in freeing his students from total dependence upon one or two authorities, the textbook or the teacher himself, and acquaints them with the perplexing diversity of views that surround even seemingly minor events.

STUDENT SKILL IN THE USE OF MEDIA

It is the joint responsibility of the teacher and the materials center staff to introduce students to the resources of the school and the community. Library and audiovisual consultants teach about the organization and arrangement of materials in the IMC; the card catalog as an index to a majority of the materials available in the school; the purposes of general indexes, encyclopedias, and reference books; general techniques of screening materials for authority, recency, and intent of the producer; and routines related to loan.

The teacher teaches about highly specialized reference tools, such as American history supplementary paperbacks, historical atlases, and biographical dictionaries, especially at the time when students are ready to use them for a particular classroom purpose. He acquaints the student with resources of other fields, indicating their value for inter-disciplinary interpretation and understanding of a particular historical period. He frequently reminds them of the value of art and study prints, filmstrips, records, motion pictures, and the local production of materials in order to broaden their scope of inquiry. The skills he teaches in the use of media are those which are distinctive to the social studies.

We know today that much of what is traditionally taught to students about library and audiovisual materials can be presented in large group instruction. Because students come to the teacher with varying degrees of skill in the use of media, pre-tests to discover what is already known and by whom save time and indicate to students why a review of tools previously covered is often valuable in view of a new purpose.

At times, instruction in the newer media must be given on a small group or individual basis, including training in such areas as the use of the microfilm reader, the production of transparencies, and the mounting of maps and prints.

PLANNING RESEARCH EXPERIENCES

Before a unit begins, a teacher should discuss with the IMC staff the nature of the learning experiences he intends to introduce. Sometimes it is impossible under any circumstances to provide materials on certain topics he would like students to pursue. At other times, with advance notice, consultants can purchase or secure on loan what will be needed. Often an investment in multiple copies of paperbacks, pamphlets, prints, or records, most of which come quickly, solves the delay that occurs in ordering standard library-bound books. Many times it is wise to consult with the public library staff about special items which may not be available in the schools and to alert them about potentially heavy student use of non-duplicated materials.

Some independent student work requires teacher guidance over a long period of time. Materials which are carefully selected by student and teacher and used in a systematic sequence offer numerous possibilities for creative interpretation, synthesis, or evaluation that can later be shared with other classmates.

Use of audiovisual media for independent study can free students and teachers from the unrewarding experiences that often result from mass assignments of term papers, hastily conceived and written by all during the same period of time. Under careful guidance, students can create three-dimensional models, "new" charts and diagrams, and sets of transparencies to present concepts and display the results of inquiry in new ways.

Presenting a difficult idea in visual form through slides and transparencies may require more creative ingenuity and illustrate greater comprehension than the traditional theme. Madison students frequently demonstrate that they learn and can exhibit what they have learned in many ways. Some have interpreted American history effectively through tapes and 8mm films which they have created themselves. Possibilities are often found when students relate Madison or Wisconsin to earlier events in American history.

When locally produced instructional materials are added to the school's collections of commercial materials, its resources soon become uniquely adapted to the purposes of the curriculum.

KENNETH I. TAYLOR
Director, Instructional Materials

CONCEPTUAL GUIDE

United States History

Grade 9

Reconstruction 1877 to the Present

OBJECTIVES FOR U. S. HISTORY, (Reconstruction to the Present) Grade 9.

The second year of United States history is framed in a manner that is related to the content of the first year's work. There is a good reason for such a change in United States history, the years before the Civil War were the creative years. The most of what we accept as traditional American ideas and patterns of belief were developed in the years during which our economic, social, and political institutions were formed. Before the Civil War, we laid emphasis upon the emergence of American patterns of thought and western man, and we showed how these patterns assumed the hue of the American environment in which they grew. Two points must be kept in mind relative to these ideas, patterns of belief, and institutions which developed before the Civil War: one, the American society when it was primarily rural and agrarian in nature; two, the experiences of men coping with human problems to fall back upon as a source of inspiration and satisfaction.

The years since the Civil War stand in startling contrast to the period covered in the first year. Although the geographical environment remained relatively unchanged, man's use of the resources of nature has greatly changed. Since the Civil War we have created a new environment which is new and different from anything known before. This change is true of the western world as well as in the United States and has had an immeasurable impact upon the lives of men. What makes the period since the Civil War unique is the fact that those who have had to face rapidly emerging problems born of a dynamic society could not turn to earlier experiences to seek and find answers to the pressing problems of their time.

Our primary objective this year is to see contemporary America in terms of the changes which have greatly altered traditional American life. Two major themes dominate the period:

- . The emergence of an urban-industrial centered way of life, complete with its own locations, and social problems.
- . The emergence of the United States as a world power, complete with its own and international problems.

These major themes and their variants will be developed in the following manner:

- . The change from a rural-agrarian society to an urban-industrial society.
- . The impact of change upon the economic, political, social, and insular living.
- . The emergence of the United States as a world power with its impact upon the world.
- . The contemporary world in which man walks a tightrope in his search for a better life.

U. S. HISTORY, (Reconstruction to the Present) Grade 9.

of United States history is framed in a manner that is radically different from the scope of the first year's work. There is a good reason for such change. In the long view of United States history, the years before the Civil War were the creative years. These were the years in which our traditional American ideas and patterns of belief were formed. These were the years in which our economic, social, and political institutions were formulated. In treating the period before the Civil War, we laid emphasis upon emergence of American patterns which were rich in the heritage of the American geographical and cultural environment in which they grew. Two points must be kept in mind relative to these formative years: one, the patterns of belief, and institutions which developed before the Civil War were designed for the time when it was primarily rural and agrarian in nature; two, America had nearly 3,000 years of human experience of men coping with human problems to fall back upon as resource material for their experiments.

The Civil War stand in startling contrast to the period covered in the first year's work. The geographical environment remained relatively unchanged, man's impact upon the physical environment has greatly changed. Since the Civil War we have created an industrial and technological culture which is new and different from anything known before. This great change occurred throughout the United States and has had an immeasurable effect upon the whole world. One unique feature of the period since the Civil War is the fact that those who had to wrestle with the problems born of a dynamic society could not turn to earlier human experience to find answers to the pressing problems of their time.

The objective this year is to see contemporary America in terms of the technological explosion which has so completely altered traditional American life. Two major themes dominate our avenues of inquiry:

1. Emergence of an urban-industrial centered way of life, complete with its frustrations, dislocations, and social problems.

2. Emergence of the United States as a world power, complete with its frustrations, responsibilities, and international problems.

These themes and their variants will be developed in the following manner:

1. Change from a rural-agrarian society to an urban-industrial society.

2. Impact of change upon the economic, political, social, and institutional manner of American life.

3. Emergence of the United States as a world power with its impact upon American life.

4. Contemporary world in which man walks a tightrope in his search for peace and plenty.

UNDERSTANDINGS AND ATTITUDES TO BE DEVELOPED

Understandings of a General Nature To Be Gained by Student

1. The United States has a republican form of government with many safeguards.
2. The United States has a superior form of government which should be appreciated.
3. Being a citizen of the United States entails certain responsibilities which must be understood in order to effectively perform in our society.
4. The United States is a world power and as such has increasing international responsibilities which must be understood by citizens.
5. Decisions of the majority must be accepted, but the rights of the minority must be protected.
6. Our life has been changed and our standard of living has risen due to the invention of science and technology.
7. Personal freedom in the United States depends upon the individual citizen's willingness to accept the worth and dignity of other individuals.
8. Mutual respect, equal opportunity, civic liberty, cooperation, the willingness to accept new evidence as it is presented, and the use of reason rather than pure emotion are necessary to improve our way of life.
9. Social, political, and economic developments can be understood properly and related to other developments both historical and current.
10. Physical environment has exerted a great influence upon the development of the welfare of the United States.
11. Fair competition for economic gain is to be carried on with concern for the welfare of the community.
12. All ethnic groups in our country have made contributions to our culture.

Social Studies Attitudes

1. Respect for the rights, property, and personality of others.
2. Recognition of the interdependence of all people.
3. Interest in and concern for the general welfare.
4. Preference for and willingness to participate in democratic processes.
5. Belief in the supreme worth and dignity of man.
6. Preference for critical thinking instead of prejudice and emotion in solving social problems.
7. Appreciation of opportunities available and the willingness to use them.
8. Willingness to accept and faith in social progress.
9. Desire to satisfy an intellectual curiosity during leisure time.
10. Recognition of the fact that simple answers to world problems do not exist and that these problems may be viewed from different viewpoints.

QUESTIONS TO BE DEVELOPED

Qualitative Nature To Be Gained by Student

... a republican form of government with many safeguards for the rights of individuals.
... a superior form of government which should be appreciated and defended.

... United States entails certain responsibilities which must be appreciated and
... effectively perform in our society.

... world power and as such has increasing international responsibilities which
... citizens.

... equality must be accepted, but the rights of the minority must be guarded.

... aged and our standard of living has risen due to the influence of science

... the United States depends upon the individual citizen's ideals and his willingness
... and dignity of other individuals.

... opportunity, civic liberty, cooperation, the willingness to change attitudes when
... ed, and the use of reason rather than pure emotion can begin to solve our problems
... life.

... economic developments can be understood properly and most effectively by relating
... events both historical and current.

... has exerted a great influence upon the development of ideas, habits, and national
... States.

... economic gain is to be carried on with concern for the general welfare.

... our country have made contributions to our culture.

... , property, and personality of others.

... erdependence of all people.

... n for the general welfare.

... llingness to participate in democratic processes.

... worth and dignity of man.

... l thinking instead of prejudice and emotion in solving problems.

... unities available and the willingness to use them.

... and faith in social progress.

... ntellectual curiosity during leisure time.

... t that simple answers to world problems do not exist and that

... riewed from different viewpoints.

| UNIT SEQUENCE | | <u>Suggested Number of Days</u> |
|---------------|--|-------------------------------------|
| I | A Review of Issues in United States History 1787-1877 | 15 |
| II | Economic and Social Change from 1877-1920 | 40 |
| III | Changes in Government and Political Life, 1877-1920 | <u>37</u> |
| Total | | 92 |

----- SEMESTER DIVISION -----

| | | |
|-------|---|-----------|
| IV | American Foreign Relations, 1865-1920 | 25 |
| V | A Time of Prosperity, Trial, and Recovery, 1920-1940 | 35 |
| VI | Themes in Contemporary United States History, 1940-Present | <u>27</u> |
| Total | | <u>87</u> |

UNIT I
A REVIEW OF ISSUES IN UNITED STATES HISTORY
1787-1877

UNIT I A REVIEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

OVERVIEW

This unit serves as a transition between 8th and 9th grade history. This is achieved by a review of certain key issues in United States history which arose between 1787 and 1877. The purpose of the unit is to orient the student to the succeeding units of study.

COMMENTARY TO THE TEACHER

The review is comprised of four political science concepts, each with its related understandings and experiences. The teacher may wish to use different issues than the ones presented for consideration. Because the time of the unit is limited the teacher might well be selective and also may only wish to acquaint the student with the issues so they may be used as a foundation for the course.

A REVIEW OF ISSUES IN UNITED STATES HISTORY

1787-1877

- I. The Constitution of the United States
 - A. Structure
 - B. Role of the Federal Government
 - C. Role of the State Government
- II. The Sectional Issue
 - A. Tariff
 - B. Differing Concepts of Federalism
 - C. Sectional Crises Prior to 1860
- III. Reconstruction
 - A. The U. S. in 1877
 - B. Problem of Reunification

62-

UNIT I A REVIEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

| CONCEPTS | UNDERSTANDING |
|--|--|
| I. Societies develop laws and sanctions in order to regulate themselves. | 1. The Constitution was established; problems have arisen as to of authority within this structure. 2. The concept of Federalism has been interpretations. |
| II. Differences in political institutions and ideologies often lead to conflicts among and within societies. | 1. As our country developed the different economic needs. Economic 2. A heightened concept of executive manifestations of Jackson's administration 3. When an issue is polarized into compromise becomes increasingly difficult 4. The ability to compromise the political differences in sections broke down 5. The executive plan of reconstruction plan is a good example of the structure of the federal government. |

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UNDERSTANDINGS

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1. The Constitution was established as a broad structure of government; problems have arisen as to the definition and delegation of authority within this structure.
2. The concept of Federalism has been subject to different interpretations.

ical institutions
lead to conflicts
sieties.

1. As our country developed the different sections developed different economic needs. Economic legislation caused conflicts.
2. A heightened concept of executive power and its use are manifestations of Jackson's administration.
3. When an issue is polarized into simple and moral terms, compromise becomes increasingly difficult.
4. The ability to compromise the political, social and economic differences in sections broke down in 1860.
5. The executive plan of reconstruction versus the legislative plan is a good example of the struggle between these branches of the federal government.



STUDENT LEARNING EXPERIENCES

1. Have students outline the basic structure of the Constitution. Shape the outline the federal government and the powers given to each branch.
2. Select a group of students to point out areas in the Constitution where points over them cite evidence between 1787 and 1867 to demonstrate that problems have been ca
3. Have students define and give examples of reserved powers or powers not given to t
4. Allow a group of students to discuss what powers are best left to the states and w construct a case for an all powerful central government. A debate could be arrang
5. A committee can investigate how the writers of the Constitution considered the iss trade. (Materials - Pages 58-64 in The American Negro by Logan and Cohen.)

1. Have a group of students represent sections of the country. Have them explain how benefit some and hurt others. (Tariff issues would be good to concentrate on.)
2. Discuss the effect of a single president on our government. This could be done by Andrew Jackson with the effect of John Adams. The work could be done on the basis individual would strengthen the executive branch.
3. Stage a discussion between people who would be extreme abolitionists and others re planter class, with the object being to reach a compromise on the slavery issue. (of the following materials: For abolition - Pages 82-87 in The American Negro by Attacked by John L. Thomas, Pages 1-15 in the Union Divides by Bedford. For defen 87-89 in The American Negro by Logan and Cohen, Slavery Defended by Eric McKittrich Divides by Bedford.
4. Trace the history of sectional Crisis between 1800 and 1860. Have students explain reached before 1860 and why settlement could not be made in 1860. Compare the com handling of the Nullification crisis of 1832. Determine which was the most effect the premise that no compromise could ever be really effective over a long period o
5. After showing a film such as Andrew Johnson and Reconstruction discuss what the di legislative and executive plan of reconstruction. Contrast motives and personaliti over the two plans. Decide which plan had the strongest position and why.
6. Review important statements and governmental decisions made between 1820 and 1860. platforms, statements of presidential candidates, Compromise of 1820, Compromise o Act, Organization of the Republican Party, Dred Scott Decision, Lincoln Victory.) they indicate concern for the welfare of the slaves, concern for the welfare of the for the institution of slavery, concern for the expansion of slavery, or concern fo idea. (Materials - Pages 43-47 in Case Studies in American History by Eames and Ma The American Negro by Logan and Cohen, and selected references in The Union Divides
7. Study the Reconstruction Period from the point of view of the Negro freeman. Const explain how they supported the welfare of the Negro freeman - Lincoln's plan for Re Davis Bill, Johnson's plan, Civil Rights Act, Thirteenth and Fourteenth Amendments, Fifteenth Amendment, and Freedman's Bureau. (Materials - Pages 108-120 in The Amer Cohen, Pages 57-66 in The Negro in America by Cuban, Pages 74-82 in The Negro in Am

STUDENT LEARNING EXPERIENCES

Outline the basic structure of the Constitution. Shape the outline to depict the branches of government and the powers given to each branch.

Ask students to point out areas in the Constitution where points overlap or are unclear. Have a group investigate the period between 1787 and 1867 to demonstrate that problems have been caused by this.

Ask students to refine and give examples of reserved powers or powers not given to the federal government. Ask students to discuss what powers are best left to the states and why. Have another group argue for an all powerful central government. A debate could be arranged between the two groups. Have students investigate how the writers of the Constitution considered the issues of slavery and slave trade (Materials - Pages 58-64 in The American Negro by Logan and Cohen.)

Ask students to represent sections of the country. Have them explain how certain legislation may have benefited one group and hurt others. (Tariff issues would be good to concentrate on.)

Ask students to discuss the effect of a single president on our government. This could be done by comparing the effect of Washington with the effect of John Adams. The work could be done on the basis of what actions of each president would strengthen the executive branch.

Ask students to discuss the division between people who would be extreme abolitionists and others representing the Southern states with the object being to reach a compromise on the slavery issue. (Students should be aware of the following materials: For abolition - Pages 82-87 in The American Negro by Logan and Cohen, Slavery by L. Thomas, Pages 1-15 in the Union Divides by Bedford. For defense of slavery - Pages 1-15 in The American Negro by Logan and Cohen, Slavery Defended by Eric McKittrich, Pages 1-15 in The Union Divides by Bedford.)

Ask students to explain the crisis of sectionalism between 1800 and 1860. Have students explain why settlement was made in 1850 and why settlement could not be made in 1860. Compare the compromises with Jackson's Nullification crisis of 1832. Determine which was the most effective and why. Discuss why it is felt that no compromise could ever be really effective over a long period of time.

Ask students to discuss the film such as Andrew Johnson and Reconstruction discuss what the differences were in the executive plan of reconstruction. Contrast motives and personalities in the struggle between the plans. Decide which plan had the strongest position and why.

Ask students to discuss the statements and governmental decisions made between 1820 and 1860. (such as, party platforms, statements of presidential candidates, Compromise of 1820, Compromise of 1850, Kansas-Nebraska Act, formation of the Republican Party, Dred Scott Decision, Lincoln Victory.) Rate them as to whether they show concern for the welfare of the slaves, concern for the welfare of the slave owners, concern for the expansion of slavery, or concern for some other group or issue. (Materials - Pages 43-47 in Case Studies in American History by Eames and Martin, Pages 90-95 in The American Negro by Logan and Cohen, and selected references in The Union Divides by Bedford.)

Ask students to discuss the Reconstruction Period from the point of view of the Negro freeman. Consider the following and discuss how they supported the welfare of the Negro freeman - Lincoln's plan for Reconstruction, the Wade-Davis plan, Civil Rights Act, Thirteenth and Fourteenth Amendments, reconstruction Act, Freedman's Bureau. (Materials - Pages 108-120 in The American Negro by Logan and Cohen, Pages 66-66 in The Negro in America by Cuban, Pages 74-82 in The Negro in American Life by Wade.)

UNIT I A REVIEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

| CONCEPTS | UNDERSTANDINGS |
|--|---|
| III. Societies must devise means of distributing political power. | <ol style="list-style-type: none"> 1. The decisions of the supreme court federal authority at the expense of 2. As time went on the political balance United States was upset. 3. The line between federal and state 4. After the Civil War the federal government problem of re-establishing and redefining South. |
| IV. The form and complexity of governmental systems vary in time and with societies. | <ol style="list-style-type: none"> 1. The basic principles in the Constitution powers, checks and balances, and a 2. Economic cycles and structures play political life of a nation. 3. As sectional differences became more political power structure occurred. 4. Military government which was instituted after the Civil War caused friction between government and the Southern people. 5. Special qualifications for citizenship South after the Civil War. 6. States which seceded from the Federal new state governments and reapplied for Federal union. 7. Southern states were able to pass legislation man to retain his political dominance |

VIEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

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UNDERSTANDINGS

court
se of
revised means of
political power.

1. The decisions of the supreme court enlarged the sphere of federal authority at the expense of state authority.
2. As time went on the political balance between sections of the United States was upset.
3. The line between federal and state authority is unclear.
4. After the Civil War the federal government was faced with the problem of re-establishing and redistributing its power in the South.

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societies.

1. The basic principles in the Constitution are separation of powers, checks and balances, and a federation of states.
2. Economic cycles and structures play an important role in the political life of a nation.
3. As sectional differences became more acute, a realignment of political power structure occurred.
4. Military government which was instituted in the South directly after the Civil War caused friction between the national government and the Southern people.
5. Special qualifications for citizenship were established in the South after the Civil War.
6. States which seceded from the Federal union had to establish new state governments and reapply for admission to the Federal union.
7. Southern states were able to pass laws which enabled the white man to retain his political dominance in the South.

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STUDENT LEARNING EXPERIENCES

1. Have a group of students examine supreme court decisions between 1787 and 1860 to strengthened federal authority at the expense of state authority. Be certain that support its contentions.
 2. Set up a panel which will study the question of political balance. Have them present to the class: home sections of U. S. presidents to 1860; number of states northern orientation in 1800, 1820, 1840, 1860; attempts to maintain balance; factors which Southern fears of consequences resulting from the upset of the balance.
 3. Have a panel act as a pressure group wishing to clarify federal and state authority stressing need and procedure. (business groups, states rights groups, etc.)
 4. Study a Southern state after the Civil War to see how federal authority was reasserted back into the Union. Investigate and report on the degree of Negro control that Negro contributions made during this period. (Materials - Pages 83-87 in The Negro Pages 117-120 in The American Negro by Logan and Cohen, Pages 231-244 in Avenues to
-
1. Through class discussion arrive at a definition of separation of powers, checks and balances of states. As an evaluative device have the student write a specific example for
 2. Have the students examine presidential elections between 1800 and 1850. Have each student examine economic influence in the election of a particular president. The same type of activity to examine tariff laws and the relationship of sectional economics to various tariff laws 1800 and 1860.
 3. Study the election of Andrew Jackson to determine what sections voted for him and against him. Do the same for Abraham Lincoln and determine if there had been any sectional alignment.
 4. Have a student or group of students make maps of Southern military districts after the war report on what martial law is and how it differs from civil law. Determine what powers have been created in the South. Report on the relationship between martial law and the constitution.
 5. Study the oath required of a Southern voter in 1868 and compare this to a Northern voter. Consider the Negro attitude about this oath. (Materials - Pages 84-85 in The Negro)
 6. Have a group form a state convention which will apply for readmission to the Union. Have each section of the state constitution which have been redone to provide for readmission to the Union.
 7. Have the students explain why in light of the 13th, 14th and 15th amendments there is a problem in the United States today.
 8. Assign a group to research the tenant farmer system in the South. Have them demonstrate how this demonstrates the reassertion of white political and economic dominance in the South to the system which existed previous to the Civil War.

STUDENT LEARNING EXPERIENCES

Group of students examine supreme court decisions between 1787 and 1860 to find decisions which have weakened federal authority at the expense of state authority. Be certain that the group is able to state its contentions.

Panel which will study the question of political balance. Have them present the following material to the class: home sections of U. S. presidents to 1860; number of states northern, southern and western in 1800, 1820, 1840, 1860; attempts to maintain balance; factors which worked to upset the balance; fears of consequences resulting from the upset of the balance.

Panel act as a pressure group wishing to clarify federal and state authority. Have them make speeches of need and procedure. (business groups, states rights groups, etc.)

Southern state after the Civil War to see how federal authority was reasserted and how the state got back into the Union. Investigate and report on the degree of Negro control that existed and the significant contributions made during this period. (Materials - Pages 83-87 in The Negro in American Life by Wade, Pages 112-120 in The American Negro by Logan and Cohen, Pages 231-244 in Avenues to America's Past by Bowes.

Class discussion arrive at a definition of separation of powers, checks and balances, and federation. As an evaluative device have the student write a specific example for each of these terms.

Students examine presidential elections between 1800 and 1850. Have each student find an example of the influence in the election of a particular president. The same type of activity could be used to study tariff laws and the relationship of sectional economics to various tariff laws passed between 1800 and 1860.

Students examine the election of Andrew Jackson to determine what sections voted for him and what sections voted against him. Do the same for Abraham Lincoln and determine if there had been any shift in sectional

A student or group of students make maps of Southern military districts after the Civil War. Then determine what martial law is and how it differs from civil law. Determine what problems martial law may have caused in the South. Report on the relationship between martial law and the welfare of the Negro. Determine the oath required of a Southern voter in 1868 and compare this to a Northern voter at the same time. Determine the Negro attitude about this oath. (Materials - Pages 84-85 in The Negro in American Life by Wade.)

Students form a state convention which will apply for readmission to the Union. Have the group present to the class the state constitution which have been redone to provide for readmission. Have the students explain why in light of the 13th, 14th and 15th amendments there is still an inequality in the United States today.

Group to research the tenant farmer system in the South. Have them demonstrate to the class how the system illustrates the reassertion of white political and economic dominance in the South. Compare this system with the system which existed previous to the Civil War.

UNIT I A REVIEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

OVERVIEW

The main purpose of this illustrative lesson plan is to assist the teacher in utilizing the concepts, understandings, and learning experiences. It will also help the teacher to relate the concepts to the understandings and experiences. The depth experiences have been designed to correlate with the concepts to give the individual student the opportunity to study in depth an area of history which is most interesting to his personal needs. In order to make this an effective lesson plan, students will be asked to read primary sources as well as secondary sources to insure an exciting, intellectual experience. Of course, this excitement will also be dependent upon the motivating leadership originated by the teacher.

OBJECTIVES

1. to gain an understanding of the Constitution of the United States as the framework of American government by a study of the document
2. to gain a concept of Federalism by studying its operation and problems connected with it
3. to understand, through a study of sectional issues prior to the Civil War that although the Constitution defines powers of governments, these definitions have been subject to different interpretations

STUDY QUESTIONS

1. What is the frame work of American government? What powers does each branch have?
2. Define Federalism. What dangers do some states see in this concept?
3. Define reserved powers. Can you list powers which are more properly the state's as opposed to the Federal government's?
4. What areas of conflict arose between federal and state governments prior to the Civil War? Which areas were resolved by the Ciyil War? Which problems still remain?

VOCABULARY

compromise
constitution
convention
executive branch

federal system
federation
government
judicial branch

legislative branch
nullify
reconstruction
reserved powers

secede
sectionalism
states rights
tariff

READING ASSIGNMENT

Basic Texts: The Adventures of the American People, pages 4-324
The United States Since 1865, pages 2-85
One Nation Indivisible, pages 1-312
The Constitution of the United States

Supplementary reading: Bugg, James, Jacksonian Democracy, Myth or Reality?
Hofstadter, Richard, American Political Tradition, chapters 1-4
Reconstruction In the South
Rossiter, C., The American Presidency
Pacquin and Irish, The People Govern, pages 43-58; 60-71; 157-158; 235-238;
269-271; 287-289; 290-291

DEPTH OPPORTUNITIES

Have the student act as a foreign political scientist. Have him pick out any particular part of the Constitution and either praise it or criticize it. The student should then write a short paper expressing his views and prepare a three minute statement he will give to the class outlining his opinions. The class can discuss each student's presentation as it is given or attempt to arrive at an overall opinion on the merits and demerits of the American Constitution.

UNIT I A REVIEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

LANGUAGE ARTS CORRELATION

Approach

The writings and speeches of the period from 1600-1877 can be used to form a speech unit in English to correlate with the review being conducted in history. In addition, the history review presents an opportunity to use journalistic skills, reading skills, analysis techniques for printed materials, and the ability to determine whether the speech is informative or persuasive.

Sources

1. Commager and Nevins, The Heritage of America
 - p. 140 Patrick Henry, "Give Me Liberty or Give Me Death"
 - p. 149 Thomas Jefferson, Declaration of Independence
 - p. 210 George Washington, Farewell Address
 - p. 616 Daniel Webster, "Liberty and Union"
 - p. 500 John Brown Makes a Speech at Harper's Ferry
 - p. 645 Abraham Lincoln, First Inaugural Address
 - p. 661 Abraham Lincoln, Emancipation Proclamation
 - p. 666 Abraham Lincoln, Second Inaugural Address
2. Stegner and others, Modern Composition 9, chapter 13
3. Blumenthal and others, The English Language 9, chapters 4 and 5

Student Activities

1. After a thorough study of the political speeches and documents from the list above, select one and present a speech explaining (a) the purpose of the speech, (b) the approach to the listener, and (c) the occasion of the presentation.
2. Prepare a speech on a contemporary political problem such as civil rights, crime in the streets, the Viet Nam war, or highway safety. The class will evaluate the speech according to the approach, suitability, and effectiveness.
3. Establish a set of standards for eye contact, voice quality, gestures, and movements to evaluate the speeches given.
4. Select one of the political speeches or documents to use as the basis for a newspaper story or editorial.
5. Prior to the speeches being presented, distribute copies of the speeches to the class for their evaluation and intellectual criticism of the speeches presented.

NEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

LANGUAGE ARTS CORRELATION

SKILLS TO BE DEVELOPED

Speeches of the period from 1600-1877 can be used to form a basis to correlate with the review being conducted in the history review presents an opportunity to use reading skills, analysis techniques for printed material to determine whether the speech is informative

1. Developing a thesis statement and limiting the purpose
2. Preparing a speech to suit the purpose and situation
3. Establishing rapport with an audience
4. Projecting the voice
5. Developing variety in pitch, volume, and rate suitable to material
6. Enunciating clearly
7. Using spontaneous and meaningful gestures and movements
8. Writing expository, narrative, and descriptive paragraphs

Speeches, The Heritage of America
Washington, "Give Me Liberty or Give Me Death"
Jefferson, Declaration of Independence
Washington, Farewell Address
Lincoln, "Liberty and Union"
Lincoln, Makes a Speech at Harper's Ferry
Lincoln, First Inaugural Address
Lincoln, Emancipation Proclamation
Lincoln, Second Inaugural Address
Modern Composition 9, chapter 13
English, The English Language 9, chapters 4 and 5

Study of the political speeches and documents from the period and present a speech explaining (a) the content, (b) the approach to the listener, and (c) the presentation.

Apply a contemporary political problem such as civil rights, the streets, the Viet Nam war, or highway safety.

Write the speech according to the approach, content, and effectiveness.

Standards for eye contact, voice quality, and posture.

Students to evaluate the speeches presented.

Political speeches or documents to use as the basis for story or editorial.

When being presented, distribute copies of the speeches for their evaluation and intellectual discussion of the speeches presented.

INSTRUCTIONAL MATERIALS

1. Textbooks

Johnson, United States Since 1865
 Groff and Krout, The Adventures of the American People
 Heller and Potter, One Nation Indivisible

2. Supplementary Reading

Acheson, Patricia, America's Colonial Heritage
 Acheson, Patricia, Our Federal Government: How It Works
 Alles, L.S.J., Government through Opposition: Party Politics in the 1790's
 Angle, Paul (ed.), The American Reader
 Arnof, D.C., A Sense of the Past: Readings in American History
 Bailey, T.A., A Diplomatic History of the American People
 Bedford, H.F., The Union Divides: Politics and Slavery 1850-1861
 Benkley, A., American Political Parties
 Bliven, Bruce, American Revolution 1760-1783
 Bowers, C.G., Jefferson and Hamilton: The Struggle for Democracy in America
 Bragdon, H.W. et al, Frame of Government: A Book of Documents
 Broderick, T.L., The Origins of the Constitution, 1776-1789
 Brown, R.H., The Hero and the People: The Meaning of Jacksonian Democracy
 Buchanan, Lamont, Ballot for Americans
 Canfield, Dorothea, Our Independence and the Constitution
 Carter, H., The Angry Sun: The Story of Reconstruction, 1865-1890
 Commager, H.S., Documents of American History
 Commager, H.S. and Morris, R.B. (eds.), Spirit of Seventy-Six (two volumes)
 Corwin, E.S., The Constitution and What It Means Today
 Craven, Avery, The Coming of the Civil War
 Falkner, Leonard, Forge of Liberty: The Dramatic Opening of the American Revolution
 Findlay, B.A. and E.B., Your Rugged Constitution
 Fiske, J., The Critical Period of American History, 1783-89

Foster, Genevieve, Birth of America's Heritage
 Handlin, Oscar (ed.), Re
 Hofstadter, R., The American Men Who Made It
 Hofstadter, R., Great Is Documentary Record
 James, Marquis, Andrew J
 Jacobsen, J.M., The Dove Thought
 Jensen, M., The Articles
 Johnson, Gerald, America
 Johnson, Gerald, This Am
 Kennedy, J.F., Profiles
 Ketchum, R.M., What Is D
 Krout and Fon, The Compl
 Labarel, B.W., The Road
 Lengyel, C.A., Four Days Declaration of Inde
 Main, J.F., The Antifederat
 stitution, 1781-178
 Miers, Earl S., Rainbow
 Miller, J.C., Federalist
 Miller, J.C., Origins of
 Nettels, C.P., The Roots
 Notestun, Wallace, The E
 Colonization
 Perkins, Dexter, A Histor
 Smith, J.M. and Murphy, a Historical Record
 Development
 Street, James, Revolution
 Van Doren, Carl, The Grea
 Making and Ratifying
 White, L., The Federalist
 White, L., The Jeffersoni
 tive History, 1801-

INSTRUCTIONAL MATERIALS

Birthdays of Freedom: America's Heritage from the Ancient World
 (ed.), Readings in American History
 Adventures of the American People
 Nation Indivisible
 ing
 America's Colonial Heritage
 Federal Government: How It Works
 ment through Opposition: Party
 1790's
 American Reader
 of the Past: Readings in American
 matic History of the American People
 ion Divides: Politics and Slavery
 Political Parties
 an Revolution 1760-1783
 on and Hamilton: The Struggle for
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 Origins of the Constitution, 1776-
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 Handlin, Oscar (ed.), Readings in American History
 Hofstadter, R., The American Political Tradition and
 the Men Who Made It
 Hofstadter, R., Great Issues in American History: A
 Documentary Record (volume I)
 James, Marquis, Andrew Jackson: Portrait of a President
 Jacobsen, J.M., The Development of American Political
 Thought
 Jensen, M., The Articles of Confederation
 Johnson, Gerald, America Is Born: A History for Peter
 Johnson, Gerald, This American People
 Kennedy, J.F., Profiles in Courage
 Ketchum, R.M., What Is Democracy?
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 Nettels, C.P., The Roots of American Civilization
 Notestun, Wallace, The English People on the Eve of
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 Perkins, Dexter, A History of the Monroe Doctrine
 Smith, J.M. and Murphy, P.L. (eds.), Liberty and Justice
 a Historical Record of American Constitutional
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INTRODUCTION OF SECTION OF REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT I

Due to the fact that our present textbooks do not deal adequately with the contributions of Negro Americans, it is necessary for the teacher to direct students to supplementary sources of information.

William Loren Katz, in his Teacher's Guide to American Negro History, provides assistance in the use of factual materials in the fostering of healthy attitude change.* For example, he stresses the importance of viewing present-day racial disorder as part of a continuum: anti-Negro rioting has occurred throughout United States history; Negroes have always resented being treated as less than equals; some white Americans have always sided with their black brothers. Katz also warns against over-emphasis of the superlatively successful Negro, because it makes the situation of the masses more difficult to comprehend; success of the few members of a minority should not be allowed to obscure the plight of many.

The teacher will realize that the supplementation will take two directions. One will be an attack on myths: Negroes as biologically inferior, contentment of Negroes in slavery or servitude, Negroes as merely too lazy to follow avenues of progress open to all minorities. The second approach will be the projection of a more accurate image of Negro by noting the contributions made in spite of restrictions, and individual differences occurring in spite of a legally enforced stereotype. Both approaches can be used in each unit; the teacher will need to study the guide suggestions in order to structure learning experiences accordingly.

One useful activity which assures continuing emphasis on minority contributions would be the assignment of "original text materials" on various phases of this subject: government, science, technology, the arts, etc. If this kind of short term project could be repeated, using committees to collect the data, many students could be made aware of the extent of minority contributions. If the student first note the textbook references about minorities and then look at the quantities of information that should have been included, the class is more likely to see the importance of the task.

These are useful primary sources:

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* Pages 20-30 contain useful tips concerning new materials you might consider using; pages 30-44 explain some specific goals and approaches to consider in making lesson plans.

ADDITIONAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT I

(All of these references may not be available in any one school library. It is suggested that the librarian be requested to develop a bibliography of materials available on these subjects.)

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REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT I

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George...
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EVALUATION

In teaching and evaluating the conceptual approach, the teacher should realize that content is still a basic step in learning. Content here is interpreted as facts (people, places, events, dates, documents, etc.). A student cannot comprehend, cannot generalize, cannot predict without having a basis from which to do so. Neither can a student participate in learning activities without a knowledge of the content related to those activities. From here the student may proceed inductively or deductively to the higher levels of learning, i.e., comprehension, predictions, interpretations, etc.

Although content is a primary step in implementing the conceptual approach, there is a time factor involved because the teacher cannot possibly cover all the subject matter. Learning activities, chosen and directed by the teacher, should have a content base, yet lead toward the point where the student is able to formulate his own conclusion based on selective facts.

To aid the teacher in evaluating the conceptual approach, an evaluation model is furnished at the conclusion of each unit. In this model the teacher will find examples of questions which could be used in evaluating the students' mastery of the three levels of learning.

| LEVEL I | LEVEL II | LEVEL III |
|---|---|--|
| Describes, defines, makes an analogy, identifies, or classifies (fact...specific) | Shows relationships among ideas, makes comparisons, recognizes principles | Usually explains, justifies, interprets, or predicts (theory...abstract) |

In addition, on pages 44-48, the teacher will find a more complete discussion on the three levels of learning. Also included are forms for evaluating the student as the unit is progressing, such as evaluation forms for individual and group reports. To aid the teacher in evaluating the use of various teaching techniques, on pp. 42 - 43, a Visual and Quantitative Chart for the Measurement of Skill Development is included. The teacher is urged to make use of this section throughout the work.

EVALUATION FOR UNIT I
(Sample Questions)

LEVEL I

Describes, defines, makes an analogy, identifies, or classifies (fact...specific)

The author of the Social Contract was (a) William Pitt, (b) Benjamin Franklin, (c) Thomas Jefferson, (d) John Locke

The U. S. form of government is (a) constitutional monarchy, (b) democracy, (c) federal republic, (d) limited presidency

Define States Rights. Then give an example not used previously in class discussion.

LEVEL II

Shows relationships among ideas, makes comparisons, recognizes principles

The Declaration of Independence shows the concept of (a) Bill of Rights, (b) Constitution, (c) due process of law, (d) The Social Contract

Under the U. S. Constitution the relationship between the central and state government could BEST be described as (a) complete dominance by the latter, (b) a 50/50 share of power, (c) defined authority of the state and federal governments, (d) state autonomy within the federal union

Identify the following and show their significance in the States Rights issue: (a) Hartford Convention, (b) Virginia and Kentucky Resolutions, (c) Nullification Crisis of 1832

EVALUATION FOR UNIT I
(Sample Questions)

LEVEL I

defines, makes an
identifies, or classifies
(specific)

of the Social Contract
William Pitt, (b) Benjamin
Thomas Jefferson,
etc

form of government is
constitutional monarchy,
(c) federal
limited presidency

States Rights. Then give
examples used previously in
the lesson.

LEVEL II

Shows relationships among ideas,
makes comparisons, recognizes
principles

The Declaration of Independence
shows the concept of (a) Bill of
Rights, (b) Constitution, (c) due
process of law, (d) The Social
Contract

Under the U. S. Constitution the
relationship between the central
and state government could BEST
be described as (a) complete
dominance by the latter, (b) a
50/50 share of power, (c) defined
authority of the state and federal
governments, (d) state autonomy
within the federal union

Identify the following and show
their significance in the States
Rights issue: (a) Hartford Con-
vention, (b) Virginia and Kentucky
Resolutions, (c) Nullification
Crisis of 1832

LEVEL III

Usually explains, justifies,
interprets, or predicts
(theory...abstract)

In its practical application the
statement: "Man delegates
authority to a government main-
taining the right to take it
back if the government abuses it"
means (a) all revolutions are
legal, (b) people have the right
to riot, (c) revolution is legal
only if it is successful, (d) man
never has the right to rebel
against his government

Which of the following are examples
of Federalism, (a) executive branch,
(b) national guard, (c) War on Pov-
erty, (d) State Department

Using your text to look at the Con-
stitution, in a well developed
essay explain the relationship be-
tween States Rights and (a) the
elastic clause, (b) amendment ten

UNIT II
ECONOMIC AND SOCIAL CHANGE
FROM 1877 TO 1920

UNIT II ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

OVERVIEW

Although this period is, by title, confined to the post-1877 period, many of the social and economic happenings are traced from 1865. Industrialization and urbanization, for example, cannot be treated as phenomena beginning with the arbitrary date 1877. The social and economic events of this period involve a tremendous mass of material and we have been forced to be somewhat selective. It was the opinion of the committee that the material could best be understood if treated topically rather than chronologically.

COMMENTARY TO THE TEACHER

We have selected eight concepts that we feel particularly appropriate and have related understandings and subject matter to them. The included situations are, of course, examples and we do not propose that we have selected an ideal list of student activities which should be adhered to by every teacher. It is hoped that they might be considered and a number of them found useful in your teaching situation. As each learning experience and situation is related to a concept, it is further hoped that these will be related to contemporary situations in American life. Political developments of the period are lightly treated and often ignored as they are covered in Unit III.

ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

- I. Economic Progress of the Reunited Nation
 - A. The rise of big business
 - B. Settlement of the late frontier
 - C. An era of agrarian unrest
 - D. The growth of organized labor

- II. Social Movement and Problems
 - A. The exploitation and conservation of human resources
 - B. Urban growth and problems
 - C. The tide of immigration
 - D. Changes in the scientific, social, and cultural landscapes

84- UNIT II ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

| CONCEPTS | UNDERSTANDINGS |
|---|---|
| I. Some geographic factors are obstacles which must be overcome by man; others are assets to material progress. | <ol style="list-style-type: none">1. The pioneer farmers on the Great Plains created a new environment.2. The cattle frontier produced new and different products.3. America's mineral wealth provided a stimulus for growth from 1877 to 1920.4. Geographic factors influenced the growth of the West. |
| II. Uneven distribution of natural resources makes interdependence and trade between societies inevitable. | <ol style="list-style-type: none">1. As the pioneer farmer became a mechanized farmer, he became dependent on other regions of the country for supplies.2. The geographic separation of mineral resources and agricultural centers created a demand for transportation.3. The grazing lands of the trans-Mississippi West and the packing centers of Chicago, Omaha, and St. Louis formed a meat producing complex. |
| III. In all societies wealth is distributed unequally. | <ol style="list-style-type: none">1. The growth of big business resulted in the concentration of wealth.2. Farmers in the post-Civil War period suffered from rate discrimination, rising interest rates, and a world market.3. Residential sections of urban areas were developed by the wealthy. |

AND SOCIAL CHANGE FROM 1877 TO 1920

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UNDERSTANDINGS

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e by man; others
progress.

1. The pioneer farmers on the Great Plains adapted to the demands of a new environment.
2. The cattle frontier produced new and sudden wealth.
3. America's mineral wealth provided a basis for the rapid industrial growth from 1877 to 1920.
4. Geographic factors influenced the growth of cities.

mecha
ne co
s inevitable.

1. As the pioneer farmer became a mechanized farmer, he became more dependent on other regions of the country.
2. The geographic separation of mineral deposits from industrial centers created a demand for transportation and communication.
3. The grazing lands of the trans-Mississippi West and the meat packing centers of Chicago, Omaha, and St. Paul were interdependent as a meat producing complex.

ted
th is distribu-

1. The growth of big business resulted in a greater inequity of wealth.
2. Farmers in the post-Civil War period faced falling prices, freight-rate discrimination, rising interest rates, and competition in the world market.
3. Residential sections of urban areas reflected uneven distribution of wealth.

STUDENT LEARNING EXPERIENCES

1. Present the struggles of the pioneer and his new environment from My Antonia by Willa Cather and the Earth by O. E. Rolvaag.
 2. Prepare frontier newspapers, including headlines, fashions, society, and advertising, mining, farming, and military centers, such as Virginia City, Bismarck, Denver, and the reasons for the growth of Bismarck and Denver and the disappearance of Virginia City.
 3. Develop problems a Wisconsin farmer would have when he moved to the frontier environment of the Plains during the 1880's.
 4. Using maps, charts, and oral or written reports, analyze the cattle drive: its reasons, disappearance, and effect on the cattle industry.
 5. Prepare a map showing obstacles and assets to settlement in America such as rainfall, mineral deposits, and transportation lines.
 6. Study migrations of the Negroes to the West. Report on the reasons for going, the way of life, and the contributions the Negroes made in the West. (Materials - Page 100 - American Negro by Logan and Cohen.)
-
1. Trace the growth of transportation lines comparing it to the location of mineral deposits.
 2. Collect information on the meat packing industry to determine the reasons for the location of the industry.
 3. Determine the degree of dependence of the mechanized farmer on the urban complex and the liabilities of this dependence.
-
1. Using How the Other Half Lives by Jacob Riis and The Big Change by F. L. Allen, arrange a debate on living standards in the 19th century America. After a small group presents the extreme conditions of the 19th century justifications for them, discuss the human values involved in arriving at a rich-poor situation can be described as good or bad. If the class decides the situation is good, they prepare alternative social structures allowing them to decide who is to implement the changes if it is necessary to eliminate the very poor. If the class decides the situation is bad, they prepare some methods to maintain the status quo and allow them to decide who is to implement the changes if it is necessary to have a poor element in society. In both instances some are poor.
 2. From an analysis of How the Other Half Lives and the short story "Under the Lion's Paw" by Garland, contrast urban and rural poverty.
 3. Trace the careers of men such as Jim Fisk, Jay Gould, Andrew Carnegie, or J. P. Morgan and discuss their feelings toward the methods they employed to create wealth. Determine whether they had any negative influences on society.
 4. After examining models of upper class residences and slum dwellings, examine the social conditions, education, nationality, mobility, length of U. S. residency, religion, race, and social problems.

STUDENT LEARNING EXPERIENCES

angles of the pioneer and his new environment from My Antonia by Willa Cather or Giants in the Earth by Olaf Stapledon or Rolling Plains by S. Rolvaag.

newspapers, including headlines, fashions, society, and advertising, for cities which are and military centers, such as Virginia City, Bismarck, Denver, and Fort Laramie. Analyze the growth of Bismarck and Denver and the disappearance of Virginia City and Fort Laramie. What would a Wisconsin farmer have when he moved to the frontier environment of the Great Plains in the 1880's.

and oral or written reports, analyze the cattle drive: its reason for existence, and its effect on the cattle industry.

Identify the physical and social obstacles and assets to settlement in America such as rainfall, topography, mineral resources, and transportation lines.

Report on the reasons for going, the effect on the Negro's life, and the contributions the Negroes made in the West. (Materials - Pages 140-142 in The Negro in the West by Logan and Cohen.)

Compare the location of transportation lines comparing it to the location of mineral deposits.

Report on the meat packing industry to determine the reasons for the locations of the plants.

Examine the degree of dependence of the mechanized farmer on the urban complex and the assets and liabilities of his dependence.

After reading How the Other Half Lives by Jacob Riis and The Big Change by F. L. Allen, arrive at the extremes of social conditions in the 19th century America. After a small group presents the extremes and the 19th century conditions for them, discuss the human values involved in arriving at a position where the situation can be described as good or bad. If the class decides the situation is bad, have them propose alternative social structures allowing them to decide who is to implement these changes and how to eliminate the very poor. If the class decides the situation is good, then have them propose methods to maintain the status quo and allow them to decide who is to police this situation. Determine if it is necessary to have a poor element in society. In both instances, determine why

Read How the Other Half Lives and the short story "Under the Lion's Paw" by Hamlin Garland to analyze urban and rural poverty.

Read the biographies of men such as Jim Fisk, Jay Gould, Andrew Carnegie, or J. P. Morgan to analyze their methods and the methods they employed to create wealth. Determine whether they were positive or negative influences on society.

Compare models of upper class residences and slum dwellings, examine the occupants according to: social class, mobility, length of U. S. residency, religion, race, and awareness of social conditions.

UNIT II ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

| CONCEPTS | UNDERSTANDINGS |
|---|--|
| III. In all societies wealth is distributed unequally. (continued) | |
| IV. Differences in economic ideology and distribution of wealth lead to conflicts within society. | <ol style="list-style-type: none"> 1. The farmer reacted to economic abuses 2. Businessmen used "Social Darwinism" to concentration. 3. The labor movement organized to represent his conflict with big business. 4. The control of money and credit gave many businesses and reduced competition. 5. Violence marked many labor-management |

UNDERSTANDINGS

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1. The farmer reacted to economic abuses directed at him.
2. Businessmen used "Social Darwinism" to justify industrial concentration.
3. The labor movement organized to represent the working man in his conflict with big business.
4. The control of money and credit gave individuals power over many businesses and reduced competition.
5. Violence marked many labor-management differences.

STUDENT LEARNING EXPERIENCES

5. Create two fictitious city dwellers, a business man and a day laborer, and including such things as residence, income, attitudes. Explain the reasons for each.
 6. Compare the marketing procedures of the businessman and the farmer.
 7. As a stockholder of the Erie Railroad, attack or defend the fact that in 1900 the stock dividend at the same time it cut trainmen's wages. Discover the extent of the nation's wealth before 1920. Contrast the more successful Negroes with the unsuccessful ones. (Materials - Pages 170-172 in The American Negro by Logan and Cohen, page 171 in Equality in the Twentieth Century by Ames.)
 8. Investigate the factors which affect a farmer's chances of profit to determine (1) how to change these factors and (2) the farmer's ability to use the same methods when wages increase.
 9. After reading "A Deal in Wheat" by Frank Norris, discuss the distribution of wheat production, the farmer's awareness of the forces against him, and the degree of actual crop production and wealth distribution.
-
1. Analyze the farmer's problems in terms of production and marketing costs and report on different abuses to these categories and to report on solutions considered.
 2. From the viewpoint of the factory owner, justify the concentration of wealth.
 3. Prepare a chart depicting the organization in different business organizations.
 4. From the viewpoint of the laborer, justify the need for labor organization.
 5. Collect a set of quotations from anti-labor advocates and evaluate whether it is better to organize or the possible misuse of power, or both.
 6. Prepare an organizational chart of different labor groups.
 7. Analyze the relative merits of competition and monopoly and determine how they affect the general welfare of the nation.
 8. Using at least three instances of violence in labor-management negotiations, describe the type of situation which is liable to lead to violence and decide how this can be avoided.
 9. Compare techniques used in the labor movement and in the civil rights movement.
 10. Look at the increase in money and population during the period. At the end of the period, the wheat. Determine whether the increase in the money supply increased the price of wheat.
 11. Investigate the labor movement before 1920 to discover its value to the Negro. (Pages 141 and 142 in The American Negro by Logan and Cohen.)

STUDENT LEARNING EXPERIENCES

... fictitious city dwellers, a business man and a day laborer, and compare and contrast their lives
reaso... such things as residence, income, attitudes. Explain the reasons for differences and similarities.
... the marketing procedures of the businessman and the farmer.

... holder of the Erie Railroad, attack or defend the fact that in 1877 the Erie Railroad declared a
he ex... idend at the same time it cut trainmen's wages. Discover the extent to which the Negro shared in
es w... on's wealth before 1920. Contrast the more successful Negroes with the Negro slum dwellers.

page... - Pages 170-172 in The American Negro by Logan and Cohen, pages 21-22 in The Negro Struggle for
in the Twentieth Century by Ames.)

... the factors which affect a farmer's chances of profit to determine (1) the farmer's ability to
thod... these factors and (2) the farmer's ability to use the same methods as the industrial worker to obtain
... eases.

... tion... ding "A Deal in Wheat" by Frank Norris, discuss the distribution of wealth resulting from wheat
e de... n, the farmer's awareness of the forces against him, and the degree to which speculation affects
... op production and wealth distribution.

... costs... the farmer's problems in terms of production and marketing costs and selling price in order to relate
... idere... t abuses to these categories and to report on solutions considered by farmers.

... f we... viewpoint of the factory owner, justify the concentration of wealth and power.

... aniza... a chart depicting the organization in different business organizations.

... izati... viewpoint of the laborer, justify the need for labor organization by examining events of this period.

... heth... a set of quotations from anti-labor advocates and evaluate whether they attacked the right of labor
... ze or the possible misuse of power, or both.

... an organizational chart of different labor groups.

... e how... the relative merits of competition and monopoly and determine how each can be concerned with the
... welfare of the nation.

... iati... least three instances of violence in labor-management negotiations of this period, determine the
... this... situation which is liable to lead to violence and decide how this could be avoided.

... s mo... techniques used in the labor movement and in the civil rights movement.

... the... the increase in money and population during the period. At the same time look at the price of

... the... Determine whether the increase in the money supply increased the price of wheat.

... the... ate the labor movement before 1920 to discover its value to the Negro. (Materials - Pages 122,
... n The American Negro by Logan and Cohen.)

| CONCEPTS | UNDERSTANDING |
|--|--|
| V. It has been typical of society for one segment to relegate another to a less prestigious social position. | <ol style="list-style-type: none"> 1. The move to restrict immigration as various groups became crowded as increasing numbers of immigrants. 2. The plight of the Indian as technology increased. 3. A shift of influence in society as growing concentration of wealth among industrialists. 4. A new social class structure as wealth in the hands of a few industrial centers resulted in a new structure. 5. The American Negro was subjected to forms as disenfranchisement. |

ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

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UNDERSTANDINGS

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1. The move to restrict immigration began gradually, but increased as various groups became concerned with ethnic origins and increasing numbers of immigrants.
2. The plight of the Indian became more desperate as population and technology increased.
3. A shift of influence in social class structure emerged with the growing concentration of wealth in the hands of a few industrialists.
4. A new social class structure emerged with the concentration of wealth in the hands of a few. The concentration of wealth in industrial centers resulted in a more widely separated class structure.
5. The American Negro was subject to organized repression in such forms as disenfranchisement, segregation, and discrimination.

STUDENT LEARNING EXPERIENCES

1. Using the statistical tables in the Appendix of The Adventures of the justify the concern over immigration in the 1880-1910 period and determine the factors involved.
2. Evaluate the words of Emma Lazarus at the base of the Statue of Liberty as they apply to an immigrant and an established American worker.
3. Support or reject the idea that immigration to America should be unrestricted.
4. Dramatize Jurgis' hiring from chapter 3 of The Jungle by Upton Sinclair from a prior discussion of job hunting practices.
5. After reading Winston Churchill's Coniston and Frank Norris' Octopus, discuss the political effects of railroad domination on state governments.
6. Explain how an opponent of social reform could use the ideas of Herbert Spencer.
7. Determine the effect of the Supreme Court case of Plessy vs. Ferguson on the lives of other social opportunities.
8. Through discussion prepare a list of urban problems and possible solutions and their priorities for implementation.
9. Consider problems of a Polish immigrant to Wisconsin in 1900 to evaluate the changes which would change the most radically. List the obstacles he would have to overcome.
10. Examine a social history for the listing of the more important families in the South. Compare the families as to basis of wealth and basis of status.
11. After reading pages 107-135 of The Melting Pot Mistake by Henry Pratt, discuss the U. S. as the melting pot of the world. Determine other societies which have been successful.
12. Organize a panel to discuss the Indian problem. Have the panel view the situation comparing his treatment today with earlier periods in American history (see Dishonor would be a good reference); map the reservations today, discuss the standpoint of topography, climate, location and vegetation both then and now. Discuss the Indians' failure to unite politically led to their downfall.
13. Study the methods used to destroy the civil rights of Negroes in the South. Consider the effects these methods had on the personality of individuals. (See pages 122-124, 127-130, 136-140 The American Negro by Logan and Cohen, pages 15-22, 35-41 in The Negro Struggle for Equality in the United States by Handlin, pages 67-76 in The Negro in America by Cuban, pages 96-99, 85-88 in The Negro in America by Handlin, pages 285-296 in Avenues to America's Past by Handlin, pages 172-173 in The American Negro by Logan and Cohen, pages 77-107 in The Negro in America by Handlin, pages 96, 100-124 in The Negro in American Life by Wade, pages 22-35 in The Negro in the Twentieth Century by Ames.)

STUDENT LEARNING EXPERIENCES

the statistical tables in the Appendix of The Adventures of the American People by Graff and Krout, determine the reasons for the increase in immigration in the 1880-1910 period and determine the reasons for the increase.

Liberty: Read the words of Emma Lazarus at the base of the Statue of Liberty from the viewpoint of a new established American worker.

unrestricted: Discuss the idea that immigration to America should be unrestricted.

claim: Compare hiring from chapter 3 of The Jungle by Upton Sinclair and compare to criteria established in the discussion of job hunting practices.

opus, report: Report on the portrayal of social and economic conditions of railroad domination on state governments.

erber: Report on how an opponent of social reform could use the ideas of Herbert Spencer to justify his position.

ason: Report on the effect of the Supreme Court case of Plessy vs. Ferguson (1896) on not only civil rights but also on economic opportunities.

solute: Students should prepare a list of urban problems and possible solutions. Decide on a system of implementation.

valuation: Report on the experience of a Polish immigrant to Wisconsin in 1900 to evaluate the elements in his environment and suggest the most radical changes. List the obstacles he would have to overcome.

ilied: Report on the history for the listing of the more important families in 1800. Do the same for 1890. Compare the basis of wealth and basis of status.

ratt: Report on pages 107-135 of The Melting Pot Mistake by Henry Pratt Fairchild, evaluate the premise that the melting pot of the world. Determine other societies which might make the same claim.

ies: Report on how to discuss the Indian problem. Have the panel view several aspects of the problem such as: treatment today with earlier periods in American history (Helen Hunt Jackson's A Century of Progress is a good reference); map the reservations today, discussing their desirability from the point of view of topography, climate, location and vegetation both then and now; discuss the idea that the failure to unite politically led to their downfall.

the South: Report on how the South was used to destroy the civil rights of Negroes in the South. In reporting to the class discuss the effects these methods had on the personality of individual Negroes. (Materials - Pages 136-140 The American Negro by Logan and Cohen, pages 333-343 in This Was America by Logan and Cohen, pages 5-22, 35-41 in The Negro Struggle for Equality in the Twentieth Century by Ames, pages 136-140 in The Negro in America by Cuban, pages 96-99, 85-88 in The Negro in American Life by Wade.)

ridua: Report on different practices used in the North to discriminate against Negroes. In reporting to the class discuss the effect of these practices on the self image of the Negro. (Materials - Pages 17-168, 170-171, in The American Negro by Logan and Cohen, pages 370-382, 490-497, in Avenues to America's Past by Handlin, pages 285-296 in Avenues to America's Past by Bowes.)

pages: Report on Negro resistance to being relegated to second class citizenship. Use visual aides in the classroom. Focus attention on the variety of methods used and the different practices which were used. (Materials - Pages 130-136, 138, 140-142, 143-151, 156-157, 157-165, 166, 167-171, 130-136, 138, 140-142, 143-151, 156-157, 157-165, 166, 167-171, in The American Negro by Logan and Cohen, pages 77-107 in The Negro in America by Cuban, pages 88-90 in The Negro in American Life by Wade, pages 22-35 in The Negro Struggle for Equality in the Twentieth Century by Ames.)

UNIT II ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

| CONCEPTS | UNDERSTANDINGS |
|---|---|
| VI. Historical leadership results from the interplay of events and personalities. | <ol style="list-style-type: none"> 1. Economic and social reformers after union movement in response to industrialization. 2. Rapid industrialization created new social classes. 3. Environmental factors in frontier areas were difficult and encouraged negative feelings in certain groups. |
| VII. Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems. | <ol style="list-style-type: none"> 1. Mass production, increased wealth, and the U. S. with the means of ending monopolies. 2. Under unrestricted capitalism there was conservation of natural and human resources. 3. The influx of people due to mining and agriculture made possible the creation of new wealth. 4. Because of periods of depression and the need for leaders for the public welfare, there was government regulation. |

ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

FACTS

UNDERSTANDINGS

After the Civil War, the interplay of events and new leadership results in new social institutions.

1. Economic and social reformers after the Civil War founded the trade union movement in response to industrial abuses of workers.
2. Rapid industrialization created new leadership positions.
3. Environmental factors in frontier and city made law enforcement difficult and encouraged negative forms of leadership to develop in certain groups.

Systems have a marked influence on a society's political and social institutions. Economic, political and social factors influence economic development.

1. Mass production, increased wealth, and industrial strength provided the U. S. with the means of ending much human drudgery and misery.
2. Under unrestricted capitalism there was little concern for the conservation of natural and human resources.
3. The influx of people due to mining and agricultural activities made possible the creation of new western states.
4. Because of periods of depression and lack of concern by business leaders for the public welfare, there was a demand for government regulation.

STUDENT LEARNING EXPERIENCES

1. Prepare biographical sketches of Samuel Gompers and Terence Powderly, comparing their motives and successes.
 2. Examine early manufacturers' periodicals to illustrate the reaction of Beecher's statements to illustrate non-management reaction.
 3. Trace Andrew Carnegie's career and discover how a penniless immigrant related Carnegie's career to the concept of Algerism.
 4. Examine a lawless boomtown such as Deadwood, South Dakota to determine and the length of the period of lawlessness and the reasons for its decline.
 5. Report on early gangs in American cities (1877-1915), including a description of the lawlessness produced.
 6. Describe the steps taken by the citizenry of Helena, Montana in the 1870s. Evaluate this code of behavior.
 7. Compare and contrast the law enforcement in the city and on the frontier in degrees of severity.
 8. Examine the lawless era of Kansas and Missouri from 1870-1880 to determine the situation in New York City in the same manner. Compare and contrast the causes and effects of a agrarian society with that of a growing urban-industrial society.
 9. Compare and contrast plans of Negro leaders Frederick Douglass, Booker T. Washington, and W. E. B. DuBois to improve the situation of the Negro people in America. (Materials - American Negro by Logan and Cohen, pages 88-96, 108-116 in The Negro in America by Logan and Cohen, pages 85 in The Negro in America by Cuban, pages 22-35 in The Negro Struggle in America by Ames.)
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1. Discuss the contributions of specific industries to America's strength and growth.
 2. Report on the Malthusian principle of population. Determine the implications for the general level of living if production and employment opportunities had remained constant.
 3. Examine data on the admission of states to the Union. Explain the reasons why Montana, and Wyoming gaining statehood later than states further west and why this was a departure from usual procedure.
 4. Report on J. P. Morgan's relations with President Theodore Roosevelt, explain how he could try to deal with the government as he could a rival business corporation. Evaluate his attitude toward business.
 5. Explain the reasons why Cornelius Vanderbilt, the owner of the New York Central Railroad, made the statement such as, "The public be damned. If they want a railroad, let them have it."
 6. Examine the Omnibus Bill of 1890 and decide why this departure from the usual procedure was necessary at this time.

STUDENT LEARNING EXPERIENCES

ical sketches of Samuel Gompers and Terence Powderly, stressing their union careers and motives and successes.

Manufacturers' periodicals to illustrate the reaction of labor organization and Henry Wardents to illustrate non-management reaction.

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etermless era of Kansas and Missouri from 1870-1880 to determine the causes. Then examine and the same manner. Compare and contrast the causes and effects of lawlessness in a rural- with that of a growing urban-industrial society.

okerast plans of Negro leaders Frederick Douglass, Booker T. Washington, and W. E. B. DuBois ls - situation of the Negro people in America. (Materials - Pages 147-150, 158-165 in The ro in Logan and Cohen, pages 88-96, 108-116 in The Negro in American Life by Wade, pages 77- ggle n America by Cuban, pages 22-35 in The Negro Struggle for Equality in the Twentieth

tributions of specific industries to America's strength and living standard.

mplicathusian principle of population. Determine the implications for the status of labor and had living if production and employment opportunities had not risen.

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t, exMorgan's relations with President Theodore Roosevelt, explaining the reasons why Morgan corpo with the government as he could a rival business corporation. Show change in govern- ward business.

Yorkns why Cornelius Vanderbilt, the owner of the New York Central Railroad, could make a let , "The public be damned. If they want a railroad, let them build it." a the us Bill of 1890 and decide why this departure from the usual procedure was permitted at

| CONCEPTS | | UND |
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| <p>VII. Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems. (continued)</p> | <p>5. Business changed o ment attempts to r</p> <p>6. With the general i technology free pu widespread.</p> | |
| <p>VIII. Human experience is continuous and interrelated; change is an ever present factor in human and social development.</p> | <p>1. In conjunction wit 1920 America exper expanded her contr</p> <p>2. In the era between a center of techno was also marked du</p> <p>3. Urbanization was i vations in the liv decades at the tur</p> <p>4. As America urbaniz expanded. The rap considerable impac citizens.</p> | |

IC AND SOCIAL CHANGE FROM 1877 TO 1920

UNDERSTANDINGS

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5. Business changed organizational techniques in response to government attempts to regulate it.
6. With the general improvement in living standards and advances in technology free public education became more accepted and more widespread.

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1. In conjunction with rapid growth in education between 1870 and 1920 America experienced a wave of library construction and expanded her contributions to the cultural arts.
2. In the era between the Civil War and World War I America became a center of technological innovation. Scientific achievement was also marked during this period.
3. Urbanization was instrumental in causing many changes and innovations in the living habits, mores, and amusements in the decades at the turn of the century.
4. As America urbanized the powers of the press were greatly expanded. The rapidly growing newspapers and periodicals had considerable impact on the attitudes and habits of U. S. citizens.

STUDENT LEARNING EXPERIENCES

7. Examine technological developments from 1877 to 1914. Compare these with the general public. Discover which period called for more skills from the general public. Construct a report to show how business evaded the Sherman Act. In your report include a summary of other devices business passed to curb this evasion. Then give a summary of other devices business used to curb this evasion and determine if this is done today. If so, show how modern companies have changed.
 8. Using copy of the Sherman Act to construct a definition of the term "trust". Give a report to show how business evaded the Sherman Act. In your report include a summary of other devices business used to curb this evasion and determine if this is done today. If so, show how modern companies have changed.
 9. Examine materials to discover what was taught in the schools from 1800-1890. Give a report which describes the changes or work out a skit which summarizes the changes. Give reasons for any changes you find in education.
 10. Determine how many people and from what levels of society were being educated in 1900, constructing the reasons for any changes you detect.
1. Have a student go to the Madison Public Library and research its history. The student then be presented to the class as an oral report. Be sure that the report includes the creation of the library and the contribution of Andrew Carnegie.
 2. Relate America's historical development to the literature of the late 19th century. Determine what experiences the works of Mark Twain, Ambrose Bierce, and Upton Sinclair represent.
 3. Have a small group of students read The Devil's Dictionary by Ambrose Bierce. Have them represent the mood of the book. After presenting these to the class discuss the bitterness and cynicism. Describe what Bierce found most objectionable in the society of the time.
 4. Have the art teacher present a lecture on Mary Cassatt and Frederick Remington (show prints of their works). Discuss differences in the subject matter and style. Describe Cassatt's style and subject choice. Describe Remington's. How does the work of each reflect the glamour surrounding the American West? Whose work do you prefer? Why?
 5. Through oral reports and pictorial presentations describe surgical and dental practices of the late 19th century. Compare these with the practices of 1920. Discuss the changes and comment on the techniques. Also cite differences in the life span of Americans that can be attributed to these changes. Discuss why tooth extraction and surgery were considered last resorts in the late 19th century.
 6. Through the sound track recording of "The Music Man" do an analysis of social changes during the "Gay Nineties".
 7. Prepare a report on the sources of family amusement at the turn of the century. Include the saloon, baseball, the public park, ready-to-wear clothes, the band concert, the automobile, and the county fair on American life. Describe the institutions of the period. Show how this concept has changed, if at all.
 8. Imagine that you are a visitor to the 1893 Chicago World's Fair. Describe the ideas and inventions that you will see.

STUDENT LEARNING EXPERIENCES

with technological developments from 1877 to 1914. Compare these with developments from 1790-1860. Each period called for more skills from the general public. Compare these two periods with today. Use the Sherman Act to construct a definition of the term "trust", define a holding company. Give examples to show how business evaded the Sherman Act. In your report include a description of the law and how to curb this evasion. Then give a summary of other devices business used to evade government regulations. Determine if this is done today. If so, show how modern companies do this. Use materials to discover what was taught in the schools from 1800-1860. Examine this same area in a report which describes the changes or work out a skit which will show the changes. In your report give reasons for any changes you find in education. How many people and from what levels of society were being educated in 1800. Do the same for 1914. Detecting the reasons for any changes you detect.

Students go to the Madison Public Library and research its history and development. Findings should be reported to the class as an oral report. Be sure that the report includes the background for the library and the contribution of Andrew Carnegie.

Trace the historical development to the literature of the late 19th and pre-war 20th centuries. What experiences the works of Mark Twain, Ambrose Bierce, and Upton Sinclair were based on.

A group of students read The Devil's Dictionary by Ambrose Bierce and select excerpts that describe the mood of the book. After presenting these to the class discuss the subjects of Bierce's sarcasm and cynicism. Describe what Bierce found most objectionable in human history.

The teacher present a lecture on Mary Cassatt and Frederick Remington (hopefully with a number of their works). Discuss differences in the subject matter and style of their painting.

How is Cassatt's style and subject choice. Describe Remington's. How did he contribute to the aura surrounding the American West? Whose work do you prefer? Why?

Reports and pictorial presentations describe surgical and dental practices in 1830. Contrast the practices of 1920. Discuss the changes and comment on the creation of modern medical practices.

Also cite differences in the life span of Americans that can be noted for this same period. How were tooth extraction and surgery were considered last resorts in 1830.

Using a sound track recording of "The Music Man" do an analysis of small town life in the Middle West during the "Gay Nineties".

Report on the sources of family amusement at the turn of the century. Describe the influence of baseball, the public park, ready-to-wear clothes, the band concert, the bicycle, the early automobile, and the county fair on American life. Describe the institution of the barbershop during this period. How has this concept changed, if at all.

If you are a visitor to the 1893 Chicago World's Fair. Describe some of the new and "far-out" inventions that you will see.

94-

UNIT II ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

| CONCEPTS | UNDERSTANDINGS |
|---|----------------|
| VIII. Human experience is continuous and interrelated; change is an ever present factor in human and social development. (continued) | |

STUDENT LEARNING EXPERIENCES

9. Compare the Gibson Girl to the housewife of 1870. Discuss differences between them. Relate this to concepts of the "stylish" woman today as
10. Present oral biographies of leading American scientists and inventors centuries. Demonstrate how these men helped to shape contemporary Ame
11. Show how social attitudes and national ambitions are reflected in the of the new music styles introduced. ("In the Shade of the Old Apple T a Soldier", rag-time, etc.). Use these as discussion aids.
12. Discuss the impact of John Philip Sousa and why America was so recepti
13. Through a history of the Wisconsin State Journal trace the development the information gained to Joseph Pulitzer, William Randolph Hearst, and journalism.

STUDENT LEARNING EXPERIENCES

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n Girl to the housewife of 1870. Discuss differences in appearance which might be noted
late this to concepts of the "stylish" woman today as opposed to the modern housewife.
ographies of leading American scientists and inventors of the late 19th and early 20th
strate how these men helped to shape contemporary America.
attitudes and national ambitions are reflected in the music of this era. Obtain records
styles introduced. ("In the Shade of the Old Apple Tree", "I Didn't Raise My Boy To Be
ime, etc.). Use these as discussion aids.
t of John Philip Sousa and why America was so receptive to his music.
of the Wisconsin State Journal trace the development of the modern newspaper. Relate
ained to Joseph Pulitzer, William Randolph Hearst, and other leaders in 19th century

LANGUAGE ARTS CORRELATION

Approach

The economic and social change from 1877 to 1920 can be correlated effectively in the language arts area by reading fiction of the period, writing a research paper; speaking in round table discussions, panel discussions, and symposiums; and participating in formal debates.

Sources

1. Novels

- Aldrich, Lantern in Her Hand
 *Bellamy, Looking Backward
 Cather, My Antonia
 *Crane, Maggie: A Girl of the Streets
 *Eggleston, Hoosier Schoolmaster
 Ferber, Cimarron
 *Guthrie, The Big Sky (Houghton has edition for students)
 *Jackson, Century of Dishonor
 Jackson, Ramona
 Laforge, Laughing Boy
 Lane, Let the Hurricane Roar
 London, Call of the Wild
 *Lord, The Good Years
 *Neyhart, Giant of the Yards
 *Norris, The Octopus (A Deal in Wheat)
 Richter, The Trees
 *Riis, How the Other Half Lives
 *Rolvaa, Giants in the Earth
 Schaefer, Shane
 *Sinclair, The Jungle
 Steffens, A Boy on Horseback
 *Steffens, The Shame of the Cities
 Tarkington, Penrod
 *Twain, The Gilded Age
 Twain, Huckleberry Finn
 Wyatt, Sun Eagle

LANGUAGE ARTS CORRELATION

SKILLS TO BE DEVELOPED

social change from 1877 to 1920 can be correlated in the language arts area by reading fiction of the period; writing a research paper; speaking in round table discussions, and symposiums; and participating in

- Power in Her Hand
- Going Backward
- Utopia
- A Girl of the Streets
- Senior Schoolmaster
- London
- Big Sky (Houghton has edition for students)
- Story of Dishonor
- Anna
- Young Boy
- Hurricane Roar
- Life of the Wild
- Twenty Years
- Life of the Yards
- Utopus (A Deal in Wheat)
- Three
- Other Half Lives
- Stories in the Earth
- Life
- Jungle
- Life on Horseback
- Chame of the Cities
- Prod
- Old Age
- erry Finn
- Life

1. Speech skills
 - a. Select the problem
 - b. Select the approach
 - c. Choose a discussion leader
 - d. Define the problem
 - e. Collect facts
 - f. Discuss collected data using logical reasoning
 - g. Draw conclusions and evaluate

2. Writing skills
 - a. Form thesis statement
 - b. Limit purpose
 - c. Develop library skills
 - (1) Note-taking and outlining
 - (2) Location of materials
 - (3) Construction of bibliography
 - d. Organize material
 - e. Learn expression skills
 - (1) Word choice
 - (2) Sentence structure
 - (3) Coherence
 - (4) Clarity
 - (5) Original approach
 - f. Mechanics
 - (1) Punctuation
 - (2) Capitalization

3. Reading skills
 - a. Develop proper rate for material
 - b. Become familiar with reference tools
 - c. Become familiar with reference source
 - d. Understand the overall idea
 - e. Locate the main idea of a paragraph
 - f. Separate relevant from irrelevant data
 - g. Understanding varying language patterns of earlier historic periods
 - h. Recognize propaganda techniques

LANGUAGE ARTS CORRELATION

Sources (continued)

2. Short Stories

- Twain, "A Pilot's Deeds", Life on the Mississippi (Heritage of America, Heath)
- Garland, "Under the Lion's Paw", (Journeys Into America, Heath)
- Twain, "The Man that Corrupted Hadleyburg"
- O'Rourke, "The Last Ride"
- Journeys in American Literature
- London, "Love of Life"
- Aldrich, "Another Brought Gifts"
- Williams, "Rural Life"
- Stuart, "Split Cherry Tree"
- Steffens, "A Miserable Merry Christmas"
- Holt, "I Heard from Heaven Today"
- Bromfield, "My Ninety Acres"
- Lames, "The Run for the Cherokee Strip"
- Adventures for Today
- Kjelgaard, "End of the Trail"
- Stuart, "The Wind Blew East"
- Paddleford, "The Secret of Living"
- Garland, "The River's Warning"
- Vanguard
- Holt, "The Wuthless Day"
- Dobie, "The Rider of Lama Escondido"

- Arnold, Blood Brothers, Duell
- Ferris, The Brave and the Fair, Winston
- Harte, The Luck of Roaring Camp and Other Tales
- O. Henry, The Best Short Stories of O. Henry
- Stuart, Hie to the Hunters, McGraw
- Stuart, The Thread that Runs So True, McGraw

3. Poetry

- Corbin, Richard, Poetry I, Macmillan
- Causley, "Cowboy Song", (Heritage of America, Heath)
- Lindsay, "The Flower-fed Buffaloes", (Journeys Into America, Heath)
- Garland, "Do You Fear the Wind?"
- Thayer, "Casey at the Bat"
- Sandburg, "All One People"
- West, "Song of the Settlers"

4. Non-fiction

- Muller, "The Galveston Tidal Wave", Macmillan
- Addams, "Forty Years of Hull House", The Heritage of America, Heath
- Carnegie, "The Gospel of Wealth", The Heritage of America
- Ford, "My Life and Work", The Heritage of America
- Day, Life with Father, Knopf
- Quick, "One Man's Life", The Heritage of America
- LaFollette, "Autobiography", The Heritage of America

Student Activities

1. From novels about the period from 1877 to 1920, select those for student reading according to reading levels. Students reading the same novel can hold a symposium or panel discussion to explain and evaluate the author's purpose and the value of the novel to a study of the period. Encourage the selection of particularly effective passages to be read orally.
2. With the cooperation of the history teacher, have better students select a topic for independent study and write a research paper based on the results. In English class stress can be placed on attaining library skills, writing skills, and organizational skills while historical content can be stressed in history.
3. With the cooperation of the history teacher, have average students select a topic such as labor organization, urbanization, frontier, business, education and write a comparison of conditions existing between 1877 to 1920 and today.

LANGUAGE ARTS CORRELATION

3. Poetry

- Corbin, Richard, Poetry I, Macmillan
- Causley, "Cowboy Song", (Heritage of America, Heath)
- Lindsay, "The Flower-fed Buffaloes", (Journeys Into America, Heath)
- Garland, "Do You Fear the Wind?"
- Thayer, "Casey at the Bat"
- Sandburg, "All One People"
- West, "Song of the Settlers"

4. Non-fiction

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- Addams, "Forty Years of Hull House", The Heritage of America, Heath
- Carnegie, "The Gospel of Wealth", The Heritage of America
- Ford, "My Life and Work", The Heritage of America
- Day, Life with Father, Knopf
- Quick, "One Man's Life", The Heritage of America
- LaFollette, "Autobiography", The Heritage of America

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LANGUAGE ARTS CORRELATION

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3. Poetry

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Causley, "Cowboy Song"
Lindsay, "The Flower-fed Buffaloes"
Garland, "Do You Fear the Wind?"
Thayer, "Casey at the Bat"
Sandburg, "All One People"
West, "Song of the Settlers"

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4. Non-fiction

Muller, "The Galveston Tidal Wave", Macmillan
Addams, "Forty Years of Hull House", The Heritage of America, Heath
Carnegie, "The Gospel of Wealth", The Heritage of America
Ford, "My Life and Work", The Heritage of America
Day, Life with Father, Knopf
Quick, "One Man's Life", The Heritage of America
LaFollette, "Autobiography", The Heritage of America

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Stories of O. Henry
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uns So True, McGraw

Student Activities

1. From novels about the period from 1877 to 1920, select those for student reading according to reading levels. Students reading the same novel can hold a symposium or panel discussion to explain and evaluate the author's purpose and the value of the novel to a study of the period. Encourage the selection of particularly effective passages to be read orally.
2. With the cooperation of the history teacher, have better students select a topic for independent study and write a research paper based on the results. In English class stress can be placed on attaining library skills, writing skills, and organizational skills while historical content can be stressed in history.
3. With the cooperation of the history teacher, have average students select a topic such as labor organization, urbanization, frontier, business, education and write a comparison of conditions existing between 1877 to 1920 and today.

DEPTH OPPORTUNITIES

The teacher and students may, by mutual agreement, select a problem to get higher prices for his products in the period 1865-1920? Students should get concepts and generalizations as possible. This may be done either through written activity. Some examples would include: demand, market demand, supply, law of supply, market, market price, excess demand, and excess supply. (Depth Opportunities, Unit I.)

Divide the class into six small groups for the purpose of conducting small projects. Each group is to be assigned for research one of the six suggested topics in order to determine the influence of the West as one of the important influences in shaping American character and

1. influence on transportation.
2. influence on agriculture.
3. political influence.
4. characteristics fostered by the West.
5. economic opportunities.
6. literature and art.

The thesis concerning the influence of the frontier on American national character, as proposed by Frederick J. Turner, has been seen differently by many observers. Provide an opportunity for each group to select a thesis which comes closest to historical fact and to give reasons for their choice.

"The existence of an area of free land, its continuous recession, and the westward expansion of settlement explain American development."

"The true point of view in the history of this nation is not the Atlantic coast but the Great West."

Frederick J.

"The frontier hypothesis represents the most attractive single explanation of the major trends of American history."

Frederick L.

"Only by a study of the origins and growth of American capitalism and the frontier can we gain insight into nature and complexity of the problems confronting us today. I submit that perhaps the chief reason for the absence of this proper perspective is the futile hunt for a unique 'American spirit' which Frederick J. Turner proposed in his thesis in which he involved most of America's historical scholars from that time."

"In what it proposes, the frontier hypothesis needs painstaking revision and further mention; the theory today disqualifies itself as an adequate guide to the future."

George Wilson

DEPTH OPPORTUNITIES

Students may, by mutual agreement, select a problem to be analyzed, e.g., How could the farmer
for his products in the period 1865-1920? Students should include as many of the economic
realizations as possible. This may be done either through small group discussion or the
Some examples would include: demand, market demand, law of demand, supply, market
supply, market, market price, excess demand, and excess supply. (Review Overview to
s, Unit I.)

into six small groups for the purpose of conducting small group discussion. Each group
for research one of the six suggested topics in order to understand better the role of the
important influences in shaping American character and life. Suggested topics are:
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ing the influence of the frontier on American national traits, advanced by Frederick J.
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Frederick J. Turner

hypothesis represents the most attractive single explanation of the distinctive
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ty of the origins and growth of American capitalism and imperialism can we obtain
nature and complexity of the problems confronting us today And I am prepared to
perhaps the chief reason for the absence of this proper understanding was the
or a unique American spirit' which Frederick J. Turner began forty years ago and
involved most of America's historical scholars from that time until now."

oposes, the frontier hypothesis needs painstaking revision. By what it fails to
theory today disqualifies itself as an adequate guide to American development."

George Wilson Pierson

DEPTH OPPORTUNITIES

Each student should write a short paper in which he draws comparisons between how its basic resources in order to solve the economic problem, or tries to satisfy its resource through the private enterprise system (capitalism) to:

1. a system where the people elect a government to make the principal economic decisions (democratic and mixed society)
2. a totalitarian system where the important economic decisions are made by the government through arbitrary authority (communist or fascist-type economy)

Topics for possible comparison include: the basic foundations, the reliance upon the government and the degree of planning. Examples of suggested responses: private profit motivations, economic freedoms.

In order to understand the nature of capital and its formation, students should be given the following and to explain how it plays an important role in increasing the capital economy. This depth opportunity may be developed through committees, individual assignments.

1. Saving banks
2. Commercial banks
3. Stock exchange

In order to understand the relationship of supply and demand, the market mechanism in our economy, the student should attempt an explanation of why agriculture employment declined in the period 1860-1914, while those of manufacturing increased.

In order to understand the forces involved in the growth of size and influence of corporations, each student should attempt to determine the factors which motivated Andrew Carnegie and steel industrialists to begin acquiring other phases of steel production such as machinery and railroads. The student should show the relationship of this development to modern industry.

The business leaders, financiers of the latter part of the 19th century, have been called "robber barons" and praised as "pioneers of industrialism". The student should read a biography of the following suggested business leaders and be prepared to relate to the class whether he merits praise or criticism, or both:

- | | |
|-------------------------|--------------------|
| 1. John D. Rockefeller | 7. Jay Gould |
| 2. Cornelius Vanderbilt | 8. Philip Armour |
| 3. Andrew Carnegie | 9. James Fisk |
| 4. J.P. Morgan | 10. Daniel Drew |
| 5. E.H. Hammon | 11. Henry C. Frick |
| 6. James J. Hill | 12. Jay Cooke |

DEPTH OPPORTUNITIES

Write a short paper in which he draws comparisons between how the American economy utilizes an order to solve the economic problem, or tries to satisfy unlimited wants with limited private enterprise system (capitalism) to:
where the people elect a government to make the principal economic decisions (and mixed society)
man system where the important economic decisions are made by a small group of arbitrary authority (communist or fascist-type economy)

Comparison include: the basic foundations, the reliance upon markets, and the role of degree of planning. Examples of suggested responses: private property, competition, economic freedoms.

and the nature of capital and its formation, students should be asked to select one of explain how it plays an important role in increasing the capital goods in the American opportunity may be developed through committees, individual assignment, or role playing.

banks
change

and the relationship of supply and demand, the market mechanism, and the role of government the student should attempt an explanation of why agriculture's shares of output and increase in the period 1860-1914, while those of manufacturing increased.

and the forces involved in the growth of size and influence of large business combinations should attempt to determine the factors which motivated Andrew Carnegie and other as to begin acquiring other phases of steel production such as mines, shipping lines, to mention student should show the relationship of this development to monopolistic practices.

financiers of the latter part of the 19th century, have been criticized as "robber as "pioneers of industrialism". The student should read a biography of one of the business leaders and be prepared to relate to the class whether or not the leader criticism, or both:

- 6. Rockefeller
- 7. Jay Gould
- 8. Philip Armour
- 9. James Fisk
- 10. Daniel Drew
- 11. Henry C. Frick
- 12. Jay Cooke

DEPTH OPPORTUNITIES

The student should write a short paper in which they refute or defend one of the following points:

1. The intellectual and artistic life of the so-called "Gilded Age" that our American civilization has yet seen.
2. The city was the genesis of modern American life and culture.
3. Old patterns and traditions in home, church, and school were altered, thus bringing serious social and psychological problems.

In order that the students might better understand the nature of industry in the 19th century, the following depth opportunity is suggested. Divide the class into four groups. Each group will study one of the following strikes: the Strike of 1877; Haymarket Affair, 1877; Homestead Steel Strike, 1892; Pullman Strike of 1894. For each strike, the position of labor and management are presented relative to each conflict, care should be taken to discuss these points: cause, company and area involved, nature of the conflict, and the outcome.

As a means of tying the past to the present, the student should draw conclusions from the following pairs: craft union and industrial union; individual bargaining and open shop; union shop and "right to work" laws; a strike and a membership non-discrimination and de facto union policies of discrimination.

DEPTH OPPORTUNITIES

end of the 19th century, students should write a short paper in which they refute or defend one of the following conclusions:
1. Intellectual and artistic life of the so-called "Gilded Age" was among the richest in American civilization has yet seen.
2. The Gilded Age was the genesis of modern American life and culture.
3. Customs and traditions in home, church, and school were altered by rapid industrialization, bringing serious social and psychological problems.

Industrial students might better understand the nature of industrial conflict in the latter part of the 19th century, the following depth opportunity is suggested. Divide the class into committees to represent labor and management in the four principal industrial conflicts of the period: Railroad Strike, 1875; Haymarket Affair, 1877; Homestead Steel Strike, 1892; Pullman Strike, 1894. As the positions of labor and management are presented relative to each conflict, care should be taken that the students cover the cause, company and area involved, nature of the conflict, role of government, how terminated,

and how the law changed. In comparing the past to the present, the student should draw comparisons and contrasts between the craft union and industrial union; individual bargaining and collective bargaining; closed shop and union shop and "right to work" laws; a strike and a lockout; official union policies of discrimination and de facto union policies of discrimination.

INSTRUCTIONAL MATERIALS

1. Supplementary Reading (General)

- Addams, Jane, Twenty Years at Hull House
 Arnof, Dorothy, Reading in American History
 Baker, Rachel, America's First Trained Nurse, Linda Richards
 Ewen, David, Panorama of American Popular Music
 Edwards, Cecil, Horace Mann: Sower of Learning
 Foster, Genevieve, Theodore Roosevelt
 Ganley, Albert, The Progressive Movement
 Hogner, Dorothy, Conservation in America
 Hornung, Clarence, Wheels Across America: A Pictorial
 Cavalcade Illustrating the Early Development of Vehicular
 Transportation
 Jogan, Thorvald, The Century of the Surgeon
 Judson, Clara, Mr. Justice Holmes
 Koeppnews, Carrin, Pictorial History of Jazz
 Lord, Walter, The Good Years
 Meigs, Cornelia, Invincible Louisa
 Noble, Iris, Joseph Pulitzer, Front Page Pioneer
 Norman, Charles, John Muir, Father of Our National Parks
 North, Sterling, Young Thomas Edison
 Place, Marian, Gifford Pinchot: The Man Who Saved Forests
 Riis, Jacob, How the Other Half Lives
 Reynolds, Quentin, Wright Brothers, Pioneers in American
 Aviation
 Reck, Franklin, Romance of American Transportation
 Rittenhouse, Mignon, Amazing Nellie Bly
 Simon, Charlie, Lay of the New Land
 Sweet, William, The Story of Religion in America

Supplementary Reading (Immigration)

- Handlin, Oscar, The Uprooted
 Higham, John, Strangers in the Land: Patterns of American
 Nativism 1860-1925
 Pupin, Michael, From Immigrant to Inventor
 Shippen, Katherine, Passage to America: The Story of the
 Great Migrations

Supplementary

- Adams, Dynamite: America
 Bruce, Robert V.,
 Dulles, Labor in
 Harris, Herbert,
 Lens, Sidney, Wor
 Neyhart, Louise,
 Orth, Samuel, Arm
 Paradis, Adrian A
 the American Lab
 Shippen, Katherine
 Organized Labor

Supplementary

- Allen, Fredrick L
 Allen, Fredrick L
 Burlingame, Roger
 Carnegie, Andrew,
 Cochrane, Thomas
 DeKruif, Paul, Sev
 Dutton, William, A
 Hendrik, Burton, A
 Holbrook, Steward
 Holbrook, Stewart
 Josephson, Matthew
 McCready and Sage
 Shippen, Katherine
 of Steel

Supplementary

- Clark, James, Educ
 Cremin, L.A., Publ
 Eggleston, Edward,
 Johnson, Clifton,
 Marshall, Robert,
 Raney, William, Wi

INSTRUCTIONAL MATERIALS

(General)

Supplementary Reading (Labor)

at Hull House
in American History
First Trained Nurse, Linda Richards
American Popular Music
Man: Sower of Learning
More Roosevelt
Progressive Movement
tion in America
Across America: A Pictorial
The Early Development of Vehicular

Adams, Dynamite: The Story of Class Violence in America
 Bruce, Robert V., 1877, The Year of Violence
 Dulles, Labor in America
 Harris, Herbert, American Labor
 Lens, Sidney, Working Men
 Neyhart, Louise, Giant of the Yards
 Orth, Samuel, Armies of Labor
 Paradis, Adrian A., Labor in Action: The Story of the American Labor Movement
 Shippen, Katherine, The Union Cause: The Growth of Organized Labor in America

ary of the Surgeon
E Holmes
al History of Jazz
ars

Supplementary Reading (Big Business)

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or, Front Page Pioneer
, Father of Our National Parks
omas Edison
chot: The Man Who Saved Forests
Half Lives
Brothers, Pioneers in American
American Transportation
ng Nellie Bly
New Land
of Religion in America

Allen, Fredrick L., The Great Pierpont Morgan
 Allen, Fredrick L., The Lords of Creation
 Burlingame, Roger, Machines that Built America
 Carnegie, Andrew, The Autobiography of Andrew Carnegie
 Cochrane, Thomas C., Railroad Leaders 1845-1890
 DeKruif, Paul, Seven Iron Men
 Dutton, William, Adventure in Big Business
 Hendrik, Burton, Age of Big Business
 Holbrook, Stewart, The Age of Moguls
 Holbrook, Stewart, Story of American Railroads
 Josephson, Matthew, The Robber Barons
 McCready and Sage, Railroads in the Days of Steam
 Shippen, Katherine, Andrew Carnegie and the Age of Steel

(Immigration)

Supplementary Reading (Education)

the Land: Patterns of American
ant to Inventor
to America: The Story of the

Clark, James, Education in Wisconsin
 Cremin, L.A., Public Schools in Our Democracy
 Eggleston, Edward, The Hoosier Schoolmaster
 Johnson, Clifton, Old Time Schools and School Books
 Marshall, Robert, The Story of Our Public Schools
 Raney, William, Wisconsin - A Story of Progress



Supplementary Reading (Frontier)

Altsheler, Joseph, Horsemen of the Plains
 American Heritage, Overland Stage, June 1957 issue
 Billington, Ray, Westward Expansion
 Clemens, Samuel, Roughing It
 Custer, Elizabeth, Boots and Saddles, or Life in
Dakota with General Custer
 Dick, Everett, Sod House Frontier
 Dohr, The Longhorns
 Erdman, Louis, Wind Blows Free
 Garst, Doris, Crazy Horse, Great Warrior of the Plains
 Garst, Doris, Custer, Fighter of the Plains
 Gendron, Val, Powder and Hides
 Gowdy, George, Young Buffalo Bill
 Hall-Quest, Olga, Wyatt Earp
 Herman, William, Missouri River-Boy
 Holbrook, Stewart, Wild Bill Hickok Tames the West
 Kjelgaard, James, Hi Jolly
 Lake, Stuart, Wyatt Earp, Frontier Marshall
 Means, Florence, Candle in the Mist
 Meider, Charles, The Great West
 Moody, Ralph, Kit Carson and the Wild Frontier
 Moran, Mable, Red Eagle: Buffalo Bill's Adopted Son
 O'Conner, Richard, Bat Masterson
 Osgood, Ernest, The Day of the Cattleman
 Place, Marian, Hold Back the Hunter
 Pritchett, Lulita, Cabin at Medicine Springs
 Proudfit, Isabel, Riverboy - The Story of Mark Twain
 Reynolds, Quentin, Custer's Last Stand
 Rolvaag, Ole, Giants in the Earth
 Russell, Don, The Lives and Legends of Buffalo Bill
 Sandoz, Mari, Buffalo Hunters
 Tabbell, John, The American Indian Wars
 Vestabl, Stanley, Sitting Bull, Champion of the Sioux
 Wellman, Paul, Death on Horseback
 Westermeyer, Clifford, Trailing the Cowboy

2. Teacher

Billington, Ray
 Turner, F.J.
 Hicks, J.D.,
 Allen, Fred
 Hays, Samuel
 Lathan, Earl
 Handlin, Oscar
History
 Handlin, Oscar
 Taylor, George
Role of the
 Hogan, William
 Holbrook, Stewart
 Mills, C.W.,
 Addams, Jane
 Green, Constance
Nation
 Schlesinger, Immanuel
 Burlingame, Edward
of Mass Pro
 Tuchman, Barbara

3. Service

Stevens, Harry
 Mowry, George
 Carter, Harvey

INSTRUCTIONAL MATERIALS

Reading (Frontier)

Horsemen of the Plains
Overland Stage, June 1957 issue
Westward Expansion
Working It
Boots and Saddles, or Life in
with Custer
Wild Frontier
Blows Free
Warrior, Great Warrior of the Plains
Warrior, Fighter of the Plains
and Hides
Buffalo Bill
Matt Earp
Mouri River-Boy
Old Bill Hickok Tames the West
Jolly
Earp, Frontier Marshall
Smile in the Mist
Great West
erson and the Wild Frontier
gle: Buffalo Bill's Adopted Son
at Masterson
Day of the Cattleman
Back the Hunter
Cabin at Medicine Springs
verboy - The Story of Mark Twain
uster's Last Stand
in the Earth
ves and Legends of Buffalo Bill
o Hunters
erican Indian Wars
itting Bull, Champion of the Sioux
on Horseback
d, Trailing the Cowboy

2. Teacher Reference Material

Billington, Ray, Westward Expansion
 Turner, F.J., The West in American History
 Hicks, J.D., The Populist Revolt
 Allen, Fredrick L., The Lords of Creation
 Hays, Samuel P., The Response to Industrialism 1885-1914
 Lathan, Earl (ed.), John D. Rockefeller
 Handlin, Oscar (ed.), Immigration as a Factor in American History
 Handlin, Oscar (ed.), The Uprooted
 Taylor, George Rogers, The Turner Thesis Concerning the Role of the West
 Hogan, William, American Indians
 Holbrook, Steward, The Age of Moguls
 Mills, C.W., New Men of Power - America's Labor Leaders
 Addams, Jane, Twenty Years at Hull House
 Green, Constance, American Cities in the Building of the Nation
 Schlesinger, A.M., The Rise of the City, 1878-1898
 Burlingame, Roger, Background of Power: The Human Story of Mass Production
 Tuchman, Barbara, The Proud Tower

3. Service Center for American History Pamphlets

Stevens, Harry R., The Middle West
 Mowry, George L., Progressive Movement 1900-1920
 Carter, Harvey L., The Far West in American History

INSTRUCTIONAL MATERIALS

4. Films (BAVI)

- 3638 Gunfight at the O.K. Corral, \$3.50, 27 minutes
4769 Settling the Great Plains, \$4.50, 12 minutes
4904 Immigration in America's History, \$2.00, 11 minutes
4444 Theodore Roosevelt, American, \$1.75, 26 minutes
8137 And the World Listened (Bryan), \$3.00, 30 minutes
4627 Navajo, People Between Worlds, \$4.50, 18 minutes
1482 New Americans, \$2.50, 14 minutes
4660 Labor Movement, Beginnings and Growth in America,
\$2.50, 13 minutes
0429 City, \$5.00, 33 minutes
1184 Land of Liberty, 1860-1890, \$2.50, 20 minutes

Films (Madison I.M.C.)

- F-141 Pioneers of the Plains
F-540 Westward Movement, Part V
F-3104 Midland Metropolis

ADDITIONAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT II

(All of these references may not be available in any one school library. If a librarian be requested to develop a bibliography of materials available which

REFERENCES

- Bontemps, Arna, Story of the Negro. New York: Knopf, 1958. Starts with African civilization and comes up to 1948. Pages 176-207 give short references to Negro contributions throughout the 1877-1920 period.
- Bowen, David, The Struggle Within. New York: Norton, 1965. Arguments for and against equality for the Negro.
- Cary, Sturges F., Arrow Book of Presidents. New York: Four Winds Press, 1966. Some references of concern to Negroes.
- Cook, Roy, Leaders of Labor. Philadelphia, Pa: Lippincott, 1966. Chapter on A. Philip Randolph and references to Negroes in earlier movements.
- Davis, John P., The American Negro Reference Book. Englewood Cliffs, N. J: Prentice-Hall, 1965. Pages 45-65 covers every topic of this unit. There are other sections of the book on population, employment, wealth, urban Negroes, education, religion, politics, protest movements, Negro women, armed forces, interest in Africa, prejudice, music, arts, sports, entertainment, and men of letters.
- Fisher, Dorothy C., And Long Remember. New York: McGraw-Hill, 1959. Chapter in George Washington Carver.
- Fleming, Alice, Great Women Teachers. Philadelphia, Pa: Lippincott, 1965. Chapter on Mary McLeod Bethune.
- Ginsberg, E., and Berman, H., The American Worker in the Twentieth Century. New York: Macmillan, 1963. Note references to Negroes and case studies about Negro Workers.
- Gould, Jean, Tha
Biography of
Graham, Shirley,
Messner, 1955
Heaps, W. A., Ric
Seabury, 1966
Holt, Rackham, Go
N. Y: Doubled
Hughes, Langston
Dodd, 1954.
T. Washington
O. Tanner, Geo
S. Dunbar, W.
Hughes, L., and
Garden City, N. J.
George M. McCl
Halloway, W. B.
W. Johnson, Pa
Willaim S. Bra
Hughes, L., and M
Negro in Ameri
216-219 Exodus
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inventors, 228
ment, 232-233
236-237 indust
244-251 leader
arts, 256-257
interracial or
267 protest ma
Kohler, R., Story
on Negro women

REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT II

References may not be available in any one school library. It is suggested that the school be requested to develop a bibliography of materials available which are appropriate to the unit.)

REFERENCES

- Story of the Negro. New York: Knopf, 1955. Pages 176-207 give short references to Negro contributions throughout the 1877-1920 period.
- The Struggle Within. New York: Norton, 1966. Chapters for and against equality for the Negro.
- Arrow Book of Presidents. New York: Arrow Press, 1966. Some references of concern to Negroes.
- Workers of Labor. Philadelphia, Pa: Temple University Press, 1966. Chapter on A. Philip Randolph and Negroes in earlier movements.
- The American Negro Reference Book. New York: Prentice-Hall, 1965. Covers every topic of this unit. See other sections of the book on population, wealth, urban Negroes, religion, politics, protest movements, armed forces, interest in Africa, music, arts, sports, entertainment, and literature.
- And Long Remember. New York: Doubleday, 1959. Chapter in George Washington Meade's Great Women Teachers. Philadelphia, Pa: Temple University Press, 1965. Chapter on Mary McLeod Bethune.
- Berman, H., The American Worker in the Twentieth Century. New York: Macmillan, 1966. References to Negroes and case studies of Negro workers.
- Gould, Jean, That Dunbar Boy. New York: Dodd, 1958. Biography of Paul Dunbar.
- Graham, Shirley, Booker T. Washington. New York: Messner, 1955. Biography.
- Heaps, W. A., Riots, U. S. A: 1765-1965. New York: Seabury, 1966. Pages 108-117 on 1917 race riot.
- Holt, Rackham, George Washington Carver. Garden City, N. Y: Doubleday, 1942. Biography.
- Hughes, Langston, Famous American Negroes. New York: Dodd, 1954. Chapters on Frederick Douglass, Booker T. Washington, Doctor Daniel Hale Williams, Henry O. Tanner, George W. Carver, Robert S. Abbott, Paul S. Dunbar, W. C. Handy, Charles C. Spaulding.
- Hughes, L., and Bontemps, Arna, The Poetry of the Negro. Garden City, N. Y: Doubleday, 1949. Poems by George M. McClellan, Joseph S. Cotter, John W. Hallaway, W. E. B. DuBois, James D. Corruther, James W. Johnson, Paul L. Dunbar, Alice Dunbar Nelson, Willaim S. Braithwaite.
- Hughes, L., and Meltzer, M., A Pictorial History of the Negro in America. New York: Crown, Rev. ed. Pages 216-219 Exodus to Kansas, 220-221 Negro education, 222-223 Southern labor, 224-225 labor unions, 226-227 inventors, 228-229 farm labor, 230-231 disenfranchisement, 232-233 Negro leadership, 234-235 white supremacy, 236-237 industry, 238-239 segregation, 240-243 Tuskegee, 244-251 leaders, 252-253 songs, 254-255 history and arts, 256-257 lynchings, 258-259 leaders, 260-261 interracial organizations, 262-265 World War I, 266-267 protest march.
- Kohler, R., Story of Wisconsin Women. Pages 101-102 on Negro women.

REFERENCES

- Manber, David, Wizard of Tuskegee. New York: Macmillan, 1967. Biography of George W. Carver.
- Means, Florence C., Carver's George. Boston, Mass: Houghton Mifflin Co., 1952. Biography.
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- Meltzer, Milton, Milestones to American Liberty. New York: Crowell, 1965. Pages 152-156 Douglass for equality, 159-163 Populist Party, 170-179 Roosevelt and Wilson speeches.
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Langston, Edmonia Lewis, Jan Matzeliger, William
Scarborough, Benjamin "Pap" Singleton, Henry O.
Tanner, Madame C. J. Walker, Maggie L. Walker,
Booker T. Washington, George H. White, "Bert"
Williams, Granville T. Woods, Richard R. Wright,
Robert S. Abbott, Claude Barnett, Mary Bethune,
William S. Braithwaite, Charlotte H. Brown,
Hallie Brown, George W. Carver, Charles W.
Chesnutt, Benjamin O. Davis, W. E. B. DuBois,
William C. Handy, Matthew A. Henson, William A.
Hinton, John Hope, Henry Johnson, James W. Johnson,
Ernest E. Just, Kelly Miller, Garnett A. Morgan,
Adam Clayton Powell Sr., Mary C. Terrell, William
M. Trotter, Daniel H. Williams, Carter G. Woodson,
Charles Young, and many others in religion,
education, and other areas.

EVALUATION FOR UNIT II
(Sample Questions)

LEVEL I

Describes, defines, makes an analogy, identifies, or classifies (fact...specific)

An early philanthropist in the big business era was (a) C. Vanderbilt, (b) James Fisk, (c) Andrew Carnegie, (d) Jay Gould

The area of the country passed over by early westward expansion was (a) Central Plains, (b) Great Plains, (c) Pacific Coast, (d) Gulf Plains

Immigrants to America between 1900 and 1914 came mainly from (a) Northern Europe, (b) Asia, (c) Southeastern Europe, (d) Western Europe

LEVEL II

Shows relationships among ideas, makes comparisons, recognizes principles

The growth of big business (a) led to labor violence, (b) made labor unions unnecessary, (c) enabled all people to raise their standard of living, (d) marked the end of the "Robber Barons"

An environmental factor not present on the Great Plains that was present in other areas was (a) good soil, (b) grass, (c) wood, (d) climatic variance

The problems of the "new" immigrants reflected their (a) high economic level, (b) lack of religious conviction, (c) lack of education, (d) lack of intellectual ability

EVALUATION FOR UNIT II
(Sample Questions)

LEVEL I

...lines, makes an
...justifies, or classifies
...fic)

...anthropist in the
...era was (a) C.
...) James Fisk,
...ir negie, (d) Jay

...e country passed
...westward expansion
...al Plains, (b) Great
...acific Coast, (d)

...America between
...came mainly from
...Europe, (b) Asia,
...n-...rn Europe, (d)

LEVEL II

Shows relationships among ideas,
makes comparisons, recognizes
principles

The growth of big business (a)
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An environmental factor not present
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ent in other areas was (a) good
soil, (b) grass, (c) wood, (d)
climatic variance

The problems of the "new" immigrants
reflected their (a) high economic
level, (b) lack of religious con-
viction, (c) lack of education, (d)
lack of intellectual ability

LEVEL III

Usually explains, justifies,
interprets, or predicts
(theory...abstract)

Define "Social Darwinism", "free
enterprise", "monopoly" and arrive
at a description of the American
economy by 1880.

Write an essay in which you com-
ment on the different environ-
mental factors that faced the
Great Plains settler. Show how
they differed from a settler in
Central Wisconsin.

Study the following factors.
Which one caused the most antag-
onism toward the "new immigration"?
Write a paragraph in support of the
answer you choose. (a) religion,
(b) greater skills of these immi-
grants, (c) clannishness of people,
(d) law of supply and demand as
applied to the labor market

UNIT III
CHANGES IN GOVERNMENT AND POLITICAL LIFE,
1877-1920

OVERVIEW

As has been stated elsewhere in this guide, the rapid technological advance in the second half of the 19th century produced changes which have dramatically altered our political and governmental life. Some of these changes will be focused on the men, ideas, and institutions in this section.

COMMENTARY TO THE TEACHER

Teachers, in planning their work for this unit, should first give consideration to the concepts and understandings from the content, and then identify specific understandings from the content which will support or reinforce those concepts. Lastly, they should select learning activities which will enable students to synthesize facts and information in such a manner as to provide a broader understanding of the concepts.

The student, on the other hand, will start at the opposite end of the process. Working alone and in groups, students should develop skills in synthesizing facts and information into broader understandings and generalizations from specific facts and concepts. As they recognize and attach meaning to groups of related understandings, they will develop a sense of the complexity and understanding of more universal, meaningful, and potentially significant concepts.

No attempt has been made in this unit to be prescriptive or to embrace all concepts and understandings that we feel particularly relevant to this unit. Some learning situations or activities which we feel will enable students to develop the understandings. A teacher, in selecting any of these activities, should consider the abilities of his particular class. Each activity may be handled in a variety of approaches. (See the section in this guide which deals with learning activities.) Above all, the teacher is encouraged to develop additional activities of his own.

Lastly, it must be understood that no unit or course of study is complete in itself and will affect what comes after. Conceptual learning is a process as long as the individual has the capacity to learn. Each stage in the process provides another opportunity for students to analyze the validity of, and to refine their perceptions.

CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

elsewhere in this guide, the rapid technological advances which occurred in this second half of the 19th century produced changes which are still being felt in every aspect. Some of these changes dramatically altered our political life and institutions. Attention will be focused on the men, ideas, and institutions of this period as they reflect governmental change.

TEACHER

ing their work for this unit, should first give consideration to the broad abstractions then identify specific understandings from the content material which will serve to face those concepts. Lastly, they should select learning situations designed to help the facts and information in such a manner as to provide them with viable understandings.

the other hand, will start at the opposite end of the spectrum with learning situations. In groups, students should develop skills in synthesizing, correlating, and abstracting findings and generalizations from specific facts and content material. As they begin to attach meaning to groups of related understandings, they should gradually come to an awareness of more universal, meaningful, and potentially applicable concepts.

en made in this unit to be prescriptive or all embracing. We have identified some understandings that we feel particularly relevant to this unit of study, and have constructed situations or activities which we feel will enable students to come directly to grips with them. A teacher, in selecting any of these activities, should keep in mind the needs and characteristics of the particular class. Each activity may be handled in varying degrees of depth, and from a variety of angles. (See the section in this guide which deals with the mechanics of various kinds of learning.) In all, the teacher is encouraged to develop additional understandings and learning situations on his own.

understood that no unit or course of study is complete in itself. It relies on what has gone before and will affect what comes after. Conceptual learning is a growth process that continues throughout life. Each individual has the capacity to learn. Each stage in the process must be considered as merely a step toward the goal for students to analyze the validity of, and to reinforce, desired understandings and

UNIT OUTLINE

CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

- I. Extension of Governmental Regulations
 - A. Over Business
 - B. Over Labor
- II. Changing Organization of Political Parties
 - A. What is a Political Party?
 - B. National Level
 - C. State Level
 - D. Local Level
- III. Political Reforms
 - A. National Level
 - B. State Level
 - C. Local Level
- IV. Changing Concepts of Political Leadership
 - A. Political Responsibility
 - B. Accountability

| CONCEPTS | UNDERS |
|--|---|
| <p>I. Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems.</p> | <ol style="list-style-type: none"> 1. An increasingly complex economy, rapid industrialization, and self-regulation. 2. Fluctuations in the economy 3. Tariff laws can best be understood in light of government policy. 4. Economic beliefs often determine policy. 5. Monetary policy is, in part, determined upon government by the economy. |
| <p>II. The form and complexity of governmental systems vary in time and with societies.</p> | <ol style="list-style-type: none"> 1. The more complex and specialized needs require regulation. Administration of the bureaucratic structure, 2. Interstate commerce and trade create order out of an increasing local control. 3. The reform movement generalizes democratic government. 4. An increasingly complex government leads to expansion of civil service. 5. Many local reforms led to the development of government, such as the city and municipal organization. |

CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

INDERS

UNDERSTANDINGS

have a marked
society's political
utions. Con-
al and social in-
ence economic

1. An increasingly complex economic structure, brought about by rapid industrialization, created the need for both governmental and self-regulation.
2. Fluctuations in the economy often serve to stimulate legislation.
3. Tariff laws can best be understood as expressions of national policy.
4. Economic beliefs often determine political party platforms.
5. Monetary policy is, in part, a reflection of the demands placed upon government by the economy.

lexity of
ems vary in
eties.

1. The more complex and specialized a society becomes, the more it needs regulation. Administration of these regulations increases the bureaucratic structure, which in turn increases complexity.
2. Interstate commerce and transportation regulations were attempts to create order out of an increasingly chaotic system of state and local control.
3. The reform movement generally led to a more widely based form of democratic government.
4. An increasingly complex governmental structure led to the expansion of civil service.
5. Many local reforms led to the establishment of new forms of local government, such as the city-manager and commission types of municipal organization.

STUDENT LEARNING EXPERIENCE

1. Have students analyze such institutions as monopolies, trusts, and increasingly complex economic structures they represent. Show how mental and self-regulation of industry.
 2. Analyze the depressions of 1873 and 1893 in light of the legislation of this legislation was a direct response to economic conditions. contemporary documents, if available, to see what kind of pressure
 3. Have students analyze tariff regulations from the end of the Civil arguments given in support of, or in opposition to, higher tariffs followed national party lines. Determine to what extent our tariff the tariff policies of other nations.
 4. Study the party platforms during the elections of 1888, 1892, 1896 platforms centered around economic issues. (Look especially at tar
 5. Have students analyze the Federal Reserve Act, the Glass-Owen Bank terms of the pressure put upon government by various groups. Show bankers, industrialists, Grangers, Free Silverites, etc., were ref
-
1. Have students select a major city to study. (Can be done either as organizational structure in 1860, 1890, and 1920. Demonstrate how Note departments active in 1920 that weren't even conceived of in agencies formed during this period and what gave rise to all this they will come to an understanding of such factors as population growth technological change, shifting patterns of population, and interdependence regions, nations, etc.) Be sure students understand the relationship tional complexity.
 2. Compare the expansion of civil services in our country at this time Great Britain, Germany, Russia, etc. Show what common factors can
 3. Have students study the so-called "Granger" Laws, particularly in t existed. Try to justify the Supreme Court decisions outlawing thes
 4. Have a student trace a railroad that crossed several state lines in ing regulations and practices a customer of this road would encount similar situation in 1910.
 5. Have students support or reject the idea that the initiative, refer process.
 6. Ask students to analyze the 17th Amendment to the Constitution in t electing senators produces legislators most responsive to the wishe

STUDENT LEARNING EXPERIENCES

analyze such institutions as monopolies, trusts, and holding companies in terms of the complex economic structures they represent. Show how this complexity resulted in both government self-regulation of industry.

Depressions of 1873 and 1893 in light of the legislation passed at the time. Determine how much legislation was a direct response to economic conditions. Have students study newspapers and other documents, if available, to see what kind of pressure was being placed on congress by the public. Analyze tariff regulations from the end of the Civil War through the Underwood Tariff. Present arguments in support of, or in opposition to, higher tariffs. Demonstrate to what extent these arguments followed national party lines. Determine to what extent our tariff policies affected world trade and policies of other nations.

Party platforms during the elections of 1888, 1892, 1896, and 1912. Discuss to what extent these centered around economic issues. (Look especially at tariffs, money policy, and banking.)

Analyze the Federal Reserve Act, the Glass-Owen Banking Act, and the Farm Loan Act of 1916 in terms of the pressure put upon government by various groups. Show to what extent the wishes of such groups as protectionists, Grangers, Free Silverites, etc., were reflected in this legislation.

Select a major city to study. (Can be done either as individuals or in groups). Look at its political structure in 1860, 1890, and 1920. Demonstrate how political organization of the city changed. List political parties active in 1920 that weren't even conceived of in 1860. Discuss the kinds of regulatory changes that took place during this period and what gave rise to all this change in all of city government. (Hopefully, this will lead to an understanding of such factors as population growth, division of labor (specialization), technological change, shifting patterns of population, and interdependence of community with other communities, etc.) Be sure students understand the relationship between institutional growth and organizational complexity.

Compare the expansion of civil services in our country at this time with similar expansions in other countries - Germany, Russia, etc. Show what common factors can be isolated to help explain this phenomenon.

Study the so-called "Granger" Laws, particularly in terms of the confusion of regulations that led to justify the Supreme Court decisions outlawing these acts, and the development of the I.C.C. Trace a railroad that crossed several state lines in 1877, and report to the class the conflicts and practices a customer of this road would encounter. Have another student compare this to a similar situation in 1910.

Ask students to support or reject the idea that the initiative, referendum, and recall extended the democratic process.

Ask students to analyze the 17th Amendment to the Constitution in terms of trying to decide which method of electing legislators produces legislators most responsive to the wishes of the people.

114- UNIT III CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

| CONCEPTS | UNDERSTANDING |
|---|---|
| III. Political power within a society tends to gravitate into the hands of a few, but leadership cannot long disregard the citizenry. | <ol style="list-style-type: none">1. The wave of political corruption attributed to the avarice of pol- tration of wealth and power in t public largely ignorant or indif2. Supreme Court decisions during t tion of big business values.3. Many industrialists took advanta between federal and state soverei around regulatory legislation.4. Many local political machines we to sense the changing moods of t5. Refusal to accept the inevitabil businesses of this period to los been necessary. |

1. Have students study Daniel Drew, Jay Gould, and Jim Fisk. Discuss its being ethical or unethical. Discuss public reaction toward use of the "Business Ethic" to justify their actions.
2. Have students read some of the Supreme Court briefs dealing with (Munn v. Illinois, Peik v. the C & NW, and Wabash Railroad v. Morgan, etc. See if they seem to reflect the same values.
3. Suggest to some capable students that industrialists of this time circumvent federal legislation, and conversely used the "due process" clause to circumvent state legislation. Have them seek out actual situations.
4. Appoint student committees to study the city governments of New York, Galveston, etc., about the turn of the century in order to analyze:
 - a. have them identify the political machine and leaders.
 - b. have them identify the reform leaders in these cities.
 - c. show what reforms were instituted.
 - d. examine and point out attitudes machine leaders exhibited toward their downfall.
5. Study the New Jersey Democratic Nominating Convention at which the machine won for governor. Discuss how this illustrates the fact that the machine controlled the electorate.
6. Have students show that the Clayton Anti-Trust Act and the creation of big business had in part circumvented the provisions of earlier legislation.
7. Student debate. Resolved: Management could have controlled the economy by meeting some of the demands of labor.
8. Have the students define the terms, "machine" and "bossism". Then give both the good and bad points of this development. Discuss if it is possible to have a "good" machine. Under what conditions

STUDENT LEARNING EXPERIENCES

study Daniel Drew, Jay Gould, and Jim Fisk. Discuss the business conduct of these men as to ethical or unethical. Discuss public reaction towards their activities. Discuss the logic of the "Business Ethic" to justify their actions.

read some of the Supreme Court briefs dealing with trusts and the regulation of monopolies. (Illinois, Peik v. the C & NW, and Wabash Railroad v. Illinois might be useful) Have them compare the policies expressed by the court with those expressed in some of the writings of Carnegie, Vanderbilt, etc. See if they seem to reflect the same values.

Some capable students that industrialists of this period often used state corporate laws to circumvent federal legislation, and conversely used the "due process" clause of the constitution to circumvent state legislation. Have them seek out actual situations to support this contention.

Assign student committees to study the city governments of New York, Chicago, Cleveland, St. Louis, etc., about the turn of the century in order to analyze the effects of reform.

Have them identify the political machine and leaders.

Have them identify the reform leaders in these cities.

Have them identify what reforms were instituted.

Have them identify and point out attitudes machine leaders exhibited in regard to reform that contributed to their downfall.

Have them study the Jersey Democratic Nominating Convention at which Woodrow Wilson won the democratic nomination.

Discuss how this illustrates the fact that those in power must be aware of the wishes of the people.

Have them show that the Clayton Anti-Trust Act and the creation of the F. T. C. were necessary because trusts had in part circumvented the provisions of earlier regulatory laws.

Resolution: Resolved: Management could have controlled the labor movement had it been willing to meet the demands of labor.

Have them define the terms, "machine" and "bossism". Have them give examples of these in action and discuss the good and bad points of this development. Have them debate or discuss whether or not it would be possible to have a "good" machine. Under what conditions might a machine be formed?

| CONCEPTS | UNDERSTANDING |
|--|---|
| IV. The concern of governments for the welfare of their citizens will vary in time and in process. | <ol style="list-style-type: none">1. The graduated income tax was conceived to reduce the costs of government.2. Farmers supported inflation of the money to solve their own problems.3. Regulation and control of the economy developed a greater sense of responsibility among the people.4. The conservation movement can best be described as a conservation movement.5. The ideal of progressive democracy should benefit all the people rather than just a few; that democracy should insure social as well as political freedom. |

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UNDERSTANDINGS

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1. The graduated income tax was conceived as a means of equalizing the costs of government.
2. Farmers supported inflation of the currency as a solution to their own problems.
3. Regulation and control of the economy came as political leaders developed a greater sense of responsibility for the welfare of the people.
4. The conservation movement can best be understood as a reform movement.
5. The ideal of progressive democracy was that America's opportunities should benefit all the people rather than a privileged few, and that democracy should insure social and economic justice as well as political freedom.

STUDENT LEARNING EXPERIENCES

1. Trace the development of taxation in the U. S. Try to justify this
2. Have students study the economic equation of exchange, $MV=PT$, to help understand inflationary monetary policy. (A good source is Harry W. Heckman, ed., Rand McNally & Company. Chicago, 1963. pp. 64-69.)
3. Prepare a student debate on the issue of free coinage of silver, taking the position of Big Business.
4. Have students use Teddy Roosevelt and Taft as illustrations of how regulatory legislation which had gone unused in previous periods.
5. Have students trace Robert LaFollette's success in making Wisconsin a more democratic government for the people, including the Negro citizens.
6. Support or attack the position that conservation of natural resources was a major concern of the 20th century.
7. What special groups or interests were represented in the leadership of the Progressive movement? What kinds of opposition this leadership had to overcome. (Materials - Logan and Cohen; also use the Kerner report.)
8. Have the students trace the rise of William Jennings Bryan as a champion of the political, economic and social tenets.
9. Have students read a "Muckraker" novel (or portion of a "Muckraker" novel) which reflected needed social, economic, or political reforms. Also, read the novel in 1965 and the Chicago and Cleveland riots in 1966. Determine if the novel reflected the conditions which face the country. Discover which accounts for the fact that, in spite of numerous reforms, the country seems to face many of the same problems.

STUDENT LEARNING EXPERIENCES

the development of taxation in the U. S. Try to justify this in terms of our commitment to democracy. Students study the economic equation of exchange, $MV=PT$, to help them understand farm support of an ordinary monetary policy. (A good source is Harry W. Heckman. The Economics of American Living. 2nd ed McNally & Company. Chicago, 1963. pp. 64-69.)

conduct a student debate on the issue of free coinage of silver, taking the position of the farmer versus Big Business.

Students use Teddy Roosevelt and Taft as illustrations of how responsible political leaders enforced primary legislation which had gone unused in previous periods.

Students trace Robert LaFollette's success in making Wisconsin government more responsive to the demands of the people, including the Negro citizens.

Discuss the position that conservation of natural resources could not begin until around the turn of the 20th century.

Which social groups or interests were represented in the leadership of the conservation movement? Illustrate the opposition this leadership had to overcome. (Materials - Pages 255-256 in The American Negro by J. Morgan Kousser; also use the Kerner report.)

Students trace the rise of William Jennings Bryan as a champion of the common man. Detail his political, economic and social tenets.

Students read a "Muckraker" novel (or portion of a "Muckraker" novel) in terms of the way in which it depicted the need for social, economic, or political reforms. Also, read contemporary accounts of the Watts riots and the Chicago and Cleveland riots in 1966. Determine if there is a correlation between the two. Which accounts for the fact that, in spite of numerous reform movements, each succeeding generation faces many of the same problems.

CONCEPTS

- V. Societies develop laws and sanctions in order to regulate themselves.
1. Informed sub-groups w
lus for reform.
 2. The attempt during th
but only to bring it
government.
 3. Most regulatory legis
enterprise.
 4. There is usually a la
imposition of sanctio
 5. The severity of sanct
attached to a given a

UNDERSTANDINGS

- laws and sanctions in themselves.
1. Informed sub-groups within the society provided much of the stimulus for reform.
2. The attempt during this period was not to eliminate monopoly, but only to bring it under the control and regulation of the government.
3. Most regulatory legislation grew out of the abuses of private enterprise.
4. There is usually a lag between legislation enacted and the imposition of sanctions to enforce it.
5. The severity of sanctions depends upon the degree of importance attached to a given act by a society at a given point in time.

STUDENT LEARNING EXPERIENCES

1. Have students select at least one of the well-known Muckraker works to read. selection and hand in reports based upon the following points:
 - a. To whom was the book intended to appeal, and did it in fact appeal to them up their cause?
 - b. What demands for reform did it make, and why?
 - c. Did it focus on any particular group or kind of activity?
 - d. Can the book be linked to any particular reform movement?On the basis of the reports submitted, have a committee tabulate the results and identify common elements, trends, techniques, etc., of:

Lincoln Steffens. Shame of the Cities.
Ida Tarbell. The History of the Standard Oil Company.
Frank Norris. The Octopus.
Upton Sinclair. The Jungle.
2. Study the movement for Women's Suffrage both as an outgrowth of the general reform example of leadership by an informed, determined sub-group.
3. Have all members of the class do research, for background material, on abuses in industries, and on regulation enacted to correct these abuses. Then, either as an entire class, or appoint committees to visit the following:
 - a. Oscar Mayer
 - b. Madison Drug Company
 - c. The University of Wisconsin Medical School
 - d. State and city health departmentsHave them report back to the class on present day practices in each of these areas and in effect.
4. Student debate. Resolved: "Monopolies are in the public interest." Be sure to bring toward the regulation of monopolies is clearly brought out.
5. Study the Civil Rights Act of 1875. Determine what provisions were made for the enforcement. Trace the evolution of Civil Rights legislation from that time to the present, noting the lag between the legislation enacted and the provisions made to enforce it. (Plessy v. Ferguson, 1896; Sweatt v. Painter, 1950; Brown v. Board of Education, 1954; and Civil Rights legislation debated and enacted in 1966.) (Materials - Pages 214-216, 249-251, 253-254, 259-260 in The American Negro by Logan and Cohen, pages 129, 135-138, 145-147, 148-152 in The Negro Struggle for Equality in the Twentieth Century by Ames, pages 141-144, 169-173 in The Negro in American Life by Wade.)
6. Study sanctions imposed on income tax evaders during the period being studied and explain how the sanctions have changed and explain what accounts for this change. Be sure to include the periods. (A study of the numbers of people paying taxes in both periods might be helpful.)
7. Report on the practices used by Southern whites to achieve segregation and discrimination. (Materials - Pages 127-129, 136-138 in The American Negro by Logan and Cohen, Struggle for Equality in the Twentieth Century by Ames.)

STUDENT LEARNING EXPERIENCES

ad. select at least one of the well-known Muckraker works to read. Each student would read his and in reports based upon the following points:

to th was the book intended to appeal, and did it in fact appeal to this group? What groups took cause?

ands for reform did it make, and why?

ocus on any particular group or kind of activity?

ook be linked to any particular reform movement?

lts of the reports submitted, have a committee tabulate the results of the reports and try to elements, trends, techniques, etc., of:

ens. Shame of the Cities.
The History of the Standard Oil Company.
The Octopus.
The Jungle.

al re ment for Women's Suffrage both as an outgrowth of the general reform movement, and as an ership by an informed, determined sub-group.

uses cs of the class do research, for background material, on abuses in the meat packing and drug her s on regulation enacted to correct these abuses. Then, either arrange field trips for the or appoint committees to visit the following:

ver
Drug Company
University of Wisconsin Medical School
city health departments

ese a rt back to the class on present day practices in each of these areas, and on regulations now

sure . Resolved: "Monopolies are in the public interest." Be sure that the government's position ilation of monopolies is clearly brought out.

for t L Rights Act of 1875. Determine what provisions were made for the enforcement of this law. sent, tion of Civil Rights legislation from that time to the present, being always mindful of the . (P e legislation enacted and the provisions made to enforce it. (Pay particular attention to cation ussen, 1896; Sweatt v. Painter, 1950; Brown v. Board of Education, 1954; the Civil Rights Act erial ivil Rights legislation debated and enacted in 1966.) (Materials - Pages 115, 138-140, 210, en, p 51, 253-254, 259-260 in The American Negro by Logan and Cohen, pages 35-39, 87, 90-100, 126- Twent 145-147, 148-152 in The Negro Struggle for Equality in the Twentieth Century by Ames, pages 73 in The Negro in American Life by Wade.

died s imposed on income tax evaders during the period being studied and today. Illustrate how sure ave changed and explain what accounts for this change. Be sure to cite examples from both might tudy of the numbers of people paying taxes in both periods might be useful.)

d dis practices used by Southern whites to achieve segregation and disenfranchisement of Negroes. hen, ges 127-129, 136-138 in The American Negro by Logan and Cohen, pages 16-22 in The Negro quality in the Twentieth Century by Ames.)

| CONCEPTS | UNDERSTANDING |
|--|--|
| <p>VI. Historical leadership results from the interplay of events and personalities.</p> | <ol style="list-style-type: none"> 1. Third parties are sometimes formed of strong leaders when these needs the existing structure. 2. Social and political reform during dynamic leadership. 3. Reform in civil service was initiated by leaders who reacted against the situation. 4. To be effective, a political leadership in the minds of the public. 5. Even though he has created this impression, he is unsuccessful if he fails to identify the majority of the people. |
| <p>II. Political institutions within a society are subject to either evolutionary or revolutionary change.</p> | <ol style="list-style-type: none"> 1. Third parties can develop because of the major parties or in response to the needs of either of the major parties. 2. Political reform on the national level is difficult to achieve because of vested interests, spoils, and a disinterested public. 3. Reform legislation grew out of a demand that was only possible, but were in fact a part of a democratic system of government. 4. Conflict is a necessary element of political life; it can only be purchased at the expense of stability. 5. Reform during this period was conservative in nature. |

UNDERSTANDINGS

results from
ts and person-

1. Third parties are sometimes formed to satisfy the needs or desires of strong leaders when these needs or desires cannot be met within the existing structure.
2. Social and political reform during this period was effected through dynamic leadership.
3. Reform in civil service was initiated by concerned political leaders who reacted against the spoils system and political corruption.
4. To be effective, a political leader must create an image of leadership in the minds of the public.
5. Even though he has created this image, a political leader will be unsuccessful if he fails to identify with the interests of a majority of the people.

within a
to either
utionary

1. Third parties can develop because of factionalism within one of the major parties or in response to minority needs not considered by either of the major parties.
2. Political reform on the national, state, and local level was difficult to achieve because of vested interest groups, patronage, spoils, and a disinterested public.
3. Reform legislation grew out of a demand to correct abuses that not only were possible, but were in fact occurring, under our democratic system of government.
4. Conflict is a necessary element of change. Gain for the majority can only be purchased at the expense of the few.
5. Reform during this period was conservative, rather than radical, in nature.

STUDENT LEARNING EXPERIENCES

1. Have students trace the origins and exploits of the "Bull Moose" party with special emphasis on the reforms it has formed.
 2. Study the leadership roles played by Roosevelt, Taft, and Wilson in obtaining reform.
 3. As students study civil service reform, have them analyze the extent to which it was quickened the implementation of this reform. They may wish to relate this to the assassination of President Kennedy.
 4. Study the "leadership image" of Teddy Roosevelt as it developed in the minds of the public. This image was created and what factors helped to sustain it. Point out some of these factors which you can identify.
 5. Study William J. Bryan's image as a leader. Discuss the characteristics of leadership and discuss why he failed to identify with majority opinion. Students should arrive at a clear interrelationship of leadership characteristics and identification of public will.
 6. Research the policies and statements concerning the status of the Negro in American administration from Hayes through Wilson. Develop a time line including many of these statements. (Materials - Pages 124, 129, 131-133, 138-139, 154-155, 166-168 in The American Negro by Logan, pages 35-40 in The Negro Struggle for Equality in the Twentieth Century by Cohen)
-
1. Study the Greenback and Populist Parties in terms of the reasons for their formation and the Populist Party and Negro interests - Pages 133-136 in The American Negro by Logan.
 2. Analyze the changes taking place in education in the early years of the century (education of the "whole child", vocational and technical education, etc.) Determine why these changes were so slow in coming and what forces were at work to inhibit change.
 3. Pose this question to your students. "What abuses are possible under a democratic government and what procedures are available to us to correct these abuses?" In applying this question to the period under study, particular attention might be directed at the movement for reform.
 4. Analyze the labor movement during this period for elements of conflict, both violent and non-violent. Show gains made by labor and explain at whose expense the gains were made.
 5. Have students prepare a panel discussion to compare and contrast the social, political, and economic changes taking place in the United States with other reform movements occurring elsewhere during this period.
 6. Have students define conservative and liberal, reactionary and radical. Discover the meaning of change in time and have them apply their definitions to the reform which occurred during this period.

STUDENT LEARNING EXPERIENCES

trace the origins and exploits of the "Bull Moose" party with special emphasis on why it was leadership roles played by Roosevelt, Taft, and Wilson in obtaining regulatory legislation. Study civil service reform, have them analyze the extent to which the assassination of Garfield implementation of this reform. They may wish to relate this to the legislation considered as the assassination of President Kennedy.

Leadership image" of Teddy Roosevelt as it developed in the minds of the public. Explain how it was created and what factors helped to sustain it. Point out some of the criteria of leadership and identify.

J. Bryan's image as a leader. Discuss the characteristics of leadership shown by Bryan and how he failed to identify with majority opinion. Students should arrive at an understanding of the relationship of leadership characteristics and identification of public wishes.

Policies and statements concerning the status of the Negro in America of each presidential administration from Hayes through Wilson. Develop a time line including many of these policies and statements - Pages 124, 129, 131-133, 138-139, 154-155, 166-168 in The American Negro by Logan and 15-40 in The Negro Struggle for Equality in the Twentieth Century by Ames.

Grain and Populist Parties in terms of the reasons for their formation. (Materials on the Grain and Negro interests - Pages 133-136 in The American Negro by Logan and Cohen.)

Changes taking place in education in the early years of the century. (Life adjustment, the "whole child", vocational and technical education, etc.) Determine why these changes came about and what forces were at work to inhibit change.

Present this information to your students. "What abuses are possible under a democratic form of government, and what measures are available to us to correct these abuses?" In applying the discussion to the study, particular attention might be directed at the movement for women's suffrage.

Labor movement during this period for elements of conflict, both violent and non-violent. Explain the gains by labor and explain at whose expense the gains were made.

Prepare a panel discussion to compare and contrast the social, political and economic reform movements in the United States with other reform movements occurring elsewhere in the world during this period.

Define conservative and liberal, reactionary and radical. Discover if these definitions apply to the reform and have them apply their definitions to the reform which occurred at this time.

CONCEPTS

UNDERS

VIII. Societies must devise means of distributing political power.

1. Political parties consist of either because they think a cal matters, or to achieve "thinking" is conditioned.
2. Both the "in" and "out" par
3. Under our two-party system, party results in control of opposition.
4. The initiative, referendum, people at the local level o elected officials.

STUDENT LEARNING EXPERIENCES

1. Have students study the "Issues" presented by the major parties during the election. Determine which of the issues presented were the result of conditioned thinking. Analyze the appeal of each to his party, as presented by John Kennedy in the first chapter of his Profiles in Power. Determine the degree to which this represents conditioned thinking.
2. Study the organization of a political party in detail in order to determine its operation.
3. Have students study the methods of operation of both "in" and "out" parties to determine the methods of each and what techniques each uses to either maintain or regain power. Apply these techniques to the operation of the "Bull Moose" Party and the election of the Democrat Wilson.
4. Study the election of 1912 to see how the split within the Republican Party led to the election of the "Bull Moose" Party and the election of the Democrat Wilson.
5. Have students analyze the rationale behind the enactment into law of the initiative and referendum. Discover to what purposes men such as LaFollette intended this legislation to be used. Determine in fact, the legislation produced the desired effect. Comment on reasons for its success or failure.
6. Have students compare and contrast political parties and vested interest groups. Determine the methods of each and what techniques each uses to either maintain or regain power. Look at the concepts of "policy" and "power" in relation to these two institutions.
7. Study the question of party discipline and determine if students feel that a hierarchical structure is desirable. (Compare political parties in the U. S. and Great Britain.)
8. An election could be re-enacted to show structure of a political party and how it operates. (1892, 1896, and 1912 are good years to use as the problem of the class into parties; do research and any other desirable work on party structure.)

STUDENT LEARNING EXPERIENCES

Students study the "Issues" presented by the major parties during the elections of this period to determine what of the issues presented were the result of conditioned thinking. Analyze the politician's allegiance to a party, as presented by John Kennedy in the first chapter of his Profiles in Courage, in terms of the type of thinking which this represents conditioned thinking.

Students study the organization of a political party in detail in order to determine its unique features and modes of operation.

Students study the methods of operation of both "in" and "out" parties to determine the primary function of each and what techniques each uses to either maintain or regain power. Apply specifically to this period the election of 1912 to see how the split within the Republican Party led to both the formation of the "Progressive" Party and the election of the Democrat Wilson.

Students analyze the rationale behind the enactment into law of the initiative, referendum, and recall. Determine what purposes men such as LaFollette intended this legislation to be applied, and whether or not, the legislation produced the desired effect. Comment on reasons for its failure or success.

Students compare and contrast political parties and vested interest groups. Specifically, have them determine the concepts of "policy" and "power" in relation to these two institutions.

Students question the question of party discipline and determine if students feel that a highly disciplined party is desirable. (Compare political parties in the U. S. and Great Britain in this regard.)

Students could be re-enacted to show structure of a political party and how political issues are handled in a given election. (1892, 1896, and 1912 are good years to use as the problem of third parties arises) Divide students into parties; do research and any other desirable work on party structure; then proceed.

124- UNIT III CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

LANGUAGE ARTS CORRELATION

Approach

This political unit in history can be correlated with English by a unit on parliamentary procedure: discussing plans and problems.

1. T
- b
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2. P
- f
- t
3. R

Sources

1. Texts
Blumenthal and others, The English Language 9, Chapter 4
Stegner and others, Modern Composition 9, Chapter 13
2. Record
Election Songs of U.S., Educational Record Sales

Student Activities

1. Organize the class into political parties. Using the election of 1896, prepare party platforms, campaign speeches, news stories, party publicity posters. After presenting this material, hold a mock election.
2. Using Robert's Rules of Order, discuss several political issues from this period in history such as: monetary policy, railroad regulations, pure food and drug legislation, corruption in government, and labor organization.
3. Have students analyze the elections of 1916 and 1964 to determine the crucial issues and to compare and contrast them.

IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

PTS CORRELATION

SKILLS TO BE DEVELOPED

History can be correlated with English
 ary procedure: discussing plans and

1. The process by which people conduct business is called parliamentary procedure.
2. Promote order and efficiency to allow for the rule of the majority and protect the rights of the minority.
3. Rules of speech etiquette.

ers, The English Language 9, Chapter 4
 , Modern Composition 9, Chapter 13

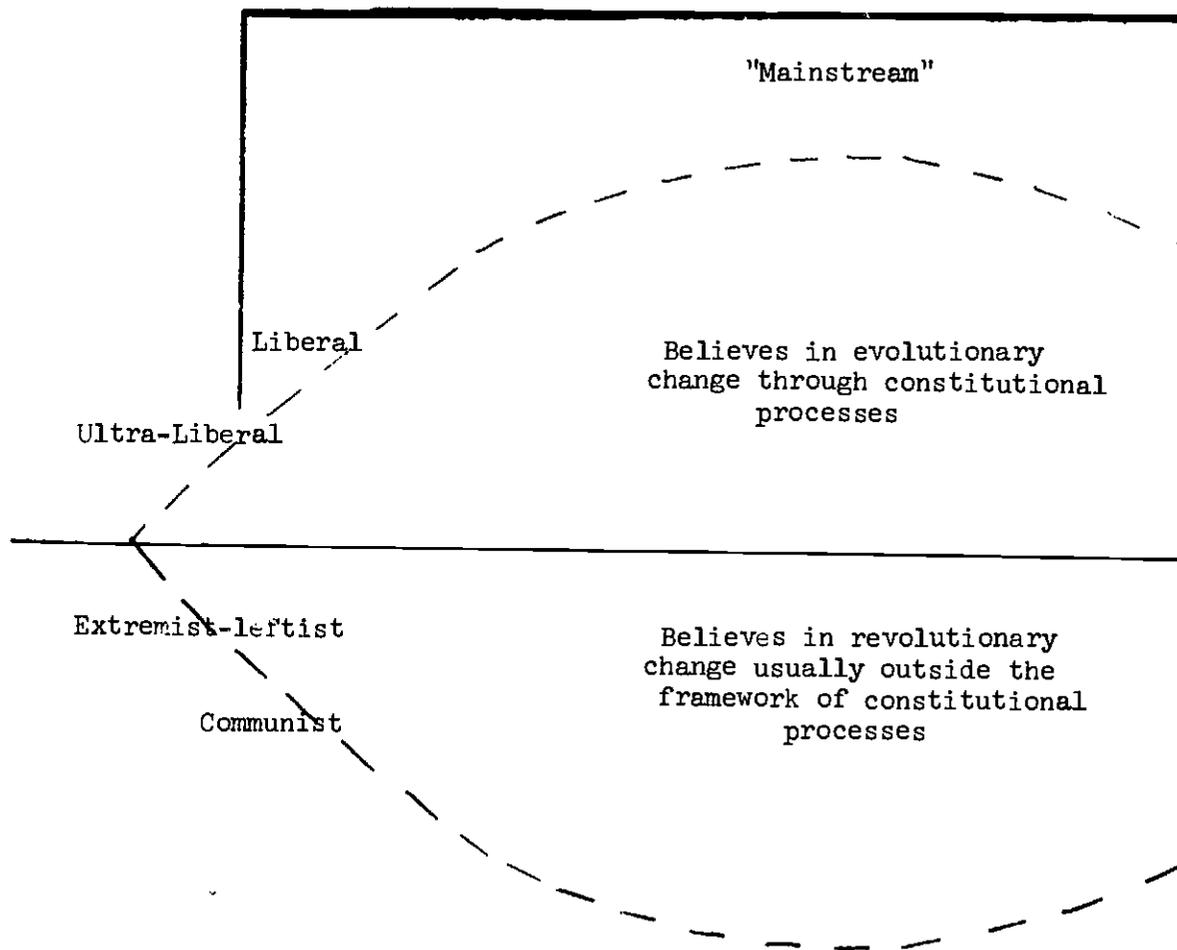
U.S., Educational Record Sales

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 prepare party platforms, campaign
 ries, party publicity posters. After pre-
 ial, hold a mock election.
ts of Order, discuss several political
 eriod in history such as: monetary
 egulations, pure food and drug legis-
 in government, and labor organization.
 ze the elections of 1916 and 1964 to
 al issues and to compare and contrast

UNIT III CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

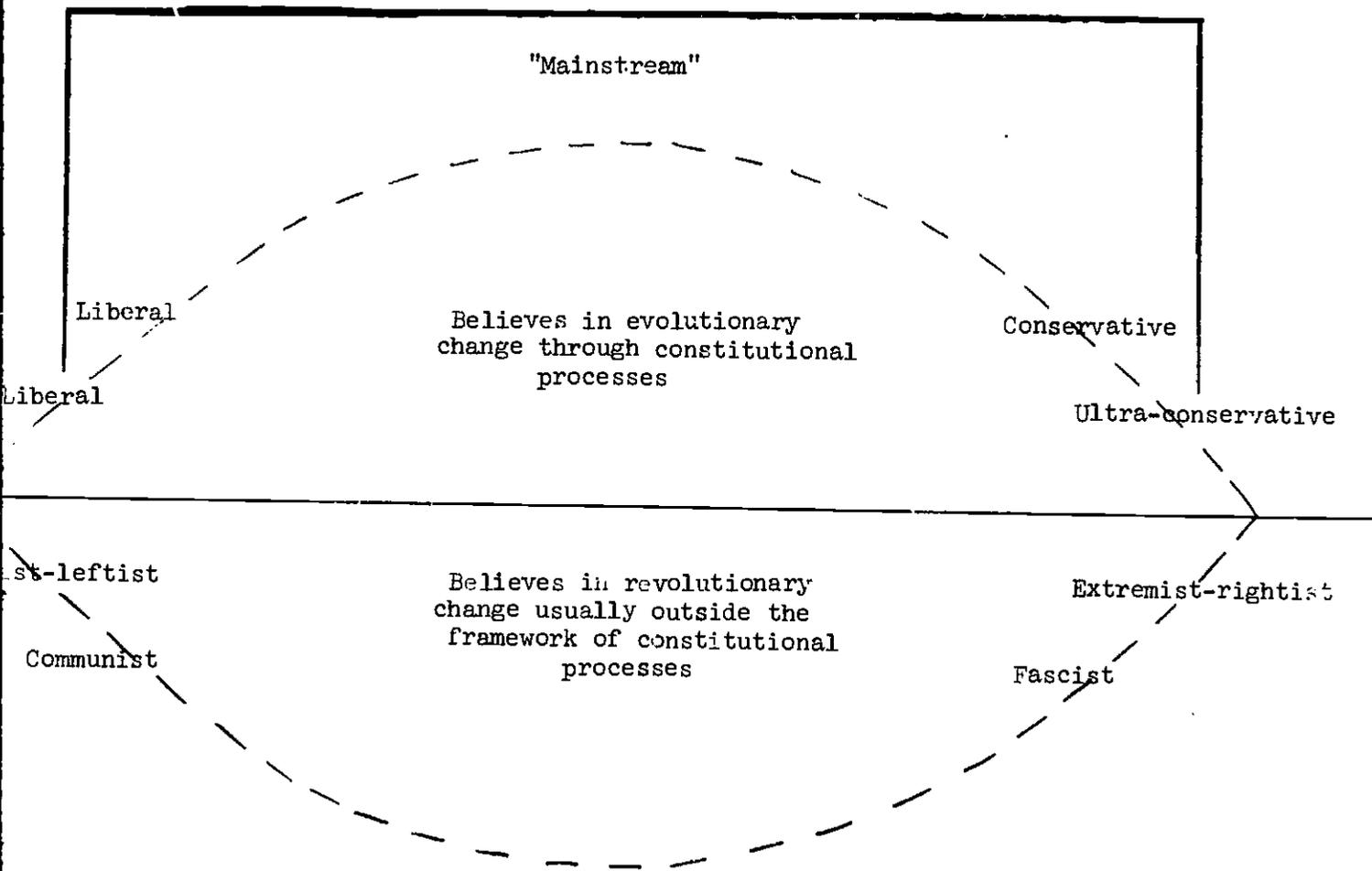
DEPTH OPPORTUNITIES

With political divisions arising in the late nineteenth century within and protest being expressed through third parties, this is an appropriate time such concepts as political right and left and to develop the continuum expressi



TIES

ical divisions arising in the late nineteenth century within and between the two major parties, being expressed through third parties, this is an appropriate time for the students to investigate the political right and left and to develop the continuum expressing political points-of-view.



126- UNIT III CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

DEPTH OPPORTUNITIES (continued)

Each student should define the "pool" and the "trust" and compare the

1. Reasons for their creations.
2. Objections to their use.
3. Methods used by government, state and federal, for their control.
4. Effectiveness of control measures.

Assign one of the following to each class member:

1. Take the position of an editor in the election of 1896. In the idea of free coinage of silver at the ratio of sixteen to one.
2. A person who is talented in the speech arts should paraphrase the "Gold" speech. Then the students, in a class discussion, should show their ability to influence their vote for or against free silver.
3. Assign individual reports on the following:
Oliver H. Kelly and the Grangers
James B. Weaver and the Populist
William Jennings Bryan and the Democrats
4. Take the position of a Southern Negro farmer, a Southern politician, and explain in each case how they reacted to the Populist in a common cause.

Each student should develop the essential characteristics of one of the following: Roosevelt and "The New Nationalism", William Howard Taft and "The Mantle of "The New Freedom". In a short paper he should consider the following:

1. Influence encouraging or restricting change.
2. Presidential leadership and special legislation in the areas:
 - a. business regulation
 - b. rights of labor
 - c. farm problems
 - d. conservation
 - e. immigration
 - f. tariff
3. Areas of American life which were largely ignored in this period compared with problems being agitated today.

To provide greater variety and depth experience for the students, it may be utilized. These may be used merely for individual enrichment or they may be used in class.

Pertinent readings are:

1. Starr, Todd, Curti, Living American Documents.
2. Commanger and Nevins, The Heritage of America.
3. Angle, American Reader.

GOVERNMENT AND POLITICAL LIFE, 1877-1920

(continued)

Define the "pool" and the "trust" and compare them with reference to:
their creations.
to their use.
d by government, state and federal, for their control.
ss of control measures.

Following to each class member:

Position of an editor in the election of 1896. In an editorial, attack or support
free coinage of silver at the ratio of sixteen to one.

talented in the speech arts should paraphrase William Jennings Bryan's "Cross of
n. Then the students, in a class discussion, should analyze the speech in terms of its
influence their vote for or against free silver.

Individual reports on the following:

Kelly and the Grangers

Weyer and the Populist

William Jennings Bryan and the Democrats

Position of a Southern Negro farmer, a Southern political leader, a poor Southern white,
In each case how they reacted to the Populist invitation to the Negro to join them in
cause.

Develop the essential characteristics of one of these administrations: Theodore
"Nationalism", William Howard Taft and "The Mantle of Succession", Woodrow Wilson. and
short paper he should consider the following:

encouraging or restricting change.

leadership and special legislation in the areas of:

regulation

of labor

problems

ation

ation

American life which were largely ignored in this period of social protest should be com-
problems being agitated today.

variety and depth experience for the students, it is suggested that primary sources
used merely for individual enrichment or they may be shared with the class.
re:

Curti, Living American Documents.

and Nevins, The Heritage of America.

American Reader.

The following activities, which may be used as individual or group projects, a critical analysis, summarizing ability, and research techniques.

1. Indicate what action the Federal Reserve Bank system can take which is extremes of inflation and deflation. Relate these to financial problems.
2. Explain the nature of the money supply in use in the United States.
3. Examine the Federal Reserve System with special reference to the following:
 - a. monetary policy
 - b. a flexible money supply
 - c. credit policy

In order to help the student to sense the revolutionary impact of new methods and labor, have the student complete the following outline:

- I. Changes in industry
 - A. New inventions
 - B. New industries
 - C. New methods of production
- II. Changes in agriculture
 - A. Increase in markets
 - B. Mechanization
 - C. Influence of science
 - D. Federal Aid
 - E. Farm life
- III. Effects on labor
 - A. State legislation
 - B. Attitude of courts
 - C. Federal legislation

INSTRUCTIONAL MATERIALS

1. Supplementary Reading

- Acheson, Patricia C., The Supreme Court: America's Judicial Heritage
- Black, Charles L., Jr., The People and the Courts: Judicial Review in a Democracy
- Kennedy, John F., Profiles in Courage
- Rossiter, Clinton, Parties and Politics in America
- Rossiter, Clinton, Conservatism in America
- Lipset, Seymour, Political Man: The Social Bases of Politics
- Hinderaker, Ivon, Party Politics
- Burns, James M., The Deadlock of Democracy: Four Party Politics in America
- David, Paul T., Goldman, Ralph, Blain, Richard, The Politics of National Party Conventions
- Allen, Frederick L., The Great Pierpont Morgon
- Allen, Frederick L., The Lords of Creation
- Buck, Solon J., The Agrarian Crusade
- Faulkner, H. and Starr, Mark, Labor in America
- Hays, Samuel P., The Response to Industrialism
- Holbrook, Stewart H., The Age of the Moguls
- Howard, Robert W., This is the West
- Leech, Margaret, In the Days of McKinley
- Lynch, Denis T., The Wild Seventies
- Ne vins, Allan, The Emergence of Modern America, 1865-1878
- Schlesinger, Arthur H., The Rise of the City, 1878-1898
- Gras, Norman and Larson, Henrietta, Casebook in American Business History
- Hacker, Louis, The Shaping of American Tradition
- Heffner, Richard D., A Documentary History of the U.S.
- Hotstadter, Richard, The Age of Reform: From Bryan to F.D.R.
- Holbrook, Stewart, Dreamers of the American Dream
- Morris, Richard B., Encyclopedia of American History
- Commager, H.S., Document of American History
- Cronen, Johnson, & Dunn, A Documentary History of the American People
- Faulkner, H.U., Quest
- Swisher, C.B., America
- Angle, Paul M., The Am
- Binkley, W.E., America
- Natural History
- Commager, H.S., and Ne
- America
- Davidson, Marshall B.,
- Ewing, C., Presidential
- Franklin D. Roose
- Faulkner, Harold U., Am
- Allen, Frederick L., Si
- Allen, Frederick L., Th
- Andrews, Wayne, The Aut
- Burns, MacGregor J., Re
- Catton, Bruce, U.S. Gra
- Tradition
- Cronston, Ruth, Woodrow
- Dodd, William E., Woodr
- Hagedorn, Hermann, The
- Hatch, Alden, Edith Bol
- Hatch, Alden, Woodrow W
- Johnson, Gerald W., Woo
- Josephson, Matthew, The
- Link, Arthur S., Woodro
- McAddo, Eleanor, The Wo
- Norman, Charles, John M
- Putnam, Carleton, Theod
- Rils, Jacob A., Theodor
- Steinberg, Alfred, Wood
- Thomas, Henry, Ulysses
- White, Dale, Gifford Pi
- White, William S., The
- Gosnell, H.F., Boss Pla
- Study of the Polit
- Platt, Theodore Ro
- Orth, Samuel P., The Bo
- Bradford, Gamaliel, Ame
- Eggleston, Edward, The

INSTRUCTIONAL MATERIALS

- Quest for Social Justice
 Swisher, C.B., American Constitutional Development
 Angle, Paul M., The American Reader
 Binkley, W.E., American Political Parties: Their
 Natural History
 Commager, H.S., and Nevins, Allan, The Heritage of
 America
 Davidson, Marshall B., Life in America
 Ewing, C., Presidential Elections: From Lincoln to
 Franklin D. Roosevelt
 Faulkner, Harold U., American Economic History
 Allen, Frederick L., Since Yesterday
 Allen, Frederick L., The Big Change: 1900-1950
 Andrews, Wayne, The Autobiography of Theodore Roosevelt
 Burns, MacGregor J., Roosevelt: The Lion and the Fox
 Catton, Bruce, U.S. Grant and the American Military
 Tradition
 Cronston, Ruth, Woodrow Wilson
 Dodd, William E., Woodrow Wilson and His Work
 Hagedorn, Hermann, The Roosevelt Family of Sagamore Hill
 Hatch, Alden, Edith Bolling Wilson
 Hatch, Alden, Woodrow Wilson
 Johnson, Gerald W., Woodrow Wilson
 Josephson, Matthew, The Politicos, 1865-1896
 Link, Arthur S., Woodrow Wilson and the Progressive Era
 McAddo, Eleanor, The Woodrow Wilsons
 Norman, Charles, John Muir
 Putnam, Carleton, Theodore Roosevelt, Vol. I
 Rils, Jacob A., Theodore Roosevelt
 Steinberg, Alfred, Woodrow Wilson
 Thomas, Henry, Ulysses S. Grant
 White, Dale, Gifford Pinchot
 White, William S., The Taft Story
 Gosnell, H.F., Boss Platt and His New York Machine: A
 Study of the Political Leadership of Thomas C.
 Platt, Theodore Roosevelt, and Others
 Orth, Samuel P., The Boss and the Machine
 Bradford, Gamaliel, American Portraits, 1875-1900
 Eggleston, Edward, The Hoosier Schoolmaster

INSTRUCTIONAL MATERIALS

Lynch, Denis T., Boss Tweed: The Story of a Grim Generation
Nevins, Allan, Grover Cleveland: A Study in Courage
Norris, Frank, The Octopus
Norris, Frank, The Pit: A Story of Chicago
Twain, Mark, and Warner, C. D., The Gilded Age
G.P.O., Congressional Record
Hofstadter, Richard, Great Issues in American History
Smearingen, Rodger, Readings on Communism
United States Bureau of the Census, Historical Statistics of the U. S., Colonial Times to 1957
G.P.O., U. S. Bureau of the Census, Statistical Abstract of the United States
Woll, Peter, American Government: Readings and Cases
Anderson, William, Government in the Fifty States.
Frost, Richard T., Cases in State and Local Government

2. Films

Our Living Constitution (Coronet)
Political Parties (Coronet)
Theodore Roosevelt-American (4444, 2.25 - 26 min.) B.A.V.I.

3. Filmstrips

Theodore Roosevelt (Eye Gate) color
Theodore Roosevelt (Jam Handy) color
The Story of Theodore Roosevelt (SVE) color

ADDITIONAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT III

(All of these references may not be available in any one school library. It is suggested that the school librarian be requested to develop a bibliography of materials available which are appropriate to the unit.

REFERENCES

- Bowen, David, The Struggle Within. New York: Norton, 1965. Note effect of government and politics on the life of the Negro.
- Davis, John P., The American Negro Reference Book. Englewood Cliffs, N. J: Prentice-Hall, 1965. Pages 45-65 note the effects of government and politics on the life of the Negro. Pages 414-430 on the Negro in politics, 458-483 on protest movements, pages 484-521 on legal status of the Negro.
- Hughes, L., and Meltzer, M., A Pictorial History of the Negro in America. New York: Crown, Rev. ed. Pages 214-215 end of Reconstruction, 230-231 battle over ballots, 238-239 a precedent is set.
- Meltzer, Milton, Milestones to American Liberty. New York: Crowell, 1965. Pages 159-163 Platform of Populist Party, 170-175 T. Roosevelt's first annual message, 176-179 Wilson's first Inaugural Address.
- Rollins, C. H., They Showed the Way. New York: Crowell, 1964. Chapters on Col. Charles Young and Frederick Douglass.
- Sterling, Dorothy, and Quarles, B., Lift Every Voice. Garden City, N. Y: Doubleday, 1965. Note effect of government and politics on the life of the Negro.
- International Book Co., Historical Biographical Sketches. New York: Books, Inc., 1967. Biographies on John M. Langston, Frederick Douglass, Charles Young, Richard Greener, James W. Johnson, George W. Williams, James M. Turner, John H. Smythe, William F. Powell, Christopher Payne, John B. Rayner.

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unit

EVALUATION FOR UNIT III
(Sample Questions)

LEVEL I

Describes, defines, makes an analogy, identifies, or classifies (fact...specific)

Robert M. LaFollette was a progressive from (a) Illinois, (b) Nebraska, (c) California, (d) Wisconsin

The first serious attempt by the government to control big business was (a) Sherman Anti-Trust Act, (b) Clayton Anti-Trust Act, (c) Interstate Commerce Act, (d) Bland-Allison Act

The president whose administration was marked by corruption was (a) Cleveland, (b) Grant, (c) Lincoln, (d) Garfield

LEVEL II

Shows relationships among ideas, makes comparisons, recognizes principles

The progressive reform which most aided the city-dweller was (a) railroad reform, (b) direct election of senators, (c) Commission Plan, (d) conservation

The legislation which most directly benefited the farmer was (a) Bland-Allison Act, (b) Sherman Silver Purchase Act, (c) Interstate Commerce Act, (d) Sherman Anti-Trust Act

Of the following which is the best example of governmental corruption before 1880: (a) Spoils System, (b) Tenure of Office Act, (c) Whiskey Ring, (d) direct election of senators

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EVALUATION FOR UNIT III
(Sample Questions)

LEVEL II

LEVEL III

Usual
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Shows relationships among ideas,
makes comparisons, recognizes
principles

Usually explains, justifies,
interprets, or predicts
(theory...abstract)

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The progressive reform which most
aided the city-dweller was (a)
railroad reform, (b) direct election
of senators, (c) Commission Plan,
(d) conservation

Considering the total progressive
movement, were the reforms in the
political, social, or economic
fields the most complete and
significant? Include as many
specific examples as you can to
support your choice.

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The legislation which most directly
benefited the farmer was (a) Bland-
Allison Act, (b) Sherman Silver
Purchase Act, (c) Interstate Com-
merce Act, (d) Sherman Anti-Trust
Act

In the Sherman Anti-Trust Act,
which was for the regulation of
business, the phrase "combination
in restraint of trade" is a key
phrase. Explain how this key
phrase actually worked for the
benefit of business.

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Of the following which is the best
example of governmental corruption
before 1880: (a) Spoils System,
(b) Tenure of Office Act, (c)
Whiskey Ring, (d) direct election
of senators

Proof that political office can
be used for economic gain is best
shown by (a) Tenure of Office Act,
(b) Interstate Commerce Act, (c)
Whiskey Ring, (d) direct election
of senators. Write a paragraph
to defend your choice.

UNIT IV
AMERICAN FOREIGN RELATIONS,
1865-1920

134- UNIT IV AMERICAN FOREIGN RELATIONS, 1865-1920

OVERVIEW

The years between 1865 and 1920 marked America's rise to world leadership on the basis for a new role, but the Spanish-American War and the resulting conflict, the events which thrust America into a position of international conflict, the U.S. was committed to a greater role. America came out had not committed herself to a position of world leadership.

COMMENTARY TO THE TEACHER

This diplomatic history unit is constructed around four concepts. All were designed to focus the student's attention on the interdependence in making foreign policy, the emotional factor in decision making, and

Although the learning situations and understandings do independently been made to relate them. The task of interrelationship is left to the situations include an equal number of inductive and deductive approaches, many teaching techniques. For instance, in the section on the shrinking of the learning situations ask the student to use specific facts to analyze situations call for the use of observations to arrive discriminately situation in this section asks the student to make inferences from a develop each situation to an understanding and relate at the end, or understanding and directly to the inferential stage, relating the con

When studying the situations in the concept dealing with emotional reactions to chastise the U.S. for decisions based on emotionalism. A positive indicates that the emotionalism should be considered not as an isolated student should develop a greater respect for rational decision making

FOREIGN RELATIONS, 1865-1920

1865 and 1920 marked America's rise to world leadership. Its economic growth provided a new role, but the Spanish-American War and the resultant acquisition of an overseas empire which thrust America into a position of international power. With the entry into a world war, America was committed to a greater role. America came out of the war as the greatest power, yet she placed herself to a position of world leadership.

TEACHER

This story unit is constructed around four concepts. All of the situations and understandings focus the student's attention on the interdependence of world regions, the power structure and foreign policy, the emotional factor in decision making, and the complexity of historical events.

Each of the situations and understandings do independently focus on the concepts, no attempt has been made to interrelate them. The task of interrelationship is left to the teacher. Since the learning situations contain an equal number of inductive and deductive approaches, there is enough flexibility to allow for various techniques. For instance, in the section on the shrinking world or interdependent world, two situations ask the student to use specific facts to arrive at a generalization, while other situations ask for the use of observations to arrive discriminately at the generalization. Still another situation asks the student to make inferences from a generalization. Thus, the teacher may choose to move directly to an understanding and relate at the end, or he may develop each situation to an understanding directly to the inferential stage, relating the concepts as he proceeds.

In situations in the concept dealing with emotional reasoning, the student may be tempted to make decisions based on emotionalism. A positive approach is suggested where the teacher should consider emotionalism not as an isolated event but as part of the times. The teacher should develop a greater respect for rational decision making.

AMERICAN FOREIGN RELATIONS, 1865-1920

- I. Overseas Economic Expansion
 - A. Pacific
 - B. Far East
 - C. Caribbean

- II. Imperialistic Beginnings
 - A. The New Manifest Destiny
 - B. Spanish-American War

- III. United States as a World Power
 - A. Imperialism
 - B. World War Neutrality
 - C. World War I
 - D. Wilson and the League of Nations

136- UNIT IV AMERICAN FOREIGN RELATIONS, 1865-1920

| CONCEPTS | UNDERSTANDINGS |
|--|--|
| I. Ours is a shrinking world; however, the effect of space and distance is related to the technology of a society. | <ol style="list-style-type: none">1. The rapid industrial expansion of the U.S. new foreign markets .2. Foreign markets led to a greater realization3. American expansion in the Pacific prior to result of commercial enterprises and the search of new materials.4. Americans saw investment opportunity and took advantage of Latin America. |

UNDERSTANDINGS

U.S. industrial expansion of the U.S. caused a demand for
foreign markets.

ization markets led to a greater realization of interdependence.

or to expansion in the Pacific prior to 1898 was mostly a re-
commercial enterprises and the search for new sources
of materials.

and t saw investment opportunity and trade expansion in
America.

1974

STUDENT LEARNING EXPERIENCES

1. Using statistical tables of the U.S. export-import trade balances, explain the the 1870's from a prior excess of imports to an excess of exports for all but
2. From James Michener's novel Hawaii, report on American settlement in Hawaii.
3. Report on the Pan American Union: its reasons for beginning, its development,
4. Find examples of territorial expansion to support Albert J. Beveridge's statement that "the world are making more than the American people can use. . . the trade of the world m
5. Determine what domestic economic conditions influenced the demand for world ma
6. Label on a world map the Pacific islands used as naval coaling stations, and t of Roosevelt's "Great White Fleet."
7. Research Captain A.T. Mahan's theory concerning naval and world power from his Power on History.
8. Using statistical tables, determine the percentage of increase of exports from why American businessmen continued to utilize foreign markets in spite of subm types of goods were being exported.
9. Illustrate how the Algeiras Conference departed from the Monroe Doctrine and Discover how Taft carried out this policy and in what way Wilson agreed.

STUDENT LEARNING EXPERIENCES

al tables of the U.S. export-import trade balances, explain the reasons for the change after a prior excess of imports to an excess of exports for all but 3 years (1888, 1889, 1893) since. Hermer's novel Hawaii, report on American settlement in Hawaii.

an American Union: its reasons for beginning, its development, and its function.

territorial expansion to support Albert J. Beveridge's statement in 1897, "American factories than the American people can use. . . the trade of the world must and shall be ours."

domestic economic conditions influenced the demand for world markets in the 1890's.

map the Pacific islands used as naval coaling stations, and trace the round-the-world cruise "Great White Fleet."

A.T. Mahan's theory concerning naval and world power from his book The Influence of Sea

al tables, determine the percentage of increase of exports from 1910 to 1918 to relate them to businessmen continued to utilize foreign markets in spite of submarine warfare. Discover what were being exported.

the Algeciras Conference departed from the Monroe Doctrine and how T. Roosevelt justified this. What carried out this policy and in what way Wilson agreed.

138- UNIT IV AMERICAN FOREIGN RELATIONS, 1865-1920

| CONCEPTS | UNDERSTANDINGS |
|--|--|
| II. Societies must devise means of distributing political power. | <ol style="list-style-type: none">1. The status of overseas possessions has resolved; some areas have gained state independent or semi-independent.2. Congress was granted authority to over sessions.3. In the Senate a strongly entrenched mi ity's legislative program.4. While the constitution gives the Execu over foreign affairs, at times the Leg people can exert predominant influence5. The League of Nations was an effort to solution to international problems. |

STUDENT LEARNING EXPERIENCES

1. Compare and contrast the position of Aguinaldo, the Philippine rebel leader, and a national leader, in their conflict with national authority.
2. Explain the constitutional provisions for authority over foreign policy and government.
3. Evaluate the statement that "statesmanship is the science of alternatives, and to choose not between the good and the bad but between the bad and the less bad" in the foreign relations of Cleveland, McKinley, and Roosevelt.
4. Compare the U. S. policy toward (1) the Philippines (2) Hawaii (3) Alaska and (4) Puerto Rico. Why did these possessions did not progress to independence together or why they did not?
5. Stage a Senate debate on America's entry into the League of Nations. As a corollary, study the power structure of the Senate to determine how a minority can thwart a majority.
6. In the light of American foreign policy from 1877-1920, assign a panel discussion on "military preparedness is the surest way to peace."
7. Define "Big Stick Policy" and "Dollar Diplomacy". In what way is the source of these policies with regard to (1) our democratic ideals and (2) their effectiveness?
8. Explain imperialism and world power. Determine how the results of the Spanish-American War differ in these two respects. Decide if a nation can be both a world power and a neutral power.
9. Analyze President Cleveland's position on Hawaii and Venezuela by (1) collecting facts and (2) categorizing the action according to anti-imperialism, neutrality or imperialism in an essay.
10. Determine what the recognition of foreign nations consists of. Select historic instances of recognition or nonrecognition was exercised by the U. S. and determine the purpose, the outcome, and who had the power to control the situation. (e.g., Mexico)
11. Report on T. Roosevelt's actions in Panama and determine why other presidents have not done the same way.
12. Report on negotiations after World War I and analyze the position of the U. S. Determine Wilson's goals and his reasons for compromise.
13. Study the League of Nations and the United Nations and compare them as (1) peacekeeping organizations and (2) power structures.

STUDENT LEARNING EXPERIENCES

er, an of Aguinaldo, the Philippine rebel leader, and Sitting Bull, the Indian
tional authority.
ons for authority over foreign policy and governing possessions.
nd gov smanship is the science of alternatives, and that statesmen too often have
, and the bad but between the bad and the less bad." Find applications of this
ss bac of Cleveland, McKinley, and Roosevelt.
and (1) the Philippines (2) Hawaii (3) Alaska and (4) Puerto Rico. Determine why
id not to independence together or why they did not all become states.
a cor entry into the League of Nations. As a corollary activity, analyze the
jority determine how a minority can thwart a majority's legislative program.
scussi policy from 1877-1920, assign a panel discussion of the statement that
st way to peace."
ar Diplomacy". In what way is the source of power different? Evaluate
our democratic ideals and (2) their effectiveness.
r. Determine how the results of the Spanish-American War affected America
a neut a nation can be both a world power and a neutral.
lectin tion on Hawaii and Venezuela by (1) collecting facts on the situations
imper ing to anti-imperialism, neutrality or imperialism (3) supporting the choice
Foreign nations consists of. Select historical situations where
exercised by the U. S. and determine the purpose of our action, the
e purp control the situation. (e.g., Mexico)
ents ha n Panama and determine why other presidents have not exercised power in
U. S. War I and analyze the position of the U. S. in the negotiations to
eason for compromise.
peace United Nations and compare them as (1) peace-keeping organizations and

140-

UNIT IV AMERICAN FOREIGN RELATIONS, 1865-1920

| CONCEPTS | UNDERSTANDINGS |
|---|--|
| III. What people believe to be true is frequently more important than existing reality in determining their behavior. | <ol style="list-style-type: none"><li data-bbox="1270 936 1887 1006">1. Newspaper sensationalism focused A and stirred a war fever against Sp<li data-bbox="1270 1033 1887 1102">2. Some American expansionism was a r obligation to lead and tutor less-<li data-bbox="1270 1129 1887 1199">3. In the campaign for patriotic supp intolerance became an unfortunate<li data-bbox="1270 1225 1887 1319">4. A contributing factor to America's an emotional and idealistic decisio for democracy."<li data-bbox="1270 1346 1887 1456">5. American Negroes believed they wou the American life and were willing Spanish-American War and World War |

UNDERSTANDINGS

used A
st Sp
sensationalism focused America's attention on Cuba
ed a war fever against Spain.

as a r
less-
American expansionism was a reflection of a belief in an
n to lead and tutor less-developed areas.

e supp
unate
mpaign for patriotic support during World War I,
ce became an unfortunate by-product.

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ecisi
uting factor to America's entry into World War I was
nal and idealistic decision "to make the world safe
racy."

y wou
lling
d War
Negroes believed they would share in the promises of
can life and were willing to fight and die in the
merican War and World War I.

203A

STUDENT LEARNING EXPERIENCES

1. Compare the incident concerning the sinking of the U.S.S. Maine with the sinking of the USS Maine in the Cuban Civil War of 1868-78. From these incidents, determine the opinion was enraged by one and not the other.
2. Report on the journalistic careers of William Randolph Hearst and Joseph Pulitzer. Determine how each increased newspaper circulation by the means they utilized.
3. Study political cartoons in newspapers and texts to determine how the cartoonists expressed their opinions.
4. Determine the attitudes and beliefs of an American expansionist who would say "The white man's burden; you dare not do less."
5. Deduce from William H. Taft's comment "little brown brothers" what his attitudes toward Orientals were.
6. Investigate American attitudes toward Orientals from the Burlingame Treaty of 1868, the Exclusion Act of 1882, and the Gentlemen's Agreement of 1907. Attempt to see the bases for the attitudes.
7. Determine how propaganda aimed at developing patriotism can lead to intolerance.
8. Analyze World War I patriotic American slogans and music to determine the national sentiment.
9. From an investigation of British and German propaganda efforts in America find their respective effects on America's entry into war.
10. Read and evaluate Wilson's speech about making the world safe for democracy as Allied troops occupying certain parts of Russia at the end of World War I.
11. Conduct research on the treatment of German-Americans in World War I, and report on the thinking replacing good judgement.
12. Compare Stephen Crane's collection of short stories on the Spanish-American War, Splendid Little War by Frank Friedel and Roosevelt's book The Rough Riders.
13. For enrichment, have students select from:

Erich Remarque
John Dos Passos
Ford Madox Ford

All Quiet on the Western Front
Three Soldiers
Some Do Not
No More Parades
A Man Could Stand Up

- to report on World War I and participate in a panel discussing the novels in "making the world safe for democracy" and a "war to end wars".
14. Report on American Negro participation in the Spanish-American War and World War I (150-151, 162, 167-169 in The American Negro by Logan and Cohen.)

STUDENT LEARNING EXPERIENCES

erning the sinking of the U.S.S. Maine with the seizure and execution of 53 crew
essel in the Cuban Civil War of 1868-78. From these activities determine why public
e and not the other.

c careers of William Randolph Hearst and Joseph Pulitzer. Evaluate their end of
lation by the means they utilized.

in newspapers and texts to determine how the cartoonist tries to affect the reader.
nd beliefs of an American expansionist who would say "Take up the white man's
ess."

ft's comment "little brown brothers" what his attitudes and beliefs toward Filipinos

tudes toward Orientals from the Burlingame Treaty of 1868, through the Chinese
the Gentlemen's Agreement of 1907. Attempt to separate emotional and rational

aimed at developing patriotism can lead to intolerance and hysteria.

otic American slogans and music to determine the nature of the appeal.

British and German propaganda efforts in America from 1914 to 1917, determine
on America's entry into war.

s speech about making the world safe for democracy in the light of such incidents
g certain parts of Russia at the end of World War I.

reatment of German-Americans in World War I, and report on cases of emotional
udgement.

ollection of short stories on the Spanish-American War in Wounds in the Rain with
ank Friedel and Roosevelt's book The Rough Riders.

ents select from:

All Quiet on the Western Front

Three Soldiers

Some Do Not

No More Parades

A Man Could Stand Up

and participate in a panel discussing the novels in the light of Wilson's comment
e democracy" and a "war to end wars".

participation in the Spanish-American War and World War I. (Materials - Pages
The American Negro by Logan and Cohen.)

142- UNIT IV AMERICAN FOREIGN RELATIONS, 1865-1920

| CONCEPTS | UNDERSTANDINGS |
|--|--|
| IV. The causes of history are always multiple and complex. | <ol style="list-style-type: none"><li data-bbox="1219 929 1877 963">1. Evolutionary theories supported overs<li data-bbox="1219 994 1877 1061">2. America's foreign affairs from the cl the 1890's tended to be of less impor<li data-bbox="1219 1093 1877 1160">3. The Open Door Policy was designed to would allow the U.S. to expand in the<li data-bbox="1219 1191 1877 1254">4. America's neutral position was threat early stages of World War I. |

STUDENT LEARNING EXPERIENCES

1. Examine the basis and interrelationship of the causes of the imperialism of economics, defense, manifest destiny, evolutionary theories applied to social and political elements in each case.
2. Present the pros and cons of Alaskan and Hawaiian acquisition. Analyze the relative elements in each case.
3. Study the major issues in presidential elections from 1868-1916. Decide on the issues in each election and summarize the value of domestic and foreign issues.
4. Examine the Open Door Policy and the territorial integrity policy toward China. Objectives of each policy and the amount of W. S. support. Determine how the Russo-Japanese War in light of these policies to determine if it was a fair war.
5. Just before the Civil War, a German philosopher said that in the future one of three combinations was conceivable: (1) Asia and Europe against N. America, (2) N. America and Asia against Europe, (3) America and Europe against Asia. Discuss these three combinations in the year 1920, and the present.
6. Study the competing alliances in Europe in 1914 to evaluate the wisdom of the alliances. Determine how Sweden and Switzerland have been able to maintain neutrality.
7. Compare Wilson's statement "There is such a thing as a man being too proud to war."

STUDENT LEARNING EXPERIENCES

ism of relationship of the causes of the imperialism of the 1890's using such things as destiny, evolutionary theories applied to society, sea power. Alaskan and Hawaiian acquisition. Analyze the position of liberal and conserva-

ide of presidential elections from 1868-1916. Decide on the order of importance of the summarize the value of domestic and foreign issues.

gn is and the territorial integrity policy toward China in 1900. Establish the ard C the amount of W. S. support. Determine how much protection China obtained. how r in light of these policies to determine if American objectives were implemented. eif German philosopher said that in the future only three political combinations are re on Europe against N. America, (2) N. America and Asia against Europe, and (3) N. and A a. Discuss these three combinations in the light of conditions in 1870, 1900, the

m of in Europe in 1914 to evaluate the wisdom of America's position of neutrality. ality erland have been able to maintain neutrality. proud ere is such a thing as a man being too proud to fight and a nation being so ght," convince others by force that it is right," and the fact that the U.S. did go

144- UNIT IV AMERICAN FOREIGN RELATIONS, 1865-1920

LANGUAGE ARTS CORRELATION

SKI

Approach

In this unit on foreign relations a good correlation would be a semantic approach to language as used in our foreign dealings.

1. Critical

2. Understa
meanings

Sources

1. Blumenthal and others, The English Language 9, Chapter 10.

3. Detectio

Student Activities

1. Students prepare a newspaper for the period of either the Spanish-American War or World War I.
2. Give students opportunities to slant news by justifying or criticizing American participation in wars of the era from 1865-1920.
3. Using current newspapers, analyze the slanting of news regarding our Viet Nam effort.
4. Students write editorials, justifying or criticizing our war effort in 1898, 1917, 1964.
5. Evaluate political speeches of this period for connotative and denotative meanings.
6. Read a list of words to which students listen and indicate reactions by category: good, neutral, bad. Use such terms as: Hun, pro-German, Heine, cheap politician, yellow press, muckraker, "making the world safe for democracy," "unrestricted submarine warfare," "he kept us out of war."
7. Evaluate slogans and songs affecting foreign policy, such as "Lafayette, We Are Here" and "Remember the Maine"; "Make the World Safe for Democracy", "Can the Kaiser", "Over There", "It's a Grand Old Flag" to determine their use as propaganda.
8. Locate dictionary meanings of words and compare to emotional connotations.
9. Explain why novels like All Quiet on the Western Front and Uncle Tom's Cabin were more effective than actual account reporting in swaying public opinion. Give examples.
10. The rapidity and diversity of news coverage resulting from technological advances has created not only the problem of assimilating vast amounts of information, but also has heightened the difficulty of being able to discriminate between the significant and the inconsequential, the objective and the biased, the honest and the fraudulent. As

4. Writing

5. Recogniz

6. Composit

7. Use of d

5-1920

SKILLS TO BE DEVELOPED

Political relation would be
understand foreign dealings.
meanings
Page 9, Chapter 10.
Writing of either the
Recognizing by justifying
Composition wars of the era
Writing of news
Criticizing our
for connotative
ten and indicate
1. Use such terms
German, yellow press,
democracy," "un-
out of war."
Foreign policy, such
the Maine",
the Kaiser", "Over
ne their use as
Compare to emotional
Western Front and
actual account
examples.
resulting from
the problem of
but also has
discriminate
partial, the objec-
deceitful. As

1. Critical reading.
2. Understand denotative and connotative meanings.
3. Detection of emotional speech.
4. Writing editorials and newswriting.
5. Recognizing propaganda techniques.
6. Composition and exposition and narrative.
7. Use of dictionary references.

UNIT IV AMERICAN FOREIGN RELATIONS, 1865-1920

LANGUAGE ARTS CORRELATION

SKILLS TO BE DEVELOPED

Student Activities (continued)

an assignment in critical thinking the following depth opportunity is suggested:

Assign each student to one of the following news areas - agriculture, labor, or industry. Material is to be collected on note cards for one week from television, radio, newspapers, and magazines. Class time should be reserved for discussion of these findings. After discussion is completed, the teacher should collect from each student a list of programs and articles used and the research material.

Questions to be used in class discussion:

1. Did you find the reporting factual or biased?
2. Give specific examples of propaganda techniques used.
3. What major goals were reflected in what you read or heard?
4. What opposition to, or support for, these goals did you note?
5. What attitude toward agriculture, labor, or industry in your past resulted from exposure to this information?

Note: Propaganda Techniques

1. Band wagon: "Everybody's doing it"
2. Testimonial: "Sandy Koufax wears our sports shirts"
3. Plain folks: "Howdy, neighbors. It's a real pleasure to have a chance to talk to you folks."
4. Snob appeal: Exclusive creation by Christian Dior
5. Name calling: "Reactionary", "Radical"
6. Glittering generalities: "eternal truths", "Glorious birthright"
7. Transfer: using the flag or a picture of Uncle Sam on a poster to induce the transfer of feeling of loyalty to whatever the poster is advertising
8. Scientific slant: "Tested under clinical conditions"
9. Card stacking: using half-truths which cannot be denied or whole truths which have no connection with the point under discussion
 - a. Twisting or distorting facts
 - b. Selective omission
 - c. Incomplete quotations

UNIT IV

WORLD WAR I

Introductory Statement

Following a "war to end all wars", a war "to make the world safe for democracy", a war that placed the United States into a position of world leadership, the United States lapsed into what Warren G. Harding called "normalcy". At its worst this was a period of smug complacency, extreme nationalism and the flapper, the raccoon coat, bigotry, intolerance, and corruption. At best, the Golden Age of Transition marked with the usual characteristics of tension and contradictions. World War I was "the first serious attempt of the Americans to make their peace with the 20th century".

The early years of the twentieth century witnessed the death of rural America and the growth of a stronger government, the end of laissez-faire, the decline of individualism, the responsibility of the individual, and a collapse of religious sanctions.

It also became increasingly evident that the concept of democracy would have to change. Nineteenth century capitalism and eighteenth century political theory were not compatible. Adjustments to fit the industrial urban society had to be made.

America of the Golden Twenties did not succeed in this effort. As there is still much re-education we are currently making, the failure should not surprise us. In reality, after more than a century we are still attempting "to make their peace with the twentieth century".

STUDY SHEET WORLD WAR I

BACKGROUND CAUSES

1. Economic rivalry
2. Nationalism
3. Imperialism
4. Large standing armies
5. Entangling alliances

IMMEDIATE CAUSES

1. Assassination of Archduke Franz Ferdinand
2. Declaration of war on Austria-Hungary

THE CHAIN OF EVENTS

| | |
|---|---------------|
| Assassination of Ferdinand | June 28, 1914 |
| Austria declares war on Serbia | July 28 |
| Russia mobilizes army (Tantamount to declaring war on Austria-Hungary) | July 29 |
| Germany declares war on Russia | August 1 |
| Germany declares war on France | August 3 |
| England declares war on Germany | August 4 |

GUIDE
VE LESSON PLAN TO BE USED WITH UNIT IV OF GUIDE

UNIT IV

WORLD WAR I

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"to make the world safe for democracy", a war that thrust the United
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characteristics of tension and contradictions. William Leuchtenburg states that
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succeed in this effort. As there is still much reaction to the efforts
ld not surprise us. In reality, after more than half a century, Americans
with the twentieth century".

STUDY SHEET WORLD WAR I

IMMEDIATE CAUSES

1. Assassination of Archduke Ferdinand
2. Declaration of war on Serbia by Austria-Hungary

June 28, 1914

July 28

July 29

ia-Hungary)

August 1

August 3

August 4

AN ILLUSTRATIVE LESSON PLAN (continued)

TRIPLE ALLIANCE - Germany
Austria-Hungary
Italy

TRIPLE ENTENTE - France
England
Russia

THE CENTRAL POWERS - Austria-Hungary
Germany
Turkey 1915
Bulgaria 1915

THE ALLIES - France
Russia
England
Japan
Italy 1915
Rumania
Portugal
Greece 1917
United States

Total of 4

Total of 23

All of Europe eventually entered the war except Denmark, Sweden, Norway, Holland, and Switzerland. These countries remained neutral.

WHY THE UNITED STATES ENTERED THE WAR

1. British propaganda (remarkably effective)
2. German propaganda (stupid, inept, and general ineffectual)
3. Sabotage (attributed to the Germans)
4. Economic interest in an Allied victory
5. Demand of the people to build up our army and navy, which led to the creation of the United States Army and Navy.

DIRECT CAUSES

1. Unrestricted submarine warfare
2. The Zimmerman note
3. Outbreak of the Russian Revolution
4. To make the world safe for democracy

THE RESULTS

1. The United States emerged as the world's leading power.
2. Many territorial changes in Europe.
3. Formation of the League of Nations.
4. Seeds were sown for Hitler, Mussolini, and World War II.
5. Great loss of life and property.

FRANCE
ENGLAND
RUSSIA

TRIPLE ENTENTE - France
 England
 Russia

FRANCE
RUSSIA
ENGLAND
JAPAN
ITALY 1915
RUMANIA 1916
PORTUGAL 1916
GREECE 1916
UNITED STATES 1917 and others

THE ALLIES - France
 Russia
 England
 Japan
 Italy 1915
 Rumania 1916
 Portugal 1916
 Greece 1916
 United States 1917 and others

Total of 23

Denmark, Sweden, Norway, Holland, Switzerland and Spain. These

eral ineffectual

and navy, which led to the creation of a war psychology.

leading power.

d World War II.

214^A

148-
AN ILLUSTRATIVE LESSON PLAN (continued)

ASSIGNMENT #1

Objectives:

1. to gain an understanding of the background causes of World War I
2. to realize that the assassination of the Archduke Ferdinand was only the immediate cause as a pretext for war
3. to consider the chain of events leading to the outbreak of hostilities and whether or not it might have been broken

Reading Assignment:

- The United States Since 1865 - pp. 265-300
The Adventures of the American People - pp. 517-520
The Making of a World Power - pp. 127-129
One Nation Indivisible - pp. 450-470

Parallel Reading:

Our World History

- Chapter 23 - Germany and Italy Become Nations - pp. 453-476
Chapter 35 - Imperialism Penetrates Africa, Asia and South America - pp. 554-574
Chapter 36 - Science and Industry Are Used to Fight World War I - pp. 476-530

Study Questions:

1. What was the relationship of the Franco-Prussian War and World War I?
2. What were the background causes of World War I? Be able to discuss each of these causes.
3. What country was a member of both the Triple Alliance and the Allies? Explain how the war came about.
4. What social progress was made in Europe from the French Revolution to 1914? What are the setbacks in social reform that led to open hostilities in 1914?

Vocabulary:

belligerent
entente
protectionist
war of attrition

Special Instructions: Map exercise - Europe in 1914 - Include the following:

| | | | |
|------------|---------------------|---------------------------|----------|
| Political: | All countries | London | Lisbon |
| | The Triple Alliance | St. Petersburg | Madrid |
| | The Triple Entente | Vienna | Berlin |
| | Rome | Serajevo | Antwerp |
| | Paris | Constantinople (Istanbul) | Budapest |

Physical: Mountains - Pyrenees, Alps, Carpathian and Caucasus
Rivers - Rhine, Po, Elbe, Seine, Danube and Loire
All oceans and seas shown on map

ASSIGNMENT #1

ound causes of World War I
the Archduke Ferdinand was only the immediate event that was used
g to the outbreak of hostilities and whether or not this "chain"

. 517-520

Nations - pp. 453-476
rica, Asia and South America - pp. 554-574
Used to Fight World War I - pp. 476-530

co-Prussian War and World War I?
ld War I? Be able to discuss each of these causes.
Triple Alliance and the Allies? Explain how this came about.
e from the French Revolution to 1914? What are some of the break-
en hostilities in 1914?

n 1914 - Include the following:

Lisbon
ersburg Madrid
Berlin
Antwerp
tinople (Istanbul) Budapest

ian and Caucasus
eine, Danube and Loire

215A

AN ILLUSTRATIVE LESSON PLAN (continued)

Map exercise: Europe 1920 - Show changes of boundaries as a result of the Treaty of V

Depth Opportunities:

1. People who lived during the First World War may have interesting information for the invited guests or through taped interviews played for the class. The local Americans assist in locating men who served in the war. Student interviewers should carefully and clear them in advance with the instructor.
2. Small Group Topics:
 - a. Balance of Power as a Basis for World Peace
 - b. Propaganda in World War I
 - c. Paperback - All Quiet on the Western Front
3. Class Presentation - Individual students are to represent the members of the Triple Entente. Each student is to pick a nation and explain why his country entered. Each presentation must be approved by instructor.

ASSIGNMENT #2

Objectives:

1. to understand the effect of the war upon a neutral United States
2. to gain an understanding of the stand taken by the United States government in relation to the war
3. to compare the "balance of power" theory with the theory of a world peace organization
4. to briefly examine the course of the war to 1917

Reading Assignment:

The Adventures of the American People - pp. 520-527
American Diplomacy - Chapter IV, pp. 50-65

Parallel Reading:

The Development of America - Chapter 32, pp. 615-625
The World's History - Chapter 36, Science and Industry to Fight War, pp. 562-568

Study Questions:

1. Reread the excerpt from All Quiet on the Western Front and explain the basic message.
2. What does Mr. Kennan consider to be the real basis for public opinion?
3. What were the terms upon which the Allies and Germans would have been willing to stop the war?
4. Why did it seem so important to the United States, in 1915-16, that England should not make peace with Germany?
5. Explain the statement "Considerations of the power balance argues against total victory."

Vocabulary:

| | | | |
|------------------|--------------|----------------|------------|
| balance of power | contraband | hyphenate vote | ultimatum |
| chauvinistic | debility | noncombatant | vulnerable |
| conciliator | "elan vital" | rationale | |

N (continued)

-149

1920 - Show changes of boundaries as a result of the Treaty of Versailles

During the First World War may have interesting information for the class, either as
through taped interviews played for the class. The local American Legion Post might
men who served in the war. Student interviewers should carefully prepare their questions
advance with the instructor.

er as a Basis for World Peace
World War I
All Quiet on the Western Front

- Individual students are to represent the members of the Triple Alliance and the
each student is to pick a nation and explain why his country entered the war. Content
on must be approved by instructor.

ASSIGNMENT #2

effect of the war upon a neutral United States
standing of the stand taken by the United States government in relation to the war
"balance of power" theory with the theory of a world peace organization
the course of the war to 1917

American People - pp. 520-527
Chapter IV, pp. 50-65

Africa - Chapter 32, pp. 615-625
Chapter 36, Science and Industry to Fight War, pp. 562-568

from All Quiet on the Western Front and explain the basic message of the young soldier.
can consider to be the real basis for public opinion?
upon which the Allies and Germans would have been willing to stop hostilities in 1916?
important to the United States, in 1915-16, that England should be victorious?
ent "Considerations of the power balance argues against total victory".

contraband
debility
"elan vital"

hyphenate vote
noncombatant
rationale

ultimatum
vulnerable

217

ued)

1920

icate the following:

trade

oyment

icating an understanding of your graphs.

For four or five of President Wilson's wartime speeches. Note ten phrases most significant. Print them on a poster for class display. Be prepared to

ASSIGNMENT #3

America's entry into World War I

ved in the war by the United States

well organized and responsive "home front" in the waging of war

People - pp. 528-533

p. 129-157

t, "Lafayette, we are here".

and the "front line's" reaction to the Armistice.

ncer's letter affected you the greatest?

essage, what reference did he make to English violations of our neutrality?

of the Rainbow Division, which part of the crossing would you think to be

kaiser

kamerad

pell-mell

responsibility for World War I be placed?

as much cause for going to war against Great Britain as against Germany.

the map of Europe indicate the following: major physical and political features,

battles of the war, the battles in which the United States troops participated.

AN ILLUSTRATIVE LESSON PLAN (continued)

ASSIGNMENT #4

Objectives:

1. to investigate the failure of "the war to end all wars" in establishing lasting world peace
2. to explore the "American Scene" in the year 1919
3. to gain an understanding of the factors which led to the movement away from idealism to "normalcy".

Reading Assignment:

The Adventures of the American People - pp. 535-538

The Making of a World Power - pp. 157-164

Only Yesterday - pp. 1-37

Parallel Reading:

Our World's History - pp. 570-572

The Development of America - pp. 633-636

Study Questions:

1. "Do You Know the Basic Facts?", pp. 538, Questions 1-11.
2. What was the IWW? What reasons would a public official of 1919 have for denouncing it as a "scourge of the times"?
3. Wilson stated that if the United States did not come to the aid of mankind by endorsing the League of Nations and the work of the Paris Peace Conference, "the heart of the world would be broken and the only heart that was broken was his own. Explain.
4. Explain this statement: The United States was governed by a regency during much of 1919.
5. Contrast the impression you received from reading Tumulty's and Allen's accounts of 1919.

Depth Opportunities:

1. Small Group or Individual Exploration Topics:
 - a. Compare the League of Nations and the United Nations. In your comparison be sure to include membership, United States' attitude, and their relative effectiveness.
 - b. Compare the foreign policy of Woodrow Wilson with that of Franklin Roosevelt. Discuss their Latin American policies as well as their policies relating to the world war.
2. For the Embryo Artist: Develop and illustrate cartoons showing two of the following:
 - a. The "Big Four" at the Paris Peace Conference
 - b. The attitude of Henry Cabot Lodge toward President Wilson
 - c. The change in attitude of the American people from war time idealism to peace time realism.
3. For the Musically Inclined: Obtain sheet music and/or recordings of World War I songs. Prepare 20 minute tape for class presentation. Before taping, clear all selections and use instructor.
4. Why didn't the United States join the League of Nations?

hued)

-151

ASSIGNMENT #4

of "the war to end all wars" in establishing lasting world peace
"Treaty of Versailles" in the year 1919
the factors which led to the movement away from idealism and the return to

People - pp. 535-538
pp. 157-164

572
pp. 633-636

s?", pp. 538, Questions 1-11.
would a public official of 1919 have for denouncing the IWW as "the
United States did not come to the aid of mankind by endorsing the League of
Paris Peace Conference, "the heart of the world would be broken". In reality
taken was his own. Explain.
The United States was governed by a regency during much of the period 1919-1921.
received from reading Tumulty's and Allen's accounts of Wilson's western tour

Exploration Topics:
Comparisons of the League of Nations and the United Nations. In your comparison be sure to discuss organiza-
tion, the United States' attitude, and their relative effectiveness.
Compare the policy of Woodrow Wilson with that of Franklin Roosevelt. Do not fail to consider
their policies as well as their policies relating to the world wars.

Develop and illustrate cartoons showing two of the following:
The Paris Peace Conference
The Cactus Club toward President Wilson
The reaction of the American people from war time idealism to peace time "normalcy".

Obtain sheet music and/or recordings of World War I songs and prepare a 15 or
minute presentation. Before taping, clear all selections and use of amateur talent with

Should the United States join the League of Nations?

INSTRUCTIONAL MATERIALS

1. Supplementary Reading (References)

- Bailey, Thomas A., A Diplomatic History of the American People
 Barck, Oscar and Blake, Nelson, Since 1900
 Commager, H. and Nevins, Allan, The Heritage of America
 Kennan, George F., American Diplomacy, 1900-1950
 Perkins, Dexter, Hands Off; A History of the Monroe Doctrine
 Sprout, Harold and Sproud, Margaret, The Rise of American Naval Power, 1763-1918

4. Films

F-643 Tur
 F-640 End

5199 Wor
 5200 Wor
 3772 Woo

(Special References)

- Bemis, Samuel Flagg, Latin American Policy of the United States
 Conditine, Robert B., The Panama Canal
 Dunne, Finley P., Mr. Dooley at His Best
 Leech, Margaret, In the Days of McKinley
 Lord, Walter, The Good Years, 1900-1914
 West, Richard S., Admirals of the American Empire

5. Records

America's

2. Transparencies

Keuffel and Esser, U.S. History

3. Filmstrips

McGraw Hill-American History Series (School libraries)
The Turn of the Century
World War I
Panama Canal

ERIALS

INSTRUCTIONAL MATERIALS

Films

4. Films (Madison I.M.C.)

43 Tur
40 End

the American

F-643 Turn of the Century - 20th Century America 1898-1914

F-640 End of Innocence - World War I (1914-1920)

Age of America
1900-1950

(B.A.V.I.)

9 Wor
0 Wor
2 Woo

the Monroe

5199 World War I - War Years 14 min.

5200 World War I - Building the Peace 11 min.

rise of

3772 Woodrow Wilson, Spokesman for Tomorrow 27 min.

Recor

ces)

5. Records (Madison I.M.C.)

rica's

of the

America's First World War

Empire

libraries)

ADDITIONAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT IV

(All of these references may not be available in any one school library. It is suggested that the school librarian be requested to develop a bibliography of materials available which are appropriate to the unit.)

REFERENCES

- Bontemps, Arna, Story of the Negro. New York: Knopf, 1958. Pages 192-193 on World War I.
- Bowen, David, The Struggle Within. New York: Norton, 1965. Pages 118-119 on World War I.
- Davis, John P., The American Negro Reference Book. Englewood Cliffs, N. J.: Prentice-Hall, 1965. Pages 63-64 on World War I, 614-615 on Spanish-American War, 616-624 on World War I.
- Hughes, L., and Meltzer, M., A Pictorial History of the Negro in America. New York: Crown, Rev. ed. Pages 246-247 on the Spanish-American War, 262-267 on World War I.
- Rollins, C. H., They Showed the Way. New York: Crowell, 1964. Chapter on Charles Young.
- Spangler, Earl, The Negro in America. Minneapolis, Minn: Lerner, 1966. Pages 41-44 on World War I.
- Year, Editors of, Pictorial History of the American Negro. Maplewood, N. J.: Hammond, 1964. Page 49 on World War I.
- International Book Co., Historical Negro Biographies. New York: Books, Inc., 1967. Biographies on John M. Langston, Frederick Douglass, Charles Young, Richard Greener, James W. Johnson, George W. Williams, James M. Turner, John H. Smythe, William F. Powell, Christopher Payne, and Henry Johnson.

EVALUATION FOR UNIT IV
(Sample Questions)

LEVEL I

Describes, defines, makes an analogy, identifies, or classifies (fact...specific)

The major purpose for acquiring Pacific Islands was (a) missionary activity, (b) coaling stations, (c) weather stations, (d) cable stations

Define the following:

- (a) imperialism
- (b) open door
- (c) dollar diplomacy

The first 20th century attempt at establishing a world wide collective security organization failed because of (a) Russia, (b) Cuba, (c) The U. S., (d) France

LEVEL II

Shows relationships among ideas, makes comparisons, recognizes principles

The action between 1850 and 1890 which demonstrates a change in American attitude toward imperialism is (a) Guano Treaty, (b) Walker Affair, (c) Samoan Crisis, (d) Algeiras Conference

What changes in American life caused America to become imperialistic?

What is the best example of collective security: (a) Pan-American Union, (b) Hay-Herran Treaty, (c) Treaty of Paris 1898, (d) League of Nations

EVALUATION FOR UNIT IV
(Sample Questions)

LEVEL II

relationships among ideas,
comparisons, recognizes
examples

Change in attitude between 1850 and 1890
demonstrates a change in
an attitude toward imperi-
alism (a) Guano Treaty, (b)
Teller-Affair, (c) Samoan Crisis,
Panama Conference

Changes in American life
led America to become imperi-
alist?

Give the best example of
imperialism: (a) Pan-
ama Union, (b) Hay-Herran
(c) Treaty of Paris 1898,
League of Nations

LEVEL III

Usually explains, justifies,
interprets, or predicts
(theory...abstract)

Define the term "jingo" as it
relates to American imperialism.
Give an example of jingoism be-
tween 1880 and 1914 to illustrate
your definition. For extra
credit cite a present day example.

Between 1890 and 1915, the U. S.
had developed diplomatic relations
with many nations. List 5 nations
found in different areas of the
world and explain why we estab-
lished the foreign policy toward
each that we did.

Analyze the failure of the U. S.
Senate to ratify the League in
terms of the phrase "The war to
end all wars".

UNIT V
A TIME OF PROSPERITY, TRIAL, AND RECOVERY,
1920-1940

156- UNIT V A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1940

OVERVIEW

During the 1920's and 1930's there was a combination of extreme optimism and e decades go hand in hand. This is demonstrated by the fact that the concepts d to the other as well. They will give the student the view that the crash of 1 two halves of a larger development, rather than the end of one period and the

Many of the developments of the period grew out of societal changes during the twentieth centuries. The exodus of rural people continued during this era. W power to the city. This urbanization of the society was manifested by the ext fashions to all segments of society.

This period also represents a time of heightened activity in economic and social

COMMENTARY TO THE TEACHER

At this point in time the teacher might well begin to assess the strengths an utilized in approaching the situations presented to the students. In this unit those methods which he feels were particularly well received.

The teacher should summarize the evaluative technique used in previous units. valid and effective techniques and use them in this unit.

This unit might well be used by the teacher as a self-evaluative device to dete in the use of the concept approach to history, making those alterations in appr

SECURITY, TRIAL, AND RECOVERY, 1920-1940

There was a combination of extreme optimism and extreme despair. The two
This is demonstrated by the fact that the concepts developed for one decade apply
y will give the student the view that the crash of 1929 was but a midpoint between
development, rather than the end of one period and the beginning of another.

f the period grew out of societal changes during the late nineteenth and early
exodus of rural people continued during this era. With it went the shift of political
urbanization of the society was manifested by the extension of city habits and
f society.

s a time of heightened activity in economic and social legislation.

teacher might well begin to assess the strengths and weaknesses of the methods
situations presented to the students. In this unit the teacher should stress
is were particularly well received.

ze the evaluative technique used in previous units. He should select the most
ques and use them in this unit.

ed by the teacher as a self-evaluative device to determine his effectiveness
approach to history, making those alterations in approach he deems necessary.

A TIME OF PROSPERITY, TRIAL, AND RECOVERY,
1920-1940

- I. An Uneven Prosperity - 1920
 - A. Social ills
 - B. The farmer
 - C. The laboring man
 - D. The business man

- II. The Crisis
 - A. The market collapse
 - B. The shrinking economy

- III. Recovery
 - A. 1st New Deal
 - B. 2nd New Deal
 - C. War mobilization

- IV. Reaction to Aggression
 - A. Attempts at collective security
 - B. Intervention vs. nonintervention
 - C. Reawakening of the will to resist

UNIT V A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1940

| CONCEPTS | UNDERSTANDINGS |
|---|--|
| I. Societies develop laws and sanctions in order to regulate themselves. | <ol style="list-style-type: none"> 1. The crisis in the American economy during the 1930's resulted in an atmosphere conducive to the passage of legislation. 2. The depression of the 1930's resulted in a change in the American social structure. 3. Crime often inspires legislation. 4. Legislative action is often initiated to meet a crisis or distress. 5. Corruption at times leads to investigation and reform. |
| II. Ours is a shrinking world; however, the space and distance is related to the technology of a society. | <ol style="list-style-type: none"> 1. Technological advances increase the mobility of people and goods. 2. Increased mobility has had an integrating effect on the American society, but there are exceptions such as the isolationist movement. 3. Technological advances increased contact between the American society and the rest of the world. 4. Despite America's attempted isolationism, technological advances forced her to remain a part of the world community. |

UNDERSTANDINGS

- actions
s.
1. The crisis in the American economy during the 1930's created an atmosphere conducive to the passage of legislation favoring labor.
 2. The depression of the 1930's resulted in an attitude favorable to change.
 3. Crime often inspires legislation.
 4. Legislative action is often initiated to stimulate an economy in distress.
 5. Corruption at times leads to investigation.
- ever,
ed
1. Technological advances increase the mobility of a society.
 2. Increased mobility has had an integrating effect on American society, but there are exceptions such as the Negro.
 3. Technological advances increased contact between American society and the rest of the world.
 4. Despite America's attempted isolationism during this period technological advances forced her to remain a part of the world community.

STUDENT LEARNING EXPERIENCES

1. Students trace labor legislation passed during the early Thirties. Compare the provisions with the previous legislation passed and the laws regulating business and used against labor.
2. Students hold a panel discussion based on the effects of the Social Security Act on America.
3. Study the development of Federal law enforcement. Have students cite reasons for its growth in the 20's and 30's. Investigate the fight for federal laws in the area of civil rights. (Materials 174, 192-199 in The American Negro by Logan and Cohen.)
4. Study the laws passed regulating business and agriculture during the early Depression. Cite those laws passed have withstood the test of time and which have been rejected. Cite reasons.
5. In spite of general public indifference to government, why was there so much reaction and criticism of the Harding scandals?

1. The students should trace the migrations of segments of the population during this period and reasons for them (rural to urban, urban to rural). Be sure to include the Negro migrations. (Materials 169-171, 206-208 in The American Negro by Logan and Cohen, Pages 100-102 in The Negro in America by Wade.)
2. Have students trace the development of aviation during this period to show its utilization as a mode of transportation.
3. Have students study the growth of communication systems during the period indicating how they made Americans aware of world happenings.
4. Have students contrast the awareness of Americans of the Boxer Rebellion with the Japanese attack on Manchuria in 1931.
5. Study America's involvement in world problems during this period. Cite success; cite failure and the reasons behind the success and failure.
6. Debate the proposition: Resolved: The failure of the world to achieve a viable world organization to assure collective security after World War I resulted in the conflict of World War II.
7. Contrast urban and rural life in 1870 and 1940. Do this for the Negro and the white. (Materials 140-143, 169-171, 181, 188-189 in The American Negro by Logan and Cohen, pages 67-76, The Negro in America by Cuban.)
8. Have students examine attempts at collective security. Assign the role played by the United States in the success or failure of each attempt.

STUDENT LEARNING EXPERIENCES

ions passed during the early Thirties. Compare the provisions of these laws
labor passed and the laws regulating business and used against labor.
American based on the effects of the Social Security Act on American society.
growth law enforcement. Have students cite reasons for its growth during the
Mater fight for federal laws in the area of civil rights. (Materials - Pages
ro by Logan and Cohen.)

Cite business and agriculture during the early Depression. Cite which of
reason the test of time and which have been rejected. Cite reasons for each.
and c ference to government, why was there so much reaction and concern about

period and migrations of segments of the population during this period and give reasons
(Materials to rural). Be sure to include the Negro migrations. (Materials - Pages
in American Negro by Logan and Cohen, Pages 100-102 in The Negro in American Life by

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ow the communication systems during the period indicating how this kept
ings.

ness of Americans of the Boxer Rebellion with the Japanese attack on

failure world problems during this period. Cite success; cite failure. State
nd failure.

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World War I resulted in the conflict of World War II.

(Materials 1870 and 1940. Do this for the Negro and the white. (Materials -
7-76, 189 in The American Negro by Logan and Cohen, pages 67-76, 104-105 in

United t collective security. Assign the role played by the United States in
ttempt.

UNIT V A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1940

| CONCEPTS | UNDERSTANDINGS |
|---|---|
| III. Historical leadership results from the interplay of events and personalities. | <ol style="list-style-type: none"> 1. Political leaders must understand the situation. 2. Political corruption is often a result of poor leadership. 3. A leader may be blamed for a situation through his leadership, and conversely situations in which he fails to lead. 4. In order to be effective a leader must accept the responsibilities of leadership. 5. Disagreement within the labor movement was common during this period. |
| IV. The rate of social change is in part dependent upon the strength of prevailing customs and beliefs. | <ol style="list-style-type: none"> 1. Appeals to morality and patriotism helped to resist social change and to resist social change. 2. Release from wartime tensions and social pressures on individuals. 3. The public often reacts unfavorably to social change. 4. Mass communication helped to help social change. 5. Economic fluctuations often have a social effect. 6. Advances in knowledge are often a result of social change. 7. The masses of Negroes did not migrate because of prevailing customs and beliefs. |

STUDENT LEARNING EXPERIENCES

1. Students explore the programs undertaken by F.D.R. during the first 100 days. See understanding of popular attitudes, including the attitudes of leading Negroes. (in The American Negro by Logan and Cohen, pages 60-86 in The New Deal by Davis, page America's Past by Bowes.)
 2. Students study the scandals of the Harding administration and at the same time evaluate
 3. Have students study Hoover's efforts to prevent the Depression in terms of proposals and programs instituted.
 4. Have a small group of students develop the criteria for leadership, then evaluate: Calvin Coolidge, Herbert Hoover, Franklin D. Roosevelt. Evaluate in terms of their leadership. Seek information to indicate the extent and quality of leadership in welfare. (Material - Pages 184-199 in The American Negro by Logan and Cohen.)
 5. Discover conflicts that evolved in the labor movement during this period and their effect. Explain what effect these conflicts had on labor in America. Explain any changes in the labor movement. (Materials - Pages 180, 190-192 in The American Negro by Logan and Cohen.)
 6. Students prepare a debate supporting the contentions of the A.F. of L. and the C.I.O. as mediators to attempt to resolve the conflict. Debate the following resolution: the prerogatives of individuals.
 7. A debate could be held on the merits of the Roosevelt approach vs. the merits of the Hoover approach to the Depression.
-
1. Explain which factors were instrumental in the passage of the Volstead Act and the U. S. Constitution.
 2. Study the changes in behavior of the American woman during the 1920's. Show evidence of the period. Contrast this with behavior of previous decades.
 3. Prepare an oral report stating the attitude of the public during the 1920's regarding Prohibition on what this indicates about legislating morality.
 4. Study the enforcement of Prohibition. Discover handicaps to its enforcement. As a result, develop a program of air-tight enforcement.
 5. Trace the rise of syndicated crime during the period. Ascertain prohibition legislation and crime rate in America.
 6. Study the development of radio, newspapers, magazines, and films during this period and how they affected American social behavior.
 7. Have certain students read Cannery Row by John Steinbeck. Analyze how unemployment affected the major characters.
 8. Show how the Scopes Trial illustrates a lag between the development of scientific knowledge and as expressed in social institutions.

STUDENT LEARNING EXPERIENCES

See s undertaken by F.D.R. during the first 100 days. See if these reflect F.D.R.'s attitudes, including the attitudes of leading Negroes. (Materials - Pages 184-199 in Logan and Cohen, pages 60-86 in The New Deal by Davis, pages 436-441 in Avenues to

of the Harding administration and at the same time evaluate his leadership. Efforts to prevent the Depression in terms of proposals, legislation passed,

Develop the criteria for leadership, then evaluate: Warren G. Harding, Hoover, Franklin D. Roosevelt. Evaluate in terms of their willingness to accept to indicate the extent and quality of leadership in the areas effecting Negro (Pages 184-199 in The American Negro by Logan and Cohen.)

Developed in the labor movement during this period and their causes. List the leaders. Conflicts had on labor in America. Explain any changes in the Negro's position in (Pages 180, 190-192 in The American Negro by Logan and Cohen.) Supporting the contentions of the A.F. of L. and the C.I.O. Have the class act to solve the conflict. Debate the following resolution: Industrial unions usurp the rights of the C.I.O.

Compare the merits of the Roosevelt approach vs. the merits of the Hoover approach to

Instrumental in the passage of the Volstead Act and the XVIII Amendment to the

of the American woman during the 1920's. Show evidence of change during the behavior of previous decades.

regarding the attitude of the public during the 1920's regarding prohibition. Comment on the legislating morality.

As a result of prohibition. Discover handicaps to its enforcement. As a Treasury agent, set up a plan for enforcement.

legislation crime during the period. Ascertain prohibition legislation's effect on the

period of radio, newspapers, magazines, and films during this period. Explain how they influenced behavior.

Unemployment in Jannery Row by John Steinbeck. Analyze how unemployment affected the lives of

illustrates a lag between the development of scientific theory and accepted mores and social institutions.

UNIT V A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1940

| CONCEPTS | UNDERSTANDINGS |
|---|---|
| IV. The rate of social change is in part dependent upon the strength of prevailing customs and beliefs. (continued) | |
| V. Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems. | <ol style="list-style-type: none"> 1. Governmental programs developed effort to reactivate a paralyzed 2. The Supreme Court, during the e of the initial political program 3. Economic good times, as in the available consumer credit. 4. The inability of the farmer to situation resulted in a farm de general depression. |
| VI. It has been typical of society for one segment to relegate another to a less prestigious position. | <ol style="list-style-type: none"> 1. Labeling is a technique sometime of society to a less prestigious 2. Restrictions on immigration dur reflected labor's fear of compe elements. 3. Lynching, segregation, and disc used to restrict the opportunit |

INGS

UNDERSTANDINGS

in
length
beliefs.

developed
analyze
the economic
programs

1. Governmental programs developed, during the Depression, in an effort to reactivate a paralyzed economy.
2. The Supreme Court, during the early Depression, rejected many of the initial political programs.
3. Economic good times, as in the 1920's, accompany a rise in available consumer credit.
4. The inability of the farmer to adjust to a changed market situation resulted in a farm depression which preceded the general depression.

sometimes
religious

1. Labeling is a technique sometimes used to relegate one segment of society to a less prestigious position.
2. Restrictions on immigration during the 20's and 30's in part reflected labor's fear of competition from foreigners and radical elements.
3. Lynching, segregation, and discrimination were some of the methods used to restrict the opportunities of the Negro.

STUDENT LEARNING EXPERIENCES

9. Study the attempts of Negroes for significant social change and record instances of success and failures. (Materials - Pages 173-180, 187-199 in The American Negro by Logan and Cohen, pages 125-137 in The Negro in American Life by Wade and Politics in America by Rositer.)
 10. Search for evidence of the reasons why society resisted attempts of Negroes to improve society. (Materials - Pages 172-173, 176, 181, 186, 194 in The American Negro by Logan and Cohen, pages 76, 98-107, 108-118 in The Negro in America by Cuban, pages 116-137 in The Negro in America by Cuban, pages 525-535, 554-555 in This Was America by Handlin.)
-
1. Students study the government programs established during this period to determine their effectiveness, the philosophy of recovery they followed, the areas of the economy affected, and the permanence. (Note instances where the reasons seem to have considered Negro welfare. (Materials - Pages 187-199 in The American Negro by Logan and Cohen, selected references in The New Deal by Cohen.)
 2. Students study the Supreme Court decisions reached during this period to determine the issues involved in these decisions, and the changes in attitudes reflected by the decisions rendered during this entire period.
 3. Study the effects of the use of credit on the economy during the 1920's and now.
 4. Study speculation by the public during the 1920's. From the study determine whether it was healthy or unhealthy for the economy.
 5. Study the problems of the farmer during the 1920's and indicate which were resolved and which were unresolved. Examine the effect these unresolved problems had on the Depression in the 1930's.
-
1. Discuss how the terms "hayseed", "hick", and "sodbuster" relate to the image of the "radical" relate to the image of labor.
 2. Read accounts of the Sacco-Vanzetti case. Discuss the accusation that they were ex-convicts rather than murderers.
 3. Study the restrictions (restrictive limitations) on immigration during the period. Discuss the reasons for these restrictions and give the effect this had on labor's status during the period.
 4. Study materials dealing with lynchings, segregation, and discrimination in different parts of the country on the reasonings behind such actions and the actual effect they had on Negroes. (Materials - Pages 199, 155-157, 167, 172-173, 180-181 in The American Negro by Logan and Cohen, pages 116-119, 126-129, 129-134 in The Negro in America by Cuban, pages 525-535 in This Was America by Handlin.)

STUDENT LEARNING EXPERIENCES

ces of
ogan
Wade
es for significant social change and record instances of success, partial success,
Pages 173-180, 187-199 in The American Negro by Logan and Cohen, pages 108-118 in
an, pages 125-137 in The Negro in American Life by Wade, pages 99-100 in Parties
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reasons why society resisted attempts of Negroes to improve their position in
s 172-173, 176, 181, 186, 194 in The American Negro by Logan and Cohen, pages 67-
Negro in America by Cuban, pages 116-137 in The Negro in American Life by Wade,
This Was America by Handlin.)

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ent programs established during this period to determine: reasons for their
why of recovery they followed, the areas of the economy affected, and their
es where the reasons seem to have considered Negro welfare.) (Materials - Pages
ro by Logan and Cohen, selected references in The New Deal by Davis.)
Court decisions reached during this period to determine: the attitudes reflected
changes in attitudes reflected by the decisions rendered by the Court during

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e econo
e of credit on the economy during the 1920's and now. Compare the two.
blic during the 1920's. From the study determine whether or not this was
e economy.

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armer during the 1920's and indicate which were resolved and which remained
fect these unresolved problems had on the Depression in a later period.

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ere ex
eed", "hick", and "sodbuster" relate to the image of the farmer and how "red" and
ge of labor.
Vanzetti case. Discuss the accusation that they were executed for being radicals

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trictive limitations) on immigration during the period. Through study find the
ons and give the effect this had on labor's status during the period.
h lynchings, segregation, and discrimination in different phases of life. Report
ch actions and the actual effect they had on Negroes. (Materials - Pages 193-
180-181 in The American Negro by Logan and Cohen, pages 67-76, 95-107, 119 in
an, pages 116-119, 126-129, 129-134 in The Negro in American Life by Wade, pages
by Handlin.)

UNIT V A TIME OF PROSPERITY, TRIAL AND RECOVERY, 1920-1940

| CONCEPTS | UNDERSTANDINGS |
|--|--|
| VII. Political institutions within a society are subject to either revolutionary or evolutionary change. | <ol style="list-style-type: none">1. During the Depression, change of democratic society.2. There was no breakdown in the society during the Depression.3. Economic concerns are often transferred from one period to another during periods of economic depression.4. During the Depression the federal government assumed responsibility for public welfare.5. The New Deal was an attempt to increase government regulation.6. Movements in a society for change often occur during the same time. |
| VIII. This is a bountiful earth, but some of its resources are irreplaceable. | <ol style="list-style-type: none">1. Abuses of the land during this period, such as the "Dust Bowl" and resultant human suffering.2. Improper utilization and misuse of natural resources had a profound effect on the economy of the United States.3. Despite the conservation movement, natural resources were used with little regard for the future.4. Economic disaster often leads to the depletion of natural resources. |

UNDERSTANDINGS

1. During the Depression, change occurred within the framework of our democratic society.
2. There was no breakdown in the structure of American society during the Depression.
3. Economic concerns are often translated into political action during periods of economic depression.
4. During the Depression the federal government assumed much responsibility for public welfare.
5. The New Deal was an attempt to protect society through increased government regulation.
6. Movements in a society for change and against change can be occurring at the same time.

1. Abuses of the land during this period led to the disaster of the "Dust Bowl" and resultant human misery.
2. Improper utilization and misuse of natural resources had a profound effect on the economy of the 1920's and 1930's.
3. Despite the conservation movement business continued to exploit natural resources with little regard to future problems and needs.
4. Economic disaster often leads to conservation advances.

STUDENT LEARNING EXPERIENCES

1. Compare the social and political conditions of the Soviet Union in 1917 and the U. S. a revolution occurred in the Soviet Union and not in the United States.
 2. Construct a list of very wealthy families or men in 1920. Do the same for 1940. Have the names missing in 1940. Discover reasons for these absences. (Use Amory's Who Kill
 3. Study the campaign promises of Harding, Coolidge, and Hoover to see if these represent Study Roosevelt's promises in 1932 to see if they represent change. Have another group figures for 1920, 1924, 1928, and 1932. Discover which two presidents won by the large the group explain this in the light of the campaign promises previously presented and why the Negroes switched from the Republican Party to the Democratic Party. (Material in The American Negro by Logan and Cohen, pages 15-21, 78-81, 84-86 in The New Deal by 137 in The Negro in American Life by Wade, 130-136 in The Negro in America by Cuban.)
 4. Study legislation passed during this period that shows government involvement with public the welfare of many Negroes. Demonstrate whether or not this is a departure from traditional policy. (Materials - Pages 188-194 in The American Negro by Logan and Cohen, pages 38 by Davies.)
 5. Have students study laws passed during the First Hundred Days. Then have them decide to show an increase in regulation and protection and if so, how.
 6. Demonstrate how radical political movements could be for change and at the same time also be leading a movement against change. Use the American Socialist Workers Party and the Garvey "Back to Africa" movement to demonstrate this. (Materials - Pages 174-176 in The Negro by Logan and Cohen, pages 125-126 in The Negro in American Life by Wade.)
 7. Have a superior student read Babbitt. Describe his life and the goals he has set for himself to the class what Lewis is attacking in Babbitt.
-
1. Do research on the various causes of the "Dust Bowl".
 2. Study the expansion of farming from 1914-1922. Explain how over-production proved harmful and what effect war prosperity had on the farmer and on the land farmed.
 3. Present problems created through the destructive exploitation of coal and iron deposits and problems that are still being created.
 4. Read Wild River. Study the development of the T.V.A. List and comment on problems leading to establishment. Determine why it was accepted and what effect it had on this area.
 5. Study the work of the C.C.C. in Wisconsin. Report its contribution to conservation in

STUDENT LEARNING EXPERIENCES

U. S. and political conditions of the Soviet Union in 1917 and the U. S. in 1931. Explain why
d in the Soviet Union and not in the United States.
Have very wealthy families or men in 1920. Do the same for 1940. Have students discover
Who Killed Society? 1940. Discover reasons for these absences. (Use Amory's Who Killed Society?)
promises of Harding, Coolidge, and Hoover to see if these represent governmental change.
promises in 1932 to see if they represent change. Have another group study election
24, 1923, and 1932. Discover which two presidents won by the largest majority. Have
is in the light of the campaign promises previously presented and discussed. Explain
ched from the Republican Party to the Democratic Party. (Materials - Pages 183-186
o by Logan and Cohen, pages 15-21, 78-81, 84-86 in The New Deal by Davis, pages 126-
American Life by Wade, 130-136 in The Negro in America by Cuban.)
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ent read Babbitt. Describe his life and the goals he has set for himself. Explain
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various causes of the "Dust Bowl".
of farming from 1914-1922. Explain how over-production proved harmful to the farmer
prosperity had on the farmer and on the land farmed.
ated through the destructive exploitation of coal and iron deposits during the period
e still being created.
udy the development of the T.V.A. List and comment on problems leading to its
rmine why it was accepted and what effect it had on this area.
e C.C.C. in Wisconsin. Report its contribution to conservation in Wisconsin.

UNIT V A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1940

LANGUAGE ARTS CORRELATION

Approach

This unit can be correlated through the use of audiovisual materials. Students should be led to an understanding of this era of radio and movies.

Sources

1. 33-1/3 Records
 - I Can Hear It Now, vol. 1, Columbis Records 4095
(speeches and important events from 1933-1945)
 - Voices of Freedom, Educational Records ES-1
(1901-1950)
 - Literature of World Wars I and II, Educational Record Sales
 - Presidential Inaugural Address, E.R.S.
(F.D.R. 1933-1937)
 - Voice of FDR, with Quentin Reynolds, note by Robert Sherwood

2. Films
 - 2626 The Golden Twenties, 2 reels, 20 min., McGraw-Hill, BAVI
 - 2627
 - 41282 The Emergence of the Welfare State, EBF
 - 1855 The River, BAVI (documentary of the Mississippi)

3. Texts
 - Angle, Paul, The American Reader, pp. 510-574
 - Commager, H. S., American Heritage, pp. 1108-1132.
 - Bower, Avenues to America's Past,
 - pp. 387-499 Isolation
 - pp. 400-409 From Only Yesterday
 - pp. 410-419 Great Crash
 - pp. 422-441 EDR

DISCOVERY, 1920-1940

SKILLS TO BE DEVELOPED

1. Audiovisual materials.
2. Era of radio and movies.
- 3.
- 4.

1. Writing dialogue
2. Dramatics
3. Group presentation
4. Using films and records in presentations

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Student Activities

1. By listening to the recordings and watching the films of the 1920's and 1930's, the students can gain material for writing scripts of plays, radio broadcasts, and films. In addition these can be produced by the groups.
2. Dramatizations such as the You Are There series can be used for the events.

DEPTH OPPORTUNITIES

The student should be aware that the cultural and social changes and developments of the period, the prosperity and industrialism of the period. Since writers and artists often lived the life of their times, the following depth opportunity is suggested in an effort to study the reactions of figures representative of this period. Students should be selected to study by using those works which are most illustrative of the point of view of each. For example, one might read descriptive, pointed selections from "The Hollow Men" in order to present the point of view T.S. Eliot felt about the age. Other suggested personalities are:

- | | |
|-----------------------------|---------------------------|
| 1. Edwin Arlington Robinson | 9. George Gershwin |
| 2. Carl Sandburg | 10. John Dewey |
| 3. F. Scott Fitzgerald | 11. Thomas Hart Benton |
| 4. Sinclair Lewis | 12. Henry Ford |
| 5. Sherwood Anderson | 13. Stephen Vincent Benét |
| 6. Ernest Hemingway | 14. Robert Frost |
| 7. Eugene O'Neill | 15. James W. Johnson |
| 8. Pearl Buck | |

Social conflict was present during the 1920's even though prosperity and affluence. The war experience and resulting social changes intensified tensions and produced new perspectives. In order to aid the student's understanding of social change and the following topics should be investigated and the conclusions presented to the class in individual reports.

1. Migration of Negro labor to the north
2. The resurgence of the Ku Klux Klan
3. The "Red scare"
4. The popular "standard" of success
5. The new position of women
6. The effects of Prohibition
7. The status of organized labor
8. Public and private morality

In an attempt to develop group discussion techniques, the following exercises are suggested. Each student should be assigned to do research covering these topics:

Investigate the principal causes of the Great Depression which began in 1929.
Investigate the actions taken by the Hoover administration in an attempt to overcome economic stagnation.

Investigate the scandals that developed during the 1920's and analyze public opinion.
Evaluate Hoover's philosophy and his governmental actions in terms of whether they were consistent.

249

Decide whether or not, and in what ways, the prosperity of the 1920's was justified.
After completion of research, it is suggested that the teacher should assume the role of a moderator in class discussion covering this material. The Socratic method of guiding the student by asking pertinent and challenging questions can result in critical thinking and

DEPTH OPPORTUNITIES

the cultural and social changes and developments of the 1920's reflected of the period. Since writers and artists often provide a mirror of the time, a depth opportunity is suggested in an effort to point up the ideas and spirit of this period. Students should be selected to personalize these people and selections from "The Hollow Men" in order to present a vivid picture of how they felt about the most illustrative of the point of view of each. For example, one student might select a selection from "The Hollow Men" in order to present a vivid picture of how they felt about the

Other suggested personalities are:

9. George Gershwin
10. John Dewey
11. Thomas Hart Benton
12. Henry Ford
13. Stephen Vincent Benet
14. Robert Frost
15. James W. Johnson

During the 1920's even though prosperity and affluence gave tone to the period, the social changes intensified tensions and produced alterations in values and attitudes. The student's understanding of social change and the resulting conflict, the causes of the Great Depression which began in 1929, and the resulting conflict, the investigation and the conclusions presented to the class either through panels or

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discussion techniques, the following exercises are suggested:
1. Assigned to do research covering these topics:

2. Causes of the Great Depression which began in 1929.
3. Action taken by the Hoover administration in an attempt to arrest

4. The economic conditions that developed during the 1920's and analyze public reaction.
5. The role of the Klux Klan and his governmental actions in terms of whether or not they

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6. In what ways, the prosperity of the 1920's was a mirage.
7. It is suggested that the teacher should assume a dominant or guiding role in the discussion of this material. The Socratic method of guiding the discussion through leading questions can result in critical thinking and conclusion drawing.

DEPTH OPPORTUNITIES

Since economic change is a fact of life, the student needs to be prepared and to adapt to the forces of change. To assist the student in acquiring this ability, he should select one of the following topics and gather pertinent information.

List the types of occupations which increased considerably during the 1920's and which were affected by the labor union.

Explain why foreign loans or investments to the United States require more than it imports.

Distinguish between speculation in stocks which provided capital for industry and speculation of the type which helped bring on the stock market crash of 1929.

Each student should be encouraged as an individual project to study the real accounts of corporate organization from economic sources. The student should obtain shares in large corporations, the purpose of the stock market, and the terms: curb prices, bid prices, highs, lows, bears, and bulls. This depth opportunity is an invitation made by the teacher to a representative from a stock exchange to explain how corporations are formed, how stock is sold, how the stock market operates, and how it is performed.

As an exercise in developing the ability to abstract and to discriminate, the following outline relative to New Deal legislation:

- I. Relief measures
- II. Recovery measures
- III. Reform measures

Each student should then write a short critique in which he makes a general statement of the New Deal.

To assist the student in the difficult process of analyzing the accuracy of the following depth opportunity is suggested: The statement is sometimes made that the "New Deal" of Franklin D. Roosevelt was committed to helping "the forgotten man." Determine the accuracy or the inaccuracy of this assertion.

A committee of students should make a careful study of the subject: Was the New Deal a revolution? Each member should be assigned a chapter or two in The New Deal: Revolution in American Civilization, Amherst Series. The reports should be presented and evaluated.

TRIAL, AND RECOVERY, 1920-1940

DEPTH OPPORTUNITIES

the student needs to be prepared to understand, to influence rationally, To assist the student in acquiring an understanding of economic change, topics and gather pertinent information which he should relate to the class. h increased considerably during the 1920's and indicate how this shift

tments to the United States required that the United States export more

stocks which provided capital for industrial expansion, and stock ed bring on the stock market crash of 1929.

n individual project to study the organization of a single corporation or to n from economic sources. The students should then find out how individuals he purpose of the stock market, and the meaning of such terms as: buying short, bears, and bulls. This depth opportunity could be used as student background o a representative from a stock brokerage firm to speak to the class about is sold, how the stock market operates, and what economic functions are

ty to abstract and to discriminate, the students should be asked to complete Deal legislation:

critique in which he makes a general appraisal of the successes and failures

process of analyzing the accuracy and relevancy of historical judgment, the ed: The statement is sometimes made by New Deal supporters that the admini- committed to helping "the forgotten American". The student through research acy of this assertion.

careful study of the subject: Was the New Deal a revolution or an evolution? er or two in The New Deal: Revolution or Evolution? booklet in "Problems es. The reports should be presented to the class and the information

DEPTH OPPORTUNITIES

In order to develop such concepts as the business cycle, depression, fiscal and monetary role of government, each student should be assigned one of the following topics which to be developed in a short paper. After completion of student research, a class per representative papers are read and discussed.

1. Explain the function of "investment expenditures". A discussion of this concept's importance, regardless of size, in influencing the ups and downs of the business cycle.
2. Indicate the meaning of "fiscal policy", and explain how government policies influence the economy.
3. Explain why, according to the theory concerning the effect of investment expenditures on the business cycle, a greater role exerted by the Reconstruction Finance Corporation might result in a greater degree of recovery and depression.
4. Indicate short run and long run results of a high protective tariff on the economy during a period of depression.
5. State factors which help to explain why labor union membership grew so rapidly during the 1920's.

DEPTH OPPORTUNITIES

as the business cycle, depression, fiscal and monetary policy, and the economic should be assigned one of the following topics which relate to economic stability, After completion of student research, a class period should be set aside in which and discussed.

investment expenditures". A discussion of this concept should include its size, in influencing the ups and downs of the business cycle. "fiscal policy", and explain how government policies can slow down or speed up

the theory concerning the effect of investment expenditures on the business started by the Reconstruction Finance Corporation might have resulted in recovery and depression.

ing run results of a high protective tariff on the economy during a period

to explain why labor union membership grew so rapidly between 1930 and 1940.

INSTRUCTIONAL

1. Supplementary Reading

- Farley, James, Jim Farley's Story - The Roosevelt Years
- Faulkner, Harold, From Versailles to the New Deal
- Leuchtenburg, William E., The Perils of Prosperity
- Lilienthal, David, T.V.A.: Democracy on the March
- Mitchell, Broadus, Depression Decade, 1929-1941
- Perkins, Dexter, The New Age of Franklin Roosevelt, 1932-1945
- Rauch, Basil, The History of the New Deal
- Soule, George, Prosperity Decade, From War to Depression, 1917-1929
- Wecter, Dixon, The Age of the Great Depression
- Allan, Frederick L., Since Yesterday
- Sullivan, M., Our Times
- Adams, S.H., The Incredible Era
- Barnes, M.A., Within This Present
- Hinshaw, D., Herbert Hoover, American Quaker
- Hoover, H., Memoirs
- Neuberger, R.L. and Kahn, S.B., Integrity, The Life Story of George W. Norris
- Richards, W.C., Last Billionaire
- Allen, Frederick L., The Big Change: America Transforms Herself, 1900-1950
- Beard, C.M., America in Mid-Passage
- Brogan, D.W., The Era of Franklin Roosevelt
- Moley, R., After Seven Years
- Rodell, F., Nine Men: A Political History of the Supreme Court of the U.S.
- Burns, J.M., Roosevelt: The Lion and the Fox
- Gunther, J., Roosevelt in Perspective: A Profile in History
- Jones, N., Still to the West
- Menken, H.L., Prejudices
- Nevins, Allan, The New Deal of World Affairs
- Shannon, David, The Great Depression
- Loront, S., F.D.R.: A Pictorial Biography
- Roosevelt, Eleanor, This I Remember
- Tully, G., FDR, My Boss
- Schlesinger, Arthur M. Jr., The Age of Roosevelt: The Crisis of the Old Order

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INSTRUCTIONAL MATERIALS

| | |
|--|---|
| Allen, <u>Roosevelt Years</u> | Allen, Frederick L., <u>Only Yesterday</u> |
| Bryn-Jones, David, <u>New Deal</u> | Bryn-Jones, David, <u>Frank B. Kellogg</u> |
| Burlingame, Roger, <u>Prosperity</u> | Burlingame, Roger, <u>General Billy Mitchell, Champion of</u> |
| Gunther, John, <u>the March</u> | <u>Air Defense</u> |
| Hicks, John D., <u>1929-1941</u> | Gunther, John, <u>Roosevelt in Retrospect: A Profile in</u> |
| Hull, Cordell, <u>Roosevelt,</u> | <u>History</u> |
| Lewis, Sinclair, <u>War to</u> | Hicks, John D., <u>Republican Ascendency, 1921-1933</u> |
| Lewis, Sinclair, <u>Main Street</u> | Lewis, Sinclair, <u>Babbitt</u> |
| Warren, Robert Penn, <u>ression</u> | Lewis, Sinclair, <u>Main Street</u> |
| White, William Allen, <u>A Printer in Babylon. The Story</u> | Warren, Robert Penn, <u>All the King's Men</u> |
| <u>of Calvin Coolidge</u> | White, William Allen, <u>A Printer in Babylon. The Story</u> |
| Zugsmith, Leans, <u>A Time To Remember</u> | <u>of Calvin Coolidge</u> |
| Tunis, J., <u>Son of the Valley</u> | Zugsmith, Leans, <u>A Time To Remember</u> |
| Bilren, B., <u>Twentieth Century Unlimited</u> | Tunis, J., <u>Son of the Valley</u> |
| Cremins, L.A. and Borrowman, M.L., <u>Public Schools in</u> | Bilren, B., <u>Twentieth Century Unlimited</u> |
| <u>Our Democracy</u> | Cremins, L.A. and Borrowman, M.L., <u>Public Schools in</u> |
| Howard, Jr. T. and Mendel, A., <u>Our Contemporary</u> | <u>Our Democracy</u> |
| <u>Composers</u> | Howard, Jr. T. and Mendel, A., <u>Our Contemporary</u> |
| Keepnews, O., <u>Pictorial History of Jazz</u> | <u>Composers</u> |
| Barrymore, Lionel, <u>We Barrymores</u> | Keepnews, O., <u>Pictorial History of Jazz</u> |
| Byrd, Richard E., <u>Alone</u> | Barrymore, Lionel, <u>We Barrymores</u> |
| Graham, F., <u>Lou Gehrig, A Quiet Hero</u> | Byrd, Richard E., <u>Alone</u> |
| Lindbergh, Charles, <u>Spirit of St. Louis</u> | Graham, F., <u>Lou Gehrig, A Quiet Hero</u> |
| Cournos and Cournos, <u>Famous Modern American Novelists</u> | Lindbergh, Charles, <u>Spirit of St. Louis</u> |
| Lengyel, E., <u>America's Role in World Affairs</u> | Cournos and Cournos, <u>Famous Modern American Novelists</u> |
| Stimson, H.L., <u>On Active Service in Peace and War</u> | Lengyel, E., <u>America's Role in World Affairs</u> |
| Ambler, Eric, <u>Journey Into Fear</u> | Stimson, H.L., <u>On Active Service in Peace and War</u> |
| Hersey, John, <u>The Wall</u> | Ambler, Eric, <u>Journey Into Fear</u> |
| Hull, Cordell, <u>Memoirs</u> | Hersey, John, <u>The Wall</u> |
| Lewis, Sinclair, <u>It Can't Happen Here</u> | Hull, Cordell, <u>Memoirs</u> |
| Sherwood, Robert, <u>Roosevelt and Hopkins: An Intimate</u> | Lewis, Sinclair, <u>It Can't Happen Here</u> |
| <u>History</u> | Sherwood, Robert, <u>Roosevelt and Hopkins: An Intimate</u> |
| | <u>History</u> |

osevelt:

2. Records

- F.D.R. Speaks, Decca, 9628
I Can Hear It Now, Volume 1, Columbia Record, 1933-45
I Can Hear It Now, Volume 3, Columbia Record, 1919-29

3. Films (BAVI)

- 8135 F.D.R. from the series And the World Listened
0688 F.D.R.
2626 The Golden Twenties
2627 The Golden Twenties
1769 Problem of Relief
2149 Supreme Court
2299 Two Decades of History, 1927-47
1185 Land of Liberty, 1890-1938

4. Filmstrips

- The Roaring Twenties
The Great Depression (in school libraries)

5. Transparency

- U.S. History, Keuffel and Esser

ADDITIONAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT V

(All of these references may not be available in any one school library. Librarian be requested to develop a bibliography of materials available wh

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- American Heritage, The Twenties (August 1965). New York: Simon & Schuster, 1966. Pages 56-64 on K.K.K. in Indiana.
- Bird, Caroline, The Invisible Scar. New York: McKay, 1965. Concerns depressions effect with many references to Negroes.
- Bontemps, Arna, Story of the Negro. New York: Knopf, 1958. Pages 199-213 cover 1920 to 1940 period.
- Bontemps, Arna, We Have Tomorrow. Boston, Mass: Houghton Mifflin, 1945. Stories of 12 promising young Negroes.
- Bowen, David, The Struggle Within. New York: Norton, 1965. Deals with many questions about race relations and civil rights.
- Davis, Mac, 100 Greatest Sport Heroes. New York: Grosset & Dunlap, 1958. Sections on Henry Armstrong, Joe Louis, Jesse Owens.
- Davis, John P., The American Negro Reference Book. Englewood Cliffs, N. J: Prentice-Hall, 1965. Pages 65-74 covers 1920-1940 period, other sections deal with various aspects of life and the Negroes' participation and contributions.
- Eaton, Jeannette, Trumpeters Tale. New York: Morrow, 1955. Biography of young Louis Armstrong.
- Fleming, Alice, Great Women Teachers. Philadelphia, Pa: Lippincott, 1965. Chapter on Mary McLeod Bethune.
- Forsee, Aylesa, American Women Who Scored Firsts. Philadelphia, Pa: Macrae Smith, 1958. Chapter on Marian Anderson.
- Ginsberg, E., and Twentieth Century. Pages 147-204
- Hollander, Zander, Twentieth Century. Sections on
- Holt, Rackham, C. N. Y: Doubleday
- Hughes, Langston, Dodd, 1954.
- Bunche, Maria
- Hughes, L., and Garden City, S. Braithwaite
- Effie Newsome
- Jesse R. Faus
- A. Brown, Clara
- Bontemps, Countee
- J. Hayes, Frank
- Hughes, L., and Negro in America 268-291 cover
- Kugelmass, J. Al
- New York: Mentor
- Manber, David, W 1967. Biographical
- Means, Florence, Houghton Mifflin

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able in any one school library. It is suggested that the school
 bibliography of materials available which are appropriate to the unit.)

REFERENCES

- 1965). New York: McKay, with many sections on the 1920-40 period. Boston, Mass: 1954. Promising
- Ginsberg, E., and Berman, H., The American Worker in the Twentieth Century. New York: Macmillan, 1963. Pages 147-264 cover the 1920 to 1940 period.
- Hollander, Zander, Great American Athletes of the Twentieth Century. New York: Random House, 1966. Sections on Joe Louis and Jesse Owens.
- Holt, Rackham, George Washington Carver. Garden City, N. Y: Doubleday, 1942. Biography.
- Hughes, Langston, Famous American Negroes. New York: Dodd, 1954. Chapters on A. Philip Randolph, Ralph Bunche, Marian Anderson.
- Hughes, L., and Bontemps, Arna, The Poetry of the Negro. Garden City, N. Y: Doubleday, 1949. Poems of William S. Braithwaite, Angelina W. Grimke, Anne Spencer, Effie Newsome, Georgia D. Johnson, Fenton Johnson, Jesse R. Fausett, Jean Toomer, Frank Horne, Sterling A. Brown, Clarissa S. Delaney, Langston Hughes, Arna Bontemps, Countee Culien, Jonathan H. Brooks, Donald J. Hayes, Frank M. Davis, Waring Cuney, Helene Johnson.
- Hughes, L., and Meltzer, M., A Pictorial History of the Negro in America. New York: Crown, Rev. ed. Pages 268-291 cover the period from 1920 to 1940.
- Kugelmass, J. Alvin, Ralph J. Bunche: Fighter for Peace. New York: Messner, 1962. Biography.
- Manber, David, Wizard of Tuskegee. New York: Macmillan, 1967. Biography of George Washington Carver.
- Means, Florence, Carvers', George. Boston, Mass: Houghton Mifflin, 1952. Biography.
- York: Norton, on race relations
- New York: Henry Armstrong,
- ence Book. 1, 1965. Other sections on the Negroes'
- York: Morrow, Philadelphia, by McLeod
- Firsts. Chapter on

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- Meltzer, M., and Meier, A., Time of Trial, Time of Hope: The Negro in America, 1919-1941. Garden City, N. Y.: Doubleday, 1966. Topics include life of Negro in early 1900's, Negro migration to cities, white resistance, riots, the new Negro, renaissance, effect of depression, support Roosevelt, New Deal, The C.I.O., 1941 march on Washington.
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- Robinson
- Robert C

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EVALUATION FOR UNIT V
(Sample Questions)

LEVEL I

Describes, refines, makes an analogy, identifies, or classifies (fact...specific)

The---amendment outlawed liquor in the U. S. (a) 17th, (b) 18th, (c) 15th, (d) 21st

The president during the 20's whose weak leadership resulted in corruption was (a) Wilson, (b) Cox, (c) Harding, (d) Hoover

Two men convicted of a crime due to an atmosphere of hysteria were (a) Coolidge and Harding, (b) Capone and Jenna, (c) Sacco and Vanzetti, (d) Smith and Forbes

LEVEL II

Shows relationships among ideas, makes comparisons, recognizes principles

How many of the following are examples of reform legislation: (a) Alien Act of 1917, (b) 21st Amendment, (c) 18th Amendment, (d) 19th Amendment

Cite positions taken by the executive branch in regard to reform legislation which reflect a change in leadership from Wilson to Harding. Use laws passed during terms of these presidents to support your answer.

Which of the labor unions below was considered to be most radical by the general public: (a) C.I.O., (b) A.F.L., (c) United Mine Workers, (d) I.W.W.

EVALUATION FOR UNIT V
(Sample Questions)

LEVEL II

relationships among ideas,
comparisons, recognizes
places

any of the following are
examples of reform legislation:
(a) Alien Act of 1917, (b) 21st
Amendment, (c) 18th Amendment,
(d) 19th Amendment

positions taken by the
Executive branch in regard to
legislation which reflect
change in leadership from
Taft to Harding. Use laws
passed during terms of these
presidents to support your

of the labor unions below
considered to be most radi-
cal to the general public:
(a) I.O.O.F., (b) A.F.L., (c)
United Mine Workers, (d) I.W.O.

LEVEL III

Usually explains, justifies,
interprets, or predicts
(theory...abstract)

Support or reject the contention:
"You can't legislate morality."
(Use the 1920's as the basis of
your answer.)

The League of Nations had many
difficulties during its existence.
Which of the following problems
was the most insurmountable?
(a) lack of use of force, (b)
shortage of funds, (c) non-
membership of the most powerful
nation, (d) ineffective leader-
ship. Support your answer with
a paragraph.

Analyze the statements below.
Which one is an example of
labeling during the 20's and 30's?
(a) Many farmers were uneducated.
(b) A strike is a radical move.
(c) Some immigrants are difficult
to assimilate. (d) Immigrants are
a radical group.

UNIT VI
THEMES IN CONTEMPORARY UNITED STATES HISTORY,
1940 - Present

UNIT VI THEMES IN CONTEMPORARY UNITED STATES HISTORY, 1940-Present

OVERVIEW

The period 1940 to the present is the time in which the American people were in the process of realizing their position of world leadership. While striving to maintain peace, they became involved in World War II; and an even greater frustration of their efforts for peace was the development of the Cold War. This has been a period in which America accepted responsibility for improving the social and economic conditions of a greater part of the world.

At the same time, the struggle to maintain prosperity, and the effort to assure equal rights to all segments of our society, has occupied the attention of our people.

COMMENTARY TO THE TEACHER

A study of the period 1940 to the present can involve the student in an understanding of the issues and problems facing the world today. A teacher should capitalize on current issues, connecting them to past events and problems.

While many treatments of this era lack the perspective of time, the teacher must help the student understand the conflicting and often subjective data which must be used to interpret this period.

THEMES IN CONTEMPORARY UNITED STATES HISTORY, 1940-Present

I. Involvement in World Conflict

A. World War II

1. Pre-involvement actions
2. Wartime efforts
3. International agreements
4. Situation at the end of the war

B. Cold War

1. National security
2. International alliances
3. Economic programs

C. Military Confrontations

1. Berlin
2. Korea
3. Formosa
4. Lebanon
5. Viet Nam

II. Domestic Policies and Developments

- A. Changes in the federal government
- B. Changes in state and local government
- C. Changes in concern for the individual
- D. Concern for internal security

III. Human Relations

- A. Civil rights
- B. Effects of technological changes
- C. Effect of population concentration
- D. Effects of mass culture

| CONCEPTS | | U |
|---|---|------------|
| I. Differences in political institutions and ideologies often lead to conflicts among and within societies. | 1. Nations take action to | Nat |
| | 2. Nations use economic m | Nat |
| | 3. Nations create alliances in the world. | Nat in |
| | 4. Nations attempt to create themselves, throughout | Nat the |
| | 5. Social and political s able or unfavorable of | Co ab |
| II. The form and complexity of governmental systems varies in time and with societies. | 1. Political institutions to increased involvement | Co p |
| | 2. Areas of state and local changing. | re cha |
| | 3. The federal government on individual welfare. | The on |
| | 4. Federal programs encourage attempts to create | Fed are |

UNDERSTANDINGS

ction to Nations take action to guarantee their own security.

conomic m Nations use economic means to gain certain ends.

alliance Nations create alliances to seek a favorable balance of power in the world.

t to cre Nations attempt to create political situations favorable to themselves, throughout the world.

itical s Social and political situations which are perceived to be favorable or unfavorable often influence political developments.

stitutions Political institutions of the United States change in response to increased involvement in domestic and international problems.

and loc Areas of state and local government responsibility are constantly changing.

overnment The federal government continued to increase its direct effect on individual welfare.

ns encour Federal programs encouraging exchange of peoples and ideas to create are attempts to create understanding and peace in the world.

STUDENT LEARNING EXPERIENCES

1. Students study the Selective Service Act of 1940, Lend Lease Agreements, and these were actions to guarantee our security. Determine what provoked these actions.
2. Students study the establishment of the United Nations. Explain how this was a security. Decide what sections of the U.N. Charter insured our security.
3. Study NATO, SEATO, and OAS and how these have operated to guarantee our security.
4. Students analyze America's role in confrontations between different ideologies: German division, Berlin Blockade, North and South Korea, Formosa, Suez, Cuba, and South Viet Nam. Debate the issue that these were necessary to protect our security.
5. Students study the economic measures used after W.W. II by the United States to guarantee our security. Use the Truman Doctrine, Marshall Plan, Point Four Program, Alliance for Progress, and A.I.D. to show this policy in action.
6. Study the governments of Formosa, South Korea, South Viet Nam and the Dominican Republic. Exerted by the United States towards their establishment and maintenance.
7. Portray social and political situations in the Congo, Cuba, Indonesia, and Egypt. Unfavorable political results for the United States.

1. Study the constitutional amendments since 1945. Report on the interests which have been affected.
2. Cabinet departments have changed in purpose and title since 1945. Investigate the reasons for them.
3. Study the Hoover Commission recommendations. Develop criteria for establishing the changes.
4. Investigate the major concerns of the two new states, Alaska and Hawaii, and compare them with Arizona and New Mexico when they were new states.
5. Students research the reapportionment decisions of the U.S. Supreme Court. Report on the change.
6. Students research the extension of federal aid to states and local governments. Report on federal controls.
7. Compare Eisenhower administration policy on federal ownership of business to that of the State. State the difference in philosophy behind the contrasting policies. Use the example of St. Lawrence Seaway, and others.
8. Investigate federal programs, such as G.I. Bill, Social Security, Job Corps, Federal Aid to Families and Dependent Children. Prepare student reports on arguments supporting and opposing these programs.
9. Report on local governmental problems in dealing with individual welfare. Explain what have been proposed. (Materials - Pages 256-258 in The American Negro by Logan and in The Negro in America by Cuban.)

STUDENT LEARNING EXPERIENCES

and the Service Act of 1940, Lend Lease Agreements, and the Atlantic Charter. Show how these actions guarantee our security. Determine what provoked these actions.

was an instrument of the United Nations. Explain how this was an attempt to protect our own interests. How the provisions of the U.N. Charter insured our security.

and how these have operated to guarantee our security.

role in confrontations between different ideologies since 1945, i.e...East-West

Cuba, Berlin, North and South Korea, Formosa, Suez, Cuba, Berlin Crisis, and North and South Korea. Explain the issue that these were necessary to protect our security.

measures used after W.W. II by the United States to discover how they effected our security.

an Doctrine, Marshall Plan, Point Four Program, Alliance for Progress, Peace Corps, and Peace Corps, and how they effected our security.

armosa, South Korea, South Viet Nam and the Dominican Republic. Depict influence of these actions towards their establishment and maintainance.

and Egypt. Explain situations in the Congo, Cuba, Indonesia, and Egypt that have had favorable or unfavorable effects for the United States.

which have changed since 1945. Report on the interests which supported and opposed these changes. Investigate these changes and the reasons for them.

and compare the recommendations. Develop criteria for establishing a priority list of proposed changes.

and compare the concerns of the two new states, Alaska and Hawaii, and compare them to the concerns of the states as they were.

. Report on the decisions of the U.S. Supreme Court. Report on rural opposition to the decisions.

ments. Report on the decision of federal aid to states and local governments and the extent of accompanying conditions.

to the Truman administration. Report on the Truman administration's policy on federal ownership of business to that of the Truman administration. Explain the philosophy behind the contrasting policies. Use the examples: off-shore oil, T.V.A., and others.

ps, Report on programs, such as G.I. Bill, Social Security, Job Corps, Kerr-Mills, and Medicare. The extent of support for and opposition to these programs.

Explain the problems in dealing with individual welfare. Explain alternative solutions that have been used. (Logan and Cohan - Pages 256-258 in The American Negro by Logan and Cohan, Pages 119-129 (Cuban.)

| CONCEPTS | UNDERSTAND |
|---|--|
| II. The form and complexity of governmental systems varies in time and with societies. (continued) | |
| III. Present day social, political, and economic problems are outgrowths of previous historical situations. | <ol style="list-style-type: none"> 1. Civil rights problems continue 2. The division of power between the federal and state governments has always been an area of conflict. 3. Inflation often occurs during periods of economic growth, followed by a brief recession and then a recovery. 4. Full employment has existed since the end of the Depression. 5. Crimes against person and property have increased since W. W. II. |

ERSTAND
UNDERSTANDINGS

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1. Civil rights problems continue to concern the American public.
2. The division of power between national and state governments has always been an area of conflict within our federal system.
3. Inflation often occurs during a war period and is then followed by a brief recession and then inflation.
4. Full employment has existed as a desirable goal in America since the Depression.
5. Crimes against person and property have caused increasing concern since W. W. II.

STUDENT LEARNING EXPERIENCES

10. Students investigate the Fulbright student exchange system, and its effect. Have students list pros and cons of the value of such a program.
 11. Students study other exchange programs, such as: "city to city", A.F.S. programs, etc. Evaluate the success of one of these programs, using its own purposes as a basis for evaluation.
 12. Study the International Education Bill introduced in the 1966 session of Congress. Discuss the implications for better international understanding.
-
1. Trace the development of the Civil Rights Movement in America. Discuss changes since W. W. II. Determine if the Negro changed his methods of attaining civil rights. (Materials - Pages 200-203, 209-211, 212-216, 216-219, 224, 225, 229-237, 237-241, 264 in The American Negro by Logan and Cohen, pages 130-139, 140-152, 153-162, 163-167 in The Negro in America by Cuban, pages 141-143, 144-172 in The Negro in American Life by Wade, and The Negro in American Past by Bowes.)
 2. Discover information to explain the causes for increased resistance to Negro civil rights including Klan activities. Investigate different methods used by people with this attitude. (Materials - Pages 201-202, 203, 206-207, 211-212, 229-237, 240-241, 243, 252, 261-264 in The American Negro by Logan and Cohen, pages 130-139, 140-152, 153-162, 163-167 in The Negro in America by Cuban.)
 3. Study the Tide Lands Oil Controversy. Depict how this indicates a conflict between state and federal authority.
 4. Discover how the desegregation of schools illustrates a conflict between federal and state authority. Determine which government is most concerned about the welfare of the Negro. (Materials - Pages 141-143 in The Negro in American Life by Wade, and 152 in The Negro in America by Cuban.)
 5. Define inflation. Study inflation during W. W. II. Determine what governmental policies were used to control inflation.
 6. Study the inflation of the 1920's and contrast this with the inflation of the 1940's. Determine under which inflation is harmful and when it should be controlled.
 7. Have students study the programs initiated to reduce unemployment since the Depression. Determine the effectiveness and what problems still remain. Point out new problems that are being created. Determine the effectiveness of such programs for whites and non-whites. (Materials - Pages 168-172 in The American Negro by Logan and Cohen.)
 8. Invite a Madison police officer or an F.B.I. agent to discuss the types of crime in the Madison area. Have him attempt to explain any possible reasons for the type of crime in the Madison area.
 9. Compare the crime rate in Madison since W. W. II with the national crime rate. Determine what this indicates about Madison as a place to live.

STUDENT LEARNING EXPERIENCES

Have the Fulbright student exchange system, and its effect. Have a panel discuss the pros and cons of such a program.

Compare exchange programs, such as: "city to city", A.S.S. program, and teacher exchange programs. Discuss the success of one of these programs, using its own purposes as the criteria.

Discuss the Education Bill introduced in the 1966 session of Congress in terms of its contribution to international understanding.

Discuss the Civil Rights Movement in America. Discuss changes if any that have occurred since the 1950's. Determine if the Negro changed his methods of attaining civil rights since W. W. II.

(Materials - Pages 203, 209-211, 212-216, 216-219, 224, 225, 229-237, 237-244, 245-254, 255-258, 259-260)

(Materials - Pages 130-139, 140-152, 153-162, 163-176 in The Negro in America by Logan and Cohen, pages 141-143, 144-172 in The Negro in American Life by Wade, pages 491-496 in Avenues by Wade.)

Discuss the causes for increased resistance to Negro civil rights activity, in-vestigate different methods used by people with this goal. (Materials - Pages 211-212, 229-237, 240-241, 243, 252, 261-264 in The American Negro by Logan and Cohen, pages 140-152, 153-162, 163-167 in The Negro in America by Cuban.)

Discuss the Federal Controversy. Depict how this indicates a conflict between federal and state authority. Discuss the segregation of schools illustrates a conflict between federal and state authority.

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| CONCEPTS | UNDERSTANDING |
|--|---|
| IV. Human experience is continuous and interrelated; change is an ever present factor in human and social development. | <ol style="list-style-type: none"> 1. America's space program is military technology; reaction stimulated its growth. 2. The impact of automation and far reaching effects on America. 3. Breakthroughs in medical technology (vaccine, miracle drugs, organ in surgery and psychiatry) dispelled much human misery created new problems of old. 4. Increased leisure time and has created greater public and facilities. 5. Working women have become a American work force since World War II. 6. Mass culture has become a trend increased urbanization, immigration mobility. The search for identity created by these same situations. 7. America has enjoyed a postwar education unparalleled in all of history. 8. Increased educational attainment led to a "cultural explosion" emphasis on architecture and art. 9. Increased civil rights and led to an increasing number of ship capabilities in various fields. |

STANDII
UNDERSTANDINGS

1. America's space program is a direct outgrowth of changing military technology; reaction to Soviet space successes has stimulated its growth.
2. The impact of automation and cybernation has had tremendous and far reaching effects on American business and society.
3. Breakthroughs in medical technology (such as polio and measles vaccine, miracle drugs, organ transplants, and new techniques in surgery and psychiatry) have increased our life span and dispelled much human misery. These same breakthroughs have created new problems of old age and world over-population.
4. Increased leisure time and more discretionary disposable income has created greater public demand for recreation opportunities and facilities.
5. Working women have become an increasingly large segment of the American work force since World War II.
6. Mass culture has become a truly national phenomena through increased urbanization, improved communication and greater mobility. The search for individual identity has been complicated by these same situations.
7. America has enjoyed a postwar boom in public and higher education unparalleled in all of human history.
8. Increased educational attainment, income, and urbanization has led to a "cultural explosion" in the United States with new emphasis on architecture and the arts.
9. Increased civil rights and job opportunities for Negroes have led to an increasing number of Negroes exhibiting their leadership capabilities in various fields of activity.

STUDENT LEARNING EXPERIENCES

1. Student debate; Resolved: America could better spend the millions allocated to social and political problems here and abroad.
2. Have students study the bomber vs. missile controversy and the effects thereof of our military technology and our space program.
3. Invite a physician into the classroom to discuss recent advances in surgery.
4. Have students prepare reports dealing with recent medical breakthroughs in disease, etc.
5. Have a panel study the Surgeon-General's report on cigarette smoking and have the class.
6. Conduct research to find some industries that have greatly effected automation and negative situations resulting from this automation.
7. Investigate the expansion of the state park system in Wisconsin. Discuss increased mobility, and the "camping boom" on our state park system.
8. Go through the morning or evening paper and find out how many different types of advertisements are shown to the public on a given evening. Compare this total to Chicago or Tomah.
9. Have each student prepare a paper showing the number of working wives vs. men and use it for a discussion of why the results are what they are. Relate to 1944.
10. Through TV Guide or a similar publication do an analysis of TV fare. Examine the programs that dominate prime viewing hours to determine "public" preferences. Try to determine in fact, represent public preferences. Examine a TV magazine from 1955 and compare.
11. Compare your home with the "typical" American household pictured on TV. Examine articles of glamour or prestige articles on yourself and others.
12. Through an assembled group of records discuss changes in style and subject matter in music since 1945.
13. Do a class analysis of best-selling novels and the funny papers.
14. Relate the National Defense Education Act and subsequent revisions to changes in education.
15. Through a series of graphs and charts compare per capita spending on public education in the U. S. Compare literacy rates and college graduate percentages between the U. S. and other countries.
16. Contrast the Seagram Building, the Johnson Wax Building, the IBM Building, and others with the traditional office building. Explain why companies seek to build with unique architectural forms. Survey the architectural styles of recent buildings and relate them to traditional church architecture.
17. Create a list of major symphony orchestras in the U. S. Relate their distribution to changes in communications and increased mobility.
18. Examine the number of cultural attractions found in Madison. Determine how they are distributed.
19. Develop a bulletin board display on Negro contributions to American life. Examine different fields of activity such as the arts, sciences, sports, music, education, etc. (Materials - Pages 203-206, 217-226, 239-243, 258-259 in The American Negro by Carter G. Woodson, 152-157, 163-166, 167-168 in The Negro in American Life by Wade.)

STUDENT LEARNING EXPERIENCES

llocat : America could better spend the millions allocated to our space program to alleviate
blems here and abroad.

ts tha bomber vs. missile controversy and the effects that it has had on the development
ogy and our space program.

urger the classroom to discuss recent advances in surgery, internal medicine, and psychiatry.
ghs in reports dealing with recent medical breakthroughs in polio, TB, burn treatment, heart

and t Surgeon-General's report on cigarette smoking and health and report these findings to

automa some industries that have greatly effected automation and analyze the positive and
ulting from this automation.

scuss on of the state park system in Wisconsin. Discuss the effects of improved highways,
the "camping boom" on our state park system.

ent ty or evening paper and find out how many different types of entertainment are available
Tomah. evening. Compare this total to Chicago or Tomah.

s vs. e a paper showing the number of working wives vs. non-working wives. Graph the total
elate ion of why the results are what they are. Relate this to working women in 1900, 1930,

Exam similar publication do an analysis of TV fare. Examine the types of programs which
to de ours to determine "public" preferences. Try to decide whether or not these programs,
955 and c preferences. Examine a TV magazine from 1955 and report on changes.

TV. E he "typical" American household pictured on TV. Examine the effect of advertising
articles on yourself and others.

subject up of records discuss changes in style and subject matter in American "popular"

est-selling novels and the funny papers.

o chang nse Education Act and subsequent revisions to changes in the Madison Public Schools.

public hs and charts compare per capita spending on public education from state to state in
etween cy rates and college graduate percentages between the U. S. and other selected countries.

lding, lding, the Johnson Wax Building, the IBM Building, National Guardian Life Building and
seek to onal office building. Explain why companies seek to identify their headquarters buildings
recent l forms. Survey the architectural styles of recently built churches in Madison and
al church architecture.

r dist symphony orchestras in the U. S. Relate their distribution to urbanization, expanded
ased mobility.

ine hov ltural attractions found in Madison. Determine how and by whom they are supported.
life. display on Negro contributions to American life. Include lists of Negro leaders in
ic, edu vity such as the arts, sciences, sports, music, education, military, government, etc.
n Negro 06, 217-226, 239-243, 258-259 in The American Negro by Logan and Cohen, pages 144-148,
B in The Negro in American Life by Wade.)

184- UNIT VI THEMES IN CONTEMPORARY U.S. HISTORY, 1940-Present

LANGUAGE ARTS CORRELATION

Approach

The correlation in this unit can be accomplished through debates, symposiums, and class discussions to study issues of the period from 1940 to the present. Audiovisual resources can be used as a point of departure.

Sources

1. 33-1/3 Records

Project XX Not So Long Ago, LOC-1055, RCA
(Campaign speeches and music of 1940 to present)

Show Biz, LOC-1011, RCA
(Music of theatrical performers)

I Can Hear It Now, vol. 2-3, Columbia
(People and events of the time)

American History of World War II, vol. 9-10, Educational
Record Sales

(People and events leading to World War II)

Campaign 56, ERS
(Presidential campaign)

Presidential Inaugural Addresses, ERS
(Roosevelt to Kennedy)

Untypical Politician, ERS
(Political speeches of presidential candidates)

2. Films

1. The Decision To Drop the Bomb, EBF
(former N.B.C. White Paper)

2. World War II - Prologue U.S.A., 3811 BAVI
NOTE: Other films dealing with issues the teacher
might wish to present may also be used.

3. The Hat, Sterling Educational Films, 241 East 34th St.,
New York, N.Y. 10016, free (Organization for World
Peace-Disarmament)

UNIT VI THEMES IN CONTEMPORARY U.S. HISTORY, 1940-Present

LANGUAGE ARTS CORRELATION

SKILLS TO BE DEVELOPED

Student Activities

1. Taking the decision to use the nuclear weapon on Hiroshima as a point of departure, debate the proposition Resolved: nuclear weapons should never have been used nor ever should be used against mankind.
 2. Hold a symposium on the value of the U.N. to the world today.
 3. Have a panel discussion on the United States' alleged role as protector of democracy in the world.
 4. Have a debate on the pros and cons of our being in Viet Nam by resource persons. Demonstrate how adults use debate techniques. Students evaluate the debate using students' own selected criteria.
 5. Listen to the speeches of candidates for president. Hold a class discussion on the propaganda, emotional techniques, and devices used to persuade people to accept the speaker's point of view.
 6. Have students write an editorial which they slant toward a particular point of view on a current issue. Have them read the editorial to the class. Have the class evaluate the editorial to decide on the slant and its effectiveness.
 7. Have students review previous units to discover evidence of civil rights movements. Select several groups to do this and also to examine this movement today. Have them present their findings to the class along with their suggestions on how to work toward a solution of the problem. Have a question and answer period followed by open discussion.
- NOTE: The entire class should be prepared to join in the discussion with the understanding they must use research materials to support their statements.

AN ILLUSTRATIVE LESSON PLAN TO BE USED WITH UNIT VI
PERTAINING TO WORLD WAR II

UNIT VI

THEMES IN CONTEMPORARY U.S. HISTORY, 1940-Pres

INTRODUCTION

IDEOLOGICAL RIVALRIES AND WORLD WAR II:

The problems that resulted from World War I led many nations to seek extreme solutions. World War II was in part the result of this extremism.

(In developing the following assignments relate the following specific understandings framed within the context of the concepts developed in this unit.)

ASSIGNMENT #1

Understandings:

1. After World War I the nations attempted to deal peacefully with the problems which followed the war.
2. The rise of the Communist dictatorship from the ruins of the Czar's empire was a force opposed to democracy and to capitalism.
3. Economic factors brought dictators into power who became aggressive.
4. The Second World War began with Axis victories. The entire world was under Axis domination.
5. The anti-Fascist nations united, turned the tide, and forced the surrender of the Axis.
6. Once again the nations of the world sought a lasting peace, but only with limited success or failure.

Text Assignments:

- The Adventures of the American People - pp. 595-641
- Ewing, Communist Revolution - 369, 372, 374, 376
- Dictators - Post World War I Period - 374-376, 377, 382-384, 389, 390
- Second World War - 81, 132-133, 526-529, 595, 674, 679-682
- Story of Civilization: Communist Revolution - 756, 758, 780, 795, 805
- Dictators - 256, 758-759, 799, 800, 803-804, 819, 824, 827-828, 829
- World War II - nothing
- Story of Nations: Communist Revolution - 491-493, 499
- Dictators - 365, 383-386, 410-413, 491-500, 617, 626, 629
- World War II - 620, 640

Supplementary Reading:

Kennan, George F., Russia and the West. New York: Mentor Book, 1962

UNIT VI AN ILLUSTRATIVE LESSON PLAN TO BE USED WITH UNIT VI OF GUIDE
PERTAINING TO WORLD WAR II

UNIT VI

THEMES IN CONTEMPORARY U.S. HISTORY, 1940-Present

INTRODUCTION

WORLD WAR II:

...lted from World War I led many nations to seek extreme solutions to their problems.
...e result of this extremism.

...llowing assignments relate the following specific understandings to the more general
...n the context of the concepts developed in this unit.)

ASSIGNMENT #1

...the nations attempted to deal peacefully with the economic and political problems
...war.

...munist dictatorship from the ruins of the Czar's Russia confronted the world with
...democracy and to capitalism.

...rought dictators into power who became aggressive toward weaker neighbors.

...ar began with Axis victories. The entire world was threatened with totalitarian

...ations united, turned the tide, and forced the surrender of Italy, Germany, and Japan.

...ions of the world sought a lasting peace, but only time will tell the degree of their

American People - pp. 595-641

...tion - 369, 372, 374, 376

... World War I Period - 374-376, 377, 382-384, 389, 524-526, 594

... - 81, 132-133, 526-529, 595, 674, 679-682

... Communist Revolution - 756, 758, 780, 795, 805

... 758-759, 799, 800, 803-804, 819, 824, 827-828, 832-833, 836, 838, 842

...nothing

...munist Revolution - 491-493, 499

... 383-386, 410-413, 491-500, 617, 626, 629

...620, 640

...962 ...sia and the West. New York: Mentor Book, 1962

AN ILLUSTRATIVE LESSON PLAN (continued)

Supplementary Reading (continued)

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Bullock, Allan, Hitler's Tyranny, New York: Harper & Row, 1964
Shub, David, Lenin, Baltimore, Md: Penguin, 1967
Kennan, George, Foreign Diplomacy Since 1900, New York: New American Library, 1958

Filmstrips:

1. "Outbreak of World War II," 1939-1941, 47 frames, color
2. "Through the Periscope, Submarine Warfare," 50 frames

Small Group Topics: The rise of Communist dictatorship from the ruins of the Czar's Russia with a force opposed to democracy and capitalism.

1. Basic understanding: Under the Czars, Russian economy and government remained stagnant and the people produced revolutionary movements.
2. Basic understanding: Defeat and crisis during World War I led to the overthrow and establishment of a middle class provisional government.
3. Basic understanding: In November, 1917, Lenin began a Marxist dictatorship which overthrew the provisional government and established the Soviet Union.
4. Basic understanding: Stalin emerged as Lenin's successor, speeded rapid industrialization of agriculture, and purged his opposition to gain absolute personal power.
5. Basic understanding: The Soviet Union pursued a policy of isolation and world peace until fear of Fascist aggression caused a search for allies.

ASSIGNMENT #2

Small Group Topics: Economic causes around the world brought dictators into power in the 1930's which turned to aggression against weaker neighbors.

1. Basic understanding: Economic crisis and unemployment weakened governments, creating an opportunity to gain support and power.
2. Basic understanding: Italian Fascism maintained private enterprise under Mussolini's authoritarian dictatorship.
3. Basic understanding: Bigotry and a desire for vengeance swept Hitler into power in Germany for another war.
4. Basic Understanding: Military leaders of Japan seized Manchuria and established a puppet government.
5. Basic understanding: The League of Nations seemed to be helpless before the aggression of Italy and the intervention in the Spanish Civil War.
6. Basic understanding: The Western Democracies met the Depression at home with isolation and were unable to unite against aggression.
7. Basic understanding: Appeasement failed to turn aside Axis aggression and only encouraged their desire for conquest.

AN (continued)

-187

ed)

an Revolution, New York: Bantam Books, 1958

That Failed, New York: Bantam Books, 1964

Tranny, New York: Harper & Row, 1964

ore, Md: Penguin, 1967

y, 199 plomacy Since 1900, New York: New American Library, 1952

II," 1939-1941, 47 frames, color

, Submarine Warfare," 50 frames

ar's R of Communist dictatorship from the ruins of the Czar's Russia confronted the world .
rce opposed to democracy and capitalism.

maine Under the Czars, Russian economy and government remained backward, and discontented
tionary movements.

erthro Defeat and crisis during World War I led to the overthrow of the Czar and the estab-
lass provisional government.

hip w In November, 1917, Lenin began a Marxist dictatorship which won a bitter civil war
viet Union.

indus Stalin emerged as Lenin's successor, speeded rapid industrialization and collectivi-
al pow and purged his opposition to gain absolute personal power.

world The Soviet Union pursued a policy of isolation and world revolution among the powers,
aggression caused a search for allies.

ASSIGNMENT #2

er 11. causes around the world brought dictators into power in more powerful nations, who
aggression against weaker neighbors.

nts, Economic crisis and unemployment weakened governments, giving dictatorships the
upport and power.

r Muss Italian Fascism maintained private enterprise under Mussolini's system of militar-

to pow Bigotry and a desire for vengeance swept Hitler into power, and Germany prepared

ablist Military leaders of Japan seized Manchuria and established a dictatorship at home.

the The League of Nations seemed to be helpless before the invasion of Ethiopia, China,
n the Spanish Civil War.

with The Western Democracies met the Depression at home with internal reforms, but were
aggression.

nd onl Appeasement failed to turn aside Axis aggression and only strengthened Hitler's

188. AN ILLUSTRATIVE LESSON PLAN (continued)

ASSIGNMENT #3

Small Group Topics: The Second World War began with Axis victories and the entire world under totalitarian domination.

1. Basic understanding: German "Blitzkrieg" tactics won rapid conquest of most of Europe; war in the Mediterranean.
2. Basic understanding: German air power was halted in the Battle of Britain; invasion of Russia.
3. Basic understanding: Japan attacked in the Pacific to win a vast empire, but was forced into all-out war against the Axis.

ASSIGNMENT #4

Small Group Topics: The anti-Fascist nations united, turned the tide, and forced the Axis to surrender and Japan.

1. Basic understanding: The tide of battle turned against the Axis at Midway.
2. Basic understanding: American production armed the anti-Axis coalition, and played a leading part in the defeat of the Axis.
3. Basic understanding: Italy was defeated in 1943; Germany was conquered in 1945 after the impact of the first atomic bombs.

ASSIGNMENT #5

Small Group Topics: Once again the nations of the world sought a lasting peace, but failed because of their success or failure.

1. Basic understanding: During the war the Big Three of Russia, Great Britain, and the United States emerged as victors.
2. Basic understanding: The hope that these powers could work to bring about lasting peace.

Vocabulary identification for entire unit:

"cash and carry"
appeasement
Neutrality Acts
Lend Lease
Atlantic Charter
"Arsenal of Democracy"

Cairo Conference
Yalta Conference
Dumbarton Oaks
Potsdam Conference
Office of Price Administration

II (continued)

ASSIGNMENT #3

World War began with Axis victories and the entire world was threatened with German domination.

German "Blitzkrieg" tactics won rapid conquest of most of Europe, while Mussolini's Italian army was defeated in the Balkans.

German air power was halted in the Battle of Britain, but the Nazis turned to the

Japan attacked in the Pacific to win a vast empire, but brought the United States into the war against the Axis.

ASSIGNMENT #4

The Axis fascist nations united, turned the tide, and forced the surrender of Italy, Germany,

and Japan. The tide of battle turned against the Axis at Midway, Stalingrad, and in North Africa. American production armed the anti-Axis coalition, and American forces played a major role in the defeat of the Axis.

Italy was defeated in 1943; Germany was conquered in 1945; and Japan surrendered in 1945. The first atomic bombs were used in 1945.

ASSIGNMENT #5

The nations of the world sought a lasting peace, but only time will tell the degree of success or failure.

During the war the Big Three of Russia, Great Britain, and the United States cooperated to bring about a lasting peace.

The hope that these powers could work to bring about lasting peace has not materialized.

entire unit:

Cairo Conference
Yalta Conference
Dumbarton Oaks
Potsdam Conference
Office of Price Administration

AN ILLUSTRATIVE LESSON PLAN (continued)

Map work:

As an aid to gaining visual understanding of the Second World War, students should do the following exercises:

1. On an outline map of the world, locate, name, and color:
 - a. Axis powers
 - b. Maximum Axis control
 - c. Allied Powers
 - d. Neutral nations
2. Locate and name on a map of Europe
 - a. Atlantic Ocean
 - b. North Sea
 - c. Baltic Sea
 - d. Mediterranean Sea
 - e. Black Sea
 - f. Caspian Sea
 - g. Adriatic Sea
3. Locate and name on a map of the Pacific
 - a. Axis Powers
 - b. Allied Powers
 - c. Other geographic areas under control of Japanese by 1942

Depth Opportunities for entire unit:

Each student should take notes in preparation for a class discussion on how each side achieved final victory in World War II.

1. mobilization of American human and natural resources
2. cooperative military planning among the Allies
3. Hitler's mistakes
4. the two-way nature of Lend-Lease
5. Afro-European theater
6. Austro-Asian theater

In order to understand the problems associated with a wartime and a post-war economy, students should be able, after study, to suggest answers to the following problems:

- Problem 1: What economic developments, resulting from preparations for World War II, made price control necessary?
- Problem 2: Why are the problems of an economy like that of the United States during World War II the opposite of the problems in time of depression?
- Problem 3: At about what time in our history did the role and influence of government in economic affairs become significantly greater than it had been? What are the causes of increased governmental participation in the economy? What real factors made this occur when it did?
- Problem 4: What factors account for the fact that the rate of economic growth in the long run, has been exceptionally good?

For a better understanding of the Second World War, students should complete the following
of the world, locate, name, and color:

control

ns

on a map of Europe

- e. Black Sea
- f. Caspian Sea
- g. Adriatic Sea

Sea

on a map of the Pacific

mic areas under control of Japanese by 1942

unit:

notes in preparation for a class discussion on how each of the following contributed
II.

American human and natural resources
ary planning among the Allies

e of Lend-Lease

ater

ter

problems associated with a wartime and a post-war economy, each student should
est answers to the following problems:

omic developments, resulting from preparations for World War II and the war itself,
control necessary?

problems of an economy like that of the United States during time of war almost
te of the problems in time of depression?

hat time in our history did the role and influence of the government in economic
come significantly greater than it had been? What are some of the specific examples
ed governmental participation in the economy? What reasons can you think of that
occur when it did?

rs account for the fact that the rate of economic growth in the United States, in
un, has been exceptionally good?

190- AN ILLUSTRATIVE LESSON PLAN (continued)

As a means of tying the past into the present, the student should draw comparisons of the following pairs:

1. Labor's bargaining position in the 1890's compared to the 1960's.
2. The farmer's problem of surplus in the 1890's compared to the early 1900's.
3. The government's attitude toward unemployment in the 1890's compared to the 1960's.
4. The governments's role in maintaining prosperity in the 1890's compared to the 1960's.

The student should conclude his study by generalizing about the important changes and the significant trends they indicate.

Students should prepare a chart detailing the important provisions and significant features of American postwar policy:

- | | |
|--------------------|----------------------------|
| 1. Truman Doctrine | 6. SEATO |
| 2. Marshall Plan | 7. Eisenhower Doctrine |
| 3. OAS | 8. Peace Corps |
| 4. Point Four | 9. Alliance for Progress |
| 5. NATO | 10. "The Johnson Doctrine" |

(Evaluate success or failure of these programs)

In evaluating the record of the free market economy of the United States with that of the Soviet Union, each student should collect evidence relative to the strengths and weaknesses in the area of agriculture, industry, and labor. Suggested topics for research in the area of:

1. Agriculture: Efficiency of production techniques and use of labor; rate of growth; standard of living; nature of problems; and determination of what is to be produced.
2. Industry: Rate of growth and productivity; efficiency of production techniques; compatibility with democracy; production incentives; determination of what is to be produced; determination of who receives benefits of production.
3. Labor: Efficiency of labor; role of labor unions; wage rates and working conditions; jobs; standard of living; status of women workers; use of slave labor.

In order to develop the idea that the spirit in which foreign relations are conducted is a basic philosophy of a government, each member of the class, after research, should take a negative position on the following debate statement: Resolved: that the ends justify the means of foreign relations because good objectives cannot be achieved by evil means, and that the ends must be a reflection of the goals.

AN (continued)

st into the present, the student should draw comparisons and contrasts between the
position in the 1890's compared to the 1960's.
of surplus in the 1890's compared to the early 1960's.
attitude toward unemployment in the 1890's compared to the 1960's.
role in maintaining prosperity in the 1890's compared to the 1960's.
his study by generalizing about the important changes represented in these compar-
is they indicate.

chart detailing the important provisions and significance of the following to

6. SEATO
7. Eisenhower Doctrine
8. Peace Corps
9. Alliance for Progress
10. "The Johnson Doctrine"

of these programs)

the free market economy of the United States with the state controlled economy of
should collect evidence relative to the strengths and weaknesses of each economy in
ry, and labor. Suggested topics for research in these areas would include:
iciency of production techniques and use of labor; rate of growth and productivity;
ard of living; nature of problems; and determination of goals.
growth and productivity; efficiency of production techniques and uses of labor;
ility with democracy; production incentives; determination of what and how goods
e produced; determination of who receives benefits of production.
of labor; role of labor unions; wage rates and working conditions; right to change
ard of living; status of women workers; use of slave labor.

a that the spirit in which foreign relations are conducted has much to say about the
t, each member of the class, after research, should take the affirmative or the
ing debate statement: Resolved: that the ends justify the means in the conduct
od objectives cannot be achieved by evil means, and by their nature the means must

1. Supplementary Reading

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- Barck, Oscar and Blake, Nelson, Since 1900
- Berger, Carl, The Korea Knot: A Military Political History
- Eisenhower, Dwight D., Crusade in Europe
- Agar, Herbert, The Price of Power, America Since 1945
- Gatzke, Hans W., The Present in Perspective
- Goldman Eric F., The Crucial Decade, America 1945-1955
- Lord, Walter, Day of Infamy
- Mauldin, Bill, Up Front
- Ryan, Cornelius, The Longest Day
- Pyle, Ernest, Brave Men
- Tregaskis, Richard, Guadalcanal Diary
- Baker, Nina, Ten American Cities
- Hoover, John Edgar, Masters of Deceit
- Hughes, Donald J., Our Nuclear Energy
- Marsback, Alexander, World in Space
- Harkins, Philip, Bomber Pilot
- Editors of Life, Life's Picture History of W.W. II
- Overstreet, Harry and Overstreet, Bonaro, What We Must Know About Communism
- Vinacke, Harold M., The United States and the Far East, 1945-1951
- Levine, Irving, The Crucial Decade and After
- Angle, P., The American Reader
- Apsler, A., Fighter for Independence, Jawaharlal Nehru
- Arnof, D., A Sense of the Past
- Baker, R., Chaim Weizmann, Builder of a Nation
- Bartlett, R.M., Sky Pioneer, the Story of Igor I. Sikovsky
- Baruch, B., Baruch, My Own Story
- Baruch, B., The Public Years
- Berding, Andrew, Foreign Affairs and You
- Bryn, Jones, Frank B. Kellogg
- Bullock, A., Hitler, A Study in Tyranny
- Burlingame, R., General Billy Mitchell, Champion of Air Defense
- Davis, K., Eisen
- Dooley, T., Nam's
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- Frank, Anne
- Gunther, Jo
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- Bailey, T.A
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INSTRUCTIONAL MATERIALS

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Davis, K., Soldier of Democracy, A Biography of Dwight Eisenhower
 Dooley, T., Deliver Us From Evil, The Story of Viet Nam's Flight to Freedom
 Fermi, Laura, Atoms in the Family
 Frank, Anne, The Diary of a Young Girl
 Gunther, John, The Riddle of MacArthur, Japan, Korea, and the Far East

(Teacher Reference)

Bailey, T.A., A Diplomatic History of American People
 DeConde, A., New Interpretations in American Foreign Policy
 Dulles, Foster R., America's Rise to World Power, 1898-1954
 Moy, Ernest T., American Intervention, 1917 and 1941

(Student Reference)

Handlin, Oscar, Chance or Destiny, Turning Points in American History
 Hatch, Alden, General Ike, A Biography of Dwight D. Eisenhower
 Hull, Cordell, The Memoirs of Cordell Hull
 Mims, Som, Chennault of the Flying Tigers
 Poxie, R., Mao-Tse-Tung, Ruler of Red China
 Pogue, Forrest C., George C. Marshall, Education of a General
 Resiness, Ludwig, The Lamps Went Out in Europe
 Steinberg, A., Douglas MacArthur
 Snyder, Louis L., Hitler and Nazism
 Whitehouse, A., Billy Mitchell, America's Eagle of Air Power
 Young, Desmond, Rommel, the Desert Fox



192-

INSTRUCTIONAL MATERIALS

2. Films

| | | | |
|---|---------|----------|------|
| 4802 - <u>Land of Liberty 1939-1958</u> | 20 min. | B.A.V.I. | 2.50 |
| 0506 - <u>Crisis in Korea</u> | 9 min. | B.A.V.I. | 1.25 |
| 3251 - <u>Supreme Court</u> | 17 min. | B.A.V.I. | 3.00 |
| 3460 - <u>D-Day</u> | 27 min. | B.A.V.I. | 3.50 |
| 0688 - <u>F.D.R.</u> | 20 min. | B.A.V.I. | 1.50 |
| 3283 - <u>Planning Our Foreign Policy</u> | 15 min. | B.A.V.I. | 3.00 |

3. Records

Columbia Records - "I Can Hear It Now" 1933-1945
Edward R. Morrow and Fred W. Friendly
Columbia Records - "I Can Hear It Now" 1945-1949
Edward R. Morrow and Fred W. Friendly

4. Transparencies

Dauffel and Esser - U.S. History, Diazo Transparency Masters

5. Filmstrips (Madison Public Schools)

1543 - United Nations - Charter's Organization
1544 - United Nations - Needs and Purposes of the Charter
1688 - World War II

6. 16 M.M. Films - B.A.V.I.

2369 - War Comes to America - 63 min.
2370 - War Comes to America - 63 min.
1640 - Peace Builders (U.N.) - 10 min.

ADDITIONAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT VI

(All of these references may not be available in any one school library. It is suggested that the librarian be requested to develop a bibliography of materials available which are appropriate.)

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- Bartlett, Robert M., They Stand Invincible. New York: Crowell, 1959. Chapter on Martin Luther King Jr.
- Berry, Brewton, Almost White. New York: Macmillan, 1963. Discussion of a racial minority.
- Bird, Caroline, The Invisible Scar. New York: McKay, 1965. Discusses effect of the depression on life today.
- Bowen, David, The Struggle Within. New York: Norton, 1965. Discusses the question of race relations and civil rights.
- Brink, William, and Harris, Louis, Black and White: A Study of U. S. Racial Attitudes Today. New York: Simon & Schuster.
- Brooks, John, The Great Leap. New York: Harper & Row, 1966. Covers major changes from 1939 to 1964 with a section on civil rights and other references to Negroes.
- Cook, Roy, Leaders of Labor. Philadelphia, Pa: Lippincott, 1966. Chapter on A. Philip Randolph and other references to Negroes.
- Davis, Mac, 100 Greatest Sports Heroes. New York: Grosset & Dunlap, 1958. Sections on Roy Campanella, Harrison Dillard, Joe Louis, Jackie Robinson, Ray Robinson.
- Davis, John P., The American Negro. Englewood Cliffs, N. J.: Prentice-Hall, 1965. Pages 75-95 are on period from 1930 to 1960. Sections are on population, economy, urban families, education, protest movement, legal and professional, armed forces, blues and jazz, fine arts, and American writers.
- Einstein, C., and Mays, Willie, In and Out of Baseball. New York: Random House, 1965. Autobiography.
- Fleming, Alice, Great Women Teachers. Philadelphia, Pa: Lippincott, 1965. Chapter on N. K. Johnson.
- Forsee, Aylesa, American Women Writers. Philadelphia, Pa: Macrae Smith, 1965. Marian Anderson.
- Forsee, Aylesa, Women Who Reached the Top. Philadelphia, Pa: Macrae Smith, 1965. Althea Gibson.
- Friedman, Leon, The Civil Rights Movement. New York: Walker & Co., 1967. Basic data on the rights movement. Excellent.
- Gelman, Steve, Young Olympic Champions. New York: Norton, 1964. Chapters on Cassius Clay and Rudolph.
- Ginsberg, E., and Berman, H., The Twentieth Century. New York: Random House, 1965. Autobiographies to tell work of the century.
- Gitler, I., Jazz Masters of the Twentieth Century. New York: Macmillan, 1966. Many Negroes.
- Heaps, W. A., Riots - U.S.A. - A History. New York: Seabury, 1966. Pages 145-175 discuss problems.

ROES IN AMERICAN HISTORY: UNIT VI

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Davis, John P., The American Negro Reference Book. Englewood Cliffs, N. J: Prentice-Hall, 1965. Pages 75-95 are on period from 1940 to 1964. Other sections are on population, agriculture, employment, economy, urban families, education, religion, politics, protest movement, legal status, women, scholars and professionals, armed forces, prejudice, music, blues and jazz, fine arts, sports, entertainment, American writers.

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- Hughes, Langston, Famous American Negroes. New York: Dodd, 1954. Sections on George Washington Carver, A. Philip Randolph, Ralph Bunche, Marian Anderson, Jackie Robinson.
- Hughes, L., and Bontemps, Arna, The Poetry of the Negro. Garden City, N. Y.: Doubleday, 1949. Poems by Langston Hughes, Arna Bontemps, Countee Cullen, Richard Wright, Herbert Clark Johnson, Robert E. Hayden, Owen Dodson, Margaret Walker, Gwendolyn Brooks, Myron O'Higgins, M. Carl Holman.
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- Jacobs, Helen, Famous American Women Athletes. New York: Dodd, 1964. Section on Wilma Rudolph.
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- Kugelmass, J. Alvin, Ralph J. Bunche: Fighter for Peace. New York: Messner, 1962. Biography.
- Mayerson, Charlotte, Two Blocks Apart. New York: Holt, Rinehart & Winston, 1965. Two boys in New York City. Note their attitudes about race and about themselves.
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The History of the Negro in Medicine.

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EVALUATION FOR UNIT VI
(Sample Questions)

LEVEL I

Describes, defines, makes an analogy, identifies, or classifies (fact...specific)

The plan to give economic aid to Europe after W. W. II was (a) NATO, (b) SEATO, (c) Truman Doctrine, (d) Marshall Plan

The program which provides income for retired persons is (a) Kerr-Mills, (b) Job Corps, (c) Medicare, (d) Social Security

Automation is (a) unemployment, (b) running of a machine by a machine, (c) less efficient than human work, (d) more costly in the long run than previous methods

LEVEL II

Shows relationships among ideas, makes comparisons, recognizes principles

Which of the following provides direct aid to the individuals of a country rather than general economic aid? (a) Marshall Plan, (b) Point Four Program, (c) Truman Doctrine, (d) Peace Corps

Which of the following programs best reflect the Depression experience? (a) Social Security, (b) GI Bill, (c) Civil Rights Bill, (d) Fulbright Program

Automation is most related to (a) hand labor, (b) quality control, (c) human resources, (d) technological development

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LEVEL III

Usually explains, justifies, interprets, or predicts (theory...abstract)

Put "M" in the blank if you would justify the item as military aid; "E" if you would justify the item as economic aid. (a) ___ Korea 1950-53, (b) ___ O.A.S., (c) ___ A.I.D. (d) ___ SEATO, (e) ___ Alliance for Progress, (f) ___ Berlin Blockade
Write a statement to justify your choice in each case.

The states rights controversy has long been present in American history. Certain laws have awakened interest in this controversy today. Which are they? (a) ___ GI Bill, (b) ___ Kerr-Mills Bill, (c) ___ Model Cities Plan, (d) ___ Civil Rights Bill of 1964

How can automation be both good and bad for the following groups? (a) labor, (b) management, (c) the public, (d) government