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IDENTIFIERS LAP; *Learning Activity Package

ABSTRACT

A set of nine teacher-prepared Learning Activity Packages for individualized instruction in United States history at the eleventh grade level includes the following topics: New World Settlement and Colonial Growth; American Revolution and the New Nation; Developing an Effective National Government; The Growth of Nationalism and Democracy 1800-1840; Differences That Lead (Sic) to the Civil War; Reconstruction and Growth in the United States 1865-1890; Reform in America 1890-1945; United States International Relations 1890-1945; and the Cold War and International Relations 1945-Present. The materials, written at 11th grade level, are particularly suited for students who need help on basic skills or who plan to enroll in vocational courses, business courses or non-technical school courses. Each unit contains a rationale, a list of behavioral objectives, resources (assigned textbook readings and suggested film strips), activities, self-evaluation tests and suggestions for advanced study. (KSM)

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L E A R N I N G
A C T I V I T Y
P A C K A G E

NEW WORLD SETTLEMENT

AND

COLONIAL GROWTH



SOCIAL STUDIES 112

LAP NUMBER 17

WRITTEN BY Mrs. Burgdorf

REVIEWED BY

J.S.F.

1. You selected the level on which you wish to work. In selecting that level you automatically agree you will perform satisfactorily on that level.
2. You are urged to work on the highest level of your ability. If you are making less than A in your work, you will be encouraged to work up towards that level. You will be required to spend the allotted time on a LAP before going to the next LAP. If you have proven your ability to work on a higher level, you may request to move to a higher level.
3. Those students working on level 4 and achieving an "A" average may move from LAP to LAP as rapidly as they wish and receive a units credit when the required work is complete. When a student completes the LAP in one unit area, he will automatically start on the LAPs in the next grade level of that subject.
4. No student may advance faster than the allotted time except that covered in the items above. Students are encouraged to do better work in the levels of their selection or move to the next higher level.
5. You must satisfactorily complete all LAPs listed below to receive a unit credit in the subject.
6. Your parents will be mailed a Deficiency Notice when you:
 (a) recycle three times on any test, (b) fail to move into the next LAP within 2 weeks of the date specified, (c) consistently turn in work which is unsatisfactory for your level.
7. You will automatically be dropped to the next lower level when:
 (a) you fall one full LAP behind, (b) three Deficiency Notices have been sent.

SUBJECT & LEVEL United States History 112

LAP No.	TITLE OR DESCRIPTION	SUGGESTED TIME	STARTED	COMPLETED
17	New World Set. & Col. Grow.	4 weeks		
18	American Rev. & New Nation	4 weeks		
19	Growth & Change of New Gov.	4 weeks		
20	Nationalism & Democracy	4 weeks		
21	Sectional Dif. & Civil War	4 weeks		
22	Reconstruction Years & Growth to 1890	4 weeks		
23	Reforms in U. S. 1890-1945	4 weeks		
24	U. S. Relation. with Foreign Countries 1890-1945	4 weeks		
25	The U. S. -Internationally, Economically, & Pol. 1945 Present	4 weeks		

R A T I O N A L E

Emphasis is on the influence of European culture and factors of American geography on the colonial development of our way of life.

Special attention is given to motives for exploration and settlement, colonial socio-economic conditions (including the introduction of slavery), factors accounting for British domination in North America, and the significance of this domination to our cultural developments.

Resources:

Books

(In parentheses at the left of each item you will find the notation HD or LIB, HD means that the item will be found in the History Department. LIB means that it will be found in the library in the room for special materials. These are the forms of further references in the activities section.)

- (HD) (HSHMA) A High School History of Modern America by Shafer
- (HD) (ALF) America Land of Freedom by Hartman
- (HD) (RAN) Rise of the American Nation by Todd
- (HD) (TAS) The American Story by Gavian

Filmstrips:

- (LIB) "The English Settlement and Colonial Conflicts"
- (LIB) "New France and the Struggle for North America"
- (LIB) "Colonial America"
- (LIB) "The Establishment of the Southern Colonies"
- (LIB) "Establishment of the American Nation at Home and Abroad"
- (LIB) "The Establishment of the Middle Colonies"
- (LIB) "The Establishment of the New England Colonies"
- (LIB) "Background to Colonization"

Section I International Disputes and why the English Established Colonies

Behavioral Objective I

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain how England became a world power.

Activities:

The following pages to be studied and exercises to be worked out will help you to achieve this first behavioral objective. You are not expected to do all of the activities suggested. Your teacher will tell you which to do, and as you check with her, she will tell you what additional work you may need to do. Abbreviations are used for the textbooks and materials you will find listed in resources.

1. HSHMA- Study pp. 15-17 and learn how England became a great world power under the Tudors and how its merchants built world trade.
2. HSHMA- Study p. 15 learning how England felt they could not become a world power and gain great economic strength-unless they first defeated or checked Spain.
3. HSHMA- Study p. 15 You will find a full explanation of how the conflict between England and Spain was made sharper because of the old hatreds between people of different religions -- Protestant England and Catholic Spain.

4. ALF Study pp. 42-44 You will find a full explanation of Spain's political power and how it was reduced after England defeated the Spanish Armada.
5. RAN Study pp. 17-19 Learning how when Spanish naval power became less of a danger, other nations - such as the Netherlands and France tried to build empires.
6. In your small groups, discuss the things you have found out in these first five activities - View "Background in Colonization" and this will help you summarize the first behavioral objective.

Behavioral Objective II

After you have finished activities that the teacher has suggested, you will write a one page essay explaining why the English established colonies.

Activities:

The following activities will help you to be able to do what Behavioral Objective No. II asks. Again you are not expected to do all exercises. The teacher will tell you which to do. You will check with the teacher after each exercise or piece of reading.

1. HSHMA Study pp. 17-20 and learn the economic reasons that led the Englishmen to leave their homes and make the dangerous crossing to the New World.
2. View "Background to Colonization" and you will find a full explanation of how English rulers hoped to make their country stronger and richer.

Self-Evaluation

I. Find the answers to the following (You will have 10 minutes in which to find them)

1. Columbus sailed for _____.
2. Columbus discoveries meant that the Europeans who first ruled parts of the New World spoke _____.
3. The country which built its naval strength and then challenged the power of Spain was _____.
4. The ruler of this growing naval power was _____.
5. The Invincible Armada was a great _____.

II. True or False Place the word true or false beside each statement,

- _____ 1. Spain's Invincible Armada was defeated in 1588.
- _____ 2. Phillip II might have gained control of England if he had married Elizabeth I.
- _____ 3. Columbus discovered the New World in 1493.
- _____ 4. Economic reasons more than any other led Englishmen to leave their homes to come to the new world.
- _____ 5. English rulers were not interested in having colonies in the new world.

Section II Geographical Influence to Colonization and The French and Indian War

When you have finished the activities marked by the teacher for you, you will be able to do these things.

Behavioral Objective No. 1

After you have finished the activities that the teacher has suggested you will be able to explain how geographical conditions in North America affected both colonists and Indians.

Activities:

The following pages to be studied and exercises to be worked out will help you to achieve this first behavioral objective. You are not expected to do all of the activities suggested. Your teacher will tell you which to do. Abbreviations are used for the textbooks and materials you will find listed in resources.

- 1. View "The English Settlement and Colonial Conflicts"**
- 2. HSHMA - Study p. 21 learning the geographical advantages the Englishmen had that settled in North America.**
- 3. View "The English Settlement and Colonial Conflicts" noting how geographical factors shaped the lives of the American Indians.**

Behavioral Objective No. 2

After you have finished activities that the teacher has suggested you will be able on a written test to explain the French and British conflict over establishing an empire in the New World - economically and politically.

Activities:

- 1. View "The English Settlements and Colonial Conflicts" learning the economic reasons for the slow development of New France.**

2. HSHMA Study p. 28 Learning why the French government did not allow the country's Protestants to move to New France.
3. View "New France and the Struggle for North America" Learning how France and England tried to take control of the Ohio Valley.
4. View "Colonial America" Learning why the Albany Plan was defeated and how Pitt's leadership contributed to England's final victory in the French and Indian War.

Self-Evaluation

I. True or False

Write the word True or False out to the side of each statement.

1. Geographical conditions in North America didn't affect the colonists or the Indians.
2. The climate was good in North America in the areas where the Englishmen settled.
3. Geographical factors shaped the lives of the American Indians.
4. Some colonists copied Indian farming methods.
5. Indians living on the western plaine became nomads.
6. New France developed slowly because French merchants were not well organized.
7. The French government did not allow the country's Protestants to move to New France.
8. England was not interested in taking control of the Ohio Valley.
9. Pitt's leadership was the reason France won the French and Indian War.
10. When France and England went to war their colonists in the New World also went to war.

Section III Economic, Social, Cultural and Governmental Development of the Colonies

Behavioral Objective No. 1

**After you have finished activities that the teacher has suggested,
you will be able in a class discussion and on a written test to
explain the economic, social and cultural development of the
English colonies.**

Activities:

1. View "Colonial America" (56-B) and learn how the economic development of the colonies depended on geographic conditions.
2. View "The Establishment of the Southern Colonies" and you will receive a full explanation of why economics and geography played a major role in slavery becoming more common in the Southern Colonies.
3. View "Establishment of the American Nation at Home and Abroad" and learn how the rules and ideas (religious mainly) of the colonists from England and from other countries influenced the culture of the colonies that would become the United States.
4. HSHMA Study pp. 51-52 and you will receive a full explanation of how the culture that developed in the colonies was influenced by that of England and the rest of Europe.

Behavioral Objective No. 2

**After you have finished the activities that the teacher has suggested
you will be able in a class discussion and on a written test to ex-
plain how the colonies were governed.**

Activities:

1. ALF Study pp. 105 and learn how the colonists took the rights of the Englishmen.
2. View "The Establishment of the Southern Colonies"
View "The Establishment of the Middle Colonies"
View "The Establishment of the New England Colonies"
and compare the different types of government used in the colonies.

Self-Evaluation

I. Matching Place the correct letter beside each number.

- | | |
|---------------------------------|--|
| ___ 1. Middle Atlantic Colonies | (a) servants |
| ___ 2. Southern Colonies | (b) landowning farmers |
| ___ 3. New England Colonies | (c) rich planters and merchants |
| ___ 4. Rights of Englishmen | (d) the law that limited the power
of colonial governors. |
| ___ 5. Upper class | (e) colonies where farming was poor |
| ___ 6. Middle class | (f) colonies where plantation system
was used. |
| ___ 7. Lower class | (g) colonies that raised large grain |

II. True or False Place the word true or false beside each statement.

- 1. The colonists took for themselves the rights of the Englishmen.
 - 2. Britians trade acts sometimes helped the colonial economy.
 - 3. "The power of the purse" was the control of money spent by the government of each colony.

Advance Study

If you should finish your LAP before others in the class you might like to try for an "A" or a higher grade by doing some of the advance activities suggested. Talk to the teacher before you begin one to be sure that the exercises you want to do are approved by her.

1. Write a report of no more than 200 words on the importance of the French and Indian War.
2. Prepare a list with four columns. Fill in this information about the thirteen colonies: (a) name of colony (b) date founded (c) who founded it (d) corporate or proprietary colony.
3. Draw one of the maps of the thirteen colonies in your book. Then use different colors to show where the important religious groups settled. Another copy of the same map can show where people from different countries in Europe settled. Include a legend for the maps.
4. Hold a debate with a small group and discuss how the colonists received more benefit than harm from English control before 1763.

L EARNING
A CTIVITY
P ACKAGE

AMERICAN REVOLUTION AND

THE NEW NATION



U. S. History 112

LAP NUMBER 18

WRITTEN BY Mrs. Burgdorf

REVIEWED BY

jsR

RATIONALE

Emphasis is on the development of American democracy. You are encouraged to examine your own beliefs concerning the idea of loyalty. Special attention is given to the use of protest, especially civil disobedience in American society both at the time of the American Revolution and today.

RESOURCES

BOOKS:

(In parentheses at the left of each item you will find the notation HD or LIB, HD means that the item will be found in the History Department. LIB means that it will be found in the library in the room for special materials. These are the forms of further references in the activities section.)

- (HD) (HSHMA) - A High School History of Modern America by Shafer
- (HD) (ALF) - America Land of Freedom by Hartman
- (HD) (RAN) - Rise of the American Nation by Todd
- (HD) (TAS) - The American Story by Gavian
- (HD) (AP) - The American Pageant

FILMSTRIPS:

- (LIB) "The War From Saratoga to Valley Forge"
- (LIB) "The War at Sea"
- (LIB) "The War in the South"

SECTION I - Causes of the American Revolution

Behavioral Objective I

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain how Great Britain and the colonies disagreed on paying the debt of the French and Indian War.

Activities:

The following pages to be studied and exercises to be worked out will help you to achieve this first behavioral objective. You are not expected to do all of the activities suggested. Your teacher will tell you which to do, and as you check with her, she will tell you what additional work you may need to do. Abbreviations are used for the textbooks and materials you will find listed in resources.

1. HSHMA - Study p. 62 and learn why British leaders felt that colonists should help pay the expenses of administering and protecting the colonies.
2. HSHMA - Study p. 62-63 and learn the colonial attitudes toward Great Britain's action during the French and Indian War.

Behavioral Objective II

After you have finished the activities that the teacher has suggested, you will be able to explain in a one page essay what the Mercantile Theory was and how it was a cause of the Revolution.

1. AP - Study p. 87 & 88 and learn what the advantages and disadvantages of mercantilism were.
2. AP - Study p. 89-90. You will understand what the term "taxation without representation" was.

Behavioral Objective III

After you have finished activities that the teacher has suggested, you will be able on a written test to explain the Parliamentary Acts in terms of what they were and how the colonies reacted to them.

1. HSHMA - Study pp. 65 and you will understand the importance of the Colonial Currency Act (1764).
2. RAN - Study pp. 44-59, noting the steps Grenville followed to pass The Sugar Act (1764).

SECTION I

Behavioral Objective III (cont')

3. RAN - Study pp. 44-59 - realizing why the Stamp Act (1765) was passed.
4. RAN - Study pp. 44-59 - and you will understand why the the Quartering Act (1765) was important.

SELF-EVALUATION 1

TRUE and FALSE. Write true or false beside each statement.

- _____ 1. The British felt that the colonies shouldn't have to help pay the debt for the French and Indian War.
- _____ 2. The military experience during the French and Indian War made the colonists feel they could take care of themselves.
- _____ 3. According to the practice of mercantilism--colonies were formed in America for the benefit of Great Britain.
- _____ 4. The colonists felt that if they were going to pay taxes, they should be represented in Parliament.
- _____ 5. The Colonial Currency Act (1764) gave the colonies the writ to issue paper money to pay off debts.
- _____ 6. The Sugar Act of 1764 helped break up illegal colonial molasses trade.
- _____ 7. The Stamp Act which was placed on business papers and newspapers pleased the colonies very much.
- _____ 8. The Quartering Act (1765) was the last act passed under Grenville's program.
- _____ 9. Patrick Henry condemned the Stamp Act.
- _____ 10. After the French and Indian War, the American colonies hoped to return to the policy of salutary neglect.

SECTION II - The Steps Toward Independence

When you have finished the activities marked by the teacher for you, you will be able to do these things:

Behavioral Objective I

After you have finished the activities that the teacher has suggested, you will be able to explain the importance that the 1st and 2nd Continental Congresses played in the colonies attempt to drive toward I N D E P E N D E N C E.

Activities:

1. HSHMA - Study pp. 81 - learning what the Galloway Plan was.
2. Listen to the cassette tape - "The Drive for Independence" - learning why the idea of independence was not yet accepted.
3. HSHMA - Study 83 - learn the importance of the Second Continental Congress.

Behavioral Objective II

After you have finished the activities that the teacher has suggested, you will be able to write a one-page essay explaining why Lexington and Concord was important to the British and to the people of the colonies.

Activities:

1. View - "The War from Lexington to Princeton" - learning how and why Lexington and Concord changed the type of harsh feeling the colonies had toward Britain.
2. ALF - Study pp. 164-166 - and find out if the defeat at Breed's Hill strengthened or weakened the colonies reason for fighting.

Behavioral Objective III

After you have finished activities that the teacher has suggested, you will explain on a test the need for the Declaration of Independence, the advantages of it and the men responsible for drawing it up.

Activities:

1. HSHMA - Study pp. 85 - learning what effect Thomas Paine's Common Sense had on the people of the colonies.

SECTION II (cont')

Behavioral Objective III (cont')

2. HSHMA - Study 85-86 - learning the advantages of the Declaration of Independence and any disadvantages that it might have had.
3. HSHMA - Study pp. 85-86 - and learn the men responsible for the Declaration of Independence.

SELF-EVALUATION II

TRUE OR FALSE. Write true or false beside each statement.

- _____ 1. Galloway's plan was to develop a union between Great Britain and the colonies.
- _____ 2. Lexington and Concord aroused harsh feelings between Britain and the colonies.
- _____ 3. George Washington was appointed Commander and Chief of the colonies army at the Second Continental Congress.
- _____ 4. The patriots (American Colonies) won the battle at Bred's Hill.
- _____ 5. Thomas Paine's pamphlet Common Sense convinced the people of the colonies that there was a need for independence.
- _____ 6. The Declaration of Independence was a great political document.
- _____ 7. The Declaration of Independence was not a piece of propaganda.
- _____ 8. The adoption of the Declaration of Independence ended 170 years of French rule in the American colonies.
- _____ 9. Thomas Jefferson wrote the Declaration of Independence.
- _____ 10. Paine's Common Sense stands alone in that no other work in the history of literature had such quick reaction.

SECTION III - Gaining Our Independence

Behavioral Objective I

After you have finished activities that the teacher has suggested, you will be able in a class discussion and on a written test to explain the significance of Trenton and Princeton.

1. HSHMA - Study pp. 89-90 - learning the importance that strong leadership played towards inspiring confidence among the patriot forces.
2. HSHMA - Study pp. 89-90 - learning how Washington used surprise as a military tactic.
3. HSHMA - Study 89-90 - learning how this battle helped lift the feeling of the patriots.

Behavioral Objective II

After you have finished activities that the teacher has suggested, you will be able in a written essay of one page to explain Burgoyne's Three-pronged Attack.

Activities:

1. View "The War From Saratoga to Valley Forge" - learning how geographic difficulties hurt the British.
2. View "The War From Saratoga to Valley Forge" - learning why France didn't enter the war before the American victory at Saratoga.
3. HSHMA - Study pp. 90-91 - learning if Clark's victories were of importance in leading to the Treaty of Paris in 1783.

Behavioral Objective III

After you have finished activities that the teacher has suggested, you will be able in a small group discussion to explain the War in the South.

Activities:

1. View "The War at Sea" - Learning how geographic difficulties hurt the British.
2. View "The War in the South" - learning how economics effected political action.

Behavioral Objective IV

After completing your prescribed course, you will be able on a test to list the important provisions of the Treaty of Paris, 1783, found on page 94 of A High School History of Modern America.

SELF-EVALUATION III

TRUE OR FALSE.

1. General William Howe was in command of the patriots at Trenton and Princeton.
2. Washington was at home for Christmas and was not involved at Trenton and Princeton.
3. The battles at Trenton and Princeton lifted the spirits of the patriots.
4. General John Burgoyne's plan for a three-pronged attack was to gain control of the Hudson Valley.
5. Geographic conditions hurt the British soldiers at Burgoyne's Three-Pronged Attack.
6. France entered the American Revolution after the American victory at Saratoga.
7. Clark's victories were important in leading to the Treaty of Paris, 1783.
8. The patriots won several battles in the south in 1778.
9. The Treaty of Paris, 1783 recognized American Independence.
10. The battle of Saratoga influenced both French and British plans.

ADVANCE STUDY

If you should finish your LAP before others in the class, you might like to try for an "A" or a higher grade by doing some of the advance activities suggested. Talk to the teacher before you begin one, to be sure that the exercises you want to do are approved by her.

1. One or two students may prepare a bulletin board illustrating the causes of the American Revolution.
2. Write a two page essay on Loyalty to one's country today.
3. On page 83 of High School History of Modern America, there is a map routing the British and American lines in relation to Lexington and Concord. Draw this map freehand on poster paper.
4. Make an oral book report to the teacher on the book:
George Washington, U. S. President, 1732-1799 by Eaton.

L E A R N I N G
A C T I V I T Y
P A C K A G E

DEVELOPING AN
EFFECTIVE
NATIONAL GOVERNMENT



SOCIAL STUDIES 112

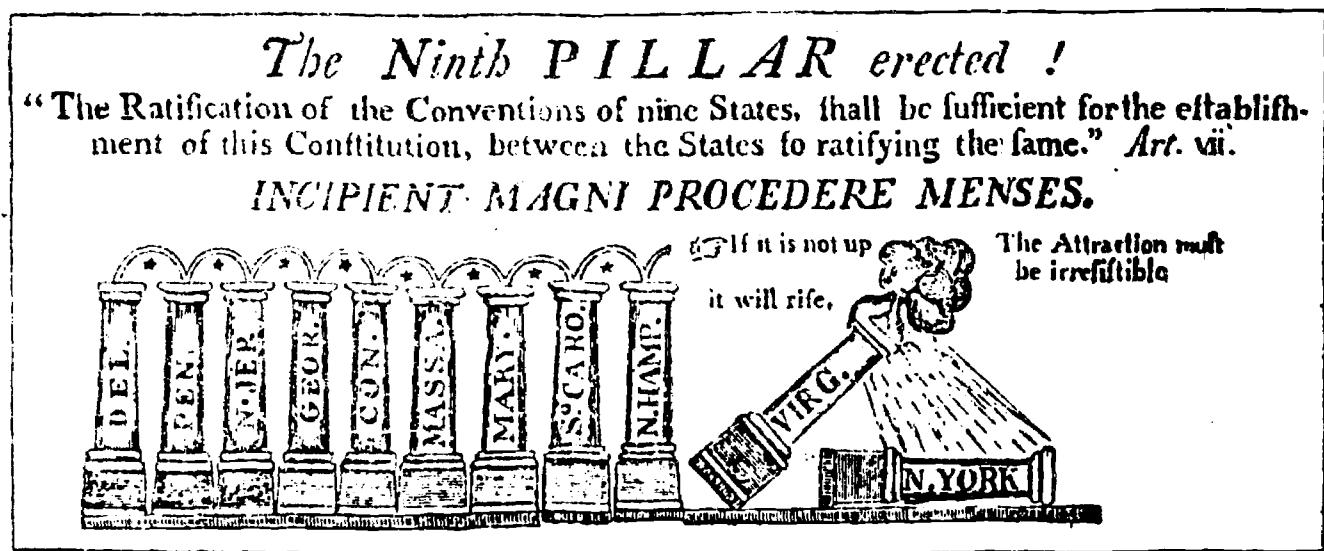
REVIEWED BY _____

LAP NUMBER 19

WRITTEN BY Jane Burgdorf

IRAT' I CONALD

From The Articles



This cartoon appeared in a Boston newspaper in June, 1788, when nine states had ratified the Constitution. Attention then centered on the holdout states, especially on Virginia and New York. It was generally believed that if these two states refused to ratify, the Constitution would not have a fair trial.

To The Constitution
A
G O O D
FOUNDATION

: Resources:

Books

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- (HD) (ALT) America Land of Freedom by Hartman
- (HD) (RAN) Rise of the American Nation by Todd
- (HD) (TAS) The American Story by Gavian

Filmstrips:

- (LIB) "A History of the American People: The Beginnings of the American Nation"
- (LIB) "A Difficult Period: 1783-1788 (Eye-Gate Series No. 58 A)
- (LIB) "The New Plan of Government" (Eye-Gate Series No. 58 B)
- (LIB) "Problems of the the New World" (Eye-Gate Series No. 58 C)

Section I

Articles of Confederation

Behavioral Objective I

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain the powers that Congress had under the Articles of Confederation and the Powers that Congress did not have under the Articles of Confederation.

Activities:

1. TAS - Study pp. 93-97 and learn why the people feared a strong central government from a economical and political standpoint.
2. TAS - Study pp. 93-97 - learning how the states had too much power.

Behavioral Objective II

After you have finished the activities that the teacher has suggested you will explain on a test the different events that strengthened the power of Congress.

Activities:

1. HSHMA - Study pp. 100-101 and you will learn how the taking of the western land gave Congress power.
2. HSHMA - Study pp. 101-102 - learning how the Ordinance of 1785 strengthened Congress power under the Articles of Confederation.
3. HSHMA - Study p. 102 - and you will learn how the Northwest Ordinance of 1787 gave Congress more strength.

Behavioral Objective III

After you have finished the activities that the teacher has suggested you will explain in a one page essay what the economy of the United States was like under the Articles of Confederation.

Activities:

1. HSHMA - p. 103 - Learning what the difference in debtors and creditors are.
2. HSHMA - p. 103 - You will see how Shay's Rebellion played an important part in the American Economy.
3. HSHMA - pp. 103-104 - Learning what the economic recovery was under the Articles of Confederation.

SECTION I
Articles of Confederation (cont'')

Behavioral Objective IV

After you have finished the activities that the teacher has suggested you will explain on a test why the Articles of Confederation failed.

Activities:

1. HSHMA - pp. 103-104 - Learning if it failed because of trouble within the United States.
2. HSHMA - Study pp. 104-105 - Learning if it failed because of trouble with other countries.

SELF-EVALUATION I

TRUE OR FALSE - Write true or false beside each statement.

- _____ 1. Under the Articles of Confederation, Congress had the power to borrow money.
- _____ 2. A creditor is a person who owes money.
- _____ 3. A debtor is a person to whom money is owed.
- _____ 4. Congress placed heavy taxes on people under the Articles of Confederation.
- _____ 5. Congress had the power to declare war and sign treaties.
- _____ 6. The Ordinance of 1785 gave Congress the right to raise money by selling land.
- _____ 7. The Northwest Ordinance set up a plan for governing new lands.
- _____ 8. The people were not interested in a strong central government under the Articles of Confederation.
- _____ 9. Under the Articles of Confederation there was a President.
- _____ 10. Shay's Rebellion was an important factor in the American economy under the Articles of Confederation.

SECTION II

The Constitutional Convention

Behavioral Objective I

After you have finished the activities that the teacher has suggested you will be able to discuss on a test the need for the Constitutional Convention.

Activities:

1. RAN - Study pp. 150 - middle 152 learning exactly what the Constitutional Convention was.
2. RAN - Study pp. 150-middle 152 - learning why there was a need for the Constitutional Convention.

Behavioral Objective II

After you have finished the activities that the teacher has suggested you will be able to discuss in a small group discussion the Annapolis Convention of 1786.

Activities:

1. HSHMA - pp. 106-107 - learning who were the people at the Annapolis Convention.
2. HSHMA - pp. 106-107 - and you will learn exactly what they did at this convention,

Behavioral Objective III

After you have finished the activities that the teacher has suggested you will be able to explain on a test the Constitutional Convention in Philadelphia 1787.

Activities:

1. HSHMA - Study pp. 107-109 learning who was at the Constitutional Convention.
2. HSHMA - Study 109-110 - Learning what part "The Virginia Plan" played in the Constitutional Convention.
3. HSHMA - Study 110-111- Learning what agreements and amendments were made at the Constitutional Convention.

Behavioral Objective IV

After you have finished the activities that the teacher has suggested you will explain on a test the difference in the new Constitution and the Articles of Confederation.

SECTION II

(cont')

ACTIVITIES: (for Objective IV)

1. View "A Difficult Period" and "A New Plan of Government" - learning what power each had.
2. View "A Difficult Period" and "A New Plan of Government" - learning how close the states were under each.
3. View "A Difficult Period" and "A New Plan of Government" - learning the make-up of each document.

SELF-EVALUATION: IT

TRUE OR FALSE - Write the word true or false beside each statement.

- _____ 1. The Constitutional Convention met in Philadelphia, 1787.
- _____ 2. John Adams, Thomas Jefferson, and John Jay were founders of the Constitution.
- _____ 3. It was felt by many that there was a need for a more central government and this was the main reason for the Constitutional Convention.
- _____ 4. The Constitutional Convention was a secret meeting.
- _____ 5. Alexander Hamilton wanted a strong central government.
- _____ 6. People from North and South Carolina met at Washington's home at Mt. Vernon for the Annapolis Convention.
- _____ 7. The purpose of the Annapolis Convention was to discuss shipping on the Potomac River.
- _____ 8. The Virginia Plan was a shock for the men who had come to change the Articles of Confederation.
- _____ 9. The Constitutional Convention was called for the purpose of revising the Articles of Confederation.
- _____ 10. James Madison is known as the "father of the Constitution."

SECTION III
Adopting the Constitution

Behavioral Objective I

After you have finished the activities that the teacher has suggested you will explain on a test the ideas that the people had on the new Constitution.

Activities:

1. HSHMA - Study pp. 112-113 - learning how the Anti-federalist felt about the Constitution.
2. HSHMA - Study pp. 112-113 - learning how the Federalist felt about the Constitution.

Behavioral Objective II

After you have finished the activities that the teacher has suggested you will be able to explain the advantages and disadvantages of the Constitution.

Activities:

1. View "The New Plan of Government" - learning the advantages and disadvantages that the Federalist saw in the new Constitution.
2. View "The New Plan of Government" - learning the advantages and disadvantages that the Anti-Federalist saw in the new Constitution.

SELF-EVALUATION III

WRITE TRUE OR FALSE BESIDE EACH STATEMENT.

1. The people who were in favor of the Constitution were called Federalist.
2. The people who were against the Constitution were called Anti-Federalist.
3. The unskilled workers and debtor farmers were opposed to the new Constitution.
4. Many Anti-federalist felt that the new form of government sounded good for the common people.
5. The Federalist was a paper written which best explains what the Constitution means.
6. The small states were in favor of the new Constitution.
7. Pennsylvania was the first large state to approve the new Constitution.
8. New York was the hardest state to convince that there was a need for the new Constitution.
9. The Federalist didn't succeed in their plans for a new Constitution.
10. Ratification of the Constitution is the same as approving it.

SECTION IV

The Constitution at Work

Behavioral Objective I

After you have finished the activities that the teacher has suggested, you will explain in a one page essay - George Washington's Administration.

Activities:

1. HSHMA - Study pp. 123-125 - learning the three major problems that faced Congress under Washington's administration and how they were solved.
2. HSHMA - Study p. 127 - learning the members of Washington's First Cabinet.

Behavioral Objective II

After you have finished the activities that the teacher has suggested you will explain on a test Hamilton's ideas and Jefferson's ideas on the Constitution.

Activities:

1. HSHMA - Study pp. 127-129 - and compare Hamilton's and Jefferson's ideas of the Constitution.
2. HSHMA - Study pp. 129 - learning the effects that their views had on the United States under the new Constitution.

Behavioral Objective III

After you have finished the activities that the teacher has suggested you will be able in a group discussion to explain Hamilton's economic policy.

Activities:

1. HSHMA - Study pp. 129-130 - learning what Hamilton's feelings were on the national and state debts.
2. HSHMA - Study pp. 130-131 - learning what Hamilton's idea of the National Bank itself was.
3. HSHMA - Study pp. 131-132 - learning how Hamilton's economic policy influenced the passing of the Excise Tax and the Whiskey Rebellion.

SECTION IV

(cont')

Activities: (cont' from Behavioral Objective III)

4. HSHMA - Study pp. 132-133 - learning how Hamilton's economic policy influenced the Federalist and Republican disputes.
5. HSHMA - Study p. 133 - learning how Hamilton's economic policy influenced the Presidential Election of 1792.

Behavioral Objective IV

After you have finished the activities that the teacher has suggested you will explain on a test the United States relationship with other countries while George Washington was President.

Activities:

1. RAN - Study p. 208 - learning what the French Revolution of 1789 was.
2. RAN - Study p. 208 - learning what the Neutrality Proclamation, 1793 was.
3. RAN - Study p. 208 - learning what citizen Genêt Affair, 1793 was.
4. RAN - Study pp. 208-210 - learning what Jay's Treaty, 1794 was.
5. HSHMA - Study p. 136 - learning what Pinckney's Treaty, 1795 was.

Behavioral Objective V

After you have finished the activities that the teacher has suggested you will explain in a one page essay the different views that the Federalists and Republicans had on different issues between 1796-1800.

Activities:

1. HSHMA - Study pp. 137-138 - learning the importance of the Presidential Election of 1796.
2. HSHMA - Study pp. 138-139 - learning the importance of the XYZ Affair, 1797.
3. HSHMA - Study p. 139 - learning the importance of the Undeclared War with France, 1798-1800.
4. HSHMA - Study p. 139 - learning the importance of the Alien and Sedition Acts, 1798.
5. HSHMA - Study p. 140 - learning the importance of the Virginia and Kentucky Resolutions, 1798.

SECTION IV

TRUE OR FALSE - Write true or false beside each statement.

- _____ 1. The new government had to raise enough money to cover its day-to-day expenses.
- _____ 2. The executive department of the new government had to be formed under Washington.
- _____ 3. Congress had to prepare the bill of rights that had been promised the people.
- _____ 4. The first Secretary of the Treasury under Washington was Thomas Jefferson.
- _____ 5. The first Secretary of State under Washington was Alexander Hamilton.
- _____ 6. The difference of opinion of Hamilton and Jefferson led to the rise of political parties in America.
- _____ 7. Hamilton didn't feel that the people should have much say in the government.
- _____ 8. It was Jefferson's idea that there was a need for a bank to be organized in the United States.
- _____ 9. Jefferson ~~was~~ responsible for the exise tax.
- _____ 10. The Whiskey Rebellion took place in South Carolina.

ADVANCED STUDY

1. For class display: Prepare a chart showing how the Constitution corrected the weaknesses of the Articles.
2. Write at least a 2 page essay in which you will explain how the Founding Fathers provided for separation of powers in the Constitution of the United States.
3. In a small panel (group) discuss "The Virginia Plan" of Edmund Randolph in terms of its application in our modern Federal Government.
4. One of the most significant provisions of the Constitution and all laws made in accordance with it are "the supreme law of the land." In a 2-4 page essay explain why this clause is so important today.

STOP!

SEE TEACHER FOR THE PROGRESS TEST.

L EARNING
A CTIVITY
P ACKAGE

THE GROWTH

OF

NATIONALISM AND

DEMOCRACY

1800 - 1840



SOCIAL STUDIES 112

REVIEWED BY

A handwritten signature consisting of stylized initials and a surname.

LAP NUMBER 20

WRITTEN BY Jane Burgdorf

R A T I O N A L E

Emphasis is on the development of nationalism in the United States. Special Attention is given to factors influencing the growth of nationalism and the extension of democracy. There is an emphasis on the nature of the American free enterprise or market economic system. Special consideration is given to economic issues of the period, 1800 - 1840.

Resources:

Books:

(In parentheses at the left of each item you will find the notation HD or LIB, HD means that the item will be found in the History Department. LIB means that it will be found in the library in the room for special materials. These are the forms of further references in the activities section.)

- (HD) (HSHMA) A High School History of Modern America by Shafer
- (HD) (ALF) America Land of Freedom by Hartman
- (HD) (RAN) Rise of the American Nation by Todd

Filmstrips:

- (LIB) "The War of 1812," Eyegate Series 58-D
- (LIB) "Andrew Jackson and Texan Independence" Eyegate 58G

Section I

National Spirit

BEHAVIORAL OBJECTIVE I:

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain Thomas Jefferson's policies.

ACTIVITIES:

The following pages to be studied and exercises to be worked out will help you to achieve this first Behavioral Objective. Abbreviations are used for the textbooks and materials you will find listed in resources.

1. HSHMA - pp. 145-146 and learn what the Republican Program was.
2. HSHMA - pp. 146-147 learning how the Federal Courts were organized under Jefferson.
3. HSHMA - pp. 148-149 learning what the Barbary Pirates were.

BEHAVIORAL OBJECTIVE II:

After you have finished the activities that the teacher has suggested, you will be able in a group discussion to explain the Louisiana Purchase.

ACTIVITIES:

1. HSHMA - pp. 150-151 and learn how the U. S. acquired Louisiana.
2. HSHMA - pp. 151-152 learning who explored Louisiana.
3. HSHMA - p. 152 learning what effect the Election of 1804 had on the Louisiana Purchase.
4. HSHMA - pp. 152-153 learning what effect the Burr Conspiracy had on the Louisiana Purchase.

BEHAVIORAL OBJECTIVE III:

After you have finished the activities that the teacher has suggested, you will write a one page essay on Neutral Rights.

ACTIVITIES:

1. HSHMA - p. 154 learning what the Chesapeake - Leopard Affair of 1807 was.
2. HSHMA - pp. 153-155 learning what the Embargo Act, 1807 was.
3. HSHAM - p. 155 learning how the Election of 1808 influenced the Neutral Rights.

BEHAVIORAL OBJECTIVE IV:

After you have finished the activities that the teacher has suggested, you will discuss in small groups the War of 1812.

ACTIVITIES:

1. View "The War of 1812" - learning what Madison's views were on the War of 1812.
2. View "The War of 1812" - learning about the Indian Warfare.
3. HSHMA - pp. 155-162 learning how the country was divided.
4. HSHMA - pp. 155-162 learning what the principle campaigns during the war were.

Self Evaluation

Section I

Matching

- | | |
|--------------------------------|--|
| <u> </u> Thomas Jefferson | A. First Republican President |
| <u> </u> James Madison | B. Men who ruled North African States |
| <u> </u> John Marshall | C. Jefferson's friend who he named
Secretary of State |
| <u> </u> Barbary Pirates | D. The new Chief Justice of the Supreme
Court |
| <u> </u> Aaron Burr | E. Congressmen ready to fight England |
| <u> </u> "War Hawks" | F. hoped to be governor of New York |
| <u> </u> Talleyrand | G. The closing off of trade |
| <u> </u> Chesapeake | H. British man-of-war |
| <u> </u> Leopard | I. A ship which belongs to the
United States Navy. |
| <u> </u> Embargo Act | J. French foreign minister. |

Section II The Nationalistic Period

BEHAVIORAL OBJECTIVES I:

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain nationalist legislation.

ACTIVITIES:

1. HSHMA - pp. 166 learning what the United States' National Defense policy was.
2. HSHMA - pp. 166-167 learning what tariffs were passed during the nationalist legislation.
3. HSHMA p. 167 learning why the second Bank of the United States was founded.
4. HSHMA - pp. 169-171 learning the importance of the Supreme Court and John Marshall

BEHAVIORAL OBJECTIVE II:

After you have finished the activities that the teacher has suggested, you will be able in a small group discussion to explain the United States policies with other countries during this Nationalistic Period.

ACTIVITIES:

1. HSHMA - pp. 171-174 learning what the Anglo-American Relationship was.
2. HSHMA - pp. 171-174 learning what the Hispano-American Relationship was.
3. HSHMA - pp. 171-174 learning what the Monroe Doctrine was.

BEHAVIORAL OBJECTIVE III:

After you have finished the activities that the teacher has suggested, you will be able in a 1-page essay to explain "corrupt bargain."

1.

ACTIVITIES:

1. HSHMA - pp. 186-187 learning the importance of the Splitting of the Republican Party.
2. HSHMA - pp. 186-187 learning the importance of Adam's Nationalistic Program.
3. HSHMA - pp. 187-188 learning the importance of the "Tariff of Abominations."
4. HSHMA - pp. 187-189 learning the importance of the Theory of Nullification."

Identify:

1. Henry Clay
2. John C. Calhoun
3. John Q. Adams
4. John Marshall
5. James Monroe
6. Henry Clay
7. Nullification
8. "Corrupt Bargain"
9. Nationalism
10. Tariff of Abominations

The Jacksonian Era

BEHAVIORAL OBJECTIVE I:

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain Jackson's plan of democracy.

ACTIVITIES:

1. HSHMA - pp. 193 learning his policy on suffrage.
2. HSHMA - pp. 193-195 learning his policy on election of the president.
3. HSHMA - pp. 193-195 learning his plan for government organization.
4. HSHMA - p. 195 learning what Jackson's Spoil System was.

BEHAVIORAL OBJECTIVE II:

After you have finished the activities that the teacher has suggested, you will be able in a 200 word essay to explain tariffs and what nullification was during Jackson's administration.

ACTIVITIES:

1. HSHMA - pp. 196-197 learning the importance of the Hayne-Webster Debate, 1830.
2. HSHMA - p. 197 learning Jackson's feeling on the Union.
3. HSHMA - pp. 197-198 learning the feeling between Jackson and Calhoun.
4. HSHMA - p. 198 learning the crisis that was created by nullification.
5. HSHMA - p. 198 learning what Clay's Compromise Tariff of 1833 was.

BEHAVIORAL OBJECTIVE III:

After you have finished the activities that the teacher has suggested, you will be able in a group discussion to explain the Bank Crisis during this period of history.

ACTIVITIES:

1. HSHMA - pp. 199-201 learning the big controversy over the bank.
2. HSHMA - p. 201 learning about the Panic of 1837.

BEHAVIORAL OBJECTIVE IV:

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain the controversy between the Whigs and the Democrats.

ACTIVITIES:

1. HSHMA - pp. 202-203 learning the importance of the Presidential Election of 1836.
2. HSHMA - p. 203 learning what the Independent Treasury System was.
3. HSHMA - pp. 203-204 learning the importance of the Presidential Election of 1840.

BEHAVIORAL OBJECTIVE V:

After you have finished the activities that the teacher has suggested, you will be able in a small group discussion to explain the relationship the United States had with foreign countries from 1828-1844.

ACTIVITIES:

1. HSHMA - pp. 206-207 learning what relationship Jackson had with France and England.
2. HSHMA - pp. 206-207 learning what the Caroline Affair was
3. HSHMA - p. 207 learning what the Webster-Ashburton Treaty was.

Section III

Self Evaluation

1. Who was Jackson's Secretary of State?
2. Name the first party to have a national nominating convention.
3. Why did many Americans feel that Jackson was "their own president"?
4. How did Clay end the crisis of 1833?
5. Why did Westerners dislike the Bank?
6. How did Jackson's veto of the bank bill help him win the election of 1832?

ADVANCED STUDY

1. From one of the following conflicting themes write an essay of at least two pages:
 - A. The 1828 Tariff was a Tariff of Abominations.
 - B. The 1828 Tariff was abominable to a select group.
2. Debate - Resolved: The Monroe Doctrine is Inapplicable Today.
3. In a small group discuss the growth of Sectional Rivalry in the United States.

S T O P !!!!

SEE THE TEACHER FOR A PROGRESS TEST.

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L E A R N I N G
A C T I V I T Y
P A C K A G E

DIFFERENCES THAT LEAD
TO THE
CIVIL WAR



SOCIAL STUDIES 112

REVIEWED BY _____

LAP NUMBER 21

WRITTEN BY Mrs. Burgdorf

R A T I O N A L E

Special emphasis is given to the development of nationalism and democracy. The factors and issues of Westward expansion and the socio-economic differences of the North and the South are stressed. The Civil War is considered in terms of the relative advantages of each side and its significance to our way of life today.

RESOURCES

BOOKS:

(In parentheses at the left of each item, you will find the notation HD or LIB, HD means that the item will be found in the History Department. LIB means that it will be found in the library in the room for special materials. These are the forms of further references in the activities section.)

- (HD) (HSHMA) - A High School History of Modern America by Shafer
- (HD) (ALF) - America Land of Freedom by Hartman
- (HD) (RAN) - Rise of the American Nation by Todd
- (HD) (TAS) - The American Story by Gavian
- (HD) (AP) - The American Pageant

Filmstrips:

- (LIB) "Westward Ho" Eyeate Series 58E
- (LIB) "Sectional Conflicts" (973.7)
- (LIB) "The War Between the States"

Section I

Manifest Destiny

BEHAVIORAL OBJECTIVE I:

After you have finished the activities that the teacher has suggested, you will be able on a written test to explain the expansion of the United States.

ACTIVITIES:

1. HSHMA pp. 233-245 and viewing "Westward Ho" Learning the movement which moved settlers into the Southwest.
2. HSHMA pp. 233-245 and Viewing "Westward Ho" Learning the movement which moved settlers into the Northwest.
3. HSHMA pp. 233-245 and viewing "Westward Ho" Learning the movement which moved settlers into the West.

BEHAVIORAL OBJECTIVES II:

After you have finished the activities that the teacher has suggested, you will be able to discuss the Mexican War.

ACTIVITIES:

1. HSHMA p. 245 Learning the background of the war.
2. HSHMA p. 246-248 Learning what the actual military activity of the war was.
3. HSHMA pp. 248-249 Learning what the Treaty of Guadalupe Hidalgo, 1848 was.

BEHAVIORAL OBJECTIVE III:

After you have finished the activities that the teacher has suggested, you will explain on a test Manifest Destiny.

ACTIVITIES:

1. HSHMA p. 233 Learning what Manifest Destiny was.
2. HSHMA p. 233 Learning how it contributed to "Expansionism."

Self Evaluation

Section I

I. True or False:

1. O'Sullivan was responsible for the saying "Manifest Destiny."
2. Deseret later became the Utah Territory.
3. Nebraska is known as the Lone Star State.
4. Astoria was the name of the Astor's Tea Company.
5. Expansionists believed in "Manifest Destiny."

II. Matching:

- Sam Houston
- James K. Polk
- Marcus Whitman
- Santa Anna

- A. President of the Lone Star Republic
- B. Had a war named for him
- C. Attacked the Alamo
- D. American Missionary

BEHAVIORAL OBJECTIVE I:

After you have finished the activities that the teacher has suggested, you will be able to discuss on a test the differences of the North and South on the slavery question.

ACTIVITIES:

1. TAP Chapter 19 Learning the social and economic systems of the North.
2. TAP Chapter 19 Learning the social and economic systems of the South.

BEHAVIORAL OBJECTIVE II:

After you have finished the activities that the teacher has suggested, you will be able to discuss in a 2 page essay the complete Socio- Economic System of the South.

ACTIVITIES:

1. TAP Chapter 19 - HSHMA pp. 253-259 Learning what the status of situation of the white slave holder was and how the organization of his society locked him into his position.
2. TAP Chapter 19 - HSHMA pp. 253-259 Learning how the South was not a "closed system" emphasizing how slavery might have worked within the frame of the "Southern System."

Self Evaluation

Section II

Discussion

- 1. What were the feelings of the North on the slavery question?**

- 2. What were the feelings of the South on the slavery question?**

Section III

Disunity Between the North and South

BEHAVIORAL OBJECTIVE I:

After you have completed the activities that the teacher has prescribed, you will be able on a test to discuss the Abolitionist Movement.

ACTIVITIES:

1. HSHMA pp. 254-259 Learning what the abolition movement was.
2. HSHMA pp. 245-259 Learning who the men were that were responsible for it.

BEHAVIORAL OBJECTIVE II:

After you have completed the activities that the teacher has suggested, you will be able to discuss in small groups what the Compromise of 1850 was.

ACTIVITIES:

1. HSHMA pp. 259-261 Learning how the crisis in California led to the Compromise of 1850.
2. HSHMA pp. 259-261 Learning all the parts of the Compromise of 1850.

BEHAVIORAL OBJECTIVE III:

After you have completed the activities that the teacher has suggested, you will be able to explain in a two-page essay the events that led to the Civil War.

ACTIVITIES:

1. HSHMA p. 270 Learning the importance of the Lincoln- Douglas Debates 1858.
2. HSHMA p. 271 Learning the importance of John Brown's Raid, 1859.
3. HSHMA p. 271-272 Learning the importance of the Election of 1860.

This essay will be handed into your teacher.

Self Evaluation

Section III

Place the following events in order of events.

- John Brown's Raid
- Dred Scott Decision
- Compromise of 1850
- Lincoln - Douglas Debates
- Kansas - Nebraska Act

Section IV

The Civil War

BEHAVIORAL OBJECTIVE I:

After you have completed the activities that the teacher has suggested, you will explain on a test Secession.

ACTIVITIES:

1. HSHMA pp. 276-277 Learning what the Crittenden Compromise was.
2. HSHMA pp. 278-279 Learning of the firing of Fort Sumter and reactions.
3. HSHMA pp. 277-278 Learning the effects Abraham Lincoln's election and inauguration had on secession.

BEHAVIORAL OBJECTIVE II:

After you have completed the activities that the teacher has suggested, you will explain in a two-page essay the Civil War.

ACTIVITIES:

1. View "The War Between the States" Learning the effects of the Confederate and Union strategy.
2. HSHMA pp. 279-296 Learning what the importance of the War of the East was.
3. HSHMA pp. 296-299 Learning the importance of the War from Fredericksburg to Gettysburg.
4. HSHMA pp. 296-299 Learning the importance of the last campaigns of the war.

BEHAVIORAL OBJECTIVE III:

After you have completed the activities that the teacher has suggested, you will explain on a test the action of the war from behind the scenes.

ACTIVITIES:

1. HSHMA pp. 300-305 Learning the financing of the war on both sides.
2. HSHMA pp. 300-307 Learning the politics of the Confederates and the Union.
3. HSHMA pp. 300-307 Learning the importance of the Election of 1864.
4. HSHMA pp. 300-307 Learning the importance of the Presidential Assassination of 1865.

Self Evaluation

Section IV

I. True or False

1. The first shots of the Civil War were fired by the North.
2. The North had more man power than the South.
3. The South never accepted black soldiers in the war.
4. The North paid for most of the war.
5. The North and the South had the same political views.

ADVANCED STUDY

1. Make a book report on Secret Missions of the Civil War by Philip Van Doren Stern.
2. After studying one important battle of the Civil War, present a poster board illustration and an explanation of the tactics involved in the waging of the battle.
3. Prepare a biographical sketch of the man you consider to be the most important man in the Civil War. Defend your choice against other contenders.
4. Prepare freehand drawings for class display depicting President Abraham Lincoln at the start of the Civil War and again at its close. (Illustrate the strain and drain on a man after 4 years of conflict).

STOP!!!!

SEE YOUR TEACHER FOR THE LAP TEST.

BEST COPY AVAILABLE

L E A R N I N G
A C T I V I T Y
P A C K A G E

"RECONSTRUCTION AND
GROWTH IN THE
UNITED STATES

1865 - 1890

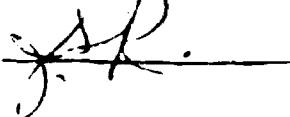


SOCIAL STUDIES 112

LAP NUMBER 22

WRITTEN BY Jane Burgdorf

REVIEWED BY



R A T I O N A L E

Reconstruction and Growth in the United States: 1865-1890.

- A. Reconstruction
- B. Passing of the Frontier
- C. Rise of Big Industries

emphasis is on the nature and significance of Reconstruction and the Industrial Revolution in the United States during the period from 1865-1890. Special consideration is given to the effect of Reconstruction on the South and its people, also factors contributing to the passing of the frontier.

RESOURCES

BOOKS:

(In parentheses at the left of each item, you will find the notation HD or LIB, HD means that the item will be found in the History Department. LIB means that it will be found in the Library in the room for special materials. These are the forms of further references in the activities section.)

- (HD) (HSHMA) - A High School History of Modern America by Shafer
- (LIB) (A+) - America Land of Freedom by Hartman
- (..) (R/N) - Rise of the American Nation by Todd
- (LIB) (A/S) - The American Story by Garian
- (..) (A/P) - The American Pageant

FILMSTRIPS:

- (LIB) "The Nation Heals Its Wounds" Pictorial Film
Encyclopedia of American History, Pt. 1 and Pt. 2.
- (LIB) "New Inventions and Industrial Development"
1865-1900 Eye-Gate Series 80C.

Section I

Reconstruction

BEHAVIORAL OBJECTIVE I:

After you have finished the activities that the teacher has suggested, you will be able on a written test to define or identify some words.

Activities:

1. (HSHMA) pp. 311-312 learning what the Freedmen and Freedman's Bureau was.
2. (HSHMA) pp. 309, 316-320 learning the importance these terms held during the reconstruction period.
 - A. Bloody shirt
 - B. Black Codes
 - C. Ku Klux Klan
 - D. Carpetbaggers
 - E. Scalawags
 - F. Sharecropper
 - G. Grandfather Clause
 - H. Poll Tax

BEHAVIORAL OBJECTIVE II:

After you have finished the activities that the teacher has suggested, you will explain in a small group discussion, Andrew Johnson.

Activities:

1. (HSHMA) pp. 310-311 learning the contributions he made as a president of the United States.
2. (HSHMA) pp. 310-316 learning the importance of his impeachment in 1868.

BEHAVIORAL OBJECTIVE III:

After you have finished the activities that the teacher has suggested, you will be able to discuss in a two-page essay the radical reconstruction.

Activities:

1. (HSHMA) pp. 312-313 learning what the plans for reconstruction were after the Election of 1866.
2. (HSHMA) pp. 313-316 learning the importance of the years from 1868-1878 in reconstruction.
3. (HSHMA) pp. 313-318 learning the views of the Southern whites and reconstruction.

BEHAVIORAL OBJECTIVE IV:

After you have finished the activities that the teacher has suggested, you will be able to discuss on a test the economic situation in the South during the Reconstruction.

Activities:

1. (HSHMA) pp. 318-319 learning how agriculture recovered during this period.
2. HSHMA pp. 319-320 learning how industry recovered during this period.

BEHAVIORAL OBJECTIVE V:

After you have finished the activities that the teacher has suggested, you will be able in a small group to explain U. S. Grants' years as president.

Activities:

1. (HSHMA) pp. 320-324 learning the political corruption of his administration.
2. (HSHMA) pp. 324-325 learning the United States status on foreign affairs.

Self Evaluation I

True or False

- _____ 1. A bloody shirt was another name for a soldier during the Civil War.
- _____ 2. The Freedman's Bureau was an organization set up for freed blacks.
- _____ 3. Andrew Johnson never learned how to get Congress to pass laws in which he believed.
- _____ 4. The Radicals controlled most of the South until 1877.
- _____ 5. The men from the South who helped the North during the war were known as carpetbaggers.
- _____ 6. Johnson lacked one vote of being impeached.
- _____ 7. To impeach a president means to remove him from office.
- _____ 8. The plantation system in the South changed during the reconstruction.
- _____ 9. Industry grew in the South after the Civil War.
- _____ 10. Grant was able to lead the nation very well.

BEHAVIORAL OBJECTIVE I:

After you have finished the activities that the teacher has suggested, you will discuss in a small group the Indian problem.

Activities:

1. (HSHMA) pp. 335-339 learning the beginnings of the Indian problem.
2. (HSHMA) pp. 337-339 learning the importance of the Indian war.
3. (HSHMA) pp. 338-339 learning how the government has helped the Indians.

BEHAVIORAL OBJECTIVE II:

After you have finished the activities that the teacher has suggested, you will discuss in a small group the Indian problem.

Activities:

1. (HSHMA) pp. 335-339 learning the beginnings of the Indian problem.
2. (HSHMA) pp. 337-339 learning the importance of the Indian war.
3. (HSHMA) pp. 338-339 learning how the government has helped the Indians.

BEHAVIORAL OBJECTIVE III:

After you have finished the activities that the teacher has suggested, you will discuss on a test the frontier.

Activities:

1. (HSHMA) pp. 339-340 learning what the life on the mining frontier was like.
2. (HSHMA) pp. 341-343 learning what the life on the cattle frontier was like.

BEHAVIORAL OBJECTIVE III:

After you have finished the activities that the teacher has suggested, you will explain in a one-page essay the farming frontier.

Activities:

1. (HSHMA) pp. 343-346 Learning how the farming frontier rose.
2. (HSHMA) pp. 343-346 Learning the period of growth and the passing away of the frontier.

True or False:

- _____ 1. The Indians were pushed out of their lands by miners.
- _____ 2. The Indians finally had to completely surrender in 1866.
- _____ 3. Many Indians were butchered at the Battle of Wounded Knee, 1890.
- _____ 4. The government has tried to teach the Indians to rule themselves in democratic ways.
- _____ 5. All of the miners became very wealthy.
- _____ 6. Many gangs were formed in the mining country.
- _____ 7. The "open range" was very important to the cattlemen.
- _____ 8. The cattle industry grew too fast.
- _____ 9. The cattle industry helped develop the Great Plains.
- _____ 10. Life on the farming frontier was very easy.

Section III

Rising of Big Industries

BEHAVIORAL OBJECTIVE I:

After you have finished the activities that the teacher has suggested, you will explain on a test the rise of big industries.

Activities:

1. (HSHMA) p. 377 learning the importance of the term "laissez-faire."
2. (HSHMA) p. 385 learning what a "holding company" is.
3. (HSHMA) pp. 384-385 learning what a "rebate" is.
4. (HSHMA) pp. 385 learning what a "pool" is.
5. (HSHMA) p. 385 learning what "trust" is in relationship to business.

BEHAVIORAL OBJECTIVE II:

After you have finished the activities that the teacher has suggested, you will discuss in a two-page essay America's Industrial Revolution.

Activities:

1. (HSHMA) pp. 375-378 learning what the two major industries were.
2. (HSHMA) pp. 378-382 learning who the major industrialists of this period were.

BEHAVIORAL OBJECTIVE III:

After you have finished the activities that the teacher has suggested, you will discuss in a small group the structure of big business.

Activities:

1. (HSHMA) pp. 382-385 learning the philosophy of big business.
2. (HSHMA) pp. 382-385 learning the importance of corporations in "big business" structure.

True or False:

- _____ 1. The railroads helped the country become more industrialized.
- _____ 2. "Laissez-faire" means to leave alone.
- _____ 3. The petroleum industry was one of the major industries.
- _____ 4. Rockefeller was responsible for the petroleum industry.
- _____ 5. Another important industry during the reconstruction years was the steel industry.
- _____ 6. Andrew Carnegie was the man responsible for the steel industry.
- _____ 7. A "holding company" took the place of many trusts.
- _____ 8. A "trust" is a way of controlling many companies.
- _____ 9. A "pool" is an agreement between two or more companies.
- _____ 10. Captains of industry used Darwin's theory to excuse the ways in which they rose to power.

ADVANCED STUDIES

1. Explain in a two-page essay the Federal government's policy toward the Indian from the late 1800's until the present time.
2. Make a display showing the principle differences between presidential and congressional reconstruction.
3. Write a biographical sketch of Ulysses S. Grant, comparing him as a general and a President.
4. In a 2 page essay explain what Social Darwinism means to you.

BEST COPY AVAILABLE

L E A R N I N G
A C T I V I T Y
P A C K A G E

REFORM IN AMERICA

1890 - 1945



REVIEWED BY _____

SOCIAL STUDIES 112

LAP NUMBER 23

WRITTEN BY Mrs. Burgdorf

R A T I O N A L E

Reform in America: 1890-1945

- A. The Farm and Labor Protest
- B. The Progressive Era
- C. The Prosperity of the 1920's and the Depression of the 1930's
- D. The New Deal

Emphasis is on the factors motivating the Federal, state, and local governments to take greater responsibility for correcting adverse socio-economic conditions in the United States. Special attention is given to the role of the Industrial Revolution in America as one of the major factors and the centralization of responsibility at the Federal level for correcting these conditions.

(In parentheses at the left of each item, you will find the notation HD or LIB. HD means that the item will be found in the History Department. LIB means that it will be found in the Library in the room for special materials. These are the forms of further references in the activities section.)

- (HD) (HSHMA) - A High School History of Modern America by Shafer
- (HD) (ALF) - America Land of Freedom by Hartman
- (HD) (RAN) - Rise of the American Nation by Todd
- (HD) (TAS) - The American Story by Garian
- (HD) (AP) - The American Pageant

FILMSTRIPS:

- (LIB) - "Labor Problems and New Areas of Industry"
- (LIB) - "A History of the American People - Changes in American Life 1865-1920"

BEHAVIORAL OBJECTIVE I:

After you have completed the activities that the teacher has suggested, you will be able to identify several terms that apply to laborers and farmers on a test.

Activities:

1. HSHMA pp. 402-403 - learning what "The Grange" was
2. HSHMA pp. 399-402 - learning the purpose of the "AFL"
3. HSHMA p. 403 - learning the importance of Civil Service
4. HSHMA p. 403 - learning what the Grange Laws were
5. HSHMA p. 403 - learning what the Farmers' Alliances were

BEHAVIORAL OBJECTIVE II:

After you have completed the activities that the teacher has suggested, you will be able in small group discussion to explain the dissatisfaction among workers during this period.

Activities:

1. HSHMA pp. 393-394 - learning why the farmers were dissatisfied
2. HSHMA pp. 393-394 - learning why the city workers were dissatisfied

BEHAVIORAL OBJECTIVE III:

After you have completed the activities that the teacher has suggested, you will be able on a test to explain some of the first reforms.

Activities:

1. HSHMA pp. 400-402 - learning how the money question was solved
2. HSHMA p. 402 - learning how reforms effected the railroads
3. HSHMA pp. 402-404 - learning how the Grange and The Farmer's Alliances helped the farmers

BEHAVIORAL OBJECTIVE IV:

After you have completed the activities that the teacher has suggested, you will be able to explain the history of labor in the United States in a two-page essay.

Activities

1. HSHMA pp. 404-407 - learning how the first labor unions were organized
2. HSHMA pp. 404-407 - learning what the labor setbacks were
3. HSHMA pp. 404-407 - learning the importance of the American Federation of Labor

BEHAVIORAL OBJECTIVE V:

After you have completed the activities that the teacher has suggested, you will be able on a test to discuss two important labor movements.

Activities:

1. HSHMA pp. 404-407 - learning the differences between the Knights of Labor and the American Federation of Labor
2. HSHMA p. 407 - learning why the Knights of Labor fell and why the American Federation of Labor rose

Self Evaluation

I. Matching

- | | |
|--------------------------------|-------------------------------|
| <u> </u> AFL | A. Grand Army of the Republic |
| <u> </u> Knights of Labor | B. backed by gold |
| <u> </u> GAR | C. Samuel Gompers |
| <u> </u> sound money | D. Uriah S. Stevens |

II. True or False

1. The Knights of Labor favored private ownership of all utilities.
2. The Patrons of Husbandry later became known as the Grange.
3. The two farmers's Alliances were in the South.
4. The American Federation of Labor faded out in the nineteenth century.
5. The city workers and the farmers cooperated very well together.

BEHAVIORAL OBJECTIVE I:

After you have completed the activities that the teacher has suggested, you will be able to explain how Progressivism rose on a test.

Activities:

1. HSHMA pp. 431-433 - learning the faith that the American people had in progress
2. HSHMA pp. 431-433 - learning what views the Progressives had
3. HSHMA pp. 431-433 - learning what the source of Progressivism was.

BEHAVIORAL OBJECTIVE II:

After you have completed the activities that the teacher has suggested, you will be able to explain in a two-page essay the role that government played during this period.

Activities:

1. HSHMA pp. 433-436 - learning the role of progressivism in government
2. HSHMA pp. 436-441 - learning the role that government played in business from 1900-1912

BEHAVIORAL OBJECTIVE III:

After you have completed the activities that the teacher has suggested, you will be able to explain in a small group discussion what the "New Freedom" from 1912-1916 was.

Activities:

1. HSHMA pp. 441-446 - learning who the men were that were involved in the "New Freedom"
2. HSHMA pp. 441-446 - learning the Laws and Acts of the "New Freedom"
3. HSHMA pp. 441-446 - learning what the social and labor legislation of the "New Freedom" were

Self-Check

True or False

1. Progressivism didn't make any changes in our society and government.
2. Many reforms during the Progressive Era later became laws.
3. By 1917 the United States was a world power with world responsibilities.
4. Many people felt that an honest, well-run government would solve many of the country's problems.
5. Theodore Roosevelt was responsible for the program called "New Freedom."

SECTION

LEVEL: GRADE 10-12

After you have completed the activities that the teacher has suggested, you will discuss the presidency of Warren G. Harding in a small group discussion.

Activities:

1. HSHMA pp. 529-531 - learning what Warren G. Harding's policy was
2. HSHMA pp. 529-531 - learning what we mean when we say the United States returned to Normalcy.

BEHAVIORAL OBJECTIVE II:

After you have completed the activities that the teacher has suggested, you will discuss the era of Calvin Coolidge on a test.

Activities:

1. HSHMA pp. 531-532 - learning the importance of his election
2. HSHMA pp. 532-536 - learning the main issues during the time that Calvin Coolidge was president
3. HSHMA pp. 534-536 - learning where the United States stood in their relationship to other countries

BEHAVIORAL OBJECTIVE III:

After you have completed the activities that the teacher has suggested, you will discuss life in the 1920's in a two-page essay.

Activities:

1. HSHMA pp. 536-538 - learning what progress the United States made in the field of science and technology.
2. HSHMA pp. 538-539 - learning what the recreation schools were
3. HSHMA pp. 539-540 - learning the role that churches played in people's lives
4. HSHMA p. 541 - learning the changing status of women, crime, and punishment

Objectives:

After you have completed the activities listed the teacher has suggested the following activities for you. The 20's ended with Hoover and the Depression.

Activities:

1. HSHMA pp. 541-542 - learning the importance of the Election of 1928
2. HSHMA pp. 542-545 - learning the causes and effects of the depression
3. HSHMA pp. 542-545 - learning the Congressional and Presidential action of the depression

1. What was the economy like?

- _____ 1. Warren Harding was a man who believed in laissez faire.
- _____ 2. After the first World War the country turned quickly from a wartime to a Peace time economy.
- _____ 3. Calvin Coolidge was a very conservative man.
- _____ 4. Taxes were raised during Coolidge's administration.
- _____ 5. The cities grew very rapidly in the 20's and 30's.

ACTIVITIES

After you have completed the activities that the teacher has suggested, you will be able on a written test to discuss the New Deal.

Activities:

1. HSHMA p. 551 - learning who the "Brain trustees" were
2. HSHMA pp. 551-552 - learning what was the importance of the CCC
3. HSHMA p. 551 - learning the importance of Roosevelt's "Fireside Chats"
4. HSHMA pp. 549-552 - learning the importance of the WPA, TVA, CWA and AAA

BEHAVIORAL OBJECTIVE II:

After you have completed the activities that the teacher has suggested, you will discuss in a two-page essay, Roosevelt's election and the importance of his program.

Activities:

1. HSHMA pp. 551-557 - learning the importance of the election of 1932
2. HSHMA pp. 551-557 - learning the importance of the New Deal of 1933-1936
3. HSHMA pp. 557-573 - learning the importance of the New Deal of 1936-1939

True or False

- _____ 1. Roosevelt's closest friends were some members of his family.
- _____ 2. The close advisors of Roosevelt were called the "brain trustees."
- _____ 3. The first action of the New Deal was to meet the banking crisis.
- _____ 4. Roosevelt wasn't interested in improving the courts.
- _____ 5. Everyone was in favor of the New Deal.

ADVANCED LEVEL

1. Prepare a chart for class display listing the arguments for and against Civil Service Reform.
2. Prepare a chart for class display showing which of the reforms advocated by the progressives in 1900 had been enacted into law by 1916.
3. Explain in a 2-page essay the argument that developed between Theodore Roosevelt and William H. Taft.
4. Draw freehanded a picture of Herbert Hoover.
5. Draw freehanded a sketch of Franklin Delano Roosevelt.

L E A R N I N G
A C T I V I T Y
P A C K A G E

"UNITED STATES
INTERNATIONAL RELATIONS,

1890-1945"

86007 3225



SOCIAL STUDIES 112

LAP NUMBER 24

WRITTEN BY Mrs. Burgdorf

REVIEWED BY

J.S.R.

RATIONALE

United States International Relations

1890 - 1945

- A. From Isolation to Imperialism
- B. World War I
- C. From Isolation to Involvement: 1890-1945
- D. World War II

Emphasis is on the factors influencing the development of the United States into a leading world power. Special consideration is given to the nature, cause, and effect of (1) American Imperialism (2) American involvement in World War I (3) Isolationism in the 1920's and 1930's and (4) American involvement in World War II.

Particular attention is given to relationships between our domestic and foreign policies of the period and the effect of modernization for world war on the American economy.

RESOURCES

Books:

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- | | |
|--------------|--|
| (HD) (HSHMA) | <u>A High School History of Modern America</u> by Shafer |
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| (HD) (RAN) | <u>Rise of the American Nation</u> by Todd |
| (HD) (TAS) | <u>The American Story</u> by Garian |
| (HD) (AP) | <u>The American Pageant</u> |

Filmstrips:

- | | |
|-------|--|
| (LIB) | Pictorial Film Encyclopedia of American History:
Unit 14; Global War for a Free World, Pt. 1
1940-1942; Pt. 2 1942-1943; Pt. 3 1944-1945 |
| (LIB) | A History of American People: World War II Overseas |
| (LIB) | A History of American People: World War II, Home Front |

BEHAVIORAL OBJECTIVE I:

After you have completed the activities that the teacher has suggested, you will explain the United States' beginning in imperialism on a test.

Activities:

1. HSHMA pp. 485-486 - learning how the United States became interested in world affairs.
2. HSHMA pp. 486-490 - learning how the United States became involved in world affairs.

BEHAVIORAL OBJECTIVE II:

After you have completed the activities that the teacher has suggested, you will explain the Spanish-American War in a two-page essay.

Activities:

1. HSHMA pp. 490-495 - learning the importance of the Cuban Rebellion.
2. HSHMA pp. 490-495 - learning the reason for the outbreak of the war.
3. HSHMA pp. 490-495 - learning the military operations.
4. HSHMA pp. 490-495 - learning what the United States role as an imperial power was.

BEHAVIORAL OBJECTIVE IV:

After you have completed the activities tha" the teacher has suggested, you will explain the increasing involvement of the United States in world affairs.

Activities:

1. HSHMA pp. 495-496 - learning what the "Open-Door" policy in China was.
2. HSHMA pp. 497-498 - learning the Panama Canal and Roosevelt's "Big Stick"
3. HSHMA pp. 499-500 - learning how the Monroe Doctrine applied to Latin America.
4. HSHMA pp. 500-501 - learning the importance of the Asian and European Negotiations

BEHAVIORAL OBJECTIVE IV:

After you have completed the activities that the teacher has suggested, you will discuss Mexico.

Activities:

1. HSHMA pp. 501-502 - learning what the disorder in Mexico was
2. HSHMA pp. 501-503 - learning what the American Involvement in Mexico was

SELF EVALUATION I

I. True or False

1. Imperialism is the interest of one country wanting to control another country.
2. Until the 1890's only the Secretary of State was interested in the needs and problems of other countries.
3. The United States military forces occupied Cuba until 1902 with orders to prepare Cuba for independence.
4. The British battleship Maine was destroyed in Havanna.
5. The great powers of Europe all wanted colonial possessions and trade.

II. Matching:

- | | |
|--|------------------------|
| <input type="checkbox"/> 1. Big Stick Policy | A. Hawaiian Queen |
| <input type="checkbox"/> 2. Liliuokalani | B. Naval base in Cuba |
| <input type="checkbox"/> 3. Joseph Pulitzer | C. Theodore Roosevelt |
| <input type="checkbox"/> 4. Guantanamo | D. newspaper publisher |

BEHAVIORAL OBJECTIVE I:

After you have completed the activities that the teacher has suggested, you will discuss the United States' involvement in World War I.

Activities:

1. HSHMA pp. 507-508 - learning what the background of World War I
2. HSHMA pp. 507-510 - learning about how war was declared and the United States' reaction and involvement in the war
3. HSHMA pp. 510-512 - learning the details of submarine warfare

BEHAVIORAL OBJECTIVE II:

After you have completed the activities that the teacher has suggested, you will write a two-page essay explaining how this war was very mobile.

Activities:

1. HSHMA pp. 513-515 - learning the role industry played in the war
2. HSHMA p. 514 - learning how agriculture was important
3. HSHMA pp. 514-515 - learning how the war was financed
4. HSHMA p. 515 - learning the American's involvement in the 14 points

BEHAVIORAL OBJECTIVE III:

After you have completed the activities that the teacher has suggested, you will be able to explain how the war was actually fought.

Activities:

1. HSHMA pp. 515-516 - learning how the United States prepared for the war
2. HSHMA p. 516 - learning the importance of the war on the ocean
3. HSHMA pp. 516-517 - learning the importance of the war at home.
4. HSHMA pp. 517-518 - learning what the war was like on the western front
5. HSHMA pp. 519-520 - learning how the Americans were involved in the war and their contributions and losses

SELF EVALUATION II

True and False:

1. When Italy and Germany became unified the problem of balance of power arose.
2. The German's decision to use submarine warfare was one reason for the United States entering the war.
3. A nation must be totally mobilized for a modern war.
4. The first World War was very expensive to the United States.
5. The war on the ocean was mostly a submarine war.
6. Woodrow Wilson was responsible for the 14 points.
7. Wilson felt all countries should join together to help protect peace.
8. The war in Europe was fought chiefly in France.
9. The United States had to produce agricultural products for its own people and the Allies.
10. Raising taxes was one way in which the war was paid for.

Section III

Isolation to Involvement

BEHAVIORAL OBJECTIVE I:

After you have completed the activities that the teacher has suggested, you will be able in small group discussions to explain the American foreign policy from World War I until 1933.

Activities:

1. HSHMA pp. 577-579 - learning what the Good Neighbor Policy was
2. HSHMA pp. 579-585 - learning what Nazism was
3. HSHMA pp. 579-585 - learning what Fascism was
4. HSHMA pp. 579-585 - learning what Communism was.

BEHAVIORAL OBJECTIVE II:

After you have completed the activities that the teacher has suggested, you will be able on a test to explain the rise of Authoritative power.

Activities:

1. HSHMA pp. 579-585 - learning how Russia became authoritative
2. HSHMA pp. 579-585 - learning how Italy became authoritative
3. HSHMA pp. 579-585 - learning how Germany became authoritative
4. HSHMA pp. 579-585 - learning how Japan became authoritative

BEHAVIORAL OBJECTIVE III:

After you have completed the activities that the teacher has suggested, you will discuss the tensions that lead to the war.

Activities:

1. HSHMA pp. 585 - discuss the action in the United States leading to World War II
2. HSHMA pp. 588-593 - learning the reaction in the United States leading to World War II.

Section III

SELF EVALUATION

True or False:

1. The Good Neighbor Policy's aim was to promote better relations to defend one another among the nations of the Americas.
2. Hitler was responsible for Nazism.
3. Italy was on the winning side in World War I.
4. Mussolini was the man responsible for Fascism.
5. Communism puts all people on the same level.
6. The United States remained neutral at the beginning of World War II.
7. The majority of Americans wanted to stay out of World War II.

BEHAVIORAL OBJECTIVE I:

After you have completed the activities that the teacher has suggested, you will discuss the war in the early stages on a two-page essay.

Activities:

1. HSHMA pp. 601-605 - learning the importance of the bombing of Pearl Harbor
2. HSHMA pp. 601-605 - learning the reverses of the United States and her Allies.

BEHAVIORAL OBJECTIVE II:

After you have completed the activities that the teacher has suggested, you will be able on a test to discuss the highlights of the war.

Activities:

1. HSHMA pp. 618-621 - learning the importance of the A-bomb
2. HSHMA p. 617 - learning the importance of V-E Day.
3. HSHMA pp. 614-617 - learning the importance of D-Day
4. HSHMA pp. 614-615 - learning the reason of the Second Front
5. HSHMA p. 621 - learning the accomplishments of the Big Three

BEHAVIORAL OBJECTIVE III:

After you have completed the activities that the teacher has suggested, you will be able to discuss the actual action of the war.

Activities:

1. HSHMA pp. 611-612 - learning the importance of the War in Europe from 1942 to 1944
2. HSHMA pp. 612-614 - learning the importance of the war in the Pacific, 1942-1944
3. HSHMA pp. 614-617 - learning the importance of the invasion of Western Europe.
4. HSHMA pp. 618-622 - learning the victory Japan
5. HSHMA pp. 620-621 - learning what the actual cost of the war was

BEHAVIORAL OBJECTIVE I:

After you have completed the activities that the teacher has suggested, you will be able on a test to explain the end of the war.

Activities:

1. HSHMA pp. 617-618 - learning the importance of Franklin Roosevelt's reelection in 1944 until his death in 1945
2. HSHMA pp. 621-624 - the peace after the war and how it was both settled and unsettled

True or False:

- _____ 1. The bombing of Pearl Harbor on December 7, 1941 was the incident that actually brought the United States into the war.
- _____ 2. The year 1942 was a time when the United States and its allies suffered defeat after defeat.
- _____ 3. The British were very weak at the beginning of World War II.
- _____ 4. Germany was the strongest of the Axis powers.
- _____ 5. The "second front" was a term used which would force the Germans to pull some of their troops out of France..
- _____ 6. General Eisenhower was the Supreme Commander of the D-Day invasion.
- _____ 7. When V-E Day was declared the war was over all over the world.
- _____ 8. The first A-bomb was dropped on Hiroshima.
- _____ 9. Churchill, Roosevelt and Stalin were considered the "Big Three."
- _____ 10. The second World War was much cheaper than World War I.

ADVANCED STUDY

1. For class display draw a map of the Pacific Ocean and the territories in and around it. Locate and mark those places in which the United States had an active interest before 1916.
2. For class display make a map of the battle lines in France in September, 1914, and in November, 1918.
3. For debate: Resolved, That the United States should have entered the League of Nations.

L E A R N I N G
A C T I V I T Y
P A C K A G E

THE COLD WAR AND
INTERNATIONAL RELATIONS:

1945 - PRESENT



SOCIAL STUDIES 112

REVIEWED BY _____

LAP NUMBER 25

WRITTEN BY Jane B. Burgdorf

R A T I O N A L E

The "Cold War" is the name given to the struggle between the Communist nations and the democratic nations. After World War II democratic nations wanted to stop Communist expansion without resorting to a full scale war. The continuous threat of war, the accusations between nations, and the many minor skirmishes since that time present evidence of the lasting existence of the "Cold War".

RESOURCES

Books:

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(HD) (TAS)	<u>The American Story</u> by Garian
(HD) (AP)	<u>The American Pageant</u>

Filmstrips:

(LIB)	"Korean War" Eye - Gate
(LIB)	"Communist World"
(LIB)	"The United States and its Alliances"

Section I - Cold War

BEHAVIORAL OBJECTIVE I:

After you have completed the activities that the teacher has suggested, you will be able to define the following terms on a test.

- | | |
|-----------------|-------------------|
| 1. satellite | 4. N. A. T. O |
| 2. Iron Curtain | 5. S. E. A. T. O. |
| 3. Cold War | |

ACTIVITIES:

1. Study HSHMA - Chapter 27 - learning what "satellite" means.
2. HSHMA - Chapter 27 - learning what the Iron Curtain was.
3. HSHMA - Chapter 27 - learning what we mean by the term "Cold War."
4. View "Communist World" - learning what N. A. T. O. is.
5. View "Communist World" - learning what S. E. A. T. O. is.

BEHAVIORAL OBJECTIVE II:

After you have completed the activities that the teacher has suggested, you will be able on a test to explain America's Foreign Aid during the Cold War years.

ACTIVITIES:

1. HSHMA - Chapter 27 - Learning what the Truman Doctrine was.
2. HSHMA - Chapter 27 - learning the importance of the European Recovery Plan.
3. HSHMA - Chapter 27 - learning the importance of Truman's Point Four Program.
4. HSHMA - Chapter 27 - learning the importance of the Airlift to Berlin.

BEHAVIORAL OBJECTIVE III:

After you have completed the activities that the teacher has suggested, you will discuss two important doctrines during this period in a two-page essay.

ACTIVITIES:

1. HSHMA - Chapter 27 - learning the contents and importance of the Truman doctrine.
2. HSHMA - Chapter 27 - learning the contents and importance of the Eisenhower doctrine.
3. HSHMA - learning how the two doctrines were different.

SELF EVALUATION

Section 1

Identify:

1. S.E.A.T.O.
2. Iron Curtain
3. Cold War
4. N.A.T.O.
5. satellite

True or False:

- _____ 1. The Truman Doctrine was inspired by West Germany.
- _____ 2. West Germany is a satellite of Russia.
- _____ 3. The European Recovery Plan was formally called the "Berlin Airlift."
- _____ 4. Eisenhower was the author of the "Point Four Program."
- _____ 5. The Eisenhower Doctrine was introduced because of Hungary's revolt.

Section II International Co-operation

BEHAVIORAL OBJECTIVE I:

After you have completed the activities that the teacher has suggested, you will be able to discuss on a test some important policies during this time.

ACTIVITIES:

1. HSHMA - pp. 485-500; pp. 578, 664- learning the importance of the Monroe Doctrine.
2. HSHMA - pp. 485-500; pp. 578, 664- learning the importance of the Good Neighbor Policy.
3. View "The United States and its Alliances" - learning the importance of the Alliance for Progress.

BEHAVIORAL OBJECTIVE II:

After you have completed the activities that the teacher has suggested, you will be able in small groups to discuss the Common Market.

ACTIVITIES:

1. HSHMA - pp. 485-500; pp. 578, 664 - learning how the United States may benefit from it.
2. HSHMA - pp. 485-500; pp. 578, 664 - learning how other countries may benefit from it.

BEHAVIORAL OBJECTIVE III:

After you have completed the activities that the teacher has suggested, you will be able on a test to discuss the influence that the United Nations had during the Cold War years.

ACTIVITIES:

1. View "Near East Powder Keg" - learning how the United Nations intervened into the Korean Conflict.
2. View "Near East Powder Keg" - learning how the United Nations intervened into the 1956 Suez Canal Crisis.

SELF EVALUATION

Section II

True or False:

1. France did not belong to the Common Market.
2. The United States hasn't benefited from the Common Market.
3. The Alliance for Progress was a program designed to help the people of Korea..
4. North Korea invaded South Korea in 1950.
5. The Marshall Plan was a policy of not exchanging information with the Western World.
6. The Good Neighbor Policy was another step toward lasting peace.
7. Eisenhower said, "The United States will not allow any further conquests in the Middle East by the Communists."
8. The Good Neighbor Policy and the Alliance for Progress were exactly the same.
9. General Douglas MacArthur was the first leader of the United Nations' troops in Korea.
10. The United States didn't want to become involved in the Suez Canal Crisis.

ADVANCED STUDIES

1. After reading your text and other material from the Resource Center, show evidences of how Communism has challenged the United States in Asia. What steps did each of the following take:
(1) Truman (2) Eisenhower (3) Kennedy
What did each man do to meet these challenges?
2. Take one of the following men and write a biography sketch of him. Explain what role he played in the Cold War.
1) Paul Hoffman 2) George Marshall 3) Bernard M. Baruch
4) Dr. Ralph J. Bunche 5) Trygve Lie
3. Draw a map of the world showing the Communist countries in one color and the countries associated by another color. Use another color to emphasize the current tension spots in the world today. This should be handed in to your teacher for a grade.
4. For class display, draw a map of Europe on poster paper and color the countries of the Common Market.
5. Prepare a biographical sketch on one of the following:
1) Adlai Stevenson 2) Fidel Castro
6. For class display make a chart showing alliances that the United States belongs to; also the one it supports.