A Guide to Concept Teaching, United States History, Grade 9. (From Reconstruction to the Present).

Madison Public Schools, Wis.

68

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*Curriculum Guides; *Grade 9; *History; *Social Studies

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 1540-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)
A GUIDE TO CONCEPT TEACHING

UNITED STATES HISTORY, Grade 9

(From Reconstruction to the Present)

FILMED FROM BEST AVAILABLE COPY

Department of Curriculum Development
Madison Public Schools
1968
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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

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Arthur H. Mennes
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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. KUSSW
Coordinator of Social Studies
DEFINING AND IMPLEMENTING

A

CONCEPTUAL APPROACH

CONCEPTS

Facts
Understandings
Values
Attitudes
Interests

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.
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 56 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.

U.S. history from 1865 to the present.

<table>
<thead>
<tr>
<th>POLITICAL SCIENCE CONCEPTS</th>
<th>GEOGRAPHY CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Some form of government is common to all societies.</td>
<td>1. Some geography</td>
</tr>
<tr>
<td>2. The form and complexity of governmental systems varies in</td>
<td>must be over</td>
</tr>
<tr>
<td>time and with societies.</td>
<td>material program.</td>
</tr>
<tr>
<td>3. Political institutions within a society are subject to</td>
<td>2. Uneven distr</td>
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<tr>
<td>either evolutionary or revolutionary change.</td>
<td>ibution is</td>
</tr>
<tr>
<td>4. Societies must devise means of distributing political power.</td>
<td>inevitable.</td>
</tr>
<tr>
<td>5. Political power within a society tends to gravitate into</td>
<td>3. Ours is a share</td>
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<tr>
<td>the hands of a few, but leadership cannot long disregard the</td>
<td>of space and it is</td>
</tr>
<tr>
<td>citizenry.</td>
<td>inevitable.</td>
</tr>
<tr>
<td>6. Differences in political institutions and ideologies often</td>
<td>4. This is a bound</td>
</tr>
<tr>
<td>lead to conflicts among and within societies.</td>
<td>ing political power</td>
</tr>
<tr>
<td>7. Societies differ in justification of their political</td>
<td>5. Differences in</td>
</tr>
<tr>
<td>institutions, laws, and distribution of political power.</td>
<td>economic ideology</td>
</tr>
<tr>
<td>8. Governments are not always concerned with the welfare of</td>
<td>and distribution of</td>
</tr>
<tr>
<td>their citizens.</td>
<td>wealth lead to</td>
</tr>
<tr>
<td>9. The concern of governments for the welfare of their citizens</td>
<td>conflicts within</td>
</tr>
<tr>
<td>will vary in time and in process.</td>
<td>a society.</td>
</tr>
<tr>
<td>10. Societies develop laws and sanctions in order to regulate</td>
<td></td>
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<td>themselves.</td>
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</table>

<table>
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<tr>
<th>ECONOMICS CONCEPTS</th>
<th>HISTORY CONCEPTS</th>
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<tr>
<td>1. In all societies wealth is distributed unequally.</td>
<td>1. Historical</td>
</tr>
<tr>
<td>2. Differences in economic ideology and distribution of wealth</td>
<td>lead of events in</td>
</tr>
<tr>
<td>lead to conflicts within a society.</td>
<td>human experience;</td>
</tr>
<tr>
<td>3. Economic systems have a marked influence on a society's</td>
<td>related; changes</td>
</tr>
<tr>
<td>political and social institutions.</td>
<td>in human and social</td>
</tr>
<tr>
<td>Conversely, political and social institutions influence</td>
<td>systems are</td>
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<tr>
<td>economic systems.</td>
<td>complex.</td>
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<tr>
<td>4. Present day social problems are situational.</td>
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<tr>
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</tbody>
</table>
CONCEPTS

It should be recognized that these concepts are only a suggested list. Additions can be made. The
goal is to select those concepts from all the social studies disciplines which best pertain to
1865 to the present.

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 technoloy
   of a society.
4. This is a bountiful earth, but some of its
   resources are irreplaceable.

HISTORY CONCEPTS

1. Historical leadership results from the inter-
   play 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 seg-
   ment to relegate another to a less prestigous
   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 depend-
   ent upon the strength of prevailing customs
   and beliefs.
The following is an illustration of how social studies concepts relate to understandings at various grade levels.

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>8th Grade: U.S. History to 1877</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ. 1</td>
<td>In all societies wealth is distributed unequally. In Colonial America there always seemed to be class differences between planters and small farmers, indentured servants and free labor, etc.</td>
</tr>
<tr>
<td>Geog. 4</td>
<td>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.</td>
</tr>
<tr>
<td>Hist. 4</td>
<td>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.</td>
</tr>
<tr>
<td>Soc. 3</td>
<td>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.</td>
</tr>
<tr>
<td>Pol. Sci. 2</td>
<td>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.</td>
</tr>
<tr>
<td>CS</td>
<td>8th Grade: U. S. History to 1877</td>
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<td>-----------------</td>
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<td>tial systems vary and with societies.</td>
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</tr>
</tbody>
</table>
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 framework and the analytical process will assist in correcting these practices by providing:

- A conceptual framework for social studies knowledge can be logically related, and sequentially taught.
- A means by which the intellectual and participation skills are mastered and sensitivities are cultivated.

The Analytical Process Used in the Conceptual Approach.

The key to the conceptual approach is the recognition and testing of generalizations, understandings, and concepts. The process of the construction of a conceptual social studies knowledge can be logically related and sequentially taught. The generalization (generality and concepts) also provides a generalization of social studies data. The generalization premise also serves as a general analytical process used in gathering data and developing concepts and generalizations.

Using the generality as a guide, define terms, identify assumptions, and data, consider implications, and develop generalizations. In the process:

- Developing generalizations for the meaningful relating of understandings.
- Mastering the intellectual part of the analytical process.
- Cultivating sensitivities after critical appraisal.
- Participating in a group...
The conceptual approach is in-}

for the teacher in implement-

room.

Studies Curriculum.

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Analytical Process Used in the Conceptual Approach.

The key to the conceptual approach is the formul-

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knowledge can be organized, integrated, and sequen-

tially taught. The generality (understandings and

casts) also provides a framework for the organi-

of social studies data. Finally, the generali-

premise also serves as a starting point for the

al process used in gathering and evaluating

data and developing concepts and understandings.

Using the generality as a premise, the class can

terms, identify assumptions, gather and test

data, consider implications, and relate them to other

eralities. In the process, the class is:

a. Developing generalizations which form a frame-

work for the meaningful relationship of facts and

understandings.

. Mastering the intellectual skills involved in

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 depressions in U.S. history, the class is asked to suggest a premise about the role of the government in the economic crisis. Some possible premises might be: (1) government did not assume responsibility for citizens affected by the crisis, (2) the role of government was not a major one in the crisis?

The analytical process is then continued by asking questions of the premise by asking questions like:

- How serious were the depressions of 1857, 1877, 1893?
- What were the attitudes of business men and labor leaders toward the crisis?
- What was the role of the government?

The implications are examined: what was the effect on government attitude did change a significant attitude?

The result of this investigation is the development of an understanding about the relation of the citizen in times of economic crisis (attitudes and interests). The economic as well as the social implications of government action and the role of the government are determined by the class. Our American government is responsive and unlike most totalitarian governments, it encourages and supports the involvement of citizens to initiate gradual change.
IMPLEMENTING THE CONCEPTUAL APPROACH IN THE SOCIAL STUDIES CLASSROOM (continued)

#1

Class has read about the New Deal, and suggest a premise about the results of the New Deal attempt to deal with the crisis. For example, the New Deal was (1) largely only partially successful, and (3) an attempt to change the role of the government in the economy.

The analytical process is applied to the evaluation of the premise by asking questions about the results. 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, for example, 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.

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?

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IMPLEMENTING THE CONCEPTUAL APPROACH IN THE SOCIAL STUDIES CLASSROOM

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 type questions, if the objective is to test for comprehension, understanding, and retention of concepts, should be written in the following manner:

1. Discuss the significance of the history subconcept that has been provided by those responsible for the national government in the Great Depression.

2. Formulate a brief paragraph that would present the premise with pertinent data.

3. What do you think F.D.R. should have done to improve the nation in the Great Depression?

Objective type questions should be written to test for comprehension of concepts and the ability to use the analytical process. Consider:

Quote important statements from the text:

1. Discuss the main ideas that F.D.R. presented in his first speech.

2. In this speech:
   a. What is the problem?
   b. What are the proposed solutions?
   c. What is the final conclusion of the speech?

3. In this speech:
   a. What is the problem the speaker is trying to solve?
   b. What are the main points of the speaker's argument?
   c. What is the main conclusion of the speaker's argument?
IMPLEMENTING THE CONCEPTUAL APPROACH IN THE SOCIAL STUDIES CLASSROOM (continued)

... installations to Concepts:

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

... an understanding can be effectively tested concept. For example, the economic concepts "A society's economic systems have a marked influence on its political and social institutions." can also be related to the historical, political, and economic problems of previous historical situations.

... to be noted that a social studies concept is a premise. For example, the history of leadership results from the interplay of personalities" can be examined in the context of his influence on the nation during the Great Depression.

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

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.
IMPLEMENTING THE CONCEPTUAL APPROACH TO THE SOCIAL STUDIES CLASSROOM

Some Implications of the Conceptual Approach.

In using the conceptual approach, the teacher must be highly selective in choosing content for the course. The history teacher, for example, will find it necessary to abandon whole historical periods in favor of more focused content. The conceptual approach encourages the detailed investigation of critical events, personalities, etc.

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

Summary.

The conceptual approach to teaching social studies attempts to coordinate course 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 nature of the problem 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 in the curriculum. The story teacher, for example, will find it necessary to abandon the "cover-the-waterfront" approach. Instead, the Conceptual Approach encourages the detailed investigation of carefully selected significant periods, etc.

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

The Conceptual 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 curriculum 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.
IMPLEMENTING THE CONCEPTUAL APPROACH IN THE TEACHING OF SOCIAL STUDIES

Conceptual Approach:

- Analytical process in and testing of generalizations
- Understandings concepts
- The teacher to select periods, events, topics, course material for analysis.
- Coordinate classroom with the objectives of studies curriculum:
  - Developing knowledge of concepts, etc.
  - Developing skills involved in acting, testing, etc., and applying activities
  - Testing sensitivities: attitudes, values, and traits
  - Using the ability to think and contribute group situation
- Framework for the integration of social studies in all grade levels.

EXAMPLE

premise

- Define terms
- Identify assumptions
- Evaluate data
- Ascertain implications

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 CONCEPT

- e.g. A society's economic system can change and often tends to become more complex.
- Understanding is related to the framework of social studies concepts.
- Understanding is related to other pertinent understandings sensitivities: attitudes and values.
- E.g. Until 1933, the government did not assume responsibility for the relief of citizens affected by an economic depression.
- Attitudes and values which are an outgrowth of the critical appraisal of the material.

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.

If the premise is valid, an understanding is developed.

E.g. Our American government is responsive enough to the desires of its citizens to initiate moderate, peaceful, and gradual change.
SOCIAL STUDIES SKILLS TO BE DEVELOPED AND REVIEWED

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, critical thinking, an awareness of the ever changing world in which all aspects of the school program. The social studies curriculum builds those skills which are peculiar and dominant in the field of the social studies. The teacher is keenly interested in developing skills in writing, speaking, and using knowledge.

Skills and concepts are closely related. As concept development progresses, so too, do skills progress in conceptual growth. To this end, skill development should increase as the student achieves a mastery of earlier forms. Skills should not be taught in a functional manner 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 pattern. Systematic guidance and instruction in the development of skills is to get constructive firsthand experience in performing a task in helping the learner to discriminate between inefficient and efficient performance. The teacher must decide which skills are needed at any given point in the student's pattern. It is necessary to relate skill development to the intelligent world of experiences that the learner brings with him and to identify those skills that are necessary if the concepts selected 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
The development of skills is a form of learning, and the systematic development of a hierarchy of skills is ordered development of fundamental social studies concepts. These skills are geared to the 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 school program. 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 are keenly interested in developing skills in writing, speaking, and group participation, social studies is on developing a sense of time and chronology, a sense of geographic location and relationship 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 hierarchy of manageable categories of knowledge, so too, do skills promote a parallel ability to use and direct growth. To this end, skill development should increase in sophistication and difficulty as the student masters the knowledge of earlier forms. Skills should not be taught for the skill's sake, but should be 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 be left to chance as an outcome of the functional setting in which the skill development is systematic guidance and instruction in the development and use of the skill is necessary if the learner to get constructive firsthand experience in performing skills correctly. Guidance is also needed to the learner to discriminate between inefficient and efficient performance of a skill.

One 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 a world of experiences that the learner brings with him to the classroom. It is equally important to those skills that are necessary if the concepts selected for development at a given grade level are 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 to be developed and reinforced by the learner in the social studies field can be identified in the following general categories:

- Study skills
- Thinking skills
- Process skills
- Social living skills

Social Studies Skills to Be Developed and Reinforced by the Learner
Specifically, at the junior high school level those skills which receive need to be maintained and refined. These include:

1. Work-study skills: reading, outlining, map and graph interpretation, organizing and summarizing material.
2. Thinking skills: the beginnings of analysis, critical thinking.
3. Group process skills: leadership and participant roles in group communication with others.
4. 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 categories of skills should be brought to focus upon the refinement of the learner relative to:

1. 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 get a sense of time and chronology and the evolution of human institutions with individual.
2. A sense of geographic location and relationship: location of understanding geographic 'relief' characteristics as they influence developing a sense of geographic location while reading.
3. A sense of utility and effectiveness in using individual and group 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)

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

- **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.

Context of the learner's intellectual maturity and experiences, these four general skills should be brought to focus upon the refinement of performance and accuracy on the part of the 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 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 need 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 here teacher shares and cooperates with teachers of other disciplines in the while serving as a laboratory for the development and application of as school is serving its primary function of preparing the learner for life motivated, the learner will be encouraged to maintain these skills as throughout his adult life.
and directions of the junior high school skills program in the social studies should be a part
tive vertical and horizontal program of skill development. It should be vertical in that it
or elementary student where he is in terms of his skill development, his intellectual maturity
es, and it prepares him for the increased dimensions and more complex understandings of skills
exposed to at the high school level. It should be horizontal in that the social studies
and cooperates with teachers of other disciplines in the skill development at each grade level.
has a laboratory for the development and application of significant social studies skill, the
ing its primary function of preparing the learner for life in our democratic society. Properly
learner will be encouraged to maintain these skills as a functioning part of his personality
adult life.
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?
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.
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.
Teaching-Learning Experiences:

**Large-Group Instruction**

**Small-Group Discussion**

**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
- Conference room, study room, other large room

**ORGANIZATION OF INS**
CLASROOM CURRICULUM PLANNING (continued)

ORGANIZATION OF INSTRUCTION

LEARNING EXPERIENCES
- Examine terms, concepts, and solutions of problems
- Reach areas of agreement and disagreement
- Improve inter-personal relations

PHYSICAL LOCATION
- Conference room, classroom

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
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 SYMPOSIMS

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. Symposia: 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.

Symposia 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.)
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.

b. there is a lack of proper evaluation.
EVALUATION OF GROUP REPORTS

Date __________________________ Subject or Group Report ____________

Member of reporting group: Yes ______

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? __________
EVALUATION OF GROUP REPORTS

Subject or Group Report

Member of reporting group: Yes _____ No _____

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Weak</th>
<th>Ineffective</th>
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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 you learn something?

is 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?
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.
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?
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 & Hanna'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:

- Films
- Filmstrips
- Recordings, Tapes, Phonograph
- Overhead Projectors
- Opaque Projectors
- Bulletin Boards
- Slide Projectors
- Programmed Instruction
- Display Panels
- 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

1. Are the facts and ideas presented relevant and pertinent to the topic?  D S N
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............................................................................................

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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
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.
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.
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
<table>
<thead>
<tr>
<th>CLASS ACTIVITIES</th>
<th>communication</th>
<th>critical thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (oral and written)</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>2. critical thinking</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>3. discussion</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>4. (oral and written)</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>5. summarizing</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>6. bibliographies</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>7. making</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>8. observing and listening</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>9. notetaking</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>10. outlining</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>11. problem solving</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>12. reading reports and term papers (written)</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>13. working with others</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>14. doing research</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>15. summarizing understanding time and chronology work habits and study skills</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>16. working with others</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>17. work habits and study skills</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>18. understanding time and chronology work habits and study skills</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>audiovisual presentation</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>buzz groups</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>class discussion</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>committee work</td>
<td>communication</td>
<td>critical thinking</td>
</tr>
<tr>
<td>resource people</td>
<td>seminars</td>
<td>sociodramas</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

### Activities

<table>
<thead>
<tr>
<th>1. Oral and written communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Critical thinking</td>
</tr>
<tr>
<td>3. Interpreting maps</td>
</tr>
<tr>
<td>4. Analyzing appraisal</td>
</tr>
<tr>
<td>5. Charts, graphs</td>
</tr>
<tr>
<td>6. Interviewing and observing</td>
</tr>
<tr>
<td>7. Making bibliographies</td>
</tr>
<tr>
<td>8. Writing</td>
</tr>
<tr>
<td>9. Note-taking</td>
</tr>
<tr>
<td>10. Outlining</td>
</tr>
<tr>
<td>11. Problem-solving</td>
</tr>
<tr>
<td>12. Reading and term reports</td>
</tr>
<tr>
<td>13. Papers (written)</td>
</tr>
<tr>
<td>14. Research skills</td>
</tr>
<tr>
<td>15. Understanding time and chronology</td>
</tr>
<tr>
<td>16. Work habits and study skills</td>
</tr>
<tr>
<td>17. Working with others</td>
</tr>
<tr>
<td>18. Working with others</td>
</tr>
</tbody>
</table>

### Other resources

- Tutoring
- Sociodramas
- Tests
- Seminars
- Resource people
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
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?
a. The Declaration of Independence
b. The Monroe Doctrine
c. The Emancipation Proclamation
d. 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?
a. Only a candidate with a majority of the popular votes could win an election.
b. Campaigns would be concentrated within the most populous states.
c. 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: 1. if "a" and "a" make a true and complete statement
2. if "a" and "b" make a true and complete statement
3. if "b" and "a" make a true and complete statement
4. 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.)
B. (a. Like, b. unlike) political parties, pressure groups have tended to have (a. centralized, b. decentralized) organizations.
C. (a. Like, b. unlike) the political party, a major activity of pressure groups is (a. lobbying, b. harmonizing numerous diverse interests).

Key: 1. A wished to preserve B
2. A wished to bring about B
3. A wished to get rid of B

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The New Deal in 1933</td>
<td>Loose construction of the Constitution, with reference to the regulation of industry</td>
</tr>
<tr>
<td>B. Andrew Jackson</td>
<td>The United States Bank</td>
</tr>
<tr>
<td>C. Labor Unions</td>
<td>Use of the injunction in labor disputes</td>
</tr>
</tbody>
</table>

58  
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*

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

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?

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.
SOURCES FOR THIS SECTION


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

AUDIOVISUAL MATERIALS ARE A NECESSARY PART OF CONCEPT TEACHING
What role do audiovisual materials play in concept teaching?

Concept teaching requires many varied learning experiences.

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

INTRODUCE
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.
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 and content of the first year's work. There is a good reason for such change. For the States history, the years before the Civil War were the creative years. To most of what we accept as traditional American ideas and patterns of belief, patterns of western man, and we showed how these patterns assumed the hue of the American environments in which they grew. Two points must be kept in mind relative to these ideas, patterns of belief, and institutions which developed before 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 resources of nature has greatly changed. Since the Civil War we have created an environment which is new and different from anything known before. This has had an immeasurable effect on the western world as well as in the United States and has had an immeasurable effect on the contemporary world in which man walks a tightrope in his search and find answers to the pressing problems of their time.

Our primary objective this year is to see contemporary America in terms of which has greatly altered traditional American life. Two major themes do not:

. The emergence of an urban-industrial centered way of life, complete with locations, and social problems.

. The emergence of the United States as a world power, complete with economic, political, social, 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 impact upon living.

. The emergence of the United States as a world power with its impact.

. The contemporary world in which man walks a tightrope in his search.
U.S. HISTORY, (Reconstruction to the Present) Grade 9.

The study 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 the ideas and patterns of belief were formed. These were the years when 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 which they grew. Two points must be kept in mind relative to these formative years: one, patterns of belief, and institutions which developed before the Civil War were designed for the society when it was primarily rural and agrarian in nature; two, America had nearly 3,000 years 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 nature has greatly changed. Since the Civil War we have created an industrial and technological world which is new and different from anything known before. This great change occurred throughout the world as well as in the United States and has had an immeasurable effect upon the whole world. The period since the Civil War unique is 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 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, 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.

In the 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 influence which must be understood by citizens.
5. Decisions of the majority must be accepted, but the rights of the minority should be protected.
6. Our life has been changed and our standard of living has risen due to the influence of industrialization and technology.
7. Personal freedom in the United States depends upon the individual citizen's respect for the rights and dignity of others.
8. Mutual respect, equal opportunity, civic liberty, cooperation, the willingness to accept new evidence is presented, and the use of reason rather than pure emotion can improve our way of life.
9. Social, political, and economic developments can be understood properly and 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 all.
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.
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.
Americanism.

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

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

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

Our standard of living has risen due to the influence of science
physical and material expansion as 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.

kinds of ideas, habits, and national

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

Opportunity, civic liberty, cooperation, the willingness to change attitudes when
ted, 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
tents both historical and current.

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

Our country have made contributions to our culture.

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Our country have made contributions to our culture.
### UNIT SEQUENCE

<table>
<thead>
<tr>
<th>I</th>
<th>A Review of Issues in United States History</th>
<th>Suggested Number of Days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1787-1877</td>
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</tr>
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<tr>
<td>II</td>
<td>Economic and Social Change from 1877-1920</td>
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<td>III</td>
<td>Changes in Government and Political Life,</td>
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<td></td>
<td>1877-1920</td>
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### SEMESTER DIVISION

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<tr>
<th>IV</th>
<th>American Foreign Relations, 1865-1920</th>
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<tr>
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<tr>
<td>V</td>
<td>A Time of Prosperity, Trial, and Recovery,</td>
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<td></td>
<td>1920-1940</td>
<td>35</td>
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<td>VI</td>
<td>Themes in Contemporary United States History, 1940-Present</td>
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<td>Total 87</td>
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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.
UNIT OUTLINE

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
<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>UNDERSTAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Societies develop laws and sanctions in order to regulate themselves.</td>
<td>1. The Constitution was established in order to regulate themselves; problems have arisen as to the extent of authority within this structure.</td>
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<tr>
<td></td>
<td>2. The concept of Federalism has been the subject of many interpretations.</td>
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<tr>
<td>II. Differences in political institutions and ideologies often lead to conflicts among and within societies.</td>
<td>1. As our country developed, different economic needs. Economic differences among and within societies.</td>
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<td></td>
<td>2. A heightened concept of executive power and the manifestations of Jackson's administration.</td>
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<td></td>
<td>3. When an issue is polarized into two distinct sides, compromise becomes increasingly difficult.</td>
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<tr>
<td></td>
<td>4. The ability to compromise the political differences in sections broke down.</td>
</tr>
<tr>
<td></td>
<td>5. The executive plan of reconstructing the South by the Reconstruction plan is a good example of the extent of the federal government.</td>
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</tbody>
</table>
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.

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 in terms of 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 time are given. Have them cite evidence between 1787 and 1867 to demonstrate that problems have been considered and solved. (Materials - Pages 58-64 in The American Negro by Logan and Cohen.)

3. Have students define and give examples of reserved powers or powers not given to the states. Construct a case for an all powerful central government. A debate could be arranged.

4. Allow a group of students to discuss what powers are best left to the states and to construct a case for an all powerful central government. A debate could be arranged.

5. A committee can investigate how the writers of the Constitution considered the issue of 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 the nation would 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 comparing Andrew Jackson with the effect of John Adams. The work could be done on the basis of the individual's actions and how they would strengthen the executive branch.

3. Stage a discussion between people who would be extreme abolitionists and others representing the planter class, with the object being to reach a compromise on the slavery issue. (Materials - Pages 82-87 in The American Negro by Logan and Cohen. For defense and attack, Attacked by John L. Thomas, Pages 1-15 in the Union Divides by Bedford. For defense of slavery, Slavery Defended by Eric McKitrick, Divides by Bedford.)

4. Trace the history of sectional Crisis between 1800 and 1860. Have students explain what was reached before 1860 and why settlement could not be made in 1860. Compare the handling of the Nullification crisis of 1832. Determine which was the most effective and the one that had the strongest position and why.

5. After showing a film such as Andrew Johnson and Reconstruction discuss what the different plans were for legislative and executive plan of reconstruction. Contrast motives and personality 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. Look at the platforms, statements of presidential candidates, Compromise of 1820, Compromise of 1850, Compromise of 1860, 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 free Negro, concern for the institution of slavery, concern for the expansion of slavery, or concern for the welfare of any one individual. (Materials - Pages 43-47 in Case Studies in American History by Eames and Means, The American Negro by Logan and Cohen, and selected references in The Union Divides by Bedford.)

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.

Have students to point out areas in the Constitution where points overlap or are unclear. Have students to discuss what powers are best left to the states and why. Have another group debate for an all powerful central government. A debate could be arranged between the two groups. (Students should be aware how the writers of the Constitution considered the issues of slavery and slaveholders - Pages 58-64 in *The American Negro* by Logan and Cohen.)

If students represent sections of the country. Have them explain how certain legislation may help or hurt others. (Tariff issues would be good to concentrate on.)

A single president on our government. This could be done by comparing the effect of the presidency with the effect of John Adams. The work could be done on the basis of what actions of each would strengthen the executive branch.

Discussion 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 materials: For abolition - Pages 82-87 in *The American Negro* by Logan and Cohen, Slavery Defended by Eric McKittrich, Pages 1-15 in the *Union Divides* by Bedford. For defense of slavery - Pages 108-120 in *The American Negro* by Logan and Cohen, Slavery Defended by Eric McKittrich, Pages 1-15 in *The Union Divides* by Bedford.)

History of sectional crisis between 1800 and 1860. Have students explain why settlement was not made in 1860 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 the respect for a single compromise could ever be really effective over a long period of time. (A film such as *Andrew Johnson and Reconstruction* discusses what the differences were in the executive plan of reconstruction. Contrast motives and personalities in the struggle. Decide which plan had the strongest position and why. Compare statements and governmental decisions made between 1820 and 1860. (Such as party platforms of presidential candidates, Compromise of 1850, Compromise of 1850, Kansas-Nebraska Act of the Republican Party, Dred Scott Decision, Lincoln Victory.) Rate them as to whether they supported the welfare of the Negro freeman, 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 position. (Students should be aware of the materials: Pages 43-47 in *Case Studies in American History* by James and Martin, Pages 90-95 in *The American Negro* by Logan and Cohen, and selected references in *The Union Divides* by Bedford.)

Consider the following and discuss the plans of Abraham Lincoln's for Reconstruction, the WadeJohnson's plan, Civil Rights Act, Thirteenth and Fourteenth Amendments, reconstruction Act, and Freedman's Bureau. (Materials - Pages 108-120 in *The American Negro* by Logan and Cohen, Slavery Defended by Eric McKittrich, 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.)
### UNIT I  A REVIEW OF ISSUES IN UNITED STATES HISTORY 1787-1877

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>UNDERSTANDINGS</th>
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<tbody>
<tr>
<td>III. Societies must devise means of distributing political power.</td>
<td>1. The decisions of the supreme court distributing political power at the expense of federal authority.</td>
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<td></td>
<td>2. As time went on the political balance of the United States was upset.</td>
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<td>3. The line between federal and state governments was drawn.</td>
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<td>4. After the Civil War the federal government faced the problem of re-establishing and readjusting the political balance between the North and the South.</td>
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<tr>
<td>IV. The form and complexity of governmental systems vary in time and with societies.</td>
<td>1. The basic principles in the Constitution established checks and balances, and a system of federalism.</td>
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<td>2. Economic cycles and structures played a significant role in shaping the political life of a nation.</td>
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<td>3. As sectional differences became more pronounced, a new power structure emerged.</td>
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<td>4. Military government which was instituted after the Civil War caused friction and tension between the government and the Southern people.</td>
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<td>5. Special qualifications for citizenship were redefined after the Civil War.</td>
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<td>6. States which seceded from the Federal Union established new state governments and reasserted their independence.</td>
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<td>7. Southern states were able to pass legislation to maintain their political dominance.</td>
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<tr>
<td>Understandings</td>
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<td>----------------</td>
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<tr>
<td>1. A failure of court to revise means of political power.</td>
<td>1. The decisions of the supreme court enlarged the sphere of federal authority at the expense of state authority.</td>
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<tr>
<td>2. As time went on the political balance between sections of the United States was upset.</td>
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<tr>
<td>3. The line between federal and state authority is unclear.</td>
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<tr>
<td>4. After the Civil War the federal government was faced with the problem of re-establishing and redistributing its power in the South.</td>
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<tr>
<td>Complexity of systems vary in societies.</td>
<td>1. The basic principles in the Constitution are separation of powers, checks and balances, and a federation of states.</td>
</tr>
<tr>
<td>2. Economic cycles and structures play an important role in the political life of a nation.</td>
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<tr>
<td>3. As sectional differences became more acute, a realignment of political power structure occurred.</td>
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<tr>
<td>4. Military government which was instituted in the South directly after the Civil War caused friction between the national government and the Southern people.</td>
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<tr>
<td>5. Special qualifications for citizenship were established in the South after the Civil War.</td>
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<tr>
<td>6. States which seceded from the Federal union had to establish new state governments and reapply for admission to the Federal union.</td>
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<tr>
<td>7. Southern states were able to pass laws which enabled the white man to retain his political dominance in the South.</td>
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</table>
STUDENT LEARNING EXPERIENCES

1. Have a group of students examine supreme court decisions between 1787 and 1860 to strengthen 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 reassimilated 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 by Logan and Cohen, Pages 231-244 in Avenues to Equal Rights)

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 each.

2. Have the students examine presidential elections between 1868 and 1896. Have each group of students analyze the economic influence in the election of a particular president. The same type of analysis could be made to examine tariff laws and the relationship of sectional economics to various tariff acts of 1828 and 1852.

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 realignment.

4. Have a student or group of students make maps of Southern military districts after the Civil War and report on what martial law is and how it differs from civil law. Determine what power the Virginiacreated in the South. Report on the relationship between martial law and the Constitution.

5. Study the oath required of a Southern voter in 1866 and compare this to a Northern oath. 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. Consider the sections of the state constitution which has been redone to provide for readmission. Investigate and report on what martial law is and how it differs from civil law. Determine what power the Virginia created in the South. Report on the relationship between martial law and the Constitution.

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 restoration to the system which existed previous to the Civil War.
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added federal authority at the expense of state authority. Be certain that the group is able to
to its contentions.
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120 in The American Negro by Logan and Cohen, Pages 231-244 in Avenues to America's Past by Bowes.
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strates the reassertion of white political and economic dominance in the South. Compare this
stem which existed previous to the Civil War.

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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 framework 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 Civil War? Which problems still remain?
VOCABULARY

compromise  federal system  legislative branch  secede
constitution  federation  nullify  sectionalism
convention  government  reconstruction  states rights
executive branch  judicial branch  reserved powers  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. 300 John Brown Makes a Speech at Harper's Ferry
   p. 649 Abraham Lincoln, First Inaugural Address
   p. 644 Lincoln, Emancipation Proclamation
   p. 666 Abraham Lincoln, Second Inaugural Address
2. Steiner and others, Modern Composition, 9, Chapter 13
3. Klumpp 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.
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.
issues of the period from 1600-1877 can be used to form in to correlate with the review being conducted in the history review presents an opportunity to use reading skills, analysis techniques for printed ability to determine whether the speech is informative.

1. The Heritage of America
   "Give Me Liberty or Give Me Death"
   "Give Me Liberty or Give Me Death"
   "Give Me Liberty or Give Me Death"
   "Give Me Liberty or Give Me Death"
   "Give Me Liberty or Give Me Death"
   "Give Me Liberty or Give Me Death"
   "Give Me Liberty or Give Me Death"

2. Abraham Lincoln
   "The Gettysburg Address"
   "The Gettysburg Address"
   "The Gettysburg Address"
   "The Gettysburg Address"
   "The Gettysburg Address"
   "The Gettysburg Address"
   "The Gettysburg Address"

3. Thomas Jefferson
   "Liberty and Union"
   "Liberty and Union"
   "Liberty and Union"
   "Liberty and Union"
   "Liberty and Union"
   "Liberty and Union"
   "Liberty and Union"

4. John Adams
   "The Rights of Man"
   "The Rights of Man"
   "The Rights of Man"
   "The Rights of Man"
   "The Rights of Man"
   "The Rights of Man"
   "The Rights of Man"

5. Benjamin Franklin
   "The Wealth of Nations"
   "The Wealth of Nations"
   "The Wealth of Nations"
   "The Wealth of Nations"
   "The Wealth of Nations"
   "The Wealth of Nations"
   "The Wealth of Nations"

6. Patrick Henry
   "Give Me Liberty or Give Me Death"
   "Give Me Liberty or Give Me Death"
   "Give Me Liberty or Give Me Death"
   "Give Me Liberty or Give Me Death"
   "Give Me Liberty or Give Me Death"
   "Give Me Liberty or Give Me Death"
   "Give Me Liberty or Give Me Death"

7. Alexander Hamilton
   "The Federalist Papers"
   "The Federalist Papers"
   "The Federalist Papers"
   "The Federalist Papers"
   "The Federalist Papers"
   "The Federalist Papers"
   "The Federalist Papers"

8. Henry Clay
   "The American System"
   "The American System"
   "The American System"
   "The American System"
   "The American System"
   "The American System"
   "The American System"

9. John C. Calhoun
   "The Cotton States"
   "The Cotton States"
   "The Cotton States"
   "The Cotton States"
   "The Cotton States"
   "The Cotton States"
   "The Cotton States"

10. Martin Van Buren
    "The Albany Plan"
    "The Albany Plan"
    "The Albany Plan"
    "The Albany Plan"
    "The Albany Plan"
    "The Albany Plan"
    "The Albany Plan"

11. William Henry Harrison
    "The Monroe Doctrine"
    "The Monroe Doctrine"
    "The Monroe Doctrine"
    "The Monroe Doctrine"
    "The Monroe Doctrine"
    "The Monroe Doctrine"
    "The Monroe Doctrine"

12. Andrew Jackson
    "The Bank War"
    "The Bank War"
    "The Bank War"
    "The Bank War"
    "The Bank War"
    "The Bank War"
    "The Bank War"

13. Martin Luther King Jr.
    "I Have a Dream"
    "I Have a Dream"
    "I Have a Dream"
    "I Have a Dream"
    "I Have a Dream"
    "I Have a Dream"
    "I Have a Dream"

14. Barack Obama
    "The Speech at Harper's Ferry"
    "The Speech at Harper's Ferry"
    "The Speech at Harper's Ferry"
    "The Speech at Harper's Ferry"
    "The Speech at Harper's Ferry"
    "The Speech at Harper's Ferry"
    "The Speech at Harper's Ferry"

15. George Washington
    "The Farewell Address"
    "The Farewell Address"
    "The Farewell Address"
    "The Farewell Address"
    "The Farewell Address"
    "The Farewell Address"
    "The Farewell Address"

Skills to be developed:

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 argumentative paragraphs

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

In a contemporary political problem such as civil unrest, the Vietnam War, or highway safety, write the speech according to the approach.

Unusual standards for eye contact, voice quality, and volume to evaluate the speech.

Political speeches and documents to evaluate the writer's story or editorial as being presented, distribute copies of the speeches for their evaluation and intellectual growth.
# INSTRUCTIONAL MATERIALS

## 1. Textbooks

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnson</td>
<td>United States Since 1865</td>
</tr>
<tr>
<td>Groff and Krout</td>
<td>The Adventures of the American People</td>
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<tr>
<td>Heller and Potter</td>
<td>One Nation Indivisible</td>
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</tbody>
</table>

## 2. Supplementary Reading

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acheson, Patricia</td>
<td>America's Colonial Heritage</td>
</tr>
<tr>
<td>Acheson, Patricia</td>
<td>Our Federal Government: How It Works</td>
</tr>
<tr>
<td>Adles, L.S.J.</td>
<td>Government through Opposition: Party Politics in the 1790's</td>
</tr>
<tr>
<td>Angle, Paul (ed.)</td>
<td>The American Reader</td>
</tr>
<tr>
<td>Arnoz, D.C.</td>
<td>A Sense of the Past: Readings in American History</td>
</tr>
<tr>
<td>Bailey, T.A.</td>
<td>A Diplomatic History of the America People</td>
</tr>
<tr>
<td>Bedford, H.F.</td>
<td>The Union Divides: Politics and Slavery 1860-1861</td>
</tr>
<tr>
<td>Benkley, A.</td>
<td>American Political Parties</td>
</tr>
<tr>
<td>Bliven, Bruce</td>
<td>American Revolution 1760-1783</td>
</tr>
<tr>
<td>Bowers, C.G.</td>
<td>Jefferson and Hamilton: The Struggle for Democracy in America</td>
</tr>
<tr>
<td>Broderick, T.L.</td>
<td>The Origins of the Constitution, 1776-1789</td>
</tr>
<tr>
<td>Brown, R.H.</td>
<td>The Hero and the People: The Meaning of Jacksonian Democracy</td>
</tr>
<tr>
<td>Buchanan, Lumont</td>
<td>Ballot for Americans</td>
</tr>
<tr>
<td>Canfield, Dorothea</td>
<td>Our Independence and the Constitution</td>
</tr>
<tr>
<td>Carter, H.</td>
<td>The Angry Sun: The Story of Reconstruction, 1865-1890</td>
</tr>
<tr>
<td>Commager, H.S.</td>
<td>Documents of American History</td>
</tr>
<tr>
<td>Commager, H.S. and Morris, R.B. (eds.)</td>
<td>Spirit of Seventy-Six (two volumes)</td>
</tr>
<tr>
<td>Corwin, E.S.</td>
<td>The Constitution and What It Means Today</td>
</tr>
<tr>
<td>Craven, Avery</td>
<td>The Coming of the Civil War</td>
</tr>
<tr>
<td>Falkner, Leonard</td>
<td>Forge of Liberty: The Dramatic Opening of the American Revolution</td>
</tr>
<tr>
<td>Findlay, B.A. and E.B.</td>
<td>Your Rugged Constitution</td>
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Foster, Genevieve, Birth America's Heritage
Handlin, Oscar (ed.), Revolution America
Hofstätter, R., Great Issus: Documentary Record
Jacobsen, Marquis, Andrew D., The American Dream
Jensen, M., The American Tradition
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Johnson, Gerald, This American Century
Kennedy, J.F., Profiles in Courage
Ketcham, R.M., What Is America?
Krout and Fon, The Compromise of 1850
Labaree, D.W., The Roots of Creative Thought
Lengyel, C.A., Four Days that Made a Nation: The Declaration of Independence
Main, J.F., The Anti-federalist Constitution, 1781-1789
Miers, Earl S., Rainbow America
Miller, J.C., Federalist Party
Miller, J.C., Origins of a Nation
Nettels, C.F., The Roots of the American Revolution
Notestun, Wallace, The Expansion of the Colonization
Perkins, Dexter, A History of the United States by Smith, J.M. and Murphy, E.B.
a Historical Record of American Development
Street, James, Revolution: The Making and Ratification of the Constitution
Van Doren, Carl, The Great Decisive Issues of a Century
White, L., The Federalist Papers
White, L., The Jeffersonian Tradition, 1801-1840
INSTRUCTIONAL MATERIALS

-69

Adventures of the American People
- Nation Indivisible

America's Colonial Heritage
- Federal Government: How It Works through Opposition: Party

1760's
- American Reader

of the Past: Readings in American

Divides: Politics and Slavery

Political Parties

American Revolution 1760-1783

Hannan and Hamilton: The Struggle for America

Frame of Government: A Book of

Origins of the Constitution, 1776-

and the People: The Meaning of Liberty

Plot for Americans

Our Independence and the Constitution

Sun: The Story of Reconstruction,

The Great Events of American History

Morris, R.B. (eds.), Spirit of the "Locke" (6 volumes)

Constitution and What It Means Today

Reign of Liberty: The Dramatic American Revolution

Your Rugged Constitution

Period of American History,

Foster, Genevieve, Birthdays of Freedom:

America's Heritage from the Ancient World

Handlin, Oscar (ed.), Readings in American History

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Hofstadter, R., Great Issues in American History: A Documentary Record (volume I)

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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?

Krotz and Fon, The Completion of Independence: 1780-1783

Labarel, B.W., The Road to Independence, 1765-1776

Lengyel, C.A., Four Days in July: The Story of the Declaration of Independence

Main, J.F., The Antifederalists: Critics of the Constitution, 1761-1788

Miers, Earl S., Rainbow Book of American History

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Nettel, C.P., The Roots of American Civilization


Perkins, Dexter, A History of the Monroe Doctrine

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Van Doren, Carl, The Great Rehearsal: The Story of Making and Ratifying the Constitution

White, L., The Federalists

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REFERENCES


Allee, Marjorie, Susanna and Tristram. Boston, Mass: Houghton Mifflin Co., 1929. A 16 year old Quaker girl gets into many difficulties in her attempt to help out an elderly relative known as the president of the underground railway.


Baker, Rachel, America's First Trained Nurse, Linda Richards. New York: Messner, 1959. Linda Richards was the first graduate of the first nursing school in America in 1873.


Catton, Bruce, Grant Moves South. Boston, Mass: Little, 1960.

Catton, Bruce, This Hallowed Ground: The Story of the Union Side of the Civil War. Garden City, New York: Doubleday, 1956.


REFERENCES


Foster, Genevieve, *Abraham Lincoln's World*. New York: Scribner, 1944. Picture of what was going on all over the world during the lifetime of Lincoln. Shows the relation of the U. S. to various European countries.

Foster, Genevieve, *Abraham Lincoln's World*. New York: Scribner, 1944. Picture of what was going on all over the world during the lifetime of Lincoln. Shows the relation of the U. S. to various European countries.


Kane, Harnett, *Spies for the Civil War*. New York: Doubleday, 1957. Story of how Jeff Davis, the Confederate leader, Wally Ridgely, a civilian spy, and other citizens helped the Union forces.


Kjelgaard, James, *Hi Jolly: The Story of Davy Crockett*. New York: Doubleday, 1957. Story of how Davy Crockett, a hero of the Civil War, learned quickly that warfare was more dangerous than anyone had anticipated.


Kane, Harnett, Gallant Mrs. Stonewall. Garden City, New York: Doubleday, 1957. Story of the wife of Stonewall Jackson, the brilliant general during the Civil War.

Kane, Harnett, Gallant Mrs. Stonewall. Garden City, New York: Doubleday, 1957. Story of the wife of Stonewall Jackson, the brilliant general during the Civil War.


Kane, Harnett, Spies for the Blue and Gray. Garden City, New York: Doubleday, 1957. Story of the wife of Stonewall Jackson, the brilliant general during the Civil War.

Kane, Harnett, Spies for the Blue and Gray. Garden City, New York: Doubleday, 1957. Story of the wife of Stonewall Jackson, the brilliant general during the Civil War.


Kjellgaard, James, Hi Jolly! New York:Dutton, 1959. Story of the attempt to produce a camel corps into the army ranks of our desert wasteland.


McGiffin, Lee, Rebel Rider. New York: Dutton, 1959. When Ben Fane joined the Iron Scouts during the Civil War and began his lessons in guerrilla warfare, he learned quickly that war is a serious venture.


Malkus, Alida, We Were There at the Battle of Gettysburg. New York: Grosset, 1957.


Mitchell, Margaret, Gone With the Wind. New York: Macmillan, 1939. The deep South before, during, and after the Civil War. To be read for atmosphere as well as story.
REFERENCES


Pace, Mildred, *Clara Barton.* New York: Scribner, 1941. Story of Clara Barton's life as a nurse in the Civil War and of her labors to establish the Red Cross in America.

Place, Marion, *Steamboat up the Missouri.* New York: Viking, 1956. Dave MacLoren, a cub pilot on a Missouri River boat, helps the Union army in the Civil War.


Rawlings, Marjorie, *The Yearling.* New York: Doubleday, 1940. Period is decades after the Civil War and regions near the St. John River.


Stowe, Harriet, *Uncle Tom's Cabin.* New York: McCann, 1852. When Fort Sumter fell, the Northern forces were rendered impotent.


Wheelwright, Jere H., *Gentlemen of the Road,* Scribner, 1948. Task of re-creating southern life at close of war parallels, the problems of soldiers returning to the civilian world.
REFERENCES


Shippen, Katherine, Mr. Bell Invents the Telephone. New York: Random House, 1952.

Sterling, Dorothy, Captain of the Planter: The Story of Robert Small. Garden City, New York: Doubleday, 1958. When Fort Sumter fell, Robert Small, a Negro slave, took the steamer, the "Planter", over to the Northern forces.


Wheelwright, Jere H., Gentlemen, Hush! New York: Scribner, 1948. Task of reconstruction which faces three young Southern soldiers when they return home at close of war parallels, in many respects, the problems of soldiers returning from World War II.
REFERENCES


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:


* Pages 20-30 contain useful tips concerning new materials you might consider using; pages 31-44 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.)

REFERENCES


Daugherty, James, Abraham Lincoln. New York: Viking, 1943. Note references to attitudes and policies regarding slavery and Negroes.


Deutsch, Bebette, Walt Whitman, 1941. Note Whitman.


Eaton, Clement, A Pictorial History of the Negro in America. Macmillan, 1966. Pages 65-227 cover the education, Ira Aldridge, writers, convention ratification, abolitionist ideas, antislavery politics, songs of freedom, a crime to teach Negroes to read, Frederick Douglass and Lincoln, the fugitive slave laws, slave, former slave, Brown's raid, Lincoln's
REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT I

References may not be available in any one school library. It is suggested that the school requests to develop a bibliography of materials available on these same topics.

REFERENCES


Bell, Mary - Civil War Letters of a Volunteer. Madison, Wisconsin: Wisconsin. Note his attitudes about slavery.


Hughes, Langston, and Wetzler, M., A Pictorial History of the Negro in America. New York: Crown, 1963. Pages 68-227 covers such topics as Negro craftsmen, education, Ira Aldrich - Actor, arts and sciences, writers, convention movements, Frederick Douglass, abolitionist ideas, Jefferson's ideas, Negro abolitionists, freedom journals, Garrison and Phillips, Southern defense of slavery, more abolitionists, songs of freedom, great reformers, antislavery poets, a crime to teach Negroes, mutiny on the Amistad, Frederick Douglass and Garrison, and John Brown, antislavery politics, Republican Party, Sojourner Truth and Harriett Tubman, underground railroad and fugitive slave laws, the $40,000 slave, former slaves speak, Uncle Tom's Cabin, John Brown's raid, Lincoln for president, secession,
Continued -

during the war, Emancipation Proclamation, Negroes in the war, Thirteenth Amendment, Freedman's Bureau, Negro schools, important first for Negroes, Reconstruction fights, Black Codes, Fourteenth and Fifteenth Amendments, Negroes in government, whites gain control, exodus to Kansas, life in South, inventors.


<table>
<thead>
<tr>
<th>REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shippen, Katherine, Passage to America. New York: Pages 171-179 on slavery, revolts, abolition, and Reconstruction.</td>
</tr>
</tbody>
</table>

- Passage to America. New York: Pages 171-179 on slavery, revolts, abolition, and Reconstruction. |
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REFERENCES


Jennings, Pictorial History of the American Self-Counsel, N. J: Hammond, 1964. (pap.) on slavery and abolition, 30-35 on

Leaders of slave Co., Historical Negro Biographies, 39-41 on Reconstruction and white

30-41 on Reconstruction and white

Locate, Inc., 1967. Leaders of slave


N. B. Cornish, Frederick Douglass,

Stokes, Frances Harper, John Jones, Lewis Brown, Jermain Loguen, William

Wennington, Mammy Pleasant support

Robert Purvis, Charles Remond, John Joyce Smith, Sojourner Truth, David

Ward, Theodore Wroght. Fugitive underground railroad - William and Ellen

Dick Douglass, Josiah Henson, David

Stem, Harriet Tubman. In Civil

Carney, Martin Delany, James Lewis,

Reconstruction government - U. S.

Reveals of Miss., in Congress -

Robert DeLarge, Robert Elliss, John

Lynch, John Minor, Joseph Rainey,

Robert Small, Benjamin Turner,
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
Describes, defines, makes an analogy, identifies, or classifies (fact...specific)

LEVEL II
Shows relationships among ideas, makes comparisons, recognizes principles

LEVEL III
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 unit.
LEVEL I

Describes, defines, makes an analogy, identifies, or classifies (facts...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
tifies, or classifies
ifies (a)

The Social Contract
Thomas Jefferson,

Tional monarchy,

Limited presidency

Rights. Then give
not used previously in

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
UNIT II  ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

CONCEPTS

I. Some geographic factors are obstacles which must be overcome by man; others are assets to material progress.

   1. The pioneer farmers on the Great Plains had to adapt to a new environment.
   2. The cattle frontier produced new and unexpected demands.
   3. America's mineral wealth provided a boost to the economy from 1877 to 1920.
   4. Geographic factors influenced the growth of cities and industries.

II. Uneven distribution of natural resources makes interdependence and trade between societies inevitable.

   1. As the pioneer farmer became a member of a larger economy, they became dependent on other regions of the country.
   2. The geographic separation of mineral sources created a demand for transportation of goods.
   3. The grazing lands of the trans-Mississippi region contributed to the growth of packing centers such as Chicago and Omaha, forming a meat producing complex.

III. In all societies wealth is distributed unequally.

   1. The growth of big business resulted in increased wealth inequalities.
   2. Farmers in the post-Civil War period faced rate discrimination, rising interest in the world market.
   3. Residential sections of urban areas became centers of wealth.
AND SOCIAL CHANGE FROM 1877 TO 1920

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 basic for the rapid industrial growth from 1877 to 1920.

4. Geographic factors influenced the growth of cities.

natural resource endowment led to growth.

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 integrated as a meat producing complex.

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. Prepare 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 in the 1880's.

4. Using maps, charts, and oral or written reports, analyze the cattle drive: its reasons for disappearance, and effect on the cattle industry.

5. Prepare a map showing obstacles and assets to settlement in America such as rainfall 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 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 this 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, analyze living standards in the 19th century America. After a small group presents the extra-urban 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, they prepare alternative social structures allowing them to decide who is to implement it if it is necessary to eliminate the very poor. If the class decides the situation, they prepare some methods to maintain the status quo and allow them to decide who is poor and 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 Garland", contrast urban and rural poverty.

3. Trace the careers of men such as Jim Fisk, Jay Gould, Andrew Carnegie, or J. P. Morgan. Discuss their feelings toward the methods they employed to create wealth. Determine whether they had negative influences on society.

4. After examining models of upper class residences and slum dwellings, examine the occupations, education, nationality, mobility, length of U. S. residency, religion, race, and other problems.
STUDENT LEARNING EXPERIENCES

- Read the following text as a paragraph:

"In the late 19th century America, after a small group presents the extremes of urban and rural poverty, examine the occupations of men such as Jim Fisk, Jay Gould, Andrew Carnegie, or J. P. Morgan to analyze their methods they employed to create wealth. Determine whether they were positive or negative on society."

- Read the following text as a paragraph:

"Assess the outcomes by reading How the Other Half Lives by Jacob Riis and the short story "Under the Lion's Paw" by Hamlin Garland. Examine the occupations according to: mobility, length of U. S. residency, religion, race, and awareness of social policy."

- Read the following text as a paragraph:

"In the new environment of the Great Plains of the pioneer and his new environment from My Antonia by Willa Cather or Giants in the Earth by Ivan E. Raftaing and Rolvaag. Newspapers, including headlines, fashions, society, and advertising, for cities which are new 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. A Wisconsin farmer would have when he moved to the frontier environment of the Great Plains in the 1880's.

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

- Using obstacles and assets to settlement in America such as rainfall, topography, mineral transportation lines.

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

- Of transportation lines comparing it to the location of mineral deposits.

- On the meat packing industry to determine the reasons for the locations of the plants.

- Of dependence of the mechanized farmer on the urban complex and the assets and his dependence.

- The role of upper class residences and slum dwellings, examine the occupants according to: mobility, length of U. S. residency, religion, race, and awareness of social policy.
### UNIT II  ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

<table>
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<tr>
<th>CONCEPTS</th>
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<th>UNDERSTANDINGS</th>
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<tr>
<td>IV. Differences in economic ideology and distribution of wealth lead to conflicts within society.</td>
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<td>1. The farmer reacted to economic abuses.</td>
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<td>2. Businessmen used &quot;Social Darwinism&quot; to justify concentration.</td>
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<td>3. The labor movement organized to represent his conflict with big business.</td>
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<td>4. The control of money and credit gave many businesses and reduced competition.</td>
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<td>5. Violence marked many labor-management disputes.</td>
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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.

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 stock dividend at the same time it cut trainmen's wages. Discover the evidence for the nation's wealth before 1920. Contrast the more successful Negroes with those who failed.

(Materials - Pages 170-172 in The American Negro by Logan and Cohen, pages 139-142 in Equality in the Twentieth Century by Ames.)

8. Investigate the factors which affect a farmer's chances of profit to determine how to change these factors and (2) the farmer's ability to use the same methods with wage increases.

9. After reading "A Deal in Wheat" by Frank Norris, discuss the distribution of production, the farmer's awareness of the forces against him, and the demand for actual crop production and wealth distribution.

1. Analyze the farmer's problems in terms of production and marketing costs. Identify 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 so 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 cooperation and monopoly and determine how they effect 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 situation could be prevented.

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 time of the wheat. Determine whether the increase in the money supply increased the production of wheat.

11. Investigate the labor movement before 1920 to discover its value to the nation (Materials - Pages 170-172 in The American Negro by Logan and Cohen.)
STUDENT LEARNING EXPERIENCES

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

2. In the role of a stockholder of the Erie Railroad, attack or defend the fact that in 1877 the Erie Railroad declared a dividend at the same time it cut trainmen's wages. Discover the extent to which the Negro shared in the nation's wealth before 1920. Contrast the more successful Negroes with the Negro slum dwellers.

3. In the role of a farmer, write the factors which affect a farmer's chances of profit to determine (1) the farmer's ability to use these factors and (2) the farmer's ability to use the same methods as the industrial worker to obtain increases.

4. In reading "A Deal in Wheat" by Frank Norris, discuss the distribution of wealth resulting from wheat production, the farmer's awareness of the forces against him, and the degree to which speculation affects crop production and wealth distribution.

5. In the role of the factory owner, justify the concentration of wealth and power.

6. In the role of the laborer, justify the need for labor organization by examining events of this period.

7. In the role of the government, determine whether the increase in population during the period, at the same time looked at the price of the labor movement before 1920 to discover its value to the Negro.

8. Use an organizational chart depicting the organization in different business organizations.

9. Use an organizational chart of different labor groups.

10. Use a set of quotations from anti-labor advocates and evaluate whether they attacked the right of labor to organize or the possible misuse of power, or both.

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

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

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

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

15. Write the labor movement before 1920 to discover its value to the Negro. (Materials - Pages 122, 170-172 in The American Negro by Logan and Cohen.)
V. It has been typical of society for one segment to relegate another to a less prestigious social position.

<table>
<thead>
<tr>
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<td>1. The move to restrict immigration to various groups became increasing numbers of immigrants.</td>
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<td>2. The plight of the Indian was increased.</td>
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<td>3. A shift of influence in society resulting in growing concentration of wealth in the hands of industrialists.</td>
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<td>4. A new social class structure resulted in wealth in the hands of a few industrialists.</td>
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<td>5. The American Negro was subjected to forms as disenfranchisement.</td>
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<td>UNDERSTANDINGS</td>
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<tr>
<td>1.</td>
<td>The move to restrict immigration began gradually, but increased as various groups became concerned with ethnic origins and increasing numbers of immigrants.</td>
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<tr>
<td>2.</td>
<td>The plight of the Indian became more desperate as population and technology increased.</td>
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<td>3.</td>
<td>A shift of influence in social class structure emerged with the growing concentration of wealth in the hands of a few industrialists.</td>
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<tr>
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<td>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.</td>
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<tr>
<td>5.</td>
<td>The American Negro was subject to organized repression in such forms as disenfranchisement, segregation, and discrimination.</td>
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</table>
STUDENT LEARNING EXPERIENCES

1. Using the statistical tables in the Appendix of The Adventures of the A justify the concern over immigration in the 1880-1910 period and determine the extent of immigration of a particular country.

2. Evaluate the words of Emma Lazarus at the base of the Statue of Liberty to justify the concern over immigration in the 1880-1910 period and determine the extent of immigration of a particular country.

3. Support or reject the idea that immigration to America should be unrestricted in the 1880-1910 period.

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 and social effects of railroad domination on state governments.

6. Explain how an opponent of social reform could use the ideas of Herbert Spencer to argue against the idea that immigration to America should be unrestricted in the 1880-1910 period.

7. Determine the effect of the Supreme Court case of Plessy vs. Ferguson on other social opportunities.

8. Through discussion prepare a list of urban problems and possible solutions for implementation.

9. Consider problems of a Polish immigrant to Wisconsin in 1900 to evaluate the extent of immigration of a particular country.

10. Examine a social history for the listing of the more important families and compare the families to those of wealth and status.


12. Investigate the different practices used in the North to discriminate against Negroes in the class consider the effect of these practices on the self image of the Negro.

13. Investigation the Negro resistance to being relegated to second class citizenship reporting to the class. Focus attention on the variety of methods used to resist these practices.

14. Investigate the different practices used in the North to discriminate against Negroes in the class consider the effect of these practices on the self image of the Negro.
In the Appendix of The Adventures of the American People by Graff and Krout, determine over immigration in the 1880-1910 period and determine the reasons for the increase. Read of Emma Lazarus at the base of the Statue of Liberty from the viewpoint of a new established American worker.

Hire the idea that immigration to America should be unrestricted. Reading from chapter 3 of The Jungle by Upton Sinclair and compare to criteria established discussion of job hunting practices.

Read on Churchill’s Coniston and Frank Norris’ Octopus, report on the portrayal of social and railroad domination on state governments.

An opponent of social reform could use the ideas of Herbert Spencer to justify his position. Read the Union Court case of Plessy vs. Ferguson (1896) on not only civil rights but opportunities.

On prepare a list of urban problems and possible solutions. Decide on a system of implementation.

Read the history for the listing of the more important families in 1800. Do the same for 1890. Analyze as to basis of wealth and basis of status.

Pages 107-135 of The Melting Pot Mistake by Henry Pratt Fairchild, evaluate the premise that America is a melting pot of the world. Determine other societies which might make the same claim.

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 a good reference); map the reservations today, discussing their desirability from the geography, climate, location and vegetation both then and now; discuss the idea that the Indians were used to destroy the civil rights of Negroes in the South.

In reporting to the class, ask the students who are interested in delving into the personality of individual Negroes. (Materials – Pages 136-140 The American Negro by Logan and Cohen, pages 333-343 in This Was America by pages 6-22, 35-41 in The Negro Struggle for Equality in the Twentieth Century by Ames, pages 96-99, 85-88 in The Negro in America by Wade.) In reporting to the class, ask for these practices on the self-image of the Negro. (Materials – Pages 163-168, 170-171, in The American Negro by Logan and Cohen, pages 370-382, 490-497, in The Negro in America by Cuban, pages 285-296 in Avenues to America’s Past by Bowes.)

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<td>1. Economic and social reformers after union movement in response to industrialization.</td>
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<td>2. Rapid industrialization created new social problems.</td>
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<td>3. Environmental factors in frontier communities made life difficult and encouraged negative feelings in certain groups.</td>
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<td>VII. Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems.</td>
<td>1. Mass production, increased wealth, and transportation lowered the cost of living in the U.S. with the means of ending mass poverty.</td>
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<td>2. Under unrestricted capitalism there was an emphasis on conservation of natural and human resources.</td>
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<td>3. The influx of people due to mining and agriculture made possible the creation of new wealth.</td>
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<td>4. Because of periods of depression and the lack of regulation, leaders for the public welfare, such as Theodore Roosevelt, emerged.</td>
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ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

EPTS

UNDERSTANDINGS

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.

4. Mass production, increased wealth, and industrial strength provided the U. S. with the means of ending much human drudgery and misery.

5. Under unrestricted capitalism there was little concern for the conservation of natural and human resources.

6. The influx of people due to mining and agricultural activities made possible the creation of new western states.

7. Because of periods of depression and lack of concern by business leaders for the public welfare, there was a demand for government regulation.
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 relates 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 how the lawlessness produced the lawlessness.
6. Describe the steps taken by the citizenry of Helena, Montana in the 1870s to 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 how New York City in the same manner. Compare and contrast the causes and social structure of a growing urban-industrial society.

1. Discuss the contributions of specific industries to America's strength and economic growth.
2. Report on the Malthusian principle of population. Determine the implications of the general level of living if production and employment opportunities had been increased.
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 was a departure from usual procedure.
4. Report on J. P. Morgan's relations with President Theodore Roosevelt, explaining how the government could try to deal with the government as he could a rival business concern. Examine the Omnibus Bill of 1890 and decide why this departure from the usual practice.
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America by Cuban, pages 22-35 in The Negro Struggle for Equality in the Twentieth

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organ's relations with President Theodore Roosevelt, explaining the reasons why Morgan with the government as he could a rival business corporation. Show change in govern-

s why Cornelius Vanderbilt, the owner of the New York Central Railroad, could make a "The public be damned. If they want a railroad, let them build it."

s Bill of 1890 and decide why this departure from the usual procedure was permitted at
UNIT II  ECONOMIC AND SOCIAL CHANGE FROM 1877 TO 1920

VII. Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems. (continued)

VIII. Human experience is continuous and interrelated; change is an ever present factor in human and social development.

1. In conjunction with the industrial expansion of the later 19th and early 20th centuries, America expanded her control of the Western Hemisphere.

2. In the era between the first and second world wars, American industry was also marked by the development of new and improved machinery.

3. Urbanization was innovations in the living conditions of the urban population.

4. As America urbanized, the impacts on the lives of citizens.

5. Business changed with the recession of 1920 and the government attempts to regulate it.

6. With the general increase in technology free production was widespread.
IC AND SOCIAL CHANGE FROM 1877 TO 1920

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.

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.
7. Examine technological developments from 1877 to 1914. Compare these with those of the 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 some other devices businesses used to evade it and determine if this is done today. If so, show how modern companies have adapted to this evasion.

8. Using a copy of the Sherman Act to construct a definition of the term "trust". A report to show how business evaded the Sherman Act. In your report include a summary of some other devices businesses used to evade it and determine if this is done today. If so, show how modern companies have adapted to this evasion.

9. Have a student go to the Madison Public Library and research its history and 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.

10. Relate America's historical development to the literature of the late 19th century. Determine what experiences the works of Mark Twain, Ambrose Bierce, and others represent the mood of the book. After presenting these to the class discuss the mood of the book and the experiences Bierce found most objectionable.

11. Have the art teacher present a lecture on Mary Cassatt and Frederick Remington. Describe Cassatt's style and subject choice. Describe Remington's. How much glamour surrounding the American West? Whose work do you prefer? Why?

12. Through oral reports and pictorial presentations describe surgical and dental techniques. Also cite differences in the life span of Americans that can be attributed to these with the practices of 1920. Discuss the changes and comment on the reasons for these changes.

13. Prepare a report on the sources of family amusement at the turn of the century. Types of activities such as 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.

14. 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

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

2. Complete a history of the literature of the late 19th and early 20th centuries. Read experiences the works of Mark Twain, Ambrose Bierce, and Upton Sinclair based on a group of students read The Devil's Dictionary by Ambrose Bierce and select excerpts that reflect the mood of the book. After presenting these to the class discuss the subjects of Bierce's work and cynicism. Describe what Bierce found most objectionable in human history. Then the teacher present a lecture on Mary Cassatt and Frederick Remington (hopefully with a number of their works). Discuss the differences in the subject matter and style of their painting. 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?

3. 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 inventions. Also cite differences in the life span of Americans that can be noted for this same period. Tooth extraction and surgery were considered last resorts in 1830. A sound track recording of "The Music Man" do an analysis of small town life in the Middle West Day Nineties".

4. 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 radio and the county fair on American life. Describe the institution of the barbershop during this period. Discuss how this concept has changed, if at all.

5. You are a visitor to the 1893 Chicago World's Fair. Describe some of the new and "far-out" inventions that you will see.
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9. Compare the Gibson Girl to the housewife of 1870. Discuss differences between them. Relate this to concepts of the "stylish" woman today as well.

10. Present oral biographies of leading American scientists and inventors from 2 centuries. Demonstrate how these men helped to shape contemporary American society.

11. Show how social attitudes and national ambitions are reflected in the development of the new music styles introduced. ("In the Shade of the Old Apple Tree", rag-time, etc.). Use these as discussion aids.

12. Discuss the impact of John Philip Sousa and why America was so receptive.

STUDENT LEARNING EXPERIENCES

1. Discuss differences in appearance which might be noted when comparing the Girl from the 1870s to the modern housewife. Relate this to concepts of the "stylish" woman today as opposed to the modern housewife.

2. Photographs of leading American scientists and inventors of the late 19th and early 20th centuries illustrate how these men helped to shape contemporary America.

3. Attitudes and national ambitions are reflected in the music of this era. Obtain records of some of the popular styles introduced. ("In the Shade of the Old Apple Tree", "I Didn't Raise My Boy To Be a Farmer", etc.). Use these as discussion aids.

4. Relate the influence of John Philip Sousa and why America was so receptive to his music.

5. Photographs of the Wisconsin State Journal trace the development of the modern newspaper. Relate this to Joseph Pulitzer, William Randolph Hearst, and other leaders in 19th century journalism.
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
   - *Egginton, Hoosier Schoolmaster
   - Perier, 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
   - *Ruvaag, 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

* for superior students
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
c. 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. understand varying language patterns of earlier historic periods
h. recognize propaganda techniques
2. Short Stories
- Twain, "A Girl's Deed", Life on the Mississippi (Heritage of America, Heath)
- O'Henry, "The Last Side", Journey in American Literature
- Garland, "Under the Lion's Paw", (Journeys Into America, Heath)
- "The Man that Corrupted Hadleyburg"
- "Go You Near the Wind?"
- "Casey at the Bat"
- "Song of the Sultains"
- "Do You Fear the Wind?"

3. Poetry
- Corlin, Richard, Poetry
- Corley, "Cowboy Song"
- Lindsay, "The Flower-fed Buffaloes"
- "Do You Fear the Wind?"
- "All One People"
- "Song of the Sultains"

4. Non-fiction
- Mullor, "Galveston Tidal Wave" Macmillan
- "Forty Years of Hull House", The Heritage of America, Heath
- "The Gospel of Wealth", The Heritage of America
- "My Life and Work", The Heritage of America
- "One Man's Life", The Heritage of America
- "Autobiography", The Heritage of America

Student Activities
1. From novels about the period from 1877 to 1920, select those for student reading. 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, while historical content can be covered 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 and 1920 to today.
3. Poetry
   Cortin, Richard, Poetry I, Macmillan
   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"

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.
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 be involved in assigning problems. 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 research one of the six suggested topics in order to come to the nearest agreement which comes closest to historical fact and to give reasons for their choice.

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, the Turner hypothesis, has been seen differently by many observers. Provide an opportunity to express the 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 continuous westward movement explain American development."

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

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

"Only by a study of the origins and growth of American capitalism and commerce, and the processes of development, can one gain proper insight into nature and complexity of the problems confronting us today."

"In what it proposes, the frontier hypothesis needs painstaking revision, and the theory today disqualifies itself as an adequate guide for the study of American historical problems."

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 through a written assignment. Some examples would include: demand, market demand, law of demand, supply, market supply, market price, excess demand, and excess supply. (Review Overview to 1865, Unit I.)

Entering six small groups for the purpose of conducting small group discussion. Each group is required to 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:

1. Transportation
2. Agriculture
3. Influence
4. Economic opportunities fostered by the West
5. Studies on transportation
6. Studies on agriculture
7. Studies on art

Using the influence of the frontier on American national traits, advanced by Frederick J. Turner, seen differently by many observers. Provide an opportunity for students to analyze the one hypothesis to historical fact and to give reasons for their choices.

"The part of an area of free land, its continuous recession, and the advance of American development." — Frederick J. Turner

The frontier hypothesis represents the most attractive single explanation of the distinctive American history." — Frederick L. Paxson

"Only of the origins and growth of American capitalism and imperialism can we obtain the 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 hypothesis for 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."

Opposes, the frontier hypothesis needs painstaking revision. By what it fails to explain today disqualifies itself as an adequate guide to American development." — George Wilson Pierson

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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 arbitrary authority (communist or fascist-type economy)

Topics for possible comparison include: the basic foundations, the reliance upon 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 familiar with the following and to explain how it plays an important role in increasing the capitalist economy. This depth opportunity may be developed through committees, individual study, and classroom discussions and the following:

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

In order to understand the relationship of supply and demand, the market mechanism and its management in our economy, the student should attempt an explanation of why agricultural 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 try to determine the factors which motivated Andrew Carnegie and steel industrialists to begin acquiring other phases of steel production such as mining and railroads. The student should show the relationship of this development to mergers and monopolization.

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

1. John D. Rockefeller
2. Cornelius Vanderbilt
3. Andrew Carnegie
4. J.P. Morgan
5. E.H. Hammon
6. James J. Hill
7. Jay Gould
8. Philip Armour
9. James Fisk
10. Daniel Drew
11. Henry C. Frick
12. Jay Cooke
Write a short paper in which he draws comparisons between how the American economy utilizes private enterprise system (capitalism) to: (a) where the people elect a government to make the principal economic decisions and mixed society); (b) an economic system where the important economic decisions are made by a small group or 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.

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 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 to begin acquiring other phases of steel production such as mines, shipping lines, etc. The student should show the relationship of this development to monopolistic practices.

The financiers of the latter part of the 19th century, have been criticized as "robber barons" or "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's role is as a pioneer of industrialism, as a business leader that was part of the expansion of technology and natural resources, or both.

7. Jay Gould
8. Philip Armour
9. James Fisk
10. Daniel Drew
11. Henry C. Frick
12. Jay Cooke
The student should write a short paper in which they refute or defend any one of the following three assertions:

1. The intellectual and artistic life of the so-called "Gilded Age", that is, the last 20 years of the 19th century, was the most advanced and creative period in American civilization thus far.

2. The city was the genesis of modern American life and culture.

3. Patterns and traditions in home, church, and school were thus bringing serious social and psychological problems.

In order that the student might better understand the nature of industrial conflict in the 19th century, the following depth opportunity is suggested. Divide labor and management in the four principal industrial conflicts:

- Strike of 1877; Haymarket Affair, 1877; Homestead Steel Strike, 1892;

These conflicts are presented relative to each conflict, care should be taken to include 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 comparisons between the following pairs:

- Craft union and industrial union;
- Individual bargaining and collective bargaining;
- Shop and open shop;
- Union shop and "right to work" laws;
- Membership discrimination and de facto union policies of discrimination;
I would write a short paper in which they refute or defend one of the following conclusions:

- Intellectual and artistic life of the so-called "Gilded Age" was among the richest for American civilization has yet seen.
- It was the genesis of modern American life and culture.
- Customs and traditions in home, church, and school were altered by rapid industrialization, bringing serious social and psychological problems.

To help students 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, 1877; Homestead Steel Strike, 1892; Pullman Strike, 1894. As the position management are presented relative to each conflict, care should be taken that the students cover cause, company and area involved, nature of the conflict, role of government, how terminated, and 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; 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*

Arnol, 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*

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*

Keepnews, Carrin, *Pictorial History of Jazz*

Lord, Walter, *The Good Years*

Meige, Cornelia, *Invincible Louisa*

Noble, Iris, *Joseph Pulitzer, Front Page Pioneer*

Norman, Charles, *John Muir, Father of Our National Parks*

North, Sterling, *Vanishing Thomas Edison*

Place, Marian, *Clifford T, The Man Who Saved Forests*

Reynolds, Quentin, *Wright Brothers, Pioneers in American Aviation*

Riis, Jacob, *How the Other Half Lives*

Shippen, Katherine, *Passage to America: The Story of the Great Migrations*

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2. **Supplementary Reading (Immigration)**

Adams, Norman, *Dynamite: America*

Bruce, Robert V., *Dulles, Labor in America*

Harris, Herbert, *Len, Sidney, Wor*

Neyhart, Louise, *Orth, Samuel, Arm*

Paradis, Adrian A, *the American Language*

Shippen, Katherine, *Organized Labor*

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3. **Supplementary Reading (Labor)**

Allen, Fredrick L, *Allen, Fredrick L*

Burlingame, Roger L, *Carnegie, Andrew, Car*

Cochrane, Thomas G, *DeKruif, Paul, Se*

Dutton, William, *Hendrik, Burton, A*

Holbrook, Steward, *Holbrook, Steward, S*

Josephson, Matthew, *McCready and Sage*

Shippen, Katherine, *of Steel*

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4. **Supplementary Reading (Steel)**

Clark, James, *Eggleston, Edward, Johnston, Clifton, Marshall, Robert, Raney, William, Wi*
INSTRUCTIONAL MATERIALS

(General)

Adams, dynasite: 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

Supplementary Reading (Labor)

Adams, Dynasite: The Story of Class Violence in America
Bruce, Robert V., 1877, The Year of Violence
Dulles, Labor in America
Harris, Herbert, American Labor
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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

Supplementary Reading (Big Business)

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, Steward, The Age of Moguls
Holbrook, Steward, 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

Supplementary Reading (Education)

Clark, James, Education in Wisconsin
Cromin, 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)

- Altsheuer, Joseph, *Horsemens of the Plains*
- American Heritage, Overland Stage, June 1957 issue
- Billington, Ray, *Westward Expansion*
- Clemons, Samuel, *Roughing It*
- Custer, Elizabeth, *Boots and Saddles, or Life in Dakota with General Custer*
- Dick, Everett, *Cabin at Medicine Springs*
- Erdman, Louis, *Wind Blows Free*
- Garst, Doris, *Crazy Horse, Great Warrior of the Plains*
- Garst, Doris, *Custer, Fighter of the Plains*
- Gant, Pori, *Crazy Horse, Great Warrior of the Plains*
- Gilmer, Charles, *The Great West*
- Godby, George, *Young Buffalo Bill*
- Hall-Owens, Olga, *Wyatt Earp*
- Herman, William, *Missouri River Boy*
- Holbrook, Stewart, *Wild Bill Hickok Tames the West*
- Holbrook, Jamar, *Hi Jolly*
- Jade, 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'Connor, Richard, *Bat Masterson*
- Osborn, Fact, *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, Olof, *Giants in the Earth*
- Russell, Don, *The Lives and Legends of Buffalo Bill*
- Sandos, Mari, *Buffalo Hunters*
- Tabbell, John, *The American Indian Wars*
- Vestal, Stanley, *Sitting Bull, Champion of the Sioux*
- Wellman, Paul, *Death on Horseback*
- Westermaner, Clifford, *Trailing the Cowboy*
INSTRUCTIONAL MATERIALS

1. *Horsemanship of the Plains* (Frontier)  by Edward (1957)

2. Teacher Reference Material

   - Billington, Ray, *Westward Expansion*
   - Turner, F.J., *The West in American History*
   - Hays, Samuel P., *The Response to Industrialism, 1885-1914*
   - Lathen, Earl (ed.), *John D. Rockefeller*
   - Handlin, Oscar (ed.), *Immigration as a Factor in American History*
   - Hogan, William, *American Indians*
   - Holbrook, Steward, *The Age of Moguls*
   - Mills, C.W., *New Men of Power - America's Labor Leaders*
   - Adams, Jane, *Twenty Years at Hull House*
   - Green, Constancy, *American Cities in the Building of the Nation*
   - Schlesinger, A.M., *The Rise of the City, 1878-1895*
   - 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*
   - Morry, George L., *Progressive Movement 1900-1920*
   - Carter, Harvey L., *The Far West in American History*
4. Films (BAVI)

<table>
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<td>3638</td>
<td>Gunfight at the O.K. Corral</td>
<td>$3.50</td>
<td>27 minutes</td>
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<tr>
<td>4769</td>
<td>Settling the Great Plains</td>
<td>$4.50</td>
<td>12 minutes</td>
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<td>4904</td>
<td>Immigration in America's History</td>
<td>$2.00</td>
<td>11 minutes</td>
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<td>4444</td>
<td>Theodore Roosevelt, American</td>
<td>$1.75</td>
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<td>8137</td>
<td>And the World Listened (Bryan)</td>
<td>$3.00</td>
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<td>4627</td>
<td>Navajo, People Between Worlds</td>
<td>$4.50</td>
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<td>1482</td>
<td>New Americans</td>
<td>$2.50</td>
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<td>Labor Movement, Beginnings and Growth in America</td>
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<td>City</td>
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<td>1184</td>
<td>Land of Liberty, 1860-1890</td>
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Films (Madison I.M.C.)

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<td>F-141</td>
<td>Pioneers of the Plains</td>
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<td>F-540</td>
<td>Westward Movement, Part V</td>
</tr>
<tr>
<td>F-3104</td>
<td>Midland Metropolis</td>
</tr>
</tbody>
</table>
ADDITIONAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT II

(All of these references may not be available in any one school library. In such cases, the librarian be requested to develop a bibliography of materials available whi

<table>
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<th>REFERENCES</th>
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REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT II

It is suggested that the school requested to develop a bibliography of materials available which are appropriate to the unit.

REFERENCES


REFERENCES


Wynes, C. E.: The U. of Alabama. Alization, social racial injust protestant rel Year, Editors of Negro. Maples 47 on lynching Negro leadership International Book New York: Boo
REFERENCES


International Book Co., Historical Negro Biographies.
(Continued)
Bannister, Ida Wells Barnett, Thomas Bethune,
James A. Bland, Blanche Bruce, Fanny M. Coppen,
Martin Delaney, Frederick Douglass, Paul L. Dunbar,
Flipper Ossian, Thomas Fortune, Richard Greener,
Archibald R. Grimke, Francis J. Grimke, John M.
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.
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) lead 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" immigrant 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
Classifies, makes an analysis, or classifies facts
An anthropist in the 19th century was (a) C. L. Emery, (b) James Fisk, (c) James Carnegie, (d) Jay Cooke.

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"

LEVEL III
Usually explains, justifies, interprets, or predicts
An environmental factor not present on the Great Plains but 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

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

Write an essay in which you comment on the different environmental 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 antagonism toward the "new immigration"? Write a paragraph in support of the answer you choose. (a) religion, (b) greater skills of these immigrants, (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 country in the second half of the 19th century produced changes which dramatically altered our political life. Some of these changes dramatically altered our political and governmental change.

COMMENTARY TO THE TEACHER

Teachers, in planning their work for this unit, should first give considerable attention to the content support or reinforce those concepts. Lastly, they should select learning activities to provide students with the ability to synthesize facts and information in such a manner as to provide a solid understanding.

The student, on the other hand, will start at the opposite end of the spectrum. Working alone and in groups, students should develop skills in synthesizing information, recognizing and attaching meaning to groups of related understandings, and understanding of more universal, meaningful, and potentially significant concepts.

No attempt has been made in this unit to be prescriptive or all encompassing. Teachers are encouraged to select learning activities which we feel will enable students to develop skills in synthesizing information, recognizing and attaching meaning to groups of related understandings, and understanding of more universal, meaningful, and potentially significant concepts. A teacher, in selecting any of these activities, should be guided by the abilities of his particular class. Each activity may be handled in various ways, including the use of a variety of approaches. Above all, the teacher is encouraged to develop activities of his own.

Lastly, it must be understood that no unit or course of study is complete in itself. As long as the individual has the capacity to learn, each stage in the learning process provides another opportunity for students to analyze the validity of, and to reevaluate perceptions.
CHANGES IN GOVERNMENT AND POLITICAL LIFE, 1877-1920

The rapid technological advances which occurred in the second half of the 19th century produced changes which are still being felt in every aspect of our lives. 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

Having their work for this unit, should first give consideration to the broad abstractions and then identify specific understandings from the content material which will serve to form specific understandings. Lastly, they should select learning situations designed to help students to develop skills in synthesizing, correlating, and abstracting facts and information in such a manner as to provide them with viable understandings.

On 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 facts and information 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.

The activities 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 activities or activities which we feel will enable students to come directly to grips with these. A teacher, in selecting any of these activities, should keep in mind the needs and limitations of individual classes. Each activity may be handled in varying degrees of depth, and from a variety of viewpoints. (See the section in this guide which deals with the mechanics of various kinds of activities.)

It is understood that no unit or course of study is complete in itself. It relies on what has been taught and will affect what comes after. Conceptual learning is a growth process that continues with each individual, and the teacher is encouraged to develop additional understandings and learning situations.
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
<table>
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<tr>
<th>CONCEPTS</th>
<th>UNDERLYING CENTERS</th>
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<tr>
<td>I. Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems.</td>
<td>1. An increasingly complex economy due to rapid industrialization, crises, and self-regulation.</td>
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<td>2. Fluctuations in the economy.</td>
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<td>3. Tariff laws can best be understood within a framework of economic policy.</td>
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<td>4. Economic beliefs often determine governmental actions.</td>
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<td>5. Monetary policy is, in part, determined by the economy.</td>
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<tr>
<td>II. The form and complexity of governmental systems vary in time and with societies.</td>
<td>1. The more complex and specialized the economy, the more needs for regulation. Administrative and bureaucratic structures,</td>
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<td>2. Interstate commerce and transportation need order out of an increasingly complex local control.</td>
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<td>3. The reform movement generally supported an expansion of democracy and democratic government.</td>
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<td>4. An increasingly complex government requires an expansion of civil service.</td>
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<td>5. Many local reforms led to the growth of government, such as the city and municipal organization.</td>
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have a marked...

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.

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.
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 the tariff policies of other nations.

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

6. 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 1 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 interdependencies, regions, nations, etc.) Be sure students understand the relational complexity.

2. Compare the expansion of civil services in our country at this time Great Britain, Germany, Russia, etc. Show what common factors can exist. Try to justify the Supreme Court decisions outlawing these

3. Have students study the so-called "Granger" Laws, particularly in the existed. Try to justify the Supreme Court decisions outlawing these

4. Have a student trace a railroad that crossed several state lines in ing regulations and practices a customer of this road would encounter 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 electing senators produces legislators most responsive to the wishes
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-regulation of industry.

Depressions of 1873 and 1893 in light of the legislation passed at the time. Determine how much regulation 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 in support of, or in opposition to, higher tariffs. Demonstrate to what extent these arguments emerged on party lines. Determine to what extent our tariff policies affected world trade and policies of other nations.

analyze the Federal Reserve Act, the Glass-Owen Banking Act, and the Farm Loan Act of 1916 in light of the pressure put upon government by various groups. Show to what extent the wishes of such groups as industrialists, 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 structure in 1860, 1890, and 1920. Demonstrate how political organization of the city changed. Discuss the kinds of regulatory changes during this period and what gave rise to all this change in all of city government. (Hopefully, students will find an understanding of such factors as population growth, division of labor (specialization), change, shifting patterns of population, and interdependence of community with other communities, etc.) Be sure students understand the relationship between institutional growth and organization.

expansion of civil services in our country at this time with similar expansions in other countries - Germany, Russia, etc. Show how common a new phenomenon. Study the so-called "Granger" Laws, particularly in terms of the confusion of regulations that existed 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 situation in 1910.

support or reject the idea that the initiative, referendum, and recall extended the democratic process. Do analyze the 17th Amendment to the Constitution in terms of trying to decide which method of selection produces legislators most responsive to the wishes of the people.
III. Political power within a society tends to gravitate into the hands of a few, but leadership cannot long disregard the citizenry.

1. The wave of political corruption attributed to the avarice of politicians of wealth and power in the public largely ignorant or indifferent.

2. Supreme Court decisions during the tenure of big business values.

3. Many industrialists took advantage of the division between federal and state sovereignty, surrounding regulatory legislation.

4. Many local political machines were attracted to sense the changing moods of the electorate.

5. Refusal to accept the inevitability of the changes in the businesses of this period to lose their power and influence has been necessary.
1. The wave of political corruption following the Civil War can be attributed to the avarice of political opportunists, the concentration of wealth and power in the hands of big business, and a public largely ignorant or indifferent to political wrong-doing.

2. Supreme Court decisions during this period were often a reflection of big business values.

3. Many industrialists took advantage of the ill-defined boundaries between federal and state sovereignty in their attempts to get around regulatory legislation.

4. Many local political machines were overthrown because they failed to sense the changing moods of the community.

5. Refusal to accept the inevitability of change caused many big businesses of this period to lose more than otherwise might have 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 era 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, New Orleans, Galveston, etc., about the turn of the century in order to answer:
   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 and their downfall.

5. Study the New Jersey Democratic Nominating Convention at which Tripp was nominated for governor. Discuss how this illustrates the fact that the party is controlled by the electorate.

6. Have students show that the Clayton Anti-Trust Act and the Sherman Act were necessary because big business had in part circumvented the provisions of earlier laws.

7. Student debate. Resolved: Management could have controlled 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. Is it possible to have a "good" machine? Under what conditions?
STUDENT LEARNING EXPERIENCES

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. (Peik v. the C & NW, and Wabash Railroad v. Illinois might be useful) Have them compare the opinions expressed by the court with those expressed in some of the writings of Carnegie, Vanderbilt, etc., about the turn of the century in order to analyze the effects of reform.

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

Have them identify the reform leaders in these cities. See if they seem to reflect the same values.

Have them compare the reforms that were instituted. Exhibit and point out attitudes machine leaders exhibited in regard to reform that contributed to downfall.

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

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

Resolved: Management could have controlled the labor movement had it been willing to meet demands of labor. Discussions define the terms, "machine" and "bossism". Have them give examples of these in action and debate the good and bad points of this development. Have them debate or discuss whether or not it is possible to have a "good" machine. Under what conditions might a machine be formed?
CONCEPTS

IV. The concern of governments for the welfare of their citizens will vary in time and in process.

1. The graduated income tax was conceived as a way to cover the costs of government.
2. Farmers supported inflation of the currency to benefit their own problems.
3. Regulation and control of the economy developed a greater sense of responsibility on the part of the people.
4. The conservation movement can best be described as a reform movement.
5. The ideal of progressive democracy should benefit all the people rather than a select few, that democracy should insure social as well as political freedom.
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.
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 inflationary monetary policy. (A good source is Harry W. Heckman, ed., Rand McNally & Company, Chicago, 1961, pp. 64-69.)

3. Prepare a student debate on the issue of free coinage of silver, that 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 of the people, including the Negro citizens.

6. Support or attack the position that conservation of natural resources of the 20th century.

7. What special groups or interests were represented in the leadership 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 character political, economic and social tenets.

9. Have students read a "Muckraker" novel (or portion of a "Muckraker" reflected needed social, economic, or political reforms. Also, read in 1965 and the Chicago and Cleveland riots in 1966. Determine if Discover which accounts for the fact that, in spite of numerous reforms, it seems to face many of the same problems.
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 emission monetary policy. (A good source is Harry W. Heckman. The Economics of American Living. 2nd ed. McNally & Company. Chicago, 1963. pp. 64-65.)

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 farm legislation which had gone unused in previous periods.

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

How did the position that conservation of natural resources could not begin until around the turn of the 20th century?

What groups or interests were represented in the leadership of the conservation movement? Illustrate the opposition they had to overcome. (Materials - Pages 255-256 in The American Negro by William H. Cohen; also use the Kerner report.)

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

Students read a "Muckraker" novel (or portion of a "Muckraker" novel) in terms of the way in which it needed 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 with the impetus for reform.

2. The attempt during the but only to bring it government.

3. Most regulatory legislation enterprise.

4. There is usually a law imposition of sanctions.

5. The severity of sanctions attached to a given a
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. The 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 the people 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 of identifying common elements, trends, techniques, etc., of:
   - Lincoln Steffens. Shame of the Cities.
   - Frank Norris. The Octopus.
   - Upton Sinclair. The Jungle.

2. Study the movement for Women's Suffrage both as an outgrowth of the general reform movement and as an 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. The Oscar Mayer
   b. The Madison Drug Company
   c. The University of Wisconsin Medical School
   d. State and city health departments

   Have them report back to the class on present day practices in each of these areas as they are in effect.

4. Student debate. Resolved: "Monopolies are in the public interest." Be sure that the debate is centered around the regulation of monopolies is clearly brought out.

5. Study the Civil Rights Act of 1875. Determine what provisions were made for the enforcement of this legislation. Trace the evolution of Civil Rights legislation from that time to the present, with particular attention to the past, present, and future. (In cases such as 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.)

6. Study the evolution of income tax evasion as a result of the Civil War. This will include the enforcement of the income tax laws. (Materials - Pages 127-129, 136-138 in The American Negro by Logan and Cohen, pages 141-144, 169-173 in The Negro in American Life by Wade.)
STUDENT LEARNING EXPERIENCES

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:

1. What was the book intended to appeal, and did it in fact appeal to this group? What groups took
   cause?
2. What groups took an interest in the book? What groups did not?
3. What did the book do for reform? Did it make any difference? And why?
4. What groups were affected by the book? Were the audiences served as the book intended to appeal, and did it in fact appeal to this group? What groups took
   cause?
5. How was the book linked to any particular reform movement?
6. Based on the reports submitted, have a committee tabulate the results of the reports and try to
   elements, trends, techniques, etc., of:
   b. The History of the Standard Oil Company.
   c. The Jungle.
   d. The Octopus.
   e. The Jungle.

6. The resolution for Women's Suffrage both as an outgrowth of the general reform movement, and as an
   leadership by an informed, determined sub-group.

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

   a. The Big Drug Company
   b. The University of Wisconsin Medical School
   c. City health departments

8. These reports are to get back to the class on present day practices in each of these areas, and on regulations now
   imposed on income tax evaders during the period being studied and today. Illustrate how
   practices have changed and explain what accounts for this change. Be sure to cite examples from both
   periods and discuss the numbers of people paying taxes in both periods might be useful.

   a. The resolution for Women's Suffrage both as an outgrowth of the general reform movement, and as an
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   practices have changed and explain what accounts for this change. Be sure to cite examples from both
   periods and discuss the numbers of people paying taxes in both periods might be useful.
VI. Historical leadership results from the interplay of events and personalities.

1. Third parties are sometimes formed by strong leaders when these need 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 something, it is unsuccessful if he fails to identify the majority of the people.

II. Political institutions within a society are subject to either evolutionary or revolutionary change.

1. Third parties can develop because of the major parties or in response to either of the major parties.
2. Political reform on the national, difficult to achieve because of venality, spoils, and a disinterested public.
3. Reform legislation grew out of a desire only were possible, but were in a democratic system of government.
4. Conflict is a necessary element of democracy can only be purchased at the expense of society.
5. Reform during this period was conservative in nature.
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.

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.
1. Have students trace the origins and exploits of the "Bull Moose" party with spe-
formed.
2. Study the leadership roles played by Roosevelt, Taft, and Wilson in obtaining r-
3. As students study civil service reform, have them analyze the extent to which the
quickened the implementation of this reform. They may wish to relate this to the
result of the assassination of President Kennedy.
4. Study the "leadership image" of Teddy Roosevelt as it developed in the minds of
this image was created and what factors helped to sustain it. Point out some of
you can identify.
5. Study William J. Bryan's image as a leader. Discuss the characteristics of lead-
discuss why he failed to identify with majority opinion. Students should arrive
interrelationship of leadership characteristics and identification of public wi-
6. Research the policies and statements concerning the status of the Negro in Amer-
administration from Hayes through Wilson. Develop a time line including many ob-
ments. (Materials - Pages 124, 129, 131-133, 138-139, 154-155, 166-168 in The
Cohen, pages 35-40 in The Negro Struggle for Equality in the Twentieth Century

1. Study the Greenback and Populist Parties in terms of the reasons for their form-
Populist Party and Negro interests - Pages 133-136 in The American Negro by Log-
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. Date
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 democ-
and what procedures are available to us to correct these abuses?" In applying a
period under study, particular attention might be directed at the movement for
4. Analyze the labor movement during this period for elements of conflict, both vi-
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, po-
taking place in the United States with other reform movements occurring elsewhe-
period.
6. Have students define conservative and liberal, reactionary and radical. Discov-
change in time and have them apply their definitions to the reform which occur
trace the origins and exploits of the “Bull Moose” party with special emphasis on why it was
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Study civil service reform, have them analyze the extent to which the assassination of Garfield
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<td>2. Both the &quot;in&quot; and &quot;out&quot; party</td>
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<td>3. Under our two-party system, party results in control of opposition.</td>
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<tr>
<td>4. The initiative, referendum, people at the local level of elected officials.</td>
</tr>
</tbody>
</table>
1. Political parties consist of people united in an organization either because they think alike, or believe they do, on political matters, or to achieve common goals. Frequently, the "thinking" is conditioned.

2. Both the "in" and "out" parties play significant political roles.

3. Under our two-party system, a serious division of the majority party results in control of the government going over to the opposition.

4. The initiative, referendum, and recall were attempts to assure people at the local level of some measure of control over elected officials.
1. Have students study the "Issues" presented by the major parties during the election which of the issues presented were the result of conditioned thinking. An example to his party, as presented by John Kennedy in the first chapter of his Profiles 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 what techniques each uses to either maintain or regain power. Apply to his party, as presented by J ohn Kennedy in the first chapter of his Profiles degree to which this represents conditioned thinking.

4. Study the election of 1912 to see how the split within the Republican Party led to 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, referendum, and recall. Discover to what purposes men such as LaFollette intended this legislation to be used. Did they work as intended? Comment on reasons for and against the proposal. In fact, the legislation produced the desired effect. Comment on reasons for and against the proposal.

6. Have students compare and contrast political parties and vested interest groups. 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 functions in an election. (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 if the issues presented were the result of conditioned thinking. Analyze the politician's allegiance to the party, as presented by John Kennedy in the first chapter of his Profiles in Courage, in terms of the way in which this represents conditioned thinking.

Organize a political party in detail in order to determine its unique features and modes of operation. 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. What purposes did the legislation produce the desired effect. Comment on reasons for its failure or success. Compare and contrast political parties and vested interest groups. Specifically, have them compare the concepts of "policy" and "power" in relation to these two institutions.

A 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.) It could be re-enacted to show structure of a political party and how political issues are handled.

(1892, 1896, and 1912 are good years to use as the problem of third parties arises) Divide 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.

Sources
1. Texts
   Bluementhal 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.
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[Note: book references and educational record sales are listed, but not transcribed]

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tries, party publicity posters. After pre-

tial, hold a mock election.

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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.

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 expressing
Political 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 political right and left and to develop the continuum expressing political points-of-view.

- Liberal
  Believes in evolutionary change through constitutional processes

- Conservative
  Ultra-conservative

- Ultra-leftist
  Believes in revolutionary change usually outside the framework of constitutional processes

- Communist
  Extremist-rightist

- Fascist
Each student should define the "pool" and the "trust" and compare them:
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 "Gold" speech. Then the students, in a class discussion, should explain 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 idea of 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 of:
   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 as 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 read.

Pertinent readings are:
1. Starr, Todd, Curti, Living American Documents.
3. Angle, American Reader.
to their use.

1. Define the "pool" and the "trust" and compare them with reference to:
   - Their creations.
   - Their use.
   - Control measures.

2. Allowing 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.
   - A talented in the speech arts should paraphrase William Jennings Bryan's "Cross of linen. 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
     - Weaver and the Populist
     - Bryan and the Democrats

3. Develop the essential characteristics of one of these administrations:
   - The Democratic
tionalism", 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
       - Problems of labor
       - Nation
       - Education

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

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

---

3. American Reader.
The following activities, which may be used as individual or group projects, are 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. 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
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*

Lipset, Seymour, *Political Man: The Social Bases of Politics*

Hinderaker, Ivan, *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 Morgan*

Allen, Frederick L., *The Lords of Creation*

Buck, Selon J., *The Agrarian Crusade*

Faulkner, H. and Starr, Mark, *Labor in America*

Hayes, Samuel P., *The Response to Industrialism*

Holbrook, Stewart H., *The Age of the Moguls*

Howard, Robert W., *This is the West*

Lecch, Margaret, *In the Days of McKinley*

Lynch, Denis T., *The Wild Seventies*

Nevis, Allan, *The Emergence of Modern America, 1865-1876*

Schlesinger, Arthur M., *The Rise of the City, 1878-1898*

Gras, Norman and Larson, Henrietta, *Casebook in American Business History*

Hacker, Louis, *The Shaping of American Tradition*

Hoffner, Richard D., *A Documentary History of the U.S.*

Hochstadt, Richard, *The Age of Reform: From Bryan to F.D.R.*

Holbrook, Stewart, *Dreams of the American Dream*


Commager, H. S., *Document of American History*

Crumen, Johnson, & Dunn, *A Documentary History of the American People*
INSTRUCTIONAL MATERIALS

Faulkner, H.U., *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*
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*
Rils, Jacob A., *Theodore Roosevelt*
Steinberg, Alfred, *Woodrow Wilson*
Thomas, Henry, *Ulysses S. Grant*
White, Dale, *Gifford Pinchot*
White, William S., *The Taft Story*
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 Guilded 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
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


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) Leland-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) Leland-Allison Act, (b) Sherman Silver Purchase Act, (c) Interstate Commerce Act, (d) Sherman Anti-Trust Act.

Could the following be the best example of governmental corruption before 1880? (a) Spoils System, (b) Tenure of Office Act, (c) Whiskey Ring, (d) direct election of senators.
EVALUATION FOR UNIT III
(Sample Questions)

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

LEVEL III

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

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.

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
OVERVIEW

The years between 1865 and 1920 marked America's rise to world leadership. The basis for this rise was laid by the events which characterized the period, particularly the events which thrust America into a position of international conflict. The U.S. was committed to a greater role. America came out of the period 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 the necessity for compromise.

Although the learning situations and understandings do independently of each other, they are designed to relate them. The task of interrelationship is left to the teacher. The situations include an equal number of inductive and deductive approaches, many teaching techniques. For instance, in the section on the shrinking of the U.S. in the Pacific, the situations call for the use of observations to arrive at a conclusion. The situation in this section asks the student to use specific facts to develop each situation to an understanding and relate at the end, or the student should develop a greater respect for rational decision making.

When studying the situations in the concept dealing with emotionalism, the teacher should chastise the U.S. for decisions based on emotionalism. A positive emotionalism indicates that the emotionalism should be considered not as an isolated event, but as a part of the overall decision-making process.
1865 and 1920 marked America's rise to world leadership. Its economic growth provided a role, but the Spanish-American War and the resultant acquisition of an overseas empire 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 herself to a position of world leadership.

TEACHER

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 policy, the emotional factor in decision making, and the complexity of historical events. The situations and understandings do independently focus on the concepts, no attempt has them. The task of interrelationship is left to the teacher. Since the learning situational number of inductive and deductive approaches, there is enough flexibility to allow for situations. For instance, in the section on the shrinking or interdependent world, two situations ask the student to use specific facts to arrive at a generalization, while other situations ask the student to make inferences from a generalization. Still another situation asks the student to make inferences from a generalization. Thus, the teacher may situation to an understanding and relate at the end, or he may develop each situation to an directly to the inferential stage, relating the concepts as he proceeds.

Situations in the concept dealing with emotional reasoning, the student may be tempted for decisions based on emotionalism. A positive approach is suggested where the teacher emotionalism should be considered not as an isolated event but as part of the times. The 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
I. Ours is a shrinking world; however, the effect of space and distance is related to the technology of a society.

1. The rapid industrial expansion of the U.S. led to new foreign markets.

2. Foreign markets led to a greater realization of commercial enterprises and the export of new materials.

3. American expansion in the Pacific prior to the Klondike gold rush in 1897 provided investment opportunity and trade with Latin America.
industrial expansion of the U.S. caused a demand for markets. International markets led to a greater realization of interdependence. Expansion in the Pacific prior to 1898 was mostly a reflection of commercial enterprises and the search for new sources of raw materials, saw investment opportunity and trade expansion in
1. Using statistical tables of the U.S. export-import trade balances, explain 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 making more than the American people can use... the trade of the world makes
5. Determine what domestic economic conditions influenced the demand for world markets
6. Label on a world map the Pacific islands used as naval coaling stations, and the 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 1900 to 1909 why American businessmen continued to utilize foreign markets in spite of stubborn types of goods being exported.
9. Illustrate how the Algeiras Conference departed from the Monroe Doctrine and how Taft carried out this policy and in what way Wilson agreed.
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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.

mer's novel Hawaii, report on American settlement in Hawaii.

n 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."

mastic 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

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

The Algeciras Conference departed from the Monroe Doctrine and how T. Roosevelt justified this.
ited out this policy and in what way Wilson agreed.
II. Societies must devise means of distributing political power.

1. The status of overseas possessions had 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 minority's legislative program.

4. While the constitution gives the Executive over foreign affairs, at times the Legislative people can exert predominant influence.

5. The League of Nations was an effort to find a solution to international problems.
Understandings

The use of overseas possessions has never been completely resolved; some areas have gained statehood while others are dependent or semi-independent.

The United States was granted authority to oversee the governing of possessions.

A strongly entrenched minority can defy a major legislative program.

The constitution gives the Executive branch the power in foreign affairs, at times the Legislative branch or the Senate can exert predominant influence.

The League of Nations was an effort towards an idealistic solution to international problems.
STUDENT LEARNING EXPERIENCES

1. Compare and contrast the position of Aguinaldo, the Philippine rebel leader, as leader, in their conflict with rational 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 statement 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) 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 core 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 and discuss "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 fit in these two respects. Decide if a nation can be both a world power and a neutral nation.

9. Analyze President Cleveland's position on Hawaii and Venezuela by (1) collecting information, 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 recognition or nonrecognition was exercised by the U.S. and determine the purposes, outcome, and who had the power to control the situation. (e.g., Mexico)

11. Report of T. Roosevelt's actions in Panama and determine why other presidents handled the same way.

12. Report on negotiations after World War I and analyze the position of the U.S. and determine Wilson's goals and his reasons for compromise.

13. Study the League of Nations and the United Nations and compare them as (1) peace power structures.
of Aguinaldo, the Philippine rebel leader, and Sitting Bull, the Indian
national authority.

1. Find applications of this

2. Discuss how the

3. Evaluate

4. Determine

5. Determine how the results of the Spanish-American War affected America's foreign policy.
### UNIT IV AMERICAN FOREIGN RELATIONS, 1865-1920

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>UNDERSTANDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. What people believe to be true is frequently more important than existing reality in determining their behavior.</td>
<td>1. Newspaper sensationalism focused and stirred a war fever against Spain and led to the Spanish-American War.</td>
</tr>
<tr>
<td></td>
<td>2. Some American expansionism was a real and justified obligation to lead and tutor less-developed nations.</td>
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<td>3. In the campaign for patriotic support during the Spanish-American War and World War I, intolerance became an unfortunate result.</td>
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<td></td>
<td>4. A contributing factor to America's involvement in World War I was the emotional and idealistic desire to spread democracy.</td>
</tr>
<tr>
<td></td>
<td>5. American Negroes believed they would achieve equality in the American life and were willing to fight for it in the Spanish-American War and World War I.</td>
</tr>
</tbody>
</table>
sensationalism focused America's attention on Cuba and a war fever against Spain.

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

Campaign for patriotic support during World War I, became an unfortunate by-product.

Constituting factor to America's entry into World War I was a moral and idealistic decision "to make the world safe for democracy."

Negroes believed they would share in the promises of African life and were willing to fight and die in the American War and World War I.
1. Compare the incident concerning the sinking of the U.S.S. Maine with the sinking of members of an American vessel in the Cuban Civil War of 1868-78. From the opinion was enraged by one and not the other.


3. Study political cartoons in newspapers and texts to determine how the cartoonists expressed their views.

4. Determine the attitudes and beliefs of an American expansionist who would say, "You dare not do less."

5. Deduce from William H. Taft's comment "little brown brothers" what his attitudes were.


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 nature of American patriotism in World War I, and the roles of the press in mobilizing public opinion.

9. From an investigation of British and German propaganda efforts in America for 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 and rethinking replacing good judgement.

11. Conduct research on the treatment of German-Americans in World War I, and report on American attitudes toward this issue.


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 "war to end wars".

STUDENT LEARNING EXPERIENCES

Concerning the sinking of the U.S.S. Maine with the seizure and execution of 53 crew members in the Cuban Civil War of 1868-69. From these activities determine why public opinion was swayed one way and not the other.

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

Evaluate how newspapers and texts tried to determine how the cartoonist tries to affect the reader. And beliefs of an American expansionist who would say "Take up the white man's burden."

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

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

Emotions aimed at developing patriotism can lead to intolerance and hysteria. Examine American slogans and music to determine the nature of this appeal.

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

Speech about making the world safe for democracy in the light of such incidents as certain parts of Russia at the end of World War I. Treatment of German-Americans in World War I, and report on cases of emotional judgement.


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 on 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.)
IV. The causes of history are always multiple and complex.

<table>
<thead>
<tr>
<th>CONCEPTS</th>
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<tr>
<td>1. Evolutionary theories supported over multiple and complex.</td>
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<td>2. America's foreign affairs from the close of the 1890's tended to be of less importance.</td>
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<tr>
<td>3. The Open Door Policy was designed to provide access to China's markets.</td>
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<tr>
<td>4. America's neutral position was threatened in the early stages of World War I.</td>
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TIGS

Overt to the clique in the 1880's tended to be of less importance than domestic affairs. Door Policy was designed to establish conditions which allow the U.S. to expand in the Far East. China's neutral position was threatened by both sides in the stages of World War I.
1. Examine the basis and interrelationship of the causes of the imperialism of economics, defense, manifest destiny, evolutionary theories applied to society.
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 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. Analyze the objectives of each policy and the amount of U. S. support. Determine how each policy was examined the Russo-Japanese War in light of these policies to determine if.
5. Just before the Civil War, a German philosopher said that in the future three conceivable: (1) Asia and Europe against North America, (2) North America and Asia, (3) North America and Europe against Asia. Discuss these three combinations in the 1920, and the present.
6. Study the competing alliances in Europe in 1914 to evaluate the wisdom of determining 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 right that it does not need to convince others by force that it is right," to war.
STUDENT LEARNING EXPERIENCES

Analyze the territorial integrity policy toward China in 1900. Establish the amount of W. S. support. Determine how much protection China obtained.

Analyzing the position of liberal and conservative presidential elections from 1868-1916. Decide on the order of importance of the

value of domestic and foreign issues.

Discuss these three combinations in the light of conditions in 1870, 1900,

and Europe in 1914 to evaluate the wisdom of America's position of neutrality. 

Discuss these three combinations in the light of conditions in 1870, 1900,

in Europe in 1914 to evaluate the wisdom of America's position of neutrality.

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

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

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
SKILLS TO BE DEVELOPED

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.

Critical reading.

Understand denotative and connotative meanings.

Detection of emotional speech.

Writing editorials and newswriting.

Recognizing propaganda techniques.

Composition and exposition and narrative.

Use of dictionary references.

Use such terms as "yellow press," "un-American," "un-american," "un-American policy," such as "the Kaiser," "Over there," and discriminate their use as emotional.

Compare to emotional examples.

Critical reading.

Detection of emotional speech.

Writing editorials and newswriting.

Recognizing propaganda techniques.

Composition and exposition and narrative.

Use of dictionary references.
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
AN ILLUSTRATIVE LESSON PLAN TO BE USED WITH UNIT IV OF GUIDE

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 
States into a position of world leadership, the United States lapsed into what Warren G. 
"normalcy". At its worst this was a period of smug complacency, extreme nationalism and 
of the flapper, the raccoon coat, bigotry, intolerance, and corruption. At best, the Gold 
of transition marked with the usual characteristics of tension and contradictions. Willi 
is this was "the first serious attempt of the Americans to make their peace with the 20th c 
The early years of the twentieth century witnessed the death of rural America and the gro 
stronger government, the end of laissez-faire, the decline of individualism, the responsi 
and a collapse of religious sanctions.

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

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

BACKGROUND CAUSES

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

IMMEDIATE CAUSES

1. Assassination of Arch 
2. Declaration of war on Hungary

THE CHAIN OF EVENTS

Assassination of Ferdinand
Austria declares war on Serbia
Russia mobilizes army
(Tantamount to declaring war on Austria-Hungary)
Germany declares war on Russia
Germany declares war on France
England declares war on Germany

June 28, 1914
July 28
July 29
August 1
August 3
August 4
LESSON PLAN TO BE USED WITH UNIT IV OF GUIDE

UNIT IV

WORLD WAR I

"to make the world safe for democracy", a war that thrust the United
States into the hub of world politics. With the United States, William
Leuchtenburg states that Americans had to make their peace with the 20th century."

At best, the Golden Twenties was a period characterized by tolerance, and corruption. William Leuchtenburg states that
the concept of democracy would have to change. Twentieth century
al theory were not compatible. Adjustments to fit the needs of an

immediate reaction. As there is still much reaction to the efforts
which resulted in the death of rural America and the growth of urbanization,
the decline of individualism, the responsibility of world leadership,

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
Austria-Hungary
August 1
August 3
August 4
AN ILLUSTRATIVE LESSON PLAN (continued)

TRIPLE ALLIANCE - Germany
Austria-Hungary
Italy

TRIPLE ENTENTE - France
England
Russia

Austria-Hungary
Germany
Turkey 1915

Bulgaria 1915

THE CENTRAL POWERS - Austria-Hungary
Total of 4

THE ALLIES - France
England
Japan
Italy 19
Rumania
Portugal
Greece 1
United S

Total of 23

All of Europe eventually entered the war except Denmark, Sweden, Norway, Holland, 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 cre

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.
4. Seeds were sown for Hitler, Mussolini, and World War II.
5. Great loss of life and property.
TRIPLE ENTENTE - France
England
Russia

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

geral ineffectual

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

leading power.

World War II.
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 pretext for war
3. to consider the chain of events leading to the outbreak of hostilities and whether or not they 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
   situation developed.
4. What social progress was made in Europe from the French Revolution to 1914? What are the
dsounds in social reform that lead 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
    The Triple Alliance
    The Triple Entente
    Rome
    Paris

London
St. Petersburg
Vienna
Sarajevo
Constantinople (Istanbul)
Lisbon
Madrid
Berlin
Antwerp
Budapest

Physical: Mountains - Pyrenees, Alps, Carpathian and Caucasus
    Rivers - Thames, Rhine, Po, Elbe, Seine, Danube and Loire
All oceans and seas shown on map
ASSIGNMENT #1

World War I:

Explain how the Archduke Ferdinand was only the immediate event that was used to trigger the outbreak of hostilities and whether or not this "chain" of events caused the war.

Read p. 517-520

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

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

In 1914 - Include the following:
- Lisbon
- Petersburg
- Madrid
- Berlin
- Antwerp
- Istanbul (Istanbul)
- Budapest
- Danube and Loire
- Cauca
AN ILLUSTRATIVE LESSON PLAN (continued)

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

Depth Opportunities:

1. People who lived during the First World War may have interesting information for invited guests or through taped interviews played for the class. The local American Legion can assist in locating men who served in the war. Student interviewers should carefully plan 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 the war. 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 fighting?
4. Why did it seem so important to the United States, in 1915-16, that England should
5. Explain the statement "Considerations of the power balance argues against total vict

Vocabulary:
balance of power contraband hyphenate vote ultimatum
chaunistic debility noncombatant vulnerable
conciliation clan vital rational
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.

ASSIGNMENT #2

Effect of the war upon a neutral United States

American People - pp. 520-527
- Chapter IV, pp. 50-65

Rica - 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.

contraband
debility
eel vital
hyphenate vote
noncombatant
rational
ultimatum
vulnerable
ILLUSTRATIVE LESSON PLAN (continued)

Depth Opportunities:
1. The American Economy: 1914-1920
   a. Construct graphs to indicate the following:
      - Taxation
      - Foreign trade
      - G.N.P.
      - Unemployment
   b. Write a brief essay indicating an understanding of your graphs.

2. Check various source books for four or five of President Wilson's war that seem to you to be the most significant. Print them on a poster and discuss your choices.

ASSIGNMENT #3

Objectives:
1. to determine the causes of America's entry into World War I
2. to understand the part played in the war by the United States
3. to recognize the need for a well organized and responsive "home front"

Reading Assignment:
The Adventures of the American People - pp. 528-533
The Making of a World Power - pp. 129-157

Study Questions:
1. Explain Pershing's statement, "Lafayette, we are here".
2. Compare the "home front's" and the "front line's" reaction to the Armistice?
3. What events in Sargeant Spencer's letter affected you the greatest?
4. In President Wilson's War Message, what reference did he make to England?
5. Assuming you were a member of the Rainbow Division, which part of the war was the most memorable?

Vocabulary:
- anarchist
- atrophy
- Hooverized meals
- kaiser
- kamerad
- pell-mell

Depth Opportunities:
1. Small Group Discussions
   a. Upon what nation may the responsibility for World War I be placed?
   b. The United States had as much cause for going to war against Germany.
2. Map exercise - On an outline map of Europe indicate the following: major battles of the war, the battles in which victorious occurred.
ASSIGNMENT #3

America's entry into World War I

At what point did the United States become involved in the war by the United States

People - pp. 528-533

Peacemakers - pp. 129-157

The American entrance into World War I

Where was America's entry into World War I placed?

The peace talks: the First Peace Conference

... caused the United States to enter the war. Why do you think that is so?

Kaiser

Kamerad

Pell-mell

If the responsibility for World War I be placed?

... the United States had 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.

Note ten phrases most significant. Print them on a poster for class display. Be prepared to indicate an understanding of your graphs.

For four or five of President Wilson's wartime speeches. Note ten phrases indicating an understanding of your graphs.

The peacemaking: the Second Peace Conference

The American involvement in the war.

... in the war by the United States

A well organized and responsive "home front" in the waging of war

"Lafayette, we are here". and the "front line's" reaction to the Armistice.

Churchill's letter affected you the greatest?

Message, what reference did he make to English violations of our neutrality?

The Rainbow Division, which part of the crossing would you think to be

Kaiser

Kamerad

Pell-mell
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 and "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 "Big Four"? What reasons would a public official of 1919 have for denouncing the "sorrows 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 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 occupation, membership, United States' attitude, and their relative effectiveness.
   b. Compare the foreign policy of Woodrow Wilson with that of Franklin Roosevelt. Include their Latin American policies as well as their policies relating to the world wars.

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 normalcy.

3. For the Musically Inclined: Obtain sheet music and/or recordings of World War I songs and record a 20 minute tape for class presentation. Before taping, clear all selections with your instructor.

4. Why didn't the United States join the League of Nations?
ASSIGNMENT #4

of "the war to end all wars" in establishing lasting world peace
"renown" in the year 1919
of the factors which led to the movement away from idealism and the return to

People - pp. 535-538
p. 157-164

633-636

672

633-636

872, pp. 238, Questions 1-11.
sions 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
ken was his own. Explain.
e 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:
sations and the United Nations. In your comparison be sure to discuss organiza-
states' attitude, and their relative effectiveness.
cy of Woodrow Wilson with that of Franklin Roosevelt. Do not fail to consider
licies as well as their policies relating to the world wars.
velop and illustrate cartoons showing two of the following:
aris Peace Conference
abet Lodge toward President Wilson
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
presentation. Before taping, clear all selections and use of amateur talent with

join the League of Nations?
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 Sproul, Margaret, *The Rise of American Naval Power, 1763-1918*

(Special References)

Bemis, Samuel Flagg, *Latin American Policy of the United States*
Conseil, 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*

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*
### INSTRUCTIONAL MATERIALS

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Films (Madison I.M.C.)</td>
<td>F-643 Turn of the Century - 20th Century America 1898-1914</td>
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<td></td>
<td>F-640 End of Innocence - World War I (1914-1920)</td>
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<td></td>
<td>(B.A.V.I.)</td>
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<td></td>
<td>5199 World War I - War Years</td>
<td>14 min.</td>
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<tr>
<td></td>
<td>5200 World War I - Building the Peace</td>
<td>11 min.</td>
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<tr>
<td></td>
<td>3772 Woodrow Wilson, Spokesman for Tomorrow</td>
<td>21 min.</td>
</tr>
<tr>
<td>5. Records (Madison I.M.C.)</td>
<td>America's First World War</td>
<td></td>
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</tbody>
</table>
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


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., France.

LEVEL II

Shows relationships among ideas, makes comparisons, recognizes principles

The action between 1890 and 1890 which demonstrates a change in American attitude toward imperialism is (a) Guano Treaty, (b) Walker Affair, (c) Samoan Crisis, (d) Algeciras 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 parallels

1. Demonstration between 1850 and 1890 demonstrates a change in attitude toward imperialism.
   (a) Guano Treaty, (b) Affair, (c) Samoan Crisis, (d) Recras Conference

2. Changes in American life America to become imperial?

3. The best example of divine security: (a) Panama Canal, (b) Hay-Herran Treaty, (c) Treaty of Paris 1898, League of Nations

LEVEL III

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

1. Define the term "jingo" as it relates to American imperialism.

2. Give an example of jingoism between 1880 and 1914 to illustrate your definition. For extra credit, cite a present day example.

3. 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 established the foreign policy toward each that we did.

4. Analyze the failure of the U. S. Senate to ratify the League of Nations in terms of the phrase "The war to end all wars".
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 economics. These two decades go hand in hand. This is demonstrated by the fact that the concepts felt to be useful in one decade were still felt to be useful in the other as well. They will give the student the view that the crash of 1929 was not the end of one period and the beginning of another, but rather the opposite. Many of the developments of the period grew out of societal changes during the twentieth century. The exodus of rural people continued during this era. With the change came a shift in power to the city. This urbanization of the society was manifested by the extension of fashions to all segments of society.

This period also represents a time of heightened activity in economic and social affairs.

COMMENTARY TO THE TEACHER

At this point in time the teacher might well begin to assess the strengths and weaknesses of the various methods that have been utilized in approaching the situations presented to the students. In this unit the teacher should summarize the evaluative technique used in previous units, the strengths and weaknesses of those methods which he feels were particularly well received.

The teacher should summarize the evaluative technique used in previous units, the strengths and weaknesses of those methods which he feels were particularly well received.

This unit might well be used by the teacher as a self-evaluative device to determine the use of the concept approach to history, making those alterations in approach where appropriate.
and except in a few localities the depression did not affect the Negro. There was a combination of extreme optimism and extreme despair. This is demonstrated by the fact that the concepts developed for one decade apply equally well to another and 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.

Of the period grew out of societal changes during the late nineteenth and early twentieth century. The exodus of rural people continued during this era. With it went the shift of population. Urbanization of the society was manifested by the extension of city habits and ideas into the counties, a time of heightened activity in economic and social legislation.

The teacher might well begin to assess the strengths and weaknesses of the methods and approaches used in previous units. He should select the most suitable and use them in this unit.

The teacher as a self-evaluative device to determine his effectiveness in teaching 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
I. Societies develop laws and sanctions in order to regulate themselves.

1. The crisis in the American economy during the twenties had created an atmosphere conducive to the passage of new laws and regulations.

2. The depression of the 1930's resulted in increased legislation.


4. Legislative action is often initiated to meet the needs of the times.

5. Corruption at times leads to investigations and new laws.

II. Ours is a shrinking world; however, the space and distance is related to the technology of a society.

1. Technological advances increase the mobility of people and goods.

2. Increased mobility has had an integrating effect on society, but there are exceptions such as the rural-urban divide.

3. Technological advances increased contact with other parts of the world.

4. Despite America's attempted isolationism, technological advances forced her to recognize her role in the world community.
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.


4. Legislative action is often initiated to stimulate an economy in distress.

5. Corruption at times leads to investigation.

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 (169-171, 206-208 in The American Negro by Logan and Cohen.)
2. Students hold a panel discussion based on the effects of the Social Security Act on American business and labor (174, 192-199 in The American Negro by Logan and Cohen.)
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. (Mater:
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 these laws were passed and what the consequences were of their rejection.
5. In spite of general public indifference to government, why was there so much reaction and criticism for the Harding scandals? (169-171, 206-208 in The American Negro by Logan and Cohen, Pages 100-102 in The Negro in America by Wade.)
6. Have students trace the development of aviation during this period to show its utilization as a form of transportation.
7. Have students study the growth of communication systems during the period indicating how this made Americans aware of world happenings.
8. Have students contrast the awareness of Americans of the Boxer Rebellion with the Japanese invasion of Manchuria in 1931.
9. Study America's involvement in world problems during this period. Cite success; cite failure and the reasons behind the success and failure.
12. 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

Passed during the early Thirties. Compare the provisions of these laws and the laws regulating business and used against labor.

Based on the effects of the Social Security Act on American society. Have students cite reasons for its growth during the right for federal laws in the area of civil rights. (Materials - Pages 100-102 in The Negro by Logan and Cohen.)

Cite business and agriculture during the early Depression. Cite which of the test of time and which have been rejected. Cite reasons for each.

Reference to government, why was there so much reaction and concern about
determination of the test of time and which have been rejected. Cite reasons for each.

Reasons for the reactions of segments of the population during this period and give reasons to rural. Be sure to include the Negro migrations. (Materials - Pages 67-76, 104-105 in The American Negro by Logan and Cohen, pages 67-76, 104-105 in

The atmosphere of aviation during this period to show its utilization as a means of communication systems during the period indicating how this kept things.

Depressions of Americans of the Boxer Rebellion with the Japanese attack on the world problems during this period. Cite success; cite failure. State and failure.

Organized: The failure of the world to achieve a viable world organization to World War I resulted in the conflict of World War II.

(Materials - 1870 and 1940. Do this for the Negro and the white. (Materials - 1870-1899 in The American Negro by Logan and Cohen, pages 67-76, 104-105 in

United Nations collective security. Assign the role played by the United States in approach.)
## UNIT V
### A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1940

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>UNDERSTANDINGS</th>
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<tbody>
<tr>
<td>III. Historical leadership results from the interplay of events and personalities.</td>
<td>1. Political leaders must understand the interplay of events and personalities.</td>
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<tr>
<td></td>
<td>2. Political corruption is often reflective of the society’s leadership.</td>
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<td>3. A leader may be blamed for situations in which he fails to act or leads characteristically.</td>
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<td>4. In order to be effective a leader must accept the responsibilities of his leadership.</td>
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<td>5. Disagreement within the labor movement is a sign of the period’s turbulence.</td>
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<tr>
<td>IV. The rate of social change is in part dependent upon the strength of prevailing customs and beliefs.</td>
<td>1. Appeals to morality and patriotism were made to resist social change and to resist social change.</td>
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<tr>
<td></td>
<td>2. Release from wartime tensions created social pressures on individuals and groups.</td>
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<tr>
<td></td>
<td>3. The public often reacts unfavorably to moral changes.</td>
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<td></td>
<td>4. Mass communication helped to homogenize culture.</td>
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<td></td>
<td>5. Economic fluctuations often have a destabilizing effect on society.</td>
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<td></td>
<td>6. Advances in knowledge are often accompanied by changes in social norms.</td>
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<tr>
<td></td>
<td>7. The masses of negroes did not move as fast as the society because of prevailing customs and beliefs.</td>
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</tbody>
</table>
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. (Material - Pages 184-199 in The American Negro by Logan and Cohen.)

2. Students study the scandals of the Harding administration and at the same time evaluate: Calvin Coolidge, Herbert Hoover, Franklin D. Roosevelt. Evaluate in terms of the leadership. Seek information to indicate the extent and quality of leadership in welfare. (Material - Pages 180, 190-192 in The American Negro by Logan and Cohen.)

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 the 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 on labor in America. Explain any changes the labor movement. (Material - 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:

7. A debate could be held on the merits of the Roosevelt approach vs. the merits of 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 legislating morality.

4. Study the enforcement of Prohibition. Discover handicaps to its enforcement. As an a program of air-tight enforcement.

5. Trace the rise of syndicated crime during the period. Ascertain prohibition legislation's effect on crime rate in America.

6. Study the development of radio, newspapers, magazines, and films during this period and their effect on American social behavior.


8. Show how the Scopes Trial illustrates a lag between the development of scientific knowledge and its expression in social institutions.
STUDENT LEARNING EXPERIENCES

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 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,

devise the criteria for leadership, then evaluate: Warren G. Harding,

er, Franklin D. Roosevelt. Evaluate in terms of their willingness to accept

to indicate the extent and quality of leadership in the areas effecting Negro

84-199 in The American Negro by Logan and Cohen.)

ed in the labor movement during this period and their causes. List the leaders,

licts had on labor in America. Explain any changes in the Negro's position in

als - Pages 180, 190-192 in The American Negro by Logan and Cohen.)

porting the contentions of the A.F. of L and the C.I.O. Have the class act

to resolve the conflict. Debate the following resolution: Industrial unions usurp

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

ity of the American woman during the 1920's. Show evidence of change during

the Nineteen Twenties. What was the behavior of previous decades.

Regarding the attitude of the public during the 1920's regarding prohibition. Comment

legislating morality.

As a Treasury agent, set up

crime during the period. Ascertain prohibition legislation's effect on the

zines, and films during this period. Explain how they

lstory by John Steinbeck. Analyze how unemployment affected the lives of

strates a lag between the development of scientific theory and accepted mores
UNIT V  A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1940

CONCEPTS

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.

VI. It has been typical of society for one segment to relegate another to a less prestigious position.

UNDERSTANDINGS

1. Governmental programs developed an effort to reactivate a paralyzed economy.
2. The Supreme Court, during the early years of the initial political programs, issued a significant decision.
3. Economic good times, as in the availability of consumer credit.
4. The inability of the farmer to compete situation resulted in a farm depression.

1. Labeling is a technique sometimes used by society to a less prestigious position.
2. Restrictions on immigration during this period reflected labor's fear of competition from certain elements.
3. Lynching, segregation, and discrimination were used to restrict the opportunities of others.

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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.

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


1. Students study the government programs established during this period to determine their permanence. (Note instances where the reasons seem to have considered Negro welfare.)

2. Students study the Supreme Court decisions reached during this period to determine their basis for 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 this speculation 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 executed rather than murderers.

3. Study the restrictions (restrictive limitations) on immigration during the period, the reasons for these restrictions and give the effect this had on labor's status during this period.

4. Study materials dealing with lynchings, segregation, and discrimination in different communities. Consider the reasonings behind such actions and the actual effect they had on Negroes. (Materials - Pages 167, 170-173, 180-181 in The American Negro by Logan and Cohen, pages 116-121 in The Negro in America by Cuban, pages 126-135, 134 in The Negro in America by Cuban, pages 525-535 in This Was America by Handlin.)

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STUDENT LEARNING EXPERIENCES


Reasons why society resisted attempts of Negroes to improve their position. Examples are pages 172-173, 176, 181, 186, 194 in The American Negro by Logan and Cohen, pages 67-76 in Negro in America by Cuban, pages 116-137 in The Negro in American Life by Wade, This Was America by Handlin.

Programs established during this period to determine: reasons for their success or failure, the areas of the economy affected, and their lasting effects where the reasons seem to have considered Negro welfare. (Materials - Pages 193-180 in The American Negro by Logan and Cohen, selected references in The New Deal by Davis.)

Court decisions reached during this period to determine: the attitudes reflected by the decisions rendered by the Court during the 1920's on the economy during the 1920's and now. Compare the two decisions rendered during the 1920's and indicate which were resolved and which remained unresolved problems had on the Depression in a later period.

"Needer", "hick", and "sodbuster" relate to the image of the farmer and how "red" and "black" came to affect these unresolved problems had on the Depression in a later period.

Wanzetti case. Discuss the accusation that they were executed for being radicals.

Restrictive limitations on immigration during the period. Through study find the reasons and give the effect this had on labor's status during the period.

UNIT V  A TIME OF PROSPERITY, TRIAL AND RECOVERY, 1920-1940

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>UNDERSTANDINGS</th>
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<tr>
<td>VII. Political institutions within a society are subject to either revolutionary or evolutionary change.</td>
<td>1. During the Depression, change occurred in a democratic society.</td>
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<tr>
<td></td>
<td>2. There was no breakdown in the stability of the Depression.</td>
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<tr>
<td></td>
<td>3. Economic concerns are often transformed during periods of economic depression.</td>
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<tr>
<td></td>
<td>4. During the Depression the federal government increased its responsibility for public welfare.</td>
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<td></td>
<td>5. The New Deal was an attempt to reform the federal government regulation.</td>
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<tr>
<td></td>
<td>6. Movements in a society for change were occurring at the same time.</td>
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</table>

VIII. This is a bountiful earth, but some of its resources are irreplaceable.

1. Abuses of the land during this period created the "Dust Bowl" and resultant human suffering.
2. Improper utilization and misuse of land found effect on the economy of the United States.
3. Despite the conservation movement, natural resources were being used with little regard for their irreplaceable nature.
4. Economic disaster often leads to social and political change.
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.

Abuses of the land during this period led to the disaster of the "Dust Bowl" and resultant human misery.

Improper utilization and misuse of natural resources had a profound effect on the economy of the 1920's and 1930's.

Despite the conservation movement business continued to exploit natural resources with little regard to future problems and needs.

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 Killed?)

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. (Materials in The American Negro by Logan and Cohen, pages 15-21, 76-81, 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 pub the welfare of many Negroes. Demonstrate whether or not this is a departure from trad policy. (Materials - Pages 188-194 in The American Negro by Logan and Cohen, pages 36 by Davies.)

5. Have students study laws passed during the First Hundred Days. Then have them decide wh 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 as 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 American 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 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 harm 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 le 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
and political conditions of the Soviet Union in 1917 and the U. S. in 1931. Explain why it was in the Soviet Union and not in the United States.

Have students discover who were very wealthy families or men in 1920. Do the same for 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. Have another group study election of 1924, 1928, and 1932. Discover which two presidents won by the largest majority. Have this be in the light of the campaign promises previously presented and discussed. Explain to the Republican Party to the Democratic Party. (Materials - Pages 183-186 in The New Deal 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.)

Have students discover the promises in 1932 to see if they represent change. Have another group study election of 1924, 1928, and 1932. Discover which two presidents won by the largest majority. Have this be in the light of the campaign promises previously presented and discussed. Explain to the Republican Party to the Democratic Party. (Materials - Pages 183-186 in The New Deal 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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Describe his life and the goals he has set for himself. Explain is attacking in Babbitt.

List and comment on problems leading to its creation in 1933. Describe his life and the goals he has set for himself. Explain is attacking in Babbitt.
UNIT V  A TIME OF PROSPERITY, TRIAL, AND RECOVERY, 1920-1945

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, Columbia 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.,
   2627 McGraw-Hill, BAVI
   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.
   Rower, Avenues to America's Past,
   pp. 307-499 Isolation
   pp. 400-409 From Only Yesterday
   pp. 410-419 Great Crash
   pp. 422-447 FDR
SKILLS TO BE DEVELOPED

<table>
<thead>
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<th>No.</th>
<th>Activity</th>
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<td>1.</td>
<td>Writing dialogue</td>
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<td>2.</td>
<td>Dramatics</td>
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<tr>
<td>3.</td>
<td>Group presentation</td>
</tr>
<tr>
<td>4.</td>
<td>Using films and records in presentations</td>
</tr>
</tbody>
</table>

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.
The student should be aware that the cultural and social changes and developments
of the period. Since writers and artists often
reflect the life of their times, the following depth opportunity is suggested in an effort to
examine the reactions of figures representative of this period. Students should be selected
by using those works which are most illustrative of the point of view of each. They
might read descriptive, pointed selections from "The Hollow Men" in order to present,
T.S. Eliot's felt about the age. Other suggested personalities are:
1. Edwin Arlington Robinson
2. Carl Sandburg
3. F. Scott Fitzgerald
4. Sinclair Lewis
5. Sherwood Anderson
6. Ernest Hemingway
7. Eugene O'Neill
8. Pearl Buck

Social conflict was present during the 1920's even though prosperity and affluence
were common. 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 in the class
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
proposed:
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
mitigate 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
or not they were consistent.

Decide whether or not, and in what ways, the prosperity of the 1920's was
in a lasting sense. After completion of research, it is suggested the teacher assume
the role of questioning and stimulating critical thinking. The Socratic method of
questioning is a productive way of engaging students in meaningful and relevant
discussion.
The cultural and social changes and developments of the 1920's reflected the life of this period. Since writers and artists often provide a mirror of the period, depth opportunity is suggested in an effort to point up the ideas and life of this period. Students should be selected to personalize these people most illustrative of the period and point of view of each. For example, one student selections from "The Hollow Men" in order to present a vivid picture of how DEPTH OPPORTUNITIES

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

The prosperity and affluence gave tone to the period. Social changes intensified tensions and produced alterations in values and the student's understanding of social change and the resulting conflict, the student's understanding of social change and the resulting conflict, the student understood the period either through panels or to the north.

Klux Klan

Success in

Labor

Discussing techniques, the following exercises are suggested:
3. Study the causes of the Great Depression which began in 1929.
4. Analyze public reaction to events, the Hoover administration in an attempt to arrest the prosperity of the 1920's as a mirage.

It is suggested that teachers assume a dominant guiding role in this material. The Socratic method of guiding the discussion through the discussion through asking questions can result in critical thinking and conclusion drawing.
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 readiness, he should select one of the following topics and gather pertinent information:

- List the types of occupations which increased considerably during the 1920s and their impact on the labor union.
- Explain why foreign loans or investments to the United States required more than it imports.
- Distinguish between speculation in stocks which provided capital for business 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, study a company's, the purpose of the stock market, and learn about stock prices, bid prices, highs, lows, bears, and bulls. This depth opportunity is one for an invitation made by the teacher to a representative from a stock brokerage firm to explain how corporations are formed, how stock is sold, how the stock market operates.

As an exercise in developing the ability to abstract and to discriminate, the following outline relative to New Deal legislation:

I. Relief measures
   - Federal Emergency Relief Administration
   - Civilian Conservation Corps
II. Recovery measures
   - National Recovery Administration
III. Reform measures
   - Social Security Act

Each student should then write a short critique in which he makes a general evaluation of the New Deal.

To assist the student in the difficult process of analyzing the accuracy of historical interpretation, a following depth opportunity is suggested: The statement is sometimes made that Franklin D. Roosevelt was committed to helping "the forgotten man" with social security. The student determines the accuracy or the inaccuracy of this assertion.

A committee of students should make a careful study of the subject: Was Roosevelt committed to helping "the forgotten man"? 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.
DEEP OPPORTUNITIES

The student needs to be prepared to understand, to influence rationally, and to abstract and to discriminate, the students should be asked to complete a critique in which he makes a general appraisal of the successes and failures of the process of analyzing the accuracy and relevancy of historical judgment.

The student should then find out how individuals became interested in the purpose of the stock market, and the meaning of such terms as: buying short, going long, buying on margin, selling short, and selling on margin. This depth opportunity could be used as student background to assist the student to understand, to influence rationally, and to abstract and to discriminate, the students should be asked to complete a critique in which he makes a general appraisal of the successes and failures of the process of analyzing the accuracy and relevancy of historical judgment.

The statement is sometimes made by New Deal supporters that the administration is committed to helping "the forgotten American." The student through research of this assertion.

Was the New Deal a revolution or an evolution? As the student completes his or her project, he or she may want to refer to the New Deal: Revolution or Evolution? booklet in "Problems and Resources." The reports should be presented to the class and the information gathered and pertinent information which he should relate to the class, increased considerably during the 1920's and indicate how this shift

items to the United States required that the United States export more stocks which provided capital for industrial expansion, and stock and bring on the stock market crash of 1929.

individual project to study the organization of a single corporation or to investment from economic sources. The students should then find out how individuals became interested in the purpose of the stock market, and the meaning of such terms as: buying short, going long, buying on margin, selling short, and selling on margin. This depth opportunity could be used as student background to assist the student to understand, to influence rationally, and to abstract and to discriminate, the students should be asked to complete a critique in which he makes a general appraisal of the successes and failures of the process of analyzing the accuracy and relevancy of historical judgment.

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items to the United States required that the United States export more stocks which provided capital for industrial expansion, and stock and bring on the stock market crash of 1929.
In order to develop such concepts as the business cycle, depression, fiscal and monetary policies, each student should be assigned one of the following topics which will be developed in a short paper. After completion of student research, a class 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 have led to a greater degree of recovery and depression.

4. Indicate short run and long run results of a high protective tariff on the economy.

5. State factors which help to explain why labor union membership grew so rapidly during the 1930s.
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
ported by the Reconstruction Finance Corporation might have resulted in
ery and depression.
ng 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.
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*
Winter, Dixon, *The Age of the Great Depression*
Allen, Frederick L., *Since Yesterday*
Sullivan, M., *Our Times*
Adams, S.H., *The Incredible Era*
Barnes, M.A., *Within This Present*
Hinshaw, B., *Herbert Hoover, American Quaker*
Hoover, H., *Memoirs*
Newberger, 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*
Modell, 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, N.L., *Prejudices*
Novins, Allen, *The New Deal of World Affairs*
Shannon, David, *The Great Depression*
Lorant, 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*
<table>
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<tr>
<th>INSTRUCTIONAL MATERIALS</th>
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<tr>
<td>Allen, Frederick L., <em>Only Yesterday</em></td>
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<td>Bryn-Jones, David, <em>Frank B. Kellogg</em></td>
</tr>
<tr>
<td>Burlingame, Roger, <em>General Billy Mitchell, Champion of Air Defense</em></td>
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<tr>
<td>Gunther, John, <em>Roosevelt in Retrospect: A Profile in History</em></td>
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<td>Hicks, John D., <em>Republican Ascendency, 1921-1933</em></td>
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<td>Lewis, Sinclair, <em>Babbitt</em></td>
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<td>Lewis, Sinclair, <em>Main Street</em></td>
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<td>Warren, Robert Penn, <em>All the King's Men</em></td>
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<td>White, William Allen, <em>A Printer in Babylon: The Story of Calvin Coolidge</em></td>
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<td>Zugschwerdt, Leant, <em>A Time To Remember</em></td>
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<td>Tuns, J., <em>Son of the Valley</em></td>
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<td>Biren, B., <em>Twentieth Century Unlimited</em></td>
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<td>Cremins, L.A. and Mendel, M.L., <em>Public Schools in Our Democracy</em></td>
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<td>Howard, Jr., <em>Our Contemporary Composers</em></td>
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<td>Keepnews, O., <em>Pictorial History of Jazz</em></td>
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<td>Barrymore, Lionel, <em>We Barrymores</em></td>
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<td>Byrd, Richard E., <em>Alone</em></td>
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<td>Graham, F., <em>Lou Gehrig, A Quiet Hero</em></td>
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<td>Lindbergh, Charles, <em>Spirit of St. Louis</em></td>
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<td>Cournos and Cournos, <em>Famous Modern American Novelists</em></td>
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<td>Lengyel, E., <em>America's Role in World Affairs</em></td>
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<tr>
<td>Stimson, H.L., <em>On Active Service in Peace and War</em></td>
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<tr>
<td>Ambler, Eric, <em>Journey Into Fear</em></td>
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<td>Hersey, John, <em>The Wall</em></td>
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<td>Hull, Cordell, <em>Memoirs</em></td>
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<tr>
<td>Lewis, Sinclair, <em>It Can't Happen Here</em></td>
</tr>
<tr>
<td>Sherwood, Robert, <em>Roosevelt and Hopkins: An Intimate History</em></td>
</tr>
</tbody>
</table>
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
ADDITIOAL REFERENCES CONCERNING NEGROES IN AMERICAN HISTORY: UNIT V

(All of these references may not be available in any one school library. Librarian is requested to develop a bibliography of materials available when substituting.

<table>
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II: AMERICAN HISTORY: UNIT V

Available in any one school library. It is suggested that the school
library inventory be supplemented with the specialized collection of materials available which are appropriate to the unit.

REFERENCES


REFERENCES


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REFERENCES


LEVEL I

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 Jenra, (c) Sacco and Vanzetti, (d) Smith and Forbes

LEVEL II

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 term 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
plus

any of the following are

exemplifies of reform legislation:

(a) Alien Act of 1917, (b) 21st

Amendment, (c) 18th Amendment,

positions taken by the

executive branch in regard to

legislation which reflect

change in leadership from

Wilson to Harding. Use laws

during terms of these

presidents to support your

answer.

of the labor unions below

considered to be most radi-

tical by the general public:

I.O., (b) A.F.L., (c)

Mine Workers, (d) I.W.W.

LEVEL III

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

country, (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.
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

### I. Differences in political institutions and ideologies often lead to conflicts among and within societies.

1. Nations take action to maintain or change their form.
2. Nations use economic means to maintain or change their form or ideology.
3. Nations create alliances with other nations in the world.
4. Nations attempt to create alliances with other nations throughout the world.
5. Social and political systems are either stable or unfavorable of change.

### II. The form and complexity of governmental systems varies in time and with societies.

1. Political institutions and ideologies are attempts to create alliances within the states.
2. Areas of state and local government are changing.
3. The federal government is focused on individual welfare.
4. Federal programs encourage social and political stability.

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S H I S T O R Y, 1 9 4 0 - P R E S E N T

U N D E R S T A N D I N G S

Nations take action to guarantee their own security.
Nations use economic means to gain certain ends.
Nations create alliances to seek a favorable balance of power in the world.
Nations attempt to create political situations favorable to themselves, throughout the world.
Social and political situations which are perceived to be favorable or unfavorable often influence political developments.

Political institutions of the United States change in response to increased involvement in domestic and international problems.
Areas of state and local government responsibility are constantly changing.
The federal government continued to increase its direct effect on individual welfare.
Federal programs encouraging exchange of peoples and ideas are attempts to create understanding and peace in the world.

2 6 8
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 an action to guarantee our 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 and German division, Berlin Blockade, North and South Korea, Formosa, Suez, Cuba, Beter South Viet Nam. Debate the issue that these were necessary to protect our security. Use the Truman Doctrine, Marshall Plan, Point Four Program, Alli and A.I.D. to show this policy in action.

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, Alli 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 that were established and maintained by the United States.

7. Portray social and political situations in the Congo, Cuba, Indonesia, and Egypt and unfavorable political results for the United States.

1. Study the constitutional amendments since 1945. Report on the interests which were served by these.

2. Students study the establishment of the United Nations. Explain how these were actions to guarantee our security. Determine what provoked these actions.

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 and German division, Berlin Blockade, North and South Korea, Formosa, Suez, Cuba, Beter South Viet Nam. Debate the issue that these were necessary to protect our security. Use the Truman Doctrine, Marshall Plan, Point Four Program, Alli and A.I.D. to show this policy in action.

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, Alli 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 that were established and maintained by the United States.

7. Portray social and political situations in the Congo, Cuba, Indonesia, and Egypt and unfavorable political results for the United States.
The Service Act of 1940, Lend Lease Agreements, and the Atlantic Charter. Show how these actions guaranteed our security. Determine what provoked these actions.

The establishment of the United Nations. Explain how this was an attempt to protect our own interests. The U.N. Charter insured our security. How did these actions protect our security?

The role in confrontations between different ideologies since 1945, i.e., East-West Blockade, North and South Korea, Formosa, Suez, Cuba, Berlin Crisis, and North and South Korea. Explain how these were necessary to protect our security.

The measures used after W.W. II by the United States to discover how they affected our security. These include the Truman Doctrine, Marshall Plan, Point Four Program, Alliance for Progress, Peace Corps, and other policies.

Formosa, South Korea, South Vietnam and the Dominican Republic. Depict influence and cooperation in maintaining these states.

Situations in the Congo, Cuba, Indonesia, and Egypt that have had favorable or unfavorable effects on the United States for the United States.

Reports on the interests which supported and opposed these changes in purpose and title since 1945. Investigate these changes and the reasons behind them. Develop criteria for establishing a priority list of proposed amendments.

Reports on the decisions of the U.S. Supreme Court. Report on rural opposition to constitutional decisions of the U.S. Supreme Court.

Reports on the many provisions in the federal aid to states and local governments and the extent of accompanying regulations.

A comparison of federal ownership of business to that of the Truman administration.

Reports on federal ownership of business to that of the Truman administration.

Any examples: off-shore oil, T.V.A., others.

Reports on the Social Security, Job Corps, Kerr-Mills, and Medicare. These are supporting and opposing these programs.

Reports on the problems in dealing with individual welfare. Explain alternative solutions that are available. Pages 256-258 in The American Negro by Logan and Cohen, Pages 119-129 in Cuban.
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.

1. Civil rights problems continue.
2. The division of power between the federal and state governments has always been an area of concern.
3. Inflation often occurs during periods of economic expansion and is often accompanied by a brief recession and the stabilization of prices.
4. Full employment has existed during times of economic prosperity.
5. Crimes against persons and property have been a concern since World War II.
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.
10. Students investigate the Fulbright student exchange system, and its effect. Have and cons of the value of such a program.

11. Students study other exchange programs, such as: "city to city", A.F.S. programs. Evaluate the success of one of these programs, using its own purposes as guidelines.

12. Study the International Education Bill introduced in the 1966 session of Congress. Implications for better international understanding.


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 point of view (201-202, 203, 206-207, 211-212, 229-237, 240-244, 243, 252, 261-264 in The American Negro by 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 federal authority.

4. Discover how the desegregation of schools illustrates a conflict between federal and state authorities. Determine which government is most concerned about the welfare of the Negro. (Materials - Pages 141-143 in The Negro in America by Logan and Cohen, pages 131-139 in The Negro in American Life by Wade, to American Past by Bowes.)

5. Define inflation. Study inflation during W. W. II. Determine what governmental problems caused inflation under which inflation is harmful and when it should be controlled.

6. Study the inflation of the 1920's and contrast this with the inflation of the 1960's. Discuss which government's policies were effective and what problems still remain. Point out new problems that are beginning to affect the effectiveness of such programs for whites and non-whites. (Materials - Pages 131-139 in The American Negro by Logan and Cohen.)

7. 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 that generates about Madison as a place to live.
STUDENT LEARNING EXPERIENCES

The Fulbright student exchange system, and its effect. Have a panel discuss the pros and cons of such a program.

In exchange programs, such as: "city to city", A.S.A. program, and teacher exchange program, success of one of these programs, using its own purposes as the criteria.

Education Bill introduced in the 1966 session of Congress in terms of its international understanding.

The Civil Rights Movement in America. Discuss changes if any that have occurred since if the Negro changed his methods of attaining civil rights since W.W. II.


Explain the causes for increased resistance to Negro civil rights activity, in.

Controversy. Depict how this indicates a conflict between federal and state education of schools illustrates a conflict between federal and state authority. (Materials - Pages 230-237 by Logan and Cohen, pages 141-143 in The Negro in American Life by Wade, pages 141-143 in The Negro in American Life by Cuban.)

Inflation during W.W. II. Determine what governmental controls were instituted during W.W. II and contrast this with the inflation of the 60's. Discuss conditions harmful and when it should be controlled.

Coordination of programs initiated to reduce unemployment since the Depression. Determine their problems still remain. Point out new problems that are being created. Compare programs for whites and non-whites. (Materials - Pages 192-192, 256-256 in The Negro in American Life by Cohen.)

Police officer or an F.B.I. agent to discuss the types of crime most prevalent in the Madison since W.W. II with the national crime rate. Discuss what this indicates a place to live.
UNIT VI  THESES IN CONTEMPORARY UNITED STATES HISTORY, 1945-Present

IV. Human experience is continuous and interrelated; change is an ever present factor in human and social development.

1. America's space program is military technology; reaction stimulated its growth.

2. The impact of automation and far reaching effects on American life.

3. Breakthroughs in medical technology (vaccine, miracle drugs, organ transplants, surgery and psychiatry) dispelled much human misery and created new problems of old.

4. Increased leisure time and has created greater public interest in the arts and facilities.

5. Working women have become an integral part of the American work force since World War II.

6. Mass culture has become a threat to the traditional culture. Increased urbanization, immobility. The search for identity indicated 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" with emphasis on architecture and design.

9. Increased civil rights and ship capabilities in various
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 that this will have on 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 them report to the class.
6. Conduct research to find some industries that have greatly affected 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 stories are in 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. single and use it for a discussion of why the results are what they are. Relate it to 1944.
11. Compare your home with the "typical" American household pictured on TV. Examine the magazines for glamour or prestige articles on yourself and others.
12. Through an assembled group of records discuss changes in style and subject matter 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 the U.S. compare literacy rates and college graduate percentages between 1920 and 1944.
15. Contrast the Seagram Building, the Johnson Wax Building, the IBM Building, others with the traditional office building. Explain why companies seek to build buildings with unique architectural forms. Survey the architectural styles of recent buildings and relate them to traditional church architecture.
16. Create a list of major symphony orchestras in the U.S. Relate their distribution, communications and increased mobility.
17. Examine the number of cultural attractions found in Madison. Determine how they differ from cities of similar size in the U.S.
18. Develop a bulletin board display on Negro contributions to American life. Include different fields of activity such as the arts, sciences, sports, music, etc. (Materials - Pages 203-206, 217-226, 239-243, 258-259 in The American Negro, 152-157, 163-166, 167-168 in The Negro in American Life by Wade.)
STUDENT LEARNING EXPERIENCES

1: America could better spend the millions allocated to our space program to alleviate problems here and abroad.

bomber vs. missile controversy and the effects that it has had on the development of nuclear strategy and our space program.

the classroom to discuss recent advances in surgery, internal medicine, and psychiatry.

ur operations dealing with recent medical breakthroughs in polio, TB, burn treatment, heart surgery.

ur Surgeon-General's report on cigarette smoking and health and report these findings to

some industries that have greatly affected automation and analyze the positive and negative results from this automation.

on of the state park system in Wisconsin. Discuss the effects of improved highways, the "camping boom" on our state park system.

r evening paper and find out how many different types of entertainment are available in your city. Compare this total to Chicago or Tomah.

e a paper showing the number of working wives vs. non-working wives. Graph the total number of working women in 1900, 1930, 1955 and report on changes.

imilar publication do an analysis of TV fare. Examine the types of programs which are watched by public, and those determined by "public" preferences. Try to decide whether or not these programs, the "typical" American household pictured on TV. Examine the effect of advertising on yourself and others.

up of records discuss changes in style and subject matter in American "popular"

est-selling novels and the funny papers.

see Education Act and subsequent changes in the Madison Public Schools. Charts compare per capita spending on public education from state to state in 1955 and subsequent revisions to changes in the Madison Public Schools.

ed and charts compare per capita spending on public education from state to state in 1955 and subsequent revisions to changes in the Madison Public Schools.

acy rates and college graduate percentages between the U. S. and other selected countries.

ing, the Johnson Wax Building, the IBM Building, National Guardian Life Building and General office building. Explain why companies seek to identify their headquarters buildings.

Survey the architectural styles of recently built churches in Madison and other church architecture.

mosty orchestras in the U. S. Relate their distribution to urbanization, expanded cultural mobility.

Cultural attractions found in Madison. Determine how and by whom they are supported.

display on Negro contributions to American life. Include lists of Negro leaders in society such as the arts, sciences, sports, music, education, military, government, etc.

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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., 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)
SKILLS TO BE DEVELOPED

1. Debate skills.
2. Editorialism.
3. Detection of propaganda.
4. Detection of emotionalism.
5. Discussion.
6. Writing commentary.
7. Listening.
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 Vietnam 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.
UNIT VI
THEMES IN CONTEMPORARY U.S. HISTORY, 1940-Pr

INTRODUCTION

IDEOLOGICAL RIVALRIES AND WORLD WAR II:

The problems that resulted from World War I led many nations to seek easy solutions to the conflicts of the post-war period. These solutions often led to extremism, which resulted in World War II as a part of 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 Russia posed 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 threatened with domination.
5. The anti-Fascist nations united, turned the tide, and forced the surrender of the Axis powers.
6. Once again the nations of the world sought a lasting peace, but only at the cost of 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, 393
Second World War - 81, 132-133, 526-529, 595, 674, 679-682
Story of Civilization: Communist Revolution - 756, 759, 780, 795, 805
Dictators - 256, 759-759, 799, 800, 803-804, 819, 824, 827-828, 833
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:
UNIT VI
THEMES IN CONTEMPORARY U.S. HISTORY, 1940-Present

INTRODUCTION

WORLD WAR II:
Exhausted from World War I, many nations to seek extreme solutions to their problems; this result of this extremism.

The following assignments relate the following specific understandings to the more general understandings in the context of the concepts developed in this unit.

ASSIGNMENT #1

The nations attempted to deal peacefully with the economic and political problems of the post-war period. The communist dictatorship of the former Czar's Russia confronted the world with democracy and capitalism. Authoritarian dictators rose to power who became aggressive toward weaker neighbors. The war began with Axis victories. The entire world was threatened with totalitarian ideologies and the threat of war.

American People - pp. 555-561
World War I Period - 374-376, 377, 382-384, 389, 524-526, 594

Mentor Book, 1962
AN ILLUSTRATIVE LESSON PLAN (continued)

Supplementary Reading (continued)


Filmstrips:
1. *Outbreak of World War II,* 1939-1941, 47 frames, color
2. *Through the Periscope, Submarine Warfare,* 50 frames

Small Group Topics:

1. Basic understanding: The rise of Communist dictatorship from the ruins of the Czar's Russia with a force opposed to democracy and capitalism.
2. Basic understanding: Under the Czars, Russian economy and government remained feudal. People produced revolutionary movements.
3. Basic understanding: Defeat and crisis during World War I led to the overthrow of a middle class provisional government.
4. Basic understanding: In November, 1917, Lenin began a Marxist dictatorship and established the Soviet Union.
5. Basic understanding: Stalin emerged as Lenin's successor, speeded rapid industrialization of agriculture, and purged his opposition to gain absolute personal power.
6. Basic understanding: The Soviet Union pursued a policy of isolation and world revolution 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 some countries and turned to aggression against weaker neighbors.

1. Basic understanding: Economic crisis and unemployment weakened governments, providing opportunity to gain support and power.
2. Basic understanding: Italian Fascism maintained private enterprise under Mussolini's dictatorship.
3. Basic understanding: Bigotry and a desire for vengeance swept Hitler into power for another war.
4. Basic understanding: Military leaders of Japan seized Manchuria and established air bases.
5. Basic understanding: The League of Nations seemed to be helpless before the aggression and the intervention in the Spanish Civil War.
6. Basic understanding: The Western Democracies met the Depression at home with unemployment and unable to unite against aggression.
7. Basic understanding: Appeasement failed to turn aside Axis aggression and only added to the desire for conquest.
of Communist dictatorship from the ruins of the Czar’s Russia confronted the world with a force opposed to democracy and capitalism.

Under the Czars, Russian economy and government remained backward, and discontented revolutionary movements. Defeat and crisis during World War I led to the overthrow of the Czar and the establishment of provisional government.

In November, 1917, Lenin began a Marxist dictatorship which won a bitter civil war among the powers, and purged his opposition to gain absolute personal power.

The Soviet Union pursued a policy of isolation and world revolution among the powers, and only strengthened Hitler's aggression caused a search for allies.

ASSIGNMENT #2

Economic crisis and unemployment weakened governments, giving dictatorships the support and power.

Italian Fascism maintained private enterprise under Mussolini’s system of militarism and a desire for vengeance swept Hitler into power, and Germany prepared for another war.

Military leaders of Japan seized Manchuria and established a dictatorship at home. The League of Nations seemed to be helpless before the invasion of Ethiopia, China, and the Spanish Civil War.

The Western Democracies met the Depression at home with internal reforms, but were unable to do anything to stop aggression.

Appeasement failed to turn aside Axis aggression and only strengthened Hitler's
ASSIGNMENT #3

Small Group Topics: The Second World War began with Axis victories and the entire totalitarian domination.

1. Basic understanding: German "Blitzkrieg" tactics won rapid conquest of most of Europe and 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 Britain refused to enter 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 the United States led 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 of their success or failure.

1. Basic understanding: During the war the Big Three of Russia, Great Britain, and the United States worked for victory.
2. Basic understanding: The hope that these powers could work to bring about international peace was met with the establishment of the United Nations.

Vocabulary identification for entire unit:

ASSIGNMENT #3

World War began with Axis victories and the entire world was threatened with domination. "Blitzkrieg" tactics won rapid conquest of most of Europe, while Mussolini and Germany, by way of most of Europe, were defeated in the Battle of Britain, but the Nazis turned to the attack in the Pacific to win a vast empire, but brought the United States into the Axis.

ASSIGNMENT #4

Nazi-Germany, Italian, and Japanese domination was turned. Italian, German, and Japanese domination was turned against the Axis at Midway, Stalingrad, and in North Africa. American production armed the anti-Axis coalition, and American forces played a great part in the Axis. Italy was defeated in 1943; Germany was conquered in 1945; and Japan surrendered first atomic bombs.

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. 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

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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 contributed to 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, 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 the opposite of the problems in time of depression?

Problem 3: At about what time in our history did the role and influence of affairs become significantly greater than it had been? What are the causes of increased governmental participation in the economy? What reasons 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?
(continued)

To better understand the Second World War, students should complete the following exercises:

- Locate, name, and color:
  - Map of Europe
    - a. Black Sea
    - b. Caspian Sea
    - c. Adriatic Sea
  - Map of the Pacific

- Areas under control of Japanese by 1942

Notes in preparation for a class discussion on how each of the following contributed to the war effort:

II. Coordination among the Allies

- Coordination of Lend-Lease

In preparation for a class discussion on how each of the following contributed to the war effort:

- Coordination of Lend-Lease

Problems associated with a wartime and post-war economy, each student should answer:

- Mic developments, resulting from preparations for World War II and the war itself, control necessary?
- Mic developments, resulting from preparations for World War II and the war itself, control necessary?
- What role did the government play in economic development following World War II?
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- What role did the government play in economic development following World War II?
As a means of tying the past into the present, the student should draw comparisons between 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 1930's.
3. The government's attitudes toward unemployment in the 1890's compared to the 1960's.
4. The government'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 significance of American postwar policy:

1. Truman Doctrine
2. Marshall Plan
3. OAS
4. Point Four
5. NATO
6. SEATO
7. Eisenhower Doctrine
8. Peace Corps
9. Alliance for Progress
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 include:

1. Agriculture: Efficiency of production techniques and use of labor; rate of growth; standard of living; nature of problems; and determinates.
2. Industry: Rate of growth and productivity; efficiency of production to compatibility with democracy; production incentives; determination of who receives benefits; determination of what are to be produced; determination of who receives benefits.
3. Labor: Efficiency of labor; role of labor unions; wage rates and working conditions; 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 reflects the 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 justifying the means are a reflection of the goals.
Comparisons and contrasts between the early 19th century and the early 20th century are important to understand the context of the present day. The student should draw comparisons and contrasts between the position in the 1890's compared to the 1960's, the role of surplus in the 1890's compared to the early 1960's, the attitude toward unemployment in the 1890's compared to the 1960's, and the role in maintaining prosperity in the 1890's compared to the 1960's.

To finish his study by generalizing about the important changes represented in these comparisons, the student should chart the important provisions and significance of the following:

- SEATO
- Eisenhower Doctrine
- Peace Corps
- Alliance for Progress
- "The Johnson Doctrine"

The free market economy of the United States contrasts with the state controlled economy of many other countries. The student should collect evidence relative to the strengths and weaknesses of each economy in industry and labor. Suggested topics for research in these areas would include:

- Efficiency of production techniques and use of labor; rate of growth and productivity; standard of living; nature of problems; and determination of goals.
- Growth and productivity; efficiency of production techniques and uses of labor; ability with democracy; production incentives; determination of what and how goods are produced; determination of who receives benefits of production.
- Rate of growth; role of labor unions; wage rates and working conditions; right to change rate of living; status of women workers; use of slave labor.

The spirit in which foreign relations are conducted has much to say about the world, each member of the class, after research, should take the affirmative or the negative debate statement: Resolved: that the ends justify the means in the conduct of objectives cannot be achieved by evil means, and by their nature the means must
1. Supplementary Reading

Allen, Frederick L., The Big Change
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
Marshall, 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
Arnoff, D., A Sense of the Past
Baker, R., Chaim Weizmann, Builder of a Nation
Bartlett, R.M., Sky Pioneer, the Story of Igor I.
Sikorsky
Baruch, B., Baruch, My Own Story
Baruch, B., The Public Years
Bering, Andrew, Foreign Affairs and You
Brin, Jones, Frank B. Kellogg
Bullock, A., Hitler, A Study in Tyranny
Burlingame, R., General Billy Mitchell, Champion of Air Defense

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2. Films

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Duration</th>
<th>Producer</th>
<th>Price</th>
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<td>4802</td>
<td>Land of Liberty 1939-1958</td>
<td>20 min.</td>
<td>B.A.V.I.</td>
<td>2.50</td>
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<tr>
<td>0506</td>
<td>Crisis in Korea</td>
<td>9 min.</td>
<td>B.A.V.I.</td>
<td>1.25</td>
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<td>3251</td>
<td>Supreme Court</td>
<td>17 min.</td>
<td>B.A.V.I.</td>
<td>3.00</td>
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<td>3460</td>
<td>D-Day</td>
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<td>0688</td>
<td>F.D.R.</td>
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<td>B.A.V.I.</td>
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<tr>
<td>3283</td>
<td>Planning Our Foreign Policy</td>
<td>15 min.</td>
<td>B.A.V.I.</td>
<td>3.00</td>
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</table>

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.

REFERENCES


Davis, John P., The American Negro. Englewood Cliffs, N. J: Prentice-Hall, 1956. Pages 75-95 are on period from 1920 to 1932. Sections are on population, economic, urban families, education, protest movement, legal and professional, armed forces, blues and jazz, fine arts, and American writers.


Available in any one school library. It is suggested that the school bibliographer of materials available which are appropriate to the unit.

REFERENCES

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.


REFERENCES


REFERENCES


Bibliography of studies related to the status of Madison's Minority group population.

Comprehensive Housing Survey, prepared for Madison Housing Authority, August, 1966.


Facts About Poverty in the School of Social Work, University of Wisconsin, O'Neill, University Work, October, 1966.


Recertification of the Wisconsin, MRA, 1965.


REFERENCES

The Negro Community of South Madison, Prof. Charles O'Reilly, University of Wisconsin School of Social Work, October, 1966.
The Negro in Wisconsin, A statistical profile, Legislative Reference Bureau.
Neighborhood Planning, Madison Plan Department, October, 1962.
Survey of South Madison Project Area, Madison Redevelopment Authority, March, 1966.
1964 Special Census of Madison.
Some Opinions of Parents in the Williamson Street Area, Prof. Charles O'Reilly, University of Wisconsin School of Social Work, May, 1967.

Madison's City of Community Relations Service, September, 1955.
Mcil Lede of St. Louis Welfare Council, April,
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
EVALUATION FOR UNIT VI
(Sample Questions)

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

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Automation is most related to (a) hand labor, (b) quality control, (c) human resources, (d) technological development

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