Dayton Public Schools 9th Grade Social Studies Instructional Guide. Dayton Teaching American History

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DAYTON PUBLIC SCHOOLS

9TH GRADE SOCIAL STUDIES INSTRUCTIONAL GUIDE

Also available at the Dayton Public School (DPS) Web Site:
http://www.dps.k12.oh.us/academic/secsoa/americanhistory/teaching_01.htm
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Acknowledgements

9th Grade Instructional Guide

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The printed versus online version of the guide

This instructional guide for Social Studies is highly dependent on utilization of the Internet. Although you have been provided with a printed copy we strongly recommend you also use the online version at:
http://www.dps.k12.oh.us/academic/secsoc/americanhistory/teaching_01.htm
Going on-line will allow you the ability to click and connect to the Web site lessons in the guide without typing them into your Web browser.

Frequently Asked Questions about use of the on-line guide:

- **How do I search the Instructional Guides and Lesson Plans?**
  
  Put your search term in the white box at the upper right hand corner of the screen and click GO.

- **I typed in a sentence in the search box and too many results returned.**
  
  Only type in key words for the most accurate searches.

- **When I click on a Unit, it does not open.**

- The files are in Adobe Acrobat format. Make sure you have that program on your computer.

  Contact the help desk 937-542-3184 if you experience problems with Adobe Acrobat.

- **How do I print documents in Adobe Format?**

  Click the print icon in the Adobe toolbar. Do not use the print function under Windows.

- **Is the pagination in the Instructional Guides book the same as the online Guides?**

  Yes.

- **What if the Web site indicated is no longer available or I get an error message or encounter issues or difficulties?**

  Call the help desk at Dayton Public Schools 937-542-3184.
The lesson planning and instruction process

1. Read the lesson and reflect on its significance to you and your students.

2. Review the standards, benchmarks and indicators that are addressed in the lesson for the grade level you teach so the objectives are clearly in your mind.

3. Review examples of formal assessments used in the past so that your work with students reflects future expectations of performance. Note: the questions may take different forms, and performance on multiple-choice questions alone is usually not sufficient to pass.

4. Check Interdisciplinary Connections activities to see if other subjects can be included in a team approach.

5. Design a lesson that makes use of the best resources and will motivate your students to attain the benchmarks and indicators.

6. Check Differentiated Learning to consider adaptations to the lesson.

7. Prepare informal assessments. Many times, these are included in the Web-based lesson.

8. Record any reflections you might have about future use of the same lesson.
# How to Use This Guide

## The guide sections

Here you will find the unit that is covered. The units are presented in chronological order.

Here you will find a list of lessons included in the unit and where to find each unit in the guide.

This space is supplied for you to record reactions to the lessons and ideas you might have for using the lessons.

### Lesson title

Icons to identify the Web site as resource, an activity or full lesson, and if it requires a computer for student use.

Vocabulary listed here is used in the lesson.

The lesson is described briefly here and the URL is provided so that you may see click on it to see and print the lesson.

### Standards: Benchmark: Indicator

These are the standards, benchmarks, and indicators addressed in the lesson.

---

### DPS SS Instructional Guide How to use this guide

4
How to Use This Guide

Listed here are activities for students who need additional instruction or who are ready for enrichment activities, on who need additional instruction.

Additional Resources

Web Sites:
- White House History - http://www.whitehousehistory.org
- The American President - http://www.americanpresident.org
- The White House - http://www.whitehouse.gov

Community Connections
- Students could possibly visit and read their writing aloud at a local civic organizatio

If there are Additional Resources or activities that offer Community Connections, they are found here.

Informal Assessment
Clearly-marked assessment.

If a lesson includes informal assessment items, they are noted here. For assessment items, please use the link to the Ohio Department of Education practice tests in the online version of the guide.
Get to the Source: What are Primary and Secondary Sources?
Julieanne Phillips, Ph. D.

History and culture are best understood through the eyes, ears, ideas and creations of those people whose experiences we can examine. Primary resources are the window through which we explore this heritage.

Phyllis DiBianco
American Memory Fellow 2001
Library of Congress

Historians use a wide variety of sources to answer questions about the past. In their research, history scholars use both primary sources and secondary sources. Primary sources are actual records that have survived from the past, such as letters, photographs, and articles of clothing. Secondary sources are accounts of the past created by people writing about events some time after they happened.

WHAT ARE PRIMARY SOURCES?
Primary sources enable the researcher to get as close as possible to what actually happened during an historical event or time period. A primary source reflects the individual viewpoint of a participant or observer. Primary sources may include some of the types of materials listed below:

- **Diaries, journals, speeches, interviews, letters, memos, manuscripts and other papers** in which individuals describe events in which they were participants or observers.
- **Memoirs and autobiographies.** These may be less reliable than diaries or letters since they are usually written long after events occurred and may be distorted by bias, dimming memory or the revised perspective that may come with hindsight. On the other hand, they are sometimes the only source for certain information.
- **Records of, or information collected by Government agencies.** Many kinds of records (births, deaths, marriages; permits and licenses issued; census data; etc.) document conditions in society.
- **Records of organizations.** The minutes, reports, correspondence, etc. of an organization or agency serve as an ongoing record of the activity and thinking of that organization or agency.
- **Published materials** (books, magazine and journal articles, newspaper articles) written at the time about a particular event. While these are sometimes accounts by participants, in most cases they are written by journalists or other observers. The important thing is to distinguish between material written at the time of an event as a report, and material written much later, as historical analysis.
- **Photographs, audio recordings and moving pictures or video recordings,**
Materials that document the attitudes and popular thought of a historical time period. If you are attempting to find evidence documenting the mentality or psychology of a time, or of a group (evidence of a world view, a set of attitudes, or the popular understanding of an event or condition), the most obvious source is public opinion polls taken at the time. Since these are generally very limited in availability and in what they reveal, however, it is also possible to make use of ideas and images conveyed in the mass media, and even in literature, film, popular fiction, textbooks, etc. Again, the point is to use these sources, written or produced at the time, as evidence of how people were thinking.

- Research data such as anthropological field notes, the results of scientific experiments, and other scholarly activity of the time.

- Artifacts of all kinds: physical objects, buildings, furniture, tools, appliances and household items, clothing, toys.

WHAT ARE SECONDARY SOURCES?
A secondary source is a work that interprets or analyzes an historical event or phenomenon. It is generally at least one step removed from the event. A recent article that evaluates and analyzes the relationship between the feminist movement and the labor movement in turn-of-the-century England is an example of a secondary source; if you were to look at the bibliography of this article you would see that the author's research was based on both primary sources such as labor union documents, speeches and personal letters as well as other secondary sources. Textbooks and encyclopedias are also examples of secondary sources.

WHY ARE THEY IMPORTANT?
Dayton Public Schools adopted the Ohio Academic Content Standards for Social Studies as its Social Studies curriculum. This content is covered by the Ohio Graduation Test (OGT) which encompasses world studies from 1750 to the present, and United States studies from 1877 to the present. Many test items will present primary source data and information such as text, tables, charts, graphs, maps and illustrations. Students should be able to apply this data and information when answering questions posed in the test items. Students need to integrate their content knowledge with their analysis of primary and secondary sources and reach conclusions based on this information for test answers.

Sources
### Unit 1: 1877-1900

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<td>3. Life on the Great Plains</td>
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<td>4. Indian Boarding Schools: Civilizing the Native Spirit</td>
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<td>5. The Farmer’s Revolt</td>
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<td><strong>Civil Rights</strong></td>
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<td>7. After Reconstruction: Problems of African Americans in the South</td>
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<td>8. W.E.B. Du Bois</td>
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<td>9. From Jim Crow to Linda Brown: A Retrospective of the African-American Experience from 1897-1953</td>
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<td>11. Iron Hill School: An African-American One-Room School</td>
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<td>12. Paul Laurence Dunbar: Selected Poems</td>
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<td><strong>Imperialism</strong></td>
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<td>14. Poetry Analysis – “The White Man’s Burden”</td>
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<td>15. Age of Imperialism</td>
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<td>17. Imperialism and the Spanish American War</td>
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<td>5-7 days</td>
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<td>19. A Soldier’s Letter Home from the Philippines</td>
<td>3-5 days</td>
<td>39</td>
</tr>
</tbody>
</table>
### Social Studies Skills and Methods:

**A. Evaluate the reliability and credibility of sources:**
1. Determine the credibility of sources by considering the following:
   - a. The qualifications and reputation of the writer;
   - b. Agreement with other credible sources;
   - c. Recognition of stereotypes;
   - d. Accuracy and consistency of sources;
   - e. The circumstances in which the author prepared the source.
2. Critique evidence used to support a thesis.

**B. Use data and evidence to support or refute a thesis:**
3. Analyze one or more issues and present a persuasive argument to defend a position.

### Core Activity

This unit provides an understanding of the purpose and structure of National History Day. It helps students: understand the overall theme; discussing possible topics; selecting a topic; researching the topic; and submitting a project for evaluation.

Find the entire lesson on the Web site: [http://www.dps.k12.oh.us/academic/secsoc/americanhistoryfair.pdf](http://www.dps.k12.oh.us/academic/secsoc/americanhistoryfair.pdf)

### Interdisciplinary Connections

- English
- Art
- Theater
- Music
- Dance
- Visual Arts

### Differentiated Learning

**Enrichment Activity:**
- Students can work individually on projects.

**Additional Instruction:**
- Students can work in groups on projects.

**Informal Assessment**

Clearly marked assessment in the lesson.
INTRODUCTORY LESSON
Making Democracy Work for Everyone, 1877-1904 (4 days)

Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary
--- | --- | ---
Government: | Core Activity | second-class citizens, lynching, segregation
A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions:
1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:
   a. Plessy v. Ferguson;
   b. Brown v. Board of Education;
   c. Regents of the University of California v. Bakke.

Core Activity
There were a number of practices based on race and skin color that hindered the South's growth as a region in America. The President has appointed you to a commission to study the social and political conditions of the post-Reconstruction South to the Supreme Court's decision of Plessy v. Ferguson of 1896.

Find the entire lesson on the Web site: http://score.rims.k12.ca.us/activity/unbusiness/index.html

Interdisciplinary Connections
Language Arts

Differentiated Learning

Enrichment Activity:
- After completing the lesson activity above, students who were able to grasp the concept should complete the reflection section of the activity, which is listed below.
- Individually, answer three of the following questions. All reflections should be at least five or more sentences.
- We are at the door of the 21st century. Have the legacy of the nineteenth century problems of racism, sexism, and discrimination been solved?
- What do you predict will be some new challenges for African Americans in the 21st century?
- Do you think the nation can solve these problems of inequality and move on in the development of a color-blind society?
- What do you think about these problems America faced at the turn of the century?
- Which group(s) has/have responsibility for solving these problems?
- Students should look at Plessy V Ferguson and compare it to Brown V Board of Education. How were the foundations of Plessy made into a case for Brown? Explain in a two page essay.
Additional Instruction:

- Have students get in groups of three. You may want to make these groups your own and pair higher and lower ability students together, or put someone outspoken in the group. Each person in the group will pick one of the three cases: Brown, Plessy, or Regents of University of California. With their text or supplemental readings provided by the teacher have each group summarize points they find on the cases. Next, have each group member bring their findings together. See if they can come up with how each case supported grounds for the next, newer case, or even how they may have set a precedent which hurt the future cases. Come together as a class to see if everyone is now on the same page as to how these cases came about.

Informal Assessment

Clearly marked assessment in the lesson.
### Life on the Great Plains (2-8 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td>Great Plains, sodbusters, region</td>
</tr>
<tr>
<td>A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time:</td>
<td>In this four-part lesson, students examine the concept of geographic region by exploring the history of the Great Plains.</td>
<td></td>
</tr>
<tr>
<td>1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including:</td>
<td>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=265">http://edsitement.neh.gov/view_lesson_plan.asp?id=265</a></td>
<td></td>
</tr>
<tr>
<td>b. Wilderness;</td>
<td>Interdisciplinary Connections Language Arts Art</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Have students focus on the 13th, 14th and 15th Amendments. How did these amendments make for changes for expansion westward and the wilderness regions?
- Have students research Lewis & Clark. (Using either text or Internet.)
- Explore the NativeWeb Web site, [http://www.nativeweb.org](http://www.nativeweb.org), for resources on the history and present-day life of Native Americans of the Great Plains. At the Web site's homepage, click on Geographic Region Index then select US – Central for a list of links to Web sites maintained by the Cheyenne River Sioux and other Great Plains tribes.
- Visit the ArchNet Web site, [http://archnet.uconn.edu](http://archnet.uconn.edu), for resources on the mammoth hunters who roamed the Great Plains in prehistoric times, as well as the Mandan and other early tribes of the upper Missouri whose way of life was based on agriculture and trade. At the Web site's homepage, click on Regional View then click on North America in the interactive world map. Scroll down to the list of "Midwest and Plains" links for the South Dakota State Archeological Research Center.
- Research one way the competition for resources has influenced life on the Great Plains by visiting the Evolution of the Conservation Movement, 1850-1920 collection on the Web site, [http://memory.loc.gov/ammem/amrvhtml/conshome.html](http://memory.loc.gov/ammem/amrvhtml/conshome.html). Documents here highlight in particular how seemingly enlightened policies, aimed at preserving wildlife and natural landmarks, inevitably threatened tribes who regarded the region's wildlife as a food source and its natural landmarks as sacred places. Compare this conflict between competing perceptions of the region to controversies that arise when urban preservationists identify a neighborhood as historic and work to impose their views on its inhabitants' way of life.
Additional Instruction:

- Ask students to speculate on the reasons for Jefferson’s interest in accurate records of the geography, climate, people, plants, animals in the lands of the Louisiana Purchase. Q: Why were the journals and maps of the Louis and Clark expedition so important?

- Have students create a cause and effect diagram in their notebooks. At the center of the diagram, students should write the title “Louisiana Purchase.” Have students list causes for the purchase on arrows pointing towards the title. Have them list the effects of the purchase on arrows pointing away from the title. Ask volunteers to share their diagrams.

From here, you can ask the students to work in groups of three to prepare a talk show in which they interview Lewis and Clark. The talk show might include anecdotes about the journey as well as a description of goals the journey achieved.

Additional Resources

Supplemental Texts:


Web Sites:

- African American Perspectives
  [http://lcweb2.loc.gov/ammem/aap/aaphome.html](http://lcweb2.loc.gov/ammem/aap/aaphome.html)

- Third Person, First Person: Slave Voices
  [http://scriptorium.lib.duke.edu/slavery/](http://scriptorium.lib.duke.edu/slavery/)

- Archives of African American Music & Culture
  [http://www.indiana.edu/~aaamc/index.html](http://www.indiana.edu/~aaamc/index.html)

- Ida B. Wells

- A Selected Bibliography of African-American History1820
  [http://lcweb2.loc.gov/ammem/aap/aapbib.html](http://lcweb2.loc.gov/ammem/aap/aapbib.html)

Community Connections

- Speaker from the National Park Service.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
## Indian Boarding Schools: Civilizing the Native Spirit (1-10 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People in Societies:</strong></td>
<td><strong>Core Activity</strong></td>
</tr>
<tr>
<td>A. Analyze the influence of different cultural perspectives on the actions of groups:</td>
<td>In the late 1800s, the United States supported an educational experiment that the government hoped would change the traditions and customs of American Indians. Special boarding schools were created in locations all over the United States with the purpose of &quot;civilizing&quot; American Indian youth. Students explore the forced acculturation of American Indians through government-run boarding schools.</td>
</tr>
<tr>
<td>1. Describe how the perspectives of cultural groups helped to create political action groups such as:</td>
<td>Find the entire lesson on the Web site: <a href="http://memory.loc.gov/ammem/ndpedu/lessons/01/indian/overview.html">http://memory.loc.gov/ammem/ndpedu/lessons/01/indian/overview.html</a></td>
</tr>
<tr>
<td>c. American Indian Movement (AIM);</td>
<td><strong>Interdisciplinary Connections</strong></td>
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<td></td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Read more about the history of the American Indian in *Immigration... The Changing Face of America* on the Learning Page's "Features" section.
- Design a yearbook for an Indian boarding school of your choice. Choose a school year from 1887 to 1945.
- Debate the following statement: Native Americans benefited from attendance at boarding schools.
- Write a letter home as a boarding school student.
- Investigate past or present attempts of forced assimilation in other cultures.
- Map the locations of American Indian boarding schools in the United States.
- As a boarding school superintendent, design an annual school report to be sent to the Commissioner of Indian Affairs.
- Write an essay as if you were the director of a boarding school today. How would you operate it? Include subjects taught, daily schedule, and extra-curricular activities. Compare your school to Native American boarding schools in existence today.

Vocabulary: acculturation
Additional Instruction:

- Put students in groups of twos. Have students read “Assimilation through Education: Indian Boarding Schools.” From the Web site: [http://content.lib.washington.edu/aipnw/marr.html](http://content.lib.washington.edu/aipnw/marr.html) There are six parts or subheadings in this reading. Have each student in the pair write three facts they get from reading each subheading. Next, have the students switch with their partner to review their partner’s “facts” they have recorded. Most likely, the students should have different facts. Now, as a class, have the students take out their notebooks and record from the board. You should ask the students to share with the class what facts their pairs came up with and record these facts on the board. (This is what students should be putting in their notes.)

- As an additional activity, you can have students make a journal entry and write about what a typical day as the life of an Indian in a boarding school would be like. Tell them to use their notes and fact sheet as a reference. Ask for volunteers to read their entries when everyone has finished.

Community Connections

- Speaker from Blue Jacket, information available at [http://www.bluejacketdrama.com/](http://www.bluejacketdrama.com/)
- Miami Valley Council/Native Americans.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
The Farmer's Revolt (1-2 days)

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<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td>producers, consumers, Grangers, Populists</td>
</tr>
<tr>
<td>A. Analyze the influence of different cultural perspectives on the actions of groups:</td>
<td>Students examine primary source documents on late 18th century agrarian reforms.</td>
<td></td>
</tr>
<tr>
<td>1. Describe how the perspectives of cultural groups helped to create political action groups such as:</td>
<td>Find the entire activity on the Web site: <a href="http://www.digitalhistory.uh.edu/historyonline/us25.cfm">http://www.digitalhistory.uh.edu/historyonline/us25.cfm</a></td>
<td></td>
</tr>
<tr>
<td>d. United Farm Workers</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
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<td>Fine Arts</td>
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Differentiated Learning

**Enrichment Activity:**
- You are a cartoonist during the late 1800's. Draw a political cartoon to illustrate one of the problems that farmers faced during this period. Possible topics could include low crop prices, high debt levels, high rates for shipping and storing grain, and poor political representation for farmers. Suggest that students focus on one problem. Display student cartoons for discussion.

**Additional Instruction:**
- Research third party movements in America. How have they affected the outcome of presidential elections?
- Have students form three groups. Each group will produce a flyer designed to encourage farmers to join one of the following groups: the National Grange, the Farmers Alliance, the Populist Party. The flyer should briefly describe the aims of the group and give reasons farmers should be interested in joining. Urge students to make their flyer's eye catching and colorful by including images as well as words to convey the goals of the group they represent. (You may want to group the students yourself with high and low ability levels.)
- When students are finished, you may want to ask them how these groups and their goals or problems led to the United Farm Workers (UFW) to be formed.

Community Connections
- Union members and farmers are possible great speakers.
The Freeman School: Building Prairie Communities (3-5 days)

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<td>Core Activity</td>
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<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>Students examine this one-room school in Nebraska and consider the important role it played in the community during the late 19th and early 20th centuries.</td>
<td></td>
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<tr>
<td>d. The movement for public schooling;</td>
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<td></td>
<td>Art</td>
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</tr>
</tbody>
</table>

Differentiated Learning

**Enrichment Activity:**

**Activity 1: To Preserve or Not to Preserve**

Divide the class into groups with six to eight students in each group. They will be role-playing a citizens’ group which has just bought (or been given) five acres of land on which the abandoned but historic Freeman School is located. Each citizen’s group will need to decide for their community what to do with this building. Assign students to play one of the following roles:

A. Members who want to preserve the school in some form or other.
   1. A farmer whose family helped to build the historic school
   2. A former student of the historic school

B. Members who want to see the historic school torn down to make room for their project.
   1. A business person who thinks the land would be a perfect spot for a new business
   2. A land developer who thinks the land is perfect for building a new subdivision

C. Members who are neutral.
   The remaining committee members are undecided about what to do with the school and have no feeling one way or the other about its fate.

The students playing members who have a strong position (either for or against) will try to persuade the undecided committee members to vote for their solution. Ask students to discuss the following questions in making their decision:

1. If they tear it down, what will they do with the land? How does it benefit the community? Does it benefit all members of the community or only some members? What costs (economic and cultural) come with a decision to tear it down?
2. If they keep the school, what should they do with the building? Should it be redone to an early appearance or left as it is? If they decide on a restoration, how will they pay for it? Where will the skilled workers come from to carry out a restoration? What kind of activities should the group allow at the site?

The whole group will need to vote on the question: Should they tear down the building or keep it? Each member should justify his or her decision about the future of the building and the land. When they have finished, have the groups share what they chose to do with the rest of the class.

Activity 2: How Did My Town Grow
Ask students to find out which school in their city or county is the oldest and then conduct research to recreate the history of this school (or alternately about the school they are attending.) School historical information may be found through the district superintendent of schools, the local library, a local historical society or museum, community newspapers, or interviews with former students or teachers. Information the students should try to locate should include:

- What other buildings were located around the school?
- Was the school the first building in the area? Sometimes, communities sprung up around early one-room or first schools in an area. Was this the case with their community’s school?
- What types of activities took place at the school, both educational and community?
- Has the building been changed, replaced or demolished? If there are early pictures or floor plans, describe the changes. Why might these changes have happened?

Then ask students to share their findings, through oral, written, display, or computer slide-show presentations. Contact the school district’s records managers to see if they would like to attend the student presentations, possibly for the purposes of adding the student research to the district’s collection.

Activity 3:
Research in your town if historic schools have faced razing. Was it saved or destroyed.

Additional Instruction:
- Photo Analysis
- Historical speakers
- Synthesize info – draw conclusions
- Make connection to broad themes between the pages of history

Activity 1: And Today In School....
Many teachers in one-room schools kept records or journals of what went on at the school in which they taught. These journals of record, as they were called, documented the happenings in the classroom and the after-hours activities at the schools. Some teachers wrote every day in their journals while other teachers wrote once every week or two. Teachers were the keepers of the school and responsible to the county superintendent of schools. Eventually many of these journals became excellent primary sources of information about the one-room schools. Unfortunately, the Freeman School records were destroyed in the late 1960s when the school closed.

Explain to students that they will be assuming the role of a teacher at the Freeman School and recreating one month of journal entries. Students will be responsible for writing four entries, one for each week of the month they choose. They may choose from one of the three time periods: 1870-1890, 1890-1910, or 1910-1930. Remind students to reexamine the readings, photographs, and paintings from this lesson for details they may want to include along with their textbooks for the national context. Journal entries should include daily school attendance, subjects taught, and other events that took place at the school. Some difficulties teachers might have faced would include inclement weather, maintenance problems with the building, supply shortages, illnesses, student discipline, or curriculum disagreements with parents or school board members. The journal may take note of after-hours activities and special events held at the school. After the students have completed the journals, divide the class into groups of four to five students. Ask them to share their journal entries with each other about what happened at their school for the month. Other role-playing activities might be from different points of view (a student or school board member) or presented in a different manner (an illustration such as George Marsden’s painting or a skit.)
Additional Resources

Supplemental Texts:


Informal Assessment

Teachers can create their own assessments based on the lesson content.
### Core Activity

In this lesson, students identify problems and issues facing African Americans immediately after Reconstruction.


### Interdisciplinary Connections:

- **Language Arts**

### Differentiated Learning

#### Enrichment Activity:

- Appoint a committee consisting of one representative from small class groups. Have the committee prepare an outline for a report about the model congress results. Then have each small group write to flesh out one outline topic. Ask the committee to edit the final report.
- Have each group select a historical person particularly identified with their issue. Encourage them to search *African American Perspectives, 1818-1907* and other sources for more information about that person. Have students present results of their research through a poster, a biography, or a mock interview.
- Encourage groups to look for similarities between historical problems they have studied and problems that Americans, including African Americans, face today. Which, if any, problems have been solved? Which problems have persisted? How are arguments and proposed solutions similar and different?

#### Additional Instruction:

- Have students study the text of the 13th, 14th and 15th Amendments in their textbooks. Then organize students into groups to create a concept map for each amendment. Students should include the main ideas of each amendment and show how it affects the lives of Americans today. They should illustrate their map with drawings or pictures cut from magazines.
- Encourage students to review the goals of the Freedmen’s Bureau. Then have them create a poster advertising the Bureau’s work and goals.

#### Informal Assessment

Teachers can create their own assessments based on the lesson content.
### W.E.B. Du Bois (3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People in Societies:</strong></td>
<td></td>
<td>NAACP, W.E.B. Du Bois</td>
</tr>
<tr>
<td>A. Analyze the influence of different cultural perspectives on the actions of groups.</td>
<td><strong>Core Activity</strong> &lt;br&gt; W.E.B. Du Bois was a writer, social critic, orator, and editor whose work changed American history. As a founder of the National Association for the Advancement of Colored People (NAACP), Du Bois began an organization that continues today to work to improve conditions for African Americans. Students will analyze and discuss Du Bois' teachings</td>
<td></td>
</tr>
<tr>
<td>1. Describe how the perspectives of cultural groups helped to create political action groups such as:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. The National Association for the Advancement of Colored People (NAACP);</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find the entire lesson on the Web site: <a href="http://www.africana.com/blackboard/bb_000095.htm#materials">http://www.africana.com/blackboard/bb_000095.htm#materials</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections
- Language Arts

### Differentiated Learning

#### Enrichment Activity:

#### Additional Instruction:
- Ask students to write and deliver a speech as if they were Du Bois. Students can get the information they need from the text or from other research.
- Create a poster stating the goals of the NAACP then and now. Have they changed? Why or why not?

### Additional Resources

#### Web Sites:

### Informal Assessment

Teachers can create their own assessment based on the lesson content.
From Jim Crow To Linda Brown:
A Retrospective of the African-American
Experience from 1897 to 1953 (5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>Jim Crow, segregation, Linda Brown</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>The following mini-unit will allow students to explore to what extent the African American experience was &quot;separate but equal.&quot;</td>
<td></td>
</tr>
<tr>
<td>d. Immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>People in Societies:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>B. Analyze the consequences of oppression, discrimination and conflict between cultures:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Explain how Jim Crow laws legalized discrimination based on race.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Brown v. Board of Education;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:

1. As students complete each activity, they place their Learning Guides and printed copies of each item in their Council Meeting packet. At the conclusion of the unit, the Council Meeting packet will be collected by the teacher for evaluation as a mini-portfolio of the student's experience throughout the unit.
Additional Instruction:

- Share this excerpt from the Brown v Board decision: "to separate (black students) from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in ways unlikely ever to be undone." Lead a discussion of what the comment means and how this Supreme Court decision reversed Plessy v Ferguson.

- Divide the class into two groups. Have one group of students find information about the Emergency Quota Act, other Quota laws of the 1920s, and the limits they placed on immigration. Have the second group research immigration policies in effect today. Students should gather specific immigration figures for various countries and regions of the world. Have each group present its findings to the class. Prompt students to compare immigration figures of the 1920s with today's figures. Then, have them use the data to make generalizations about immigration policy. Also have students compare ethnic groups that emigrated in the 1920s through today. How do they differ?

Additional Resources


Web Sites:


American Life Histories, Manuscripts from the Federal Writers' Project, 1936-1940 http://lcweb2.loc.gov/ammem/wpaintro/wpahome.html is a collection of oral history interviews. The interviews describe the informant's family education, income, occupation, political views, religion and mores, medical needs, diet and miscellaneous observations.
Jackie Robinson and Other Baseball Highlights, 1860s-1960s
The Special Presentation, Baseball, the Color Line, and Jackie Robinson, 1860s-1960s,
http://memory.loc.gov/ammem/collections/robinson/jr1860s.html is a timeline that tells the story of the segregation and later integration of the sport.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
Core Activity
Theodore Roosevelt has called together five "All Deliberate Speed Committees" to investigate the problems and issues related to civil rights in the late 19th and early 20th centuries and to offer solutions. It is the students' job to advise the President.

Find the entire activity on the Web site: http://score.rims.k12.ca.us/activity/unbusiness/index.html

Interdisciplinary Connections
Language Arts
Fine Arts

Differentiated Learning

Enrichment Activity:
Individually, answer three of the following questions. All reflections should be at least five or more sentences.

- We are in the 21st century. Have the legacy of the nineteenth century problems of racism, sexism, and discrimination been solved?
- What do you predict will be some new challenges for African Americans in the 21st century?
- Do you think the nation can solve these problems of inequality and move on in the development of a color-blind society?
- What do you think about these problems American faced at the turn of the century?
- Which group(s) has/have responsibility for solving these problems?

Additional Instruction:
- Imagine you are an African American in the early 1900s. Write a brief pamphlet for other African Americans that attempts to explain what you are going through with lynching, the (KKK) Ku Klux Klan, and the fight for equal rights.

Additional Resources

Web Sites:
- African American Perspectives
  http://lcweb2.loc.gov/ammem/aap/aaphome.html
- Slave Voices from The Special Collection Library
  http://scriptorium.lib.duke.edu/slavery/
- Archives of African American Music and Culture
  http://www.indiana.edu/~aaamc/index.html
- Ida Wells-Barnett African American Woman
  http://inform.umd.edu/pictures/women_studies/picturegallery/wells.html
- Selected Bibliography of African American History, 1820-1920
  http://lcweb2.loc.gov/ammem/aap/aapbib.html

Informal Assessment

Clearly marked assessment in the lesson.
Iron Hill School: An African-American
One-Room School (3-5 days)

Standard: Benchmark: Indicator | Suggested Activity/Lesson | Vocabulary
--- | --- | ---
History:
B. Explain the social, political and economic effects of industrialization:
4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:
d. The movement for public schooling;

Core Activity
Discover how an early 20th century philanthropist reformed Delaware's education system for African American children.

Find the entire lesson on the Web site: http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/58iron/58iron.htm

Interdisciplinary Connections
Language Arts
Arts

Differentiated Learning

Enrichment Activity:
The History of Your School:
Have students research their school to find out who designed the building, when it was built, and what conditions influenced the plan and the style. In some states, documentation about the construction of schools is located at the State Department of Education and the State Archives. In other states, the school district offices or the municipal library hold this information. Next, have them try to discover how the school building has been altered, adapted, and updated over time. Try to decide what ideals about education the architecture of their school reflects. Students should consider size, floor plan, kinds of classrooms, student and teacher facilities, etc. They should research the guidelines and specifications in effect at the time their school was built. How do those requirements differ from the progressive ideals used the Iron Hill School? Have students research historically African American schools in Dayton. How do they differ from predominantly white schools?

Additional Instruction:
- Select "Progressivism" or "Philanthropist" to research.

Ask students to consider what is meant by the words "philanthropy" and "philanthropist" and write down a definition for each. Then have them compare their definitions with those found in a dictionary. Next, have students choose a local person (other than du Pont) who was active during the Progressive Era and write a short essay describing how that person fits the definition of a philanthropist. Finally, ask students to think of a contemporary philanthropist and compare their contribution to that of the person they researched from the Progressive Era.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
**Paul Laurence Dunbar: Selected Poems (7 days)**

<table>
<thead>
<tr>
<th>People in Societies:</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Identify practices and products of diverse cultures:</td>
<td>Core Activity</td>
<td>blight, dell, lays, prune, throes, throng, toil, unfaltering, unheeding, zest, guile, myriad, subtly, vile</td>
</tr>
<tr>
<td>2. Analyze the perspectives that are evident in African-American, American-Indian and Latino art, music, literatures and media and how these contributions reflect and shape culture in the United States.</td>
<td>Paul Laurence Dunbar was the first African American poet to receive national recognition. Born in Dayton, Ohio, in 1872, he started publishing poetry when he was 16 years old and continued until his death in 1906 at the age of 33. Dunbar's poems included light Victorian lyric poetry and entertaining poems in Negro dialect, but some of his most famous and moving poems are written in standard English and deal with racial issues. In this lesson, students will read, interpret, and write poems in both standard English and dialect. They will interpret and explore their connection to poems through essays and letters. At the end of the lesson, they will work individually to interpret Dunbar's 1899 poem &quot;Sympathy&quot; and (through research) place the poem both in its historical context and its relation to their own lives.</td>
<td></td>
</tr>
</tbody>
</table>


**NOTE:** (Optional) The Ohio Reading Road Trip Instructional DVD/videocassette available through DPS Media Services.

**Interdisciplinary Connection**

Language Arts

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**Differentiated Learning**

**Enrichment Activity:**
- Web site has a multitude of activities that can be used for enrichment and/or additional instruction.

**Additional Instruction:**
- The Web site shares consideration for additional instruction.

**Informal Assessment**
- Clearly marked assessment in the lesson.
The Making of a Poet and a People

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td><strong>Core Activity</strong></td>
<td>luminaries, prestigious, compensation, tedious, tuberculosis, dialect, succumb</td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>The Dunbar State Memorial introduces visitors to the life and career of poet Paul Laurence Dunbar. Through viewing Dunbar-related Web sites, students will encounter important concepts including: the migration of Dunbar's parents from the South (slavery) to the North (skilled labor), Paul working as a child to help the family raise money; and the emergence of a middle class having more time for leisure and creating a market for popular literature and live entertainment, hence Paul's career.</td>
<td></td>
</tr>
<tr>
<td>1. Explain the effects of industrialization in the United States in the 19th century including:</td>
<td></td>
<td></td>
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<tr>
<td>b. Immigration and child labor and their impact on the labor force;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Urbanization;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. The emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture.</td>
<td></td>
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</tr>
</tbody>
</table>


**Interdisciplinary Connections**

- Art
- Music
- Language Arts

**Differentiated Learning**

**Enrichment Activity:**

- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**

- The Website shares consideration for additional instruction.

**Informal Assessment**

Clearly marked assessment in the lesson.
# Poetry Analysis – “The White Man’s Burden” (3-6 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td>empire, imperialism, anti-imperialists, political, satire,</td>
</tr>
<tr>
<td>C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>5. Trace the development of the United States as a world power with emphasis on:</td>
<td>This activity asks students to consider British novelist and poet Rudyard Kipling’s 1899 poem “The White Man’s Burden” – which urged the U.S. to take up the “burden” of empire, as had Britain and other European nations – and several satirical and critical responses to it. This interdisciplinary activity will help students examine differing perspectives on imperialism at the turn of the century and to understand expression, protest, and political satire.</td>
<td></td>
</tr>
<tr>
<td>a. The Spanish-American War;</td>
<td>Find the entire lesson at:</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Connections:</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

## Differentiated Learning

**Enrichment Activity:**

- Group activity of writing poetry and lesson mentions “zinc.” Working individually or in pairs, lists any key words and phrases that stand out to you in each poem. Make a separate list for each poem. Create a “found” poem – a poem that incorporates some of the chosen key words or phrases with your own words. The poem should convey your views or ideas about imperialism.

**Additional Instruction:**

- Word anagrams and puzzles.
- Read the “found” poems with partners or group members and discuss what statements they make about imperialism. If you worked individually, how many of the chosen key words and phrases were the same, and how many were different? How did different people use the same words/phrases? What types of responses do you think your poems would have generated if written in the late nineteenth or early twentieth centuries?
Additional Resources

Video:

- *The Birth of a Nation*, DVD, directed by D.W. Griffith (DVD Release date 2002; Image Entertainment)

Web sites:

- Anti-Imperialism in the United States, 1898-1935
  http://www.boondocksnet.com/ai/index.html
- The White Man’s Burden and Its Critics
  http://www.boondocksnet.com/ai/kipling/index.html#smith
- Rudyard Kipling, The White Man’s Burden
  http://www.historymatters.gmu.edu/d/5478/
- George McNeill, The Poor Man’s Burden
  http://www.historymatters.gmu.edu/d/5475/
- H.T. Johnson, The Black Man’s Burden
  http://www.historymatters.gmu.edu/d/5476/

Informal Assessment

Teachers can create their own assessments based on the lesson content.
### Standard: Benchmark: Indicator

<table>
<thead>
<tr>
<th>History:</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled:</td>
<td>Core Activity</td>
<td>Monroe Doctrine, manifest destiny, Social Darwinism</td>
</tr>
<tr>
<td>5. Trace the development of the United States as a world power with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. The Spanish-American War;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Social Studies Skills and Methods

| A. Evaluate the reliability and credibility of sources:                |                             |
| 1. Determine the credibility of sources by considering the following: |                             |
|   d. Accuracy and consistency of sources;                             |                             |

### Core Activity

As a result of completing this lesson, students will describe the foreign policy known as expansionism or imperialism, and explain what motivated the United States to adopt this policy in the nineteenth century.


### Interdisciplinary Connections

**Language Arts**

### Differentiated Learning

**Enrichment Activity:**

- If students quickly grasp the lesson's concepts, divide the class into two groups. One group should be assigned to research the arguments for American imperialism using primary sources from the era. The other group should be assigned to research the arguments against American imperialism using primary source documents from the era. Students groups should create newspaper editorials arguing their viewpoint. Finally, stage a debate where each side gets five to ten minutes to make at least five arguments with supporting facts, and another two minutes to respond to the other side’s arguments.

**Additional Instruction:**

- If students have difficulty grasping the lesson's concepts, have them go back and review why Great Britain colonized North America. Then have them compare those reasons with the motivations behind the United States; expansionist and imperialist policies. A description of reasons for Great Britain’s colonization can be found on the following Web site: [http://www.needham.k12.ma.us/high_school/cur/Baker_00/2001_p4baker_mr_rl_p4/colonialism.htm](http://www.needham.k12.ma.us/high_school/cur/Baker_00/2001_p4baker_mr_rl_p4/colonialism.htm)
• Compile the motivations of both Great Britain and the United States in a chart. Then have students compare the relationship between Great Britain and the American Colonists and natives, with the relationship between the United States and the natives of the lands the US was expanding into – how relations between early colonists and Native Americans can be found on the following Web sites:

**Additional Resources**

**Video:**


**Community Connections**

• Invite speakers from various ethnic communities who have experienced colonialism and imperialism.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
### Core Activity

Students will use President McKinley’s 1898 war message, the Teller Amendment, and the Platt Amendment to assess one aspect of American foreign policy at the turn of the century. They will examine reasons the United States declared war on Spain in 1898, and if the intentions expressed in the war message regarding Cuba were carried out.

Students will reflect on how the actions of the United States pertaining to Cuba are related to imperialism.

Find the entire lesson on the Web site:

### Interdisciplinary Connections

**Language Arts**

**Vocabulary**

- protectorate,
- imperialism,
- territory,
- colony,
- amendment

### Differentiated Learning

**Enrichment Activity:**

- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**

- The Web site shares consideration for additional instruction.

**Informal Assessment**

Clearly marked assessment in the lesson.
### ACTIVITY

**Imperialism and the Spanish American War (1 day)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled:</td>
<td>Core Activity</td>
<td>frontier, Americanization, Anglo-Saxon, Teutonic people, barbarities, &quot;yellow journalism&quot;</td>
</tr>
<tr>
<td>5. Trace the development of the United States as a world power with emphasis on:</td>
<td>Find the entire activity on the Web site:</td>
<td></td>
</tr>
<tr>
<td>a. The Spanish-American War;</td>
<td><a href="http://www.digitalhistory.uh.edu/historyonline/us27.cfm">http://www.digitalhistory.uh.edu/historyonline/us27.cfm</a></td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>A. Evaluate the reliability and credibility of sources:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>1. Determine the credibility of sources by considering the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. The qualifications and reputation of the writer;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Agreement with other credible sources;</td>
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</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Have students take on the role of a war correspondent for a newspaper. Have them write feature stories describing the Battle of San Juan Hill for the American readers at home. Students may want to write their stories in the "yellow journalism" style of the World and Journal, or they may want to present an accurate picture of the battle. Students may write about the battle from the Cuban or Spanish point of view. They should base their articles on information from their text or lesson Web sites. Articles can include illustrations, interviews with Pershing, Roosevelt, or other participants of the battle, or other features students think are appropriate. To make this a larger project, you could combine all of the articles into a class newspaper.

- Bring in a *National Enquirer* or like newspaper with a questionable story on the cover as to its truth. These are magazines students know and may have read. Make the link between this newspaper and yellow journalism.

**Additional Instruction:**

1. Have students discuss Latin American resentment in Cuba, Puerto Rico, Nicaragua and Panama over so called American Interests.
2. Organize students into five groups. Have each group prepare a brief report on one of the following events:
   - Cuban Revolution
   - explosion of the Maine
   - Dewey's victory in Manila
   - battle of San Juan Hill
   - outcome of the Spanish-American War

3. Encourage students to try a variety of presentation styles, such as a radio broadcast, interviews done at the time of the events, and so on.

4. Have students write essays explaining why the U.S. became involved in the Cuban revolt against Spain, how this involvement escalated into war, and what the U.S. gained from the Spanish American War.

Additional Resources

Video:

Community Connections
   - Bring members of Latin American community to speak on why our government is resented in Latin America.
### Debate: Should the U.S. Annex the Philippines? (5-7 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled:</td>
<td>In this activity, students analyze primary documents from a variety of perspectives to gain an understanding of contemporary arguments for and against U.S. annexation of the Philippines at the turn of the twentieth century. After reading the documents, students choose one document, prepare their arguments, and debate U.S. annexation of the Philippines from the perspective of the author of their document. The activity can also substitute written responses for oral debate.</td>
<td>annexation, isolationists, Filipinos, movements for national self-determination</td>
</tr>
<tr>
<td>5. Trace the development of the United States as a world power with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="http://historymatters.gmu.edu/d/6613/">http://historymatters.gmu.edu/d/6613/</a></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- Play Risk – a challenging game for all ages. Risqué – original French version
- Based on the consensus it reached in the debate / discussion, the group should write a newspaper editorial on whether or not the United States should annex the Philippines.
- Research history of the Philippines since the annexation to U.S. In your opinion, are the Philippines better off today because of their connection with the U.S.?

**Additional Instruction:**
- Students should read and review the sections in their book on war in the Philippines and Puerto Rico. Students should then list similarities and differences between these two. When completed with this, students should then debate using their notes as a reference whether or not the Philippines should be annexed.

**Additional Resources**

**Supplemental Texts:**
Community Connections

- Filipino (Philippine) speakers pro/con on America’s annexation and influence in the Philippines.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
### A Soldier's Letter Home from the Philippines (3-5 days)

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>Philippine-American War</td>
</tr>
<tr>
<td>A. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled:</td>
<td>This activity asks students to read and analyze letters written by U.S. soldiers serving in the Philippine-American War of 1898–1902 and create a work of visual art or a fictional dialogue based on the letters</td>
<td></td>
</tr>
<tr>
<td>5. Trace the development of the United States as a world power with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="http://historymatters.gmu.edu/d/6611/">http://historymatters.gmu.edu/d/6611/</a></td>
<td></td>
</tr>
<tr>
<td>b. U.S. imperialism in the Far East, South Pacific, Caribbean and Central America.</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Art</td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Individually or in pairs, choose one of the following activities:
- **Creating Art:** Imagine you are an artist and have been asked to create a sketch or painting for an exhibit on the Philippine-American War. Think about the letters you just read and the images they bring to mind. Make a sketch or painting that you feel captures your interpretation of the experiences of U.S. soldiers or Filipinos in the war.
- **Writing a Dialogue:** Imagine you are a writer and have been asked to develop a script for a film on the Philippine-American War. In one scene, two U.S. soldiers will have a conversation immediately after the war. Using the soldiers' letters as the basis for the content, write a dialogue between two soldiers from different regiments who have opposing points of view.
- As a class, share and discuss your creative projects. What was most interesting and/or enjoyable about the activity? What was most challenging? Why?

**Additional Instruction:**

- Ask students to reread the letters on the lesson Web site. Have students list ten historical facts they find while reading these letters. When completed, have a discussion on what they found as to how the people of the Philippines were affected and the impact of our imperialism on the Philippines. Stereoscopic Images of the Philippine-American War and Soldier’s Letters Home [http://www.boondocksnet.com/stereo/parlor_index.html](http://www.boondocksnet.com/stereo/parlor_index.html)

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
## Unit 2: 1900-1910: Industrialization & Labor

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<td>2. The Industrial Age in America: Robber Barons and Captains of Industry</td>
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<tr>
<td>3. Responses to Industrialism</td>
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<tr>
<td>4. The Industrial Age in America: Sweatshops, Steel Mills, and Factories</td>
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<td>5. Progressive Reform and the Trusts</td>
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<td>6. The Progressive Era – National and Local</td>
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<td>7. Vanderbilt Mansion National Historic Site: Monument to the Gilded Age</td>
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<td>8. Ida Tarbell and Standard Oil</td>
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<td>9. To Market, To Market</td>
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<tr>
<td>10. Social, Political and Economic Effects of Industrialization</td>
<td>4 days</td>
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<td>11. They Changed the World</td>
<td>2 days</td>
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<tr>
<td><strong>Labor</strong></td>
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<tr>
<td>12. Introductory Lesson: Industrial Age in America: Sweatshops, Steel Mills, and Factories</td>
<td>3-6 days</td>
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<tr>
<td>13. Photographs of Lewis Hine: Documentation of Child Labor</td>
<td>2-5 days</td>
<td>61</td>
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<td>14. Child Labor in America</td>
<td>1-15 days</td>
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<tr>
<td>15. Child Labor in the United States</td>
<td>1-2 days</td>
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<td>16. Labor History in the United States</td>
<td>3 days</td>
<td>66</td>
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<td>17. United We Stand</td>
<td>3 days</td>
<td>68</td>
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<tr>
<td>18. Triangle Shirtwaist Fire</td>
<td>3-7 days</td>
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INTRODUCTORY LESSON
The Lions of Capitalism (1 day)

<table>
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<tbody>
<tr>
<td>History:</td>
<td>Core Activity:</td>
<td></td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>Select a five to ten minute video segment. Have students record five facts, concepts, or names. At the end of the unit, view the same segment, and repeat the exercise to test for student learning. See Web site listed in the Additional Resources section of this unit for tips to use video for instruction.</td>
<td></td>
</tr>
<tr>
<td>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</td>
<td>Resource: Video- The Lions of Capitalism. From the turn of the century to the present, this video chronicles the achievements of the great capitalists: J.P. Morgan, Andrew Carnegie, Henry Ford and Ray Kroc. (1977) 55 minutes. DPS Media Services Department.</td>
<td>laissez-faire, capitalism, monopoly</td>
</tr>
<tr>
<td>a. Laissez-faire policies;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Monopolies;</td>
<td>Interdisciplinary Connections:</td>
<td>Language Arts</td>
</tr>
<tr>
<td>c. Standard of living.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:
- Explain why the U.S. government practiced laissez-faire during this time period.
- Play the game Monopoly, or at least explain the game: When you own a whole strip of property, you have a monopoly on that strip. Players that land on that property pay higher fees.
- Comparing industrial giants: Billionaire Bill Gates is chairman of Microsoft, the nation’s top computer software firm. Gates has been compared with the industrial giants of the late 1800s. Have students research and write a report on Gate’s life and achievements and compare him with one of the industrial giants of the late 1800s.

Additional Instruction:
- Give more information on Morgan’s financial influence on American economy.
- Have students look up the definitions of laissez-faire and monopoly. Then have students use these words in sentences.

Community Connections
- Have guest speakers or take filed trips to: Stock Market/Banks – Kettering Tower – Prudential Securities – Key Bank.
The Industrial Age in America:
Robber Barons and Captains of Industry (3-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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</tr>
</thead>
<tbody>
<tr>
<td>History: B. Explain the social, political and economic effects of industrialization:</td>
<td><strong>Core Activity</strong> Were these men captains of industry, without whom this country could not have taken its place as a great industrial power? Or were they robber barons, limiting healthy competition and robbing from the poor to benefit the rich? Your students decide!</td>
<td>captains of industry, robber barons, financiers</td>
</tr>
<tr>
<td>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Laissez-faire policies;</td>
<td>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=429">http://edsitement.neh.gov/view_lesson_plan.asp?id=429</a></td>
<td></td>
</tr>
<tr>
<td>b. Monopolies:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

**Language Arts**

**Differentiated Learning**

**Enrichment Activity:**

- Students with special interest can read all or part of "Personal Recollections of Andrew Carnegie" by Frederick Lynch on the Web site http://etext.lib.virginia.edu/toc/modeng/public/LynCarn.html
- On June 1, 2000, then U.S. Attorney General Janet Reno said this in reference to the controversy over Bill Gates and Microsoft: "America was not made the industrial giant of the world by the robber barons alone. It was made the industrial giant of the world by competition, by encouraging new developments, by encouraging young entrepreneurs to break into the market. It's the best system I've seen so far." Does Microsoft constitute an unfair monopoly? Students can read a detailed timeline of Bill Gates' life on the Web site http://voteview.uh.edu/gates.htm. They can also read a related editorial by James Gleick at the Web site http://www.around.com/microsoft.html. Is Bill Gates a captain of industry or a robber baron?

**Additional Instruction:**

- Have students report on one of America's entrepreneurs of the late 1800's such as John D. Rockefeller, J P Morgan, or Andrew Carnegie or local businessmen owners such as Charles Kettering, Lelia Francis (Francis Realty Co.) The first African American female to own a real estate company in the U.S. The students should use their text as a guide.
The Students should include in their report: what these people were famous for and how they used monopolies and/or laissez-faire to their benefit. Then the students should ask themselves how did The nation's entrepreneurs achieve their wealth? Was it through monopolies or laissez-faire?

Informal Assessment

Teachers can create their own assessments based on the lesson content.
### Responses to Industrialism (1-2 days)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td>squalor, capital, monopoly, capitalism, entrepreneur</td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>b. Monopolies;</td>
<td>Students examine primary source documents on criticism of big business and wealth.</td>
<td></td>
</tr>
<tr>
<td>3. Analyze the reasons for the rise and growth of labor organizations in the United States (i.e., Knights of Labor, American Federation of Labor and Congress of Industrial Organizations) including:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>b. Laissez-faire policies toward big business;</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

#### Interdisciplinary Connections

- squalor, capital, monopoly, capitalism, entrepreneur

### Differentiated Learning

#### Enrichment Activity:

- Have students prepare and perform a short skit that focuses on an aspect of the labor union movement.
- Divide the class in groups. Assign each group one of these roles in the late 1800s: union organizer, factory owner, woman worker, African American worker, skilled white male worker, and unskilled worker. Have each group write a speech giving its opinion about joining a union and describing the risks or advantages of union membership from its perspective. Have a volunteer from each group read that group’s speech to the class. Have the class decide whether the arguments are convincing.

#### Additional Instruction:

1. Have students write an explanation of why a worker in the late 1800s fought for changes in the workplace.

2. Using the following “causes” have students write an “effect” for each “cause.”

- Workers worked long days, jobs paid little; children forced to work; factories and mines often dangerous (A: workers wanted change)
- Individual workers were powerless to ask for change (A: workers formed unions)
- Unions protested, went on strike (A: conditions for workers improved)
### The Industrial Age in America:
**Sweatshops, Steel Mills, and Factories (3-4 days)**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Explain the effects of industrialization in the United States in the 19th century including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Changes in work and the workplace;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. <em>Laissez-faire</em> policies;</td>
<td></td>
<td></td>
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<tr>
<td>b. Monopolies</td>
<td></td>
<td></td>
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<tr>
<td>c. Standard of living.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Geography:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Analyze the patterns and processes of movement of people, products and ideas:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Analyze the geographic processes that contributed to change in American society including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Industrialization and post-industrialization;</td>
<td></td>
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<tr>
<td><strong>Core Activity</strong></td>
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</tbody>
</table>

Students are engaged in deciding where do we draw the line between acceptable business practices and unacceptable working conditions? Can an industrial economy succeed without taking advantage of those who do the work?


**Interdisciplinary Connections**

Language Arts

Fine Arts

### Differentiated Learning

**Enrichment Activity:**

- Union Songs – Woody Guthrie
  [http://www.woodyguthrie.org/biography.htm](http://www.woodyguthrie.org/biography.htm)


**Additional Instruction:**

- Jimmy Hoffa, former Teamsters Union President, is missing and they still haven't found his body – discuss corruption in unions.
• Complete the formulating questions activity on p. 595 of the *American Nation* Text. Also, within "The Rise of Organized Labor" section of the same text (p590-594) have students pay close attention to the pictures within. Have students write down what they see going on in the pictures and why labor unions would have formed as a result of these (Students should see hard and bad working conditions, and then labor unions were formed to better the conditions.)

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
### Progressive Reform and the Trusts (1 day)

<table>
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<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>Core Activity</td>
<td>greed, socialism, Sherman Anti-Trust law, business concentration of wealth and antitrust legislation</td>
</tr>
<tr>
<td>4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:</td>
<td>Students examine primary source documents on Progressivism and Business Trusts and compare and contrast the Progressive and Democratic Parties platforms on these issues.</td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections

**Language Arts**
- greed, socialism, Sherman Anti-Trust law, business concentration of wealth and antitrust legislation

### Differentiated Learning

**Enrichment Activity:**
- Study trust busting and muckrakers like Ida Tarbell.
- Study Andrew Carnegie and his case for trusts. Now study the free enterprise system and its views of antitrust legislation. Compare and contrast these two views.

**Additional Instruction:**
- *John D. Rockefeller* Biography from the Biography Channel. Have a set of questions that go along with the video for students to answer as they watch the video.
**The Progressive Era – National and Local (1-7 days)**

<table>
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<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>This is a teaching unit that features three lesson plans on the Progressive Era: Change of Times, Industrialization and Ohio and Miami Valley Connections. Students will explore the backgrounds of some of the important people in the Progressive Era, determine the importance of events that were causes for actions and reactions before and during the Progressive Era and, ultimately, placed an importance on each social group’s actions in all areas of this era. Lastly, students will view MY SCRAPBOOK to analyze primary sources for Ohio and the Miami Valley area that depict our state and local connections to the Progressive Era.</td>
<td>immigration, Progressivism, industrialization, reforms, labor force, suffragette, monopolies, trade union, muckrakers, trusts, political machine, urbanization, Progressives</td>
</tr>
<tr>
<td>1. Explain the effects of industrialization in the United States in the 19th century including:</td>
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<td></td>
</tr>
<tr>
<td>a. Changes in work and the workplace;</td>
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<tr>
<td>b. Immigration and child labor and their impact on the labor force;</td>
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<tr>
<td>c. Modernization of agriculture;</td>
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<tr>
<td>d. Urbanization.</td>
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<tr>
<td>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</td>
<td></td>
<td></td>
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<tr>
<td>b. Monopolies;</td>
<td></td>
<td></td>
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<tr>
<td>c. Standard of living.</td>
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<tr>
<td>3. Analyze the reasons for the rise and growth of labor organizations in the United States (i.e., Kings of Labor, American Federation of Labor and Congress of Industrial Organizations) including:</td>
<td></td>
<td></td>
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<tr>
<td>a. Unregulated working conditions;</td>
<td></td>
<td></td>
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<tr>
<td>b. Laissez-faire policies toward big business;</td>
<td></td>
<td></td>
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<tr>
<td>c. Violence toward supporters of organized labor.</td>
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<tr>
<td>4. Explain the goals and outcomes of the late 19th century and early 20th century reform movements of Populism and Progressivism with emphasis on:</td>
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<td></td>
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<tr>
<td>a. Urban reforms;</td>
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<td></td>
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<tr>
<td>b. Conservation;</td>
<td></td>
<td></td>
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<tr>
<td>c. Business regulation and antitrust legislation;</td>
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<td></td>
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<tr>
<td>d. The movement for public schooling;</td>
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<tr>
<td>e. The regulation of child labor.</td>
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</tr>
</tbody>
</table>
People in Societies:
C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices:

5. Explain the effects of immigration on society in the United States:
   a. Housing patterns;
   b. Political affiliation;
   e. Labor practices.

Geography:
A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time:

1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including:
   a. Urban areas;
   d. Centers of industry and technology

C. Analyze the patterns and processes of movement of people, products and ideas:

3. Analyze the geographic processes that contributed to changes in American society including:
   a. Industrialization and post-industrialization;
   b. Urbanization and suburbanization;
   c. Immigration.

Economics:
A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them:

2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy:

B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability:
3. Demonstrate how U.S. governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and businesses.

Citizenship Rights and Responsibilities:

A. Analyze ways people achieve governmental change, including political action, social protest and revolution:

1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:
   a. Extensions of suffrage;
   b. Labor legislation;

B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:

3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:
   a. Clear and present danger;
   b. Compelling government interest;
   d. Libel or slander;
   e. Public safety;

Social Studies Skills and Methods:

A. Evaluate the reliability and credibility of sources:

1. Determine the credibility of sources by considering the following:
   a. The qualifications and reputation of the writer;
   b. Agreement with other credible sources;
   c. Recognition of stereotypes;
   d. Accuracy and consistency of sources;
   e. The circumstances in which the author prepared the source.
### Differentiated Learning

**Enrichment Activity:**
- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**
- The Web site shares considerations for additional instruction.
Vanderbilt Mansion National Historic Site:
Monument to the Gilded Age (1-5 days)

<table>
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<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>Gilded Age, philanthropy</td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>Students discover how the Vanderbilts became one of the wealthiest families in America and how their lifestyle influenced business, culture, architecture, and society in ways that still affect us today.</td>
<td></td>
</tr>
<tr>
<td>1. Explain the effects of industrialization in the United States in the 19th century including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.cr.nps.gov/nr/twp/www/p/lessons/78vanderbilt/78vanderbilt.htm">http://www.cr.nps.gov/nr/twp/www/p/lessons/78vanderbilt/78vanderbilt.htm</a></td>
<td></td>
</tr>
<tr>
<td>e. The emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture.</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:

- Divide the class into five groups and assign each group one of the following aspects of life during the Gilded Age: occupations, transportation, housing, leisure activities, and fashion. Concentrating on the last two decades of the 19th century, have each group research its category to discover the practices of both the wealthy and the average citizen. Ask each group to select a spokesperson to summarize the findings for the class. Finally, hold a general classroom discussion on the differences between the lifestyles of the wealthy and the average citizen during the Gilded Age.

- Discuss with students the concept of philanthropy and have them list several examples. Encourage them to consider national, state, as well as local level efforts. Working in groups of three or four, have them select and visit a local organization—museum, hospital, university, library, or social club—that receives substantial philanthropic gifts. Ask each group to interview someone from the organization and try to find answers to the following questions: How have philanthropic donations benefited your organization? What philanthropists (individuals or businesses) have made major donations? Has their contribution been publicly recognized (e.g. through a plaque, name of a building, etc.)? Why and when did they or do they make their donations? Have the groups share their reports with the class and then discuss how their community as a whole benefits from philanthropic gifts.

Additional Instruction:

- Divide the class into four or five groups to represent different interests at a mock public meeting on city problems of the late 1800's. Groups should include city officials who run the meeting, tenement dwellers, middle and wealthy class, and reformers. Each group should present at least two problems that the whole group should discuss. Have students write the problems and their solutions on the board.
• Give students copies of excerpts of the book *How the Other Half Lives*. Ask students to compare and contrast the lives of the two groups of people. You may also have the students use the two pictures on p. 608 *American Nation* Text to compare and contrast the two different lives.

**Additional Resources**

*Supplemental Texts:*

- Students (or educators) wishing to learn more about the Vanderbilt family may want to read:
  
  
  

*Video:*

- Biography on Cornelius Vanderbilt: *The Commodore* (Biography Channel)

**Community Connections**

- Bring community leaders engaged in fund raising to class to explain how funds are raised and distributed to people or groups.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
## Ida Tarbell and Standard Oil (2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>After reading a primary source by Ida Tarbell, and a secondary source evaluating her stance, students analyze this muckraker's plea for the government to use its powers to regulate the business practices of the Standard Oil Company. Students use prior knowledge and what they have learned in this lesson to select and evaluate a current proposal for government regulations and business practices.</td>
<td></td>
</tr>
<tr>
<td>4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.michigan.gov/scope/0,1607,7-155-13515_13421_13525-77380-00.html">http://www.michigan.gov/scope/0,1607,7-155-13515_13421_13525-77380-00.html</a></td>
<td></td>
</tr>
<tr>
<td>c. Business regulation and antitrust legislation</td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
</tr>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Business regulation;</td>
<td><strong>Differentiated Learning</strong></td>
<td></td>
</tr>
<tr>
<td>Additional Instruction:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- Assign *The Jungle* by Upton Sinclair (1906) and discuss in class.

**Additional Instruction:**
- Organize the class into small groups. Ask each group to (1) list the reforms sought by Progressives in the early 1900s, (2) review earlier chapters and list social, economic, and political problems of the late 1800s and (3) compare the two lists, deciding which twentieth century reforms had roots in which 19th century reforms. (Use class text as a reference.)
- Have students assume the persona of Charles Parkhurst, Ida Tarbell, Upton Sinclair, Tom L. Johnson or Robert LaFollette. In that persona, have students write a letter in which they comment on the news that their state or city has just adopted one of these political reforms: the primary, the initiative, the referendum, or the recall.

### Informal Assessment

Clearly marked assessment in the lesson.
To Market, To Market (10 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td>transportation</td>
</tr>
<tr>
<td>B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data:</td>
<td>This project has students investigate and examine the impact transportation has had on peoples' lives comparing and contrasting the turn of the 19th and 20th centuries.</td>
<td></td>
</tr>
<tr>
<td>2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.</td>
<td>Find the entire lesson on the Web site: <a href="http://memory.loc.gov/ammem/ndipedu/lessons/97/market/main.html">http://memory.loc.gov/ammem/ndipedu/lessons/97/market/main.html</a></td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

Language Arts

Art

Science

**Differentiated Learning**

*Enrichment Activity:*

- Student folders will be evaluated using a checklist for pre-project activities. At the project stage, student projects will be evaluated using a checklist generated by students and the instructor.

- Have students select an invention they have learned about recently that is still in use today and find out how it had changed since the 1800s. Tell students to think about how the invention could be improved and describe possible changes. Have students decide whether existing technology could improve the invention or whether improvements would have to wait for future technology. Each student should make a poster showing the various improvements, telling how and when each took place, and showing how the invention might look in the future. The poster may be illustrated with diagrams or copies of photographs showing the invention as it first looked how it looks today, and how it might look in the future.

*Additional Instruction:*

- Ask students to write a letter from a person living in 1910 to a descendent today, explaining how the inventions from 1860 -1910 changed the way people lived.

*Additional Resources*
Web Sites:

- Big Six Information Access Skills
- Citing Electronic Resources: Library of Congress -
  [http://memory.loc.gov/ammem/ndlpedu/start/cite/index.html](http://memory.loc.gov/ammem/ndlpedu/start/cite/index.html)

Community Connections

- Field Trip to Ohio Historical Society's Transportation Exhibit and Ohio Village or to Carillon Park to view the exhibits on transportation.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
### Social, Political and Economic Effects of Industrialization (4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td>industrialization, laissez-faire policies, monopolies, trusts, standard of living, Gilded Age, spoils system, tariffs</td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Laissez-faire policies;</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>b. Monopolies;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Standard of living.</td>
<td></td>
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<tr>
<td></td>
<td>Students will role-play a person living in the United States during the 1890s. Students will research their role using focus questions about daily life, including standard of living, and apply this knowledge by analyzing and explaining the social, political, and economic realities. Students will have the opportunity to demonstrate their understanding by sharing their answers with the class and writing letters about the business practices of the 1890s.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set_C/H10B2_Social_Political_and_Economic_Effects%20of%20Industrialization.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set_C/H10B2_Social_Political_and_Economic_Effects%20of%20Industrialization.pdf</a></td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections

**Language Arts**

### Differentiated Learning

**Enrichment Activity:**

- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**

- The Web site shares considerations for additional instruction.

**Informal Assessment**

Clearly marked assessment in the lesson.
### They Changed the World

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td>standard of living</td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Explain the effects of industrialization in the United States in the 19th century including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. The emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Standard of living.</td>
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</tr>
</tbody>
</table>

#### Core Activity

The period 1875-1925 was a time of vast scientific, technical and social change in America. Dayton’s own Wright Brothers and Paul Laurence Dunbar were among those instrumental in changing our society at the turn of the Twentieth Century. At the Dayton Aviation Heritage National Historical Park’s Wright-Dunbar Interpretive Center, these men’s lives and careers are explored. In the exhibit, “Turn of the Century,” their achievements are noted in the context of their changing times. They were very much a product of their age. Yet, they also helped to produce a new age of change.

Find the entire activity on the Web site:


#### Interdisciplinary Connections

- Art
- Science
- Language Arts

### Differentiated Learning

**Enrichment:**

- With the help of the National Park Service museums in this lesson, have your students locate a speaker who does re-enactments of either the Wright Brothers or Paul Laurence Dunbar. Invite them to perform at your school, or go see a performance as a field trip. Then have your students create a written critique of the historical accuracy of the performance.

**Additional Instruction:**

- Locate a popular song of the time period (1875-1925) that relates to flight or to African American Life. Play the song; then ask your students to identify three things in the lyrics that are important to the song and its explanation of history, society, or culture.

**Informal Assessment**

Clearly marked assessment on Web site with rubrics.
# The Industrial Age in America: Sweatshops, Steel Mills, and Factories (3-6 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity: Can an industrial—and indeed a post-industrial—economy succeed without taking advantage of those who do the work? Students will take a stand on sweatshops today, supported with evidence.</td>
<td>Haymarket Affair, the Homestead Strike, Triangle Shirtwaist Factory Fire, sweat shops</td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization.</td>
<td>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=430">http://edsitement.neh.gov/view_lesson_plan.asp?id=430</a></td>
<td></td>
</tr>
<tr>
<td>1. Explain the effects of industrialization in the United States in the 29th century including:</td>
<td>Resources:</td>
<td></td>
</tr>
<tr>
<td>a. Changes in work and the workplace;</td>
<td>Articles on sweat shops today- &quot;Workers in maquiladoras from Tijuana to Juarez are fighting back against NAFTA-driven exploitation <a href="http://www.hartford-hwp.com/archives/46/003.html">http://www.hartford-hwp.com/archives/46/003.html</a></td>
<td></td>
</tr>
<tr>
<td>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</td>
<td>&quot;The Exploited Chinese Immigrants in USA&quot; <a href="http://www.huaren.org/diaspora/n_america/usa/docs/0996-01.html">http://www.huaren.org/diaspora/n_america/usa/docs/0996-01.html</a></td>
<td></td>
</tr>
<tr>
<td>a. Laissez-faire policies;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Monopolies;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Standard of living.</td>
<td></td>
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</tr>
</tbody>
</table>

## Differentiated Learning

**Enrichment Activity:**

- Have students research and create a visual display including sketches and political cartoons of the labor strikes during this period.

Additional Instruction:

- Write the following headings on the chalkboard: The New Working Class of the Late 1800s, and Working Conditions in the Late 1800s. Ask students to brainstorm information on these topics. Enter their responses under the appropriate heading. Then ask students to use information on the board to make two generalizations: one on the new working class and one on its working conditions.

- Ask volunteers to offer words and phrases describing working conditions and concerns of the working class in the late 1800s. List responses on the board. Then have students evaluate if and how well the labor movement addressed these conditions and concerns.

Additional Resources

Supplemental Texts:


Video:

- Deer Hunter, DVD, directed by Michael Cimino (1978; CA, Universal Studios). Show parts of the movie: (steel mill scenes)

Informal Assessment

Teachers can create their own assessment based on the lesson content.
Photographs of Lewis Hine:
Documentation of Child Labor (2-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td>tuberculosis, progressive reformers, &quot;hawkers&quot;</td>
</tr>
<tr>
<td>C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices:</td>
<td>By the early 1900s many Americans were calling child labor &quot;child slavery&quot; and were demanding an end to it. Students decide their position.</td>
<td></td>
</tr>
<tr>
<td>e. Labor practices;</td>
<td>Resources: Photographs included in lesson</td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections
Language Arts
Business Law

Differentiated Learning

Enrichment Activity:
- As an interactive computer activity utilizing the Internet and multimedia, divide students into teams of two to four students. Direct each team to use the Archival Research Catalog (ARC) http://www.archives.gov/research_room/arc/index.html database to search the photographs of Lewis Hine. They only need to use the keyword "Lewis Hine." Challenge the students on each team to identify ten photographs that they feel best tell the story of child labor during the early 1900s. Teams should download their chosen photographs and create multimedia presentations for the class explaining and defending their choices. Explain that the evaluation will be based on their use of the Internet, incorporation of multimedia, and understanding of child labor issues at the turn of the century.

Additional Instruction:
- Historical Society of Montgomery County Photos of local History
- Have students review the photographs again from the lesson Web site found above. Either while the students are doing this or after they view them, have the students create a T chart. The chart should include: things they see that are harmful to the children, and benefits the businesses get from child labor.
Additional Resources

Supplemental Texts:


Video:

- Show (select cuts) from movie: *Once Upon a Time in America*, DVD, directed by Sergio Leone (1984; CA, Warner Brothers).

Community Connections

- Local photos
- Use photos of children working at odd jobs, fast food, car washes, etc.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
### Child Labor in America (1-15 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Explain the effects of industrialization in the United States in the 19th century including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Immigration and child labor and their impact on the labor force;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. The regulation of child labor.</td>
<td></td>
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</tr>
<tr>
<td><strong>Core Activity</strong></td>
<td></td>
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</tr>
<tr>
<td>Children have always worked, often exploited and under less than healthy conditions. Industrialization, the Great Depression and the vast influx of poor immigrants in the 19th and 20th centuries, made it easy to justify the work of young children. This lesson asks students to critically examine, respond to, and report on photographs as historical evidence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
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</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

1. Children continue to work in our own country and around the world and modern-day social reformers are still concerned. Use the Web to research and respond to the current issue of child labor.

   - Using the Modern Memo [http://memory.loc.gov/ammem/ndlpedu/lessons/98/labor/modmemo.html](http://memory.loc.gov/ammem/ndlpedu/lessons/98/labor/modmemo.html) lesson and create a newspaper activity which deals with the issue in today's world, mirroring the activity presented above.
   - On a map of the world, label areas where children are working and describe the working conditions.
   - Write a letter to a policy maker or editor expressing your opinions, based on your research.

2. Search for and select a photograph that you find especially moving from either the American Memory [http://memory.loc.gov/ammem/index.html](http://memory.loc.gov/ammem/index.html) collection or the NAIL database [http://www.archives.gov/research_room/arc/index.html](http://www.archives.gov/research_room/arc/index.html). Write a poem expressing the feelings of the child/children in the photograph.

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**DPS SS Grade 9**  
**Unit Two: 1900-1910: Industrialization & Labor**
4. Write a letter from the perspective of a working child. Imagine yourself writing to a friend. Describe a typical day working at a mill, factory, cannery, a mine or a farm.
5. Read a work of fiction to get a greater understanding of the life of a child during the Industrial Revolution. (e.g. Katherine Paterson's Lyddie or Dicken's Oliver Twist or Hard Times)
6. Compare a photograph of children working from the early 20th century with a photograph of children working today.
7. Create a simulation of a town meeting in which the issue of child labor is discussed. Participants may play the roles of: parents, employers, children, mayor, social reformers, and journalists.
8. Examine issues relating to child labor in the United States. Research the issues and consider whether students who work in malls or fast food restaurants are exploited in any ways. For class discussion or debate:
   - Should there be stiffer legislation?
   - Should there be more careful monitoring of children's work by parents and teachers?
   - What should the rules be regarding the hours and responsibilities of young workers?
   - Should there be rules be regarding interference with school work?

Additional Instruction:
- Ask students to name tasks they have performed or jobs they have held for which they have been paid money. Ask them what job conditions they had hoped to have. Then discuss working conditions they would find unacceptable. Describe to students the conditions children had to work in during the late 1800s and ask if they would work like this? Explain that many children had to, to help support their family. Explain to students it is because of early labor regulations of children working that they have better conditions today.

Additional Resources

Web Sites:
- America From the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945 http://memory.loc.gov/ammem/fsowhome.html

Other Library of Congress Resources:

Community Connections
- Have a fast food manager speak to class about hiring, training, and working conditions in a restaurant.

Informal Assessment
Teachers can create their own assessments based on the lesson content.
Child Labor in the United States (1-2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
</table>

**History:**

B. Explain the social, political and economic effects of industrialization:

1. Explain the effects of industrialization in the United States in the 19th century including:
   - Immigration and child labor and their impact on the labor force;

4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:
   - The regulation of child labor.

**Core Activity**

This activity asks students to look at Progressive-era photographs of child factory laborers. Students then write a letter of advice to the imagined parents of a child laborer and a one paragraph explanation of why they offered the advice they did in the letter.

Find the entire lesson on the Web site: [http://historymatters.gmu.edu/d/6967/](http://historymatters.gmu.edu/d/6967/)

**Interdisciplinary Connections**

Language Arts

Art

**Differentiated Learning**

**Enrichment Activity:**

- Have students form small groups to research child labor practices or health and safety hazards in textile mills, mines, sweatshops, or steel mills. Have each group pick a problem area and plan a campaign to change the situation. Students can write a newspaper editorial, create political cartoons, or prepare short skits dramatizing the problem and showing how it affects workers.

**Additional Instruction:**

- Ask students to read the child labor section in their text. After everyone has finished reading, have students offer words and phrases that relate to the child labor movement. Write these responses on the board. Use their responses as a basis for discussion to explain why children were used in labor, and why Progressives began demanding reform.

**Additional Resources**

**Web Sites:**

- on-line exhibit dedicated to mill towns in the Southern Piedmont

**Community Connections**

Ask an attorney to speak to the class concerning child labor laws.

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
### Full Lesson

**Labor History in the United States (3 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>Arbitration, boycott, strike, lock-out, injunction, scientific management, Haymarket, Pullman, Homestead</td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>The promise of opportunity in America resulted in working conditions that were harsh and dangerous for many men, women and children. Students, after reading about the major strikes of the era (Haymarket, Pullman, Homestead) and the Ludlow Massacre, discuss the ethics of the issues related to labor and big business.</td>
<td></td>
</tr>
<tr>
<td>3. Analyze the reasons for the rise and growth of labor organizations in the United States (i.e., Knights of Labor, American Federation of Labor and Congress of Industrial Organizations) including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.horizonshelpr.org/socsci/labor1890/overview.html">http://www.horizonshelpr.org/socsci/labor1890/overview.html</a></td>
<td></td>
</tr>
<tr>
<td>c. Violence toward supporters of organized labor.</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

#### Differentiated Learning

**Enrichment Activity:**

- Teacher may choose to use Handout #2 - "Scenarios" [http://www.horizonshelpr.org/socsci/labor1890/handouts/scenarios.html](http://www.horizonshelpr.org/socsci/labor1890/handouts/scenarios.html) from the lesson in class as another group assignment, or assign the activity as homework.

**Additional Instruction:**

1. Have students role play the following figures in the late 1800s: African American coal miner, child textile mill worker, Russian laundress, Mexican American cannery worker, Chinese American cook, make and female shoe factory workers, female Italian garment worker, German railroad worker. (Students may use their text to generalize about the roles of these characters. Ask the students to explain their jobs, working conditions, family economic situations, and job opportunities (You could pick those students who grasped this topic to do the role-play, if you do not want all students to role-play. Those students who are not involved in the role-play can fill out a chart as the students role play their parts. You may want to have this chart on the board to help guide those who will be taking notes. The chart should include all of the things that were already mentioned that the “role players” will be discussing...job opportunities, etc...)

2. (Optional): Have the class respond as late 1800s citizens regarding what they have learned about the plight of these workers.
Additional Resources

Web Sites:

- The American Federation of Labor-Congress of Industrial Organizations (AFCIO)  
  http://www.aflcio.org/
- The International Union of Operating Engineers (IUOE)  
  http://www.iuoe.org/index.asp
- The American Federation of Teachers (AFT)  
  http://www.aft.org/
- The International Union of Bricklayers and Allied and Craft Workers (BAC)  
  http://www.bacweb.org/

Community Connections

- Union History can be presented by local Union Leaders.

Informal Assessment

Teachers can create their own assessments based on the lesson contents.
United We Stand (3 days)

<table>
<thead>
<tr>
<th>History:</th>
<th>Core Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>Students investigate the time when workers in the United States did not have basic rights such as a minimum wage or time for a break.</td>
</tr>
<tr>
<td>3. Analyze the reasons for the rise and growth of labor organizations in the United States (i.e., Knights of Labor, American Federation of Labor and Congress of Industrial Organizations) including:</td>
<td>Find the entire lesson on the Web site: <a href="http://memory.loc.gov/ammem/ndlpedu/lessons/00/labor/index.html">http://memory.loc.gov/ammem/ndlpedu/lessons/00/labor/index.html</a></td>
</tr>
<tr>
<td>c. Violence toward supporters of organized labor.</td>
<td>Interdisciplinary Connections</td>
</tr>
</tbody>
</table>

Language Arts

Drama

| Vocabulary | labor union, minimum wage |

**Differentiated Learning**

**Enrichment Activity:**

Create a mock trial based on the Pullman Strike, Haymarket Riot, or another notable labor incident. Working in small groups, students participate in a mock trial to identify who is to blame for a labor riot that has occurred.

**Procedure:**

1. Recruit the principal or another social studies teacher to serve as the trial judge.
2. Divide the students into groups of six. Assign the following roles to the six students in each group:
   - attorney against labor unions
   - witness against labor unions
   - factory owner
   - attorney for labor unions
   - witness for labor unions
   - factory worker
3. Working within their groups, each student prepares a written argument supporting his or her role. Students may discuss supporting issues with their peers. For example, students taking roles against the labor unions may discuss issues with partner students taking roles for the labor unions.
4. Students search [American Memory](http://memory.loc.gov/ammem/) for primary sources to defend their arguments.
5. Student groups stage and videotape their mock trials.
Suggested Resources for Extension Lesson:

**Pullman Strike Web Links**

- [Pullman Strike](http://linux.cohums.ohio-state.edu/redir/1912_history.htm) Ohio State University
- [CPL Chicago 1894: Pullman Strike](http://www.chipublib.org/004chicago/disasters/pullman_strike.html) Chicago Public Library

**Haymarket Riot Web Link**

- [Chicago: 1886 the Haymarket Riot](http://www.chipublib.org/004chicago/timeline/haymarket.html) Chicago Public Library

**Seattle General Strike Web Link**

- [Seattle General Strike Project](http://faculty.washington.edu/gregoryj/strike/) University of Washington

**Additional Instruction:**

Create a chart with the students to help them understand the reasons for and results of unionization. The chart should include: **reasons** (A: long work days, low wages, and unsafe working conditions), **Strategies** (A: organize, bargain, and strike), and **Result** (A: some strikes improved conditions, others like the Carnegie Steel strike did not)

**Additional Resources**

- Eight hour strike [http://memory.loc.gov/cgi-bin/query/r?ammem/cqi-bin/query/r?ammem/musm:@field(NUMBER+@band(sm1872+10434))](http://memory.loc.gov/cgi-bin/query/r?ammem/cqi-bin/query/r?ammem/musm:@field(NUMBER+@band(sm1872+10434)))
- The Factory children’s prayer [http://memory.loc.gov/cgi-bin/query/r?ammem/cqi-bin/query/r?ammem/musm:@field(NUMBER+@band(sm1884+17213))](http://memory.loc.gov/cgi-bin/query/r?ammem/cqi-bin/query/r?ammem/musm:@field(NUMBER+@band(sm1884+17213)))
- The song of the shirt [http://memory.loc.gov/cgi-bin/query/r?ammem/cqi-bin/query/r?ammem/amss:@field(DOCID+@lit(sb40482a))](http://memory.loc.gov/cgi-bin/query/r?ammem/cqi-bin/query/r?ammem/amss:@field(DOCID+@lit(sb40482a)))
- The Workers’ anvil [http://lcweb2.loc.gov/cgi-bin/query/r?ammem/cqi-bin/query/r?ammem/musm:@field(NUMBER+@band(sm1878+08687)](http://lcweb2.loc.gov/cgi-bin/query/r?ammem/cqi-bin/query/r?ammem/musm:@field(NUMBER+@band(sm1878+08687))
- Give our work girls a little more pay [http://lcweb2.loc.gov/cgi-bin/query/r?ammem/musm:@field(NUMBER+@band(sm1885+03320)](http://lcweb2.loc.gov/cgi-bin/query/r?ammem/musm:@field(NUMBER+@band(sm1885+03320))

**Community Connections**

- Union Workers can speak from ARMCO (Middletown Steel Company) and Delphi in Dayton.

**Informal Assessment**

Clearly marked assessment with rubric in the lesson.
Triangle Shirtwaist Fire (2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>found on Web site</td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td>What caused the Triangle Shirtwaist Fire? Students will use primary and secondary sources to investigate.</td>
<td></td>
</tr>
<tr>
<td>1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="http://urbandreamsproject.org/lessonplans/triangle">http://urbandreamsproject.org/lessonplans/triangle</a></td>
<td></td>
</tr>
<tr>
<td>b. Labor legislation;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

*Enrichment Activity:*

- Organize students into groups of three to role play a broadcast journalist conducting a short interview with a labor union official and a factory manager in 1886 about the causes of the Great Upheaval, its effects on the general public, and its potential consequences for workers and their union. Suggest that the labor leader and the manager may agree on some points and disagree on others. Have groups present their interviews to the class.

- Have students create a flow chart that illustrates the causes, events, government response, and effects of the Triangle Shirtwaist Fire, and child labor. Call on a volunteer to draw his or her flowchart on the board. Have class members modify and add to it as necessary.

*Additional Instruction:*

- Divide the class into three groups to prepare a headline and news story on the Triangle Shirtwaist Fire from the perspective of 1) unionized workers, 2) factory owners and industrial leaders and 3) neutral observers who did not make judgments. Have each group post its article on the bulletin board. Have other class members identify which article represents which group. Encourage students to point out specific words and phrases that help identify the group and its point of view. Ask students to think about how the biases articles could be rewritten in a more balanced way. Discuss how being able to identify bias in reporting helps readers develop a healthy skepticism when they go to various news sources.
Web Sites:

- The Triangle Factory Fire
  http://www.ilr.cornell.edu/trianglefire/
  The Triangle Fire, March 25, 1911
- http://newdeal.feri.org/library/d_4m.htm

Informal Assessment

Teachers can create their own assessments based on the lesson content.


### Unit 3: 1900-1910: Immigration & Urbanization

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<td></td>
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<td>1. Introductory Lesson: The Immigrant Experience: The Long, Long Journey</td>
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<td>2. Immigration to the United States</td>
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<td>3. Port of Entry: Immigration</td>
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<td>5. Coming to America</td>
<td>1 day</td>
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<td>6. German Immigrants: Their Contributions to the Upper Midwest</td>
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<td>1-5 days</td>
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<td>8. Housing the Great Migration</td>
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<td>9. Chicago’s Black Metropolis: Understanding History Through a Historic Place</td>
<td>1-5 days</td>
<td>87</td>
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<td>10. Eyes of the City</td>
<td>1 day</td>
<td>89</td>
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<tr>
<td>11. To Boss or To Manage? Overview</td>
<td>5-7 days</td>
<td>91</td>
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<tr>
<td>12. The Emerald Necklace: Boston’s Green Connection</td>
<td>3-5 days</td>
<td>94</td>
</tr>
<tr>
<td>13. Chicago’s Columbus Park: The Prairie Idealized</td>
<td>3-5 days</td>
<td>96</td>
</tr>
</tbody>
</table>
INTRODUCTORY LESSON
The Immigrant Experience:
The Long, Long Journey (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td>Immigration</td>
</tr>
<tr>
<td>C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices:</td>
<td>Select a segment of five to ten minutes from the video below. Have students record five facts, concepts or names. Use this same segment to view at the end of the unit and have them identify them again to test for their learning. See Web site listed in the Additional Resources section of this unit for tips to view video.</td>
<td></td>
</tr>
<tr>
<td>a. Housing patterns;</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>b. Political affiliation;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:

- From 1890-1920, large numbers of immigrants settled in newly industrialized areas of American cities. In these densely populated urban areas, European Catholics, Protestants, and Jews, competed for low paying jobs and cramped housing. Inevitably, conflicts swelled and families often segregated themselves along religious, national, social, and political lines. Break the class into small groups and then have each group compile a list of problems that may have led to religious, social and political conflicts in urban areas during the mid 1890s. Each group should offer a brief summary explaining how those problems created conflict.

Additional Instruction:

- Between 1890 and 1920, millions of Irish, German, and English immigrants came to the United States. When these people arrived, they brought with them their names, cultures, traditions, and religions. Ask students to list some of the influences these three immigrant groups had on America, such as family names, occupations, food, music, religion, dance, art, and architecture. Write the names of these three immigrant groups on the board and compile a list based on student input.
Additional Resources

Web Sites:

- Ellis Island website
  http://www.historychannel.com/ellisisland/index2.html
  http://www.ellisisland.org

Community Connections

- Recent immigrants have stories to tell and you could arrange to invite someone to speak to the class about their experience.
## Immigration to the United States (2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td>assimilation, homogeneous, immigrant, standard of living</td>
</tr>
<tr>
<td>C. Analyze the patterns and processes of movement of people, products and ideas:</td>
<td>This lesson examines the reasons and motives for immigration to the United States during the late 19th century and the early 20th century. Students will investigate and analyze the geographic factors that changed the face of society in America. In addition, the lesson and activities include factors related to the process of industrialization and urbanization.</td>
<td></td>
</tr>
<tr>
<td>3. Analyze the geographic processes that contributed to changes in American society including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/D/G10C3_Immigration_to_the_United_States.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/D/G10C3_Immigration_to_the_United_States.pdf</a></td>
<td></td>
</tr>
<tr>
<td>a. Industrialization and post-industrialization;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>b. Urbanization and suburbanization;</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>c. Immigration.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**
- The Web site shares considerations for additional instruction.

### Informal Assessment

Clearly marked assessment in the lesson.
### Port of Entry:
**Immigration (1 day)**

<table>
<thead>
<tr>
<th></th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People in Societies:</strong></td>
<td><strong>Core Activity</strong></td>
<td></td>
</tr>
<tr>
<td>C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices:</td>
<td>Students assume the role of historical detectives and investigate photographs and eyewitness accounts of immigrant life in America.</td>
<td>immigration, Federal Writers' Project</td>
</tr>
<tr>
<td>a. Housing patterns;</td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
</tr>
<tr>
<td>b. Political affiliation;</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>c. Education system;</td>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>d. Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Labor practices;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Religion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Ask students to imagine that they are Italian immigrants living in New York in 1890 who find out that their cousin Tony wants to come to the United States. Have each student write a letter to Tony helping him to prepare for the problems and opportunities he will encounter in the United States.

- Have students write a paragraph telling what one thing they would want to bring with them moving to a new country and why.

- Have students write a paragraph telling what would make them move to another country today?

**Additional Instruction:**

- Ask students to suggest reasons why most immigrants settled in major cities. Factory jobs could be found in cities.

- Have students make a T chart. The "T" should be A) Reasons for leaving home Country and B) Reasons for coming to America. Have students create a chart to help them understand why many immigrants wanted to leave their home country and come to the United States. (A: potato famine, lack of jobs, unfair laws, mistreatment, pogroms... B: many freedoms, democratic government, industrial expansion, jobs) (push and pull factors)

- Ask students to discuss the effects increased immigration had on American cities in the late 1800s. Be sure students discuss why immigrants moved to the cities and how the cities changed as a result of the immigration.
**Additional Resources**

**Web Sites:**

- Search the home page of the Library to learn about current exhibits, special programs, publications, and services.

- American Memory  
  [http://memory.loc.gov/ammem/](http://memory.loc.gov/ammem/)

- The Library of Congress offers a gateway to many American history primary sources. For an annotated list of American Memory collections and the broad topics covered in each collection, click on [BROWSE http://lcweb2.loc.gov/ammem/browse/](http://lcweb2.loc.gov/ammem/browse/) on the home page of American Memory Web site.
# Coming to America: Immigration Builds a Nation (3-6 days)

## Standard: Benchmark: Indicator

<table>
<thead>
<tr>
<th>People in Societies:</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices:</strong></td>
<td><strong>Core Activity</strong></td>
<td>immigrant, tenement, Ellis Island, Angel Island, pedigree</td>
</tr>
<tr>
<td><strong>5. Explain the effects of immigration on society in the United States:</strong></td>
<td><strong>Find the entire lesson on the Web site:</strong> <a href="http://www.education-world.com/a_lesson/lesson204.shtml">http://www.education-world.com/a_lesson/lesson204.shtml</a></td>
<td></td>
</tr>
<tr>
<td>a. Housing patterns;</td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
</tr>
<tr>
<td>b. Political affiliation;</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>c. Education system;</td>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>d. Language;</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>f. Religion.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Differentiated Learning

### Enrichment Activity:

- Challenge students to research and show in the form of a line or bar graph the numbers and countries of origin of immigrants to the United States between 1880 -1900.

- Ask students to research some of the contributions immigrants made to American society and make poster board out of it. Have the students present their findings to the class.

- Have students investigate the Immigration Restriction League and prepare an oral report on their findings.

### Additional Instruction:

- Organize students into groups of three. Ask groups to conduct a conversation among the following characters: a newly arrived immigrant who talks of his or her hope for the future, a settled immigrant who talks of his or her experiences in America, and a native born American who talks of how the new immigration will affect his or her life. Select groups to recreate their conversations for the class.

- Discuss with students why new immigrants tended to live among people from their own countries.

- Point out that many of them had not yet learned English, and wanted familiarity in a new land.

- Explain to students that many immigrants in Northern cities worked for low wages in factories. Ask them:
How did immigrants affect the economic development and growth of the United States? (A: Since many immigrants worked for low wages, businesses were able to build more factories and produce more goods. This in turn helped the economy grow.)

- Discuss with students why Americans discriminated against immigrants in the past. Ask: why did some Americans not want immigrants to live in the United States? A: They were worried that the immigrants would take jobs ways from American workers that the immigrants would not understand a democracy, and lead to American’s downfall.

Informal Assessment

Clearly marked assessment in the lesson.
## Coming to America (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>Through lecture, primary source documents, media, and a simulation of the process at Ellis Island, students examine the feelings of exhilaration and fear faced by immigrants upon their arrival at Ellis Island. Students become knowledgeable about one's own family or a family of one's own choice that could have experienced processing at Ellis Island.</td>
<td></td>
</tr>
<tr>
<td>1. Explain the effects of industrialization in the United States in the 19th century including:</td>
<td>Find the entire lesson on the Web site:</td>
<td></td>
</tr>
<tr>
<td><strong>People in Societies:</strong></td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices:</td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>5. Explain the effects of immigration on society in the United States:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>a. Housing patterns;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Political affiliation;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Education system;</td>
<td></td>
<td></td>
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<tr>
<td>d. Language;</td>
<td></td>
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<tr>
<td>e. Labor practices;</td>
<td></td>
<td></td>
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<tr>
<td>f. Religion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Geography:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Analyze the patterns and processes of movement of people, products and ideas:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Analyze the geographic processes that contributed to changes in American society including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Immigration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies Skills and Methods:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Evaluate the reliability and credibility of sources:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Determine the credibility of sources by considering the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Recognition of stereotypes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Use data and evidence to support or refute a thesis:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DPS SS Grade 9  
Unit Three: 1900-1910 Immigration & Urbanization
3. Analyze one or more issues and present a persuasive argument to defend a position.

Differentiated Learning

Enrichment Activity:
- The Web site makes suggestions for enrichment activities.

Additional Instruction:
- Copy the lyrics from *Coming to America* for each student. Have them underline ten words they feel describe the event. Ask them to draw a picture that conveys the same feeling as the song.

Additional Resources

Audio:

Informal Assessment

Clearly marked assessment in the lesson.
### German Immigrants: Their Contributions to the Upper Midwest (1-10 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Analyze the patterns and processes of movement of people, products and ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Analyze the geographic processes that contributed to changes in American society including:</td>
<td></td>
<td>immigrant, migrant, ethnicity, ethnic, artifact, primary resource</td>
</tr>
<tr>
<td>c. Immigration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Core Activity

Why did Germans immigrate to the Upper Midwest in the late-nineteenth and early-twentieth century? What contributions did they make to the region’s cultural heritage? Students use photographs and documents to answer these questions and others while strengthening their German language skills.


#### Interdisciplinary Connections

Language Arts

#### Differentiated Learning

**Enrichment Activity:**
- Students may make a graph that illustrates immigration patterns and population shifts.
- Students may bring in a family heirloom for “show and tell” (with parental permission.)
- Research Germans in Dayton.

**Additional Instruction:**
- Point out how certain industries and labor were promoted by the immigrant experience. Illustrate contributions Germans made economically as well.

**Community Connections**
- Examine up-to-date statistics of immigration as it exists today in Dayton. [http://www.censusscope.org](http://www.censusscope.org)

**Informal Assessment**

Group project with rubric in the lesson.
Thank you Mr. Edison: Electricity, Innovation, and Social Change (1-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>electrification</td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>Using documents from the American Memory Project, plus supplementary material, students investigate electrification as both a technological and social process. A focus of the student's investigation is Thomas Edison, because, as historian Joseph Nye contends, &quot;Electricity was the sign of Edison's genius, the wonder of the age, the hallmark of progress.&quot;</td>
<td></td>
</tr>
<tr>
<td>c. Standard of living.</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music</td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:


- As an introduction to the entire range of activities related to Edison and electrification and to get students thinking about the influence of electricity, consider some word games such as:

  1. Give students a word scramble, e.g., NSIDEO, THLGI, HROHPNAOG.
  2. Ask Students to brainstorm words or phrases based upon electricity that describe human behavior, feelings, emotions, or situations. Some examples are: live wire, charges, dimwitted, bright, shocked, out like a light, plugged in and recharge your batteries.
  3. Words and phrases with a mechanical or electronic/computer focus: screw, loose, zapped, overloaded circuits.

Additional Instruction:

- National Archives - Analysis worksheets – Motion Pictures, sound recordings and written documents. (Of Edison’s, from the lesson Web site above.)

  Motion picture -
• 1. Ask students how the introduction of an electrical system might have changed life in a city neighborhood. Tell them to think about what life would have been like without electricity, then to address possible changes in business, home life, and entertainment.

2. Have students identify with a group of people living in America in the late 1800s such as farmers of immigrants, and explain how electricity may have affected that group.

**Informal Assessment**

Clearly marked assessment in the lesson.
Housing the Great Migration
(5-7 days)

<table>
<thead>
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</thead>
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<tr>
<td>History:</td>
<td>Core Activity</td>
<td>Great Migration, discrimination</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>Students will explore some of the roots of, and responses to, racially based housing discrimination in the urban north, and propose ideas for remedying such discrimination.</td>
<td></td>
</tr>
<tr>
<td>9. Analyze the major political, economic and social developments of the 1920s including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.20thcenturyinteractive.org/images/guide/unit%204.pdf">http://www.20thcenturyinteractive.org/images/guide/unit%204.pdf</a></td>
<td></td>
</tr>
<tr>
<td>c. African-American migrations from the South to the North;</td>
<td>Resource: 20th Century Interactive CD ROM available in the DPS Media Services Department</td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections
Language Arts

Differentiated Learning

Enrichment Activity:

- Art – Jacob Lawrence “The Great Migration”.
- Ask students to examine this painting. Then, have them write a conversation that could have taken place among the people shown in the painting. Have students present their conversations to the class and explain what the painting illustrates in the story of the Great Migration.

Additional Instruction:

- Map skill – visually demonstrate movement. (P. 543 of Build Our Nation, Level 5, Volume 2 shows excellent example)
- Ask students what northern cities were destinations of many African Americans? And why do you think African Americans headed toward cities instead of seeking the countryside?
- Have students create a chart related to the Great Migration. Students should list all the reasons African Americans had for leaving the South during this period and the resulting effect.
- Reasons African Americans Migrated North: (rise of segregation in the South, loss of voting rights, lynching, KKK in the South...) and pull of jobs in cities.
Additional Resources

Recommended Resources:


Community Connections

- Walking tour of the Oregon District.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
Chicago's Black Metropolis:
Understanding History Through a Historic Place
(1-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>Students examine the history of this &quot;city-within-a-city,&quot; a self-supporting African-American community that prospered from the late 19th century until the 1930s.</td>
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<tr>
<td>d. Urbanization;</td>
<td>Interdisciplinary Connections</td>
<td></td>
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<tr>
<td></td>
<td>Language Arts</td>
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</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- The process outlined on the chart is the same used to identify and evaluate historic places in students' own communities. Ask each student to select a site, building, monument, or structure in their community that could be nominated for a local, state, or national register of historic places. Have them complete the "action" steps in the chart for that place and use the information to create a narrative similar to the reading. This information will be similar to the documentation needed for an actual nomination.
- Next discuss where appropriate maps might be located to place the site into a geographical as well as a historical context. Maps similar to United States Geological Survey quadrangles used for Map 2 are available for almost every place in the nation and for a variety of dates from the late 19th century to the present. Also consult Sanborn maps at [http://sanborn.umi.com/](http://sanborn.umi.com/). A Librarian can help students locate them. Extend the discussion to explore where other appropriate source documents for one particular site might be located.
- This activity could be extended to a large, cooperative project for a nomination to have the place listed in a local, state, or national register, or for a history fair, term paper, classroom display, or videotape. If so, explain the importance of consulting a history textbook or other reference materials to establish the pertinent historical themes, of organizing the story chronologically by using a time line, and of visiting the location in person, keeping notes of one's observations, ideas, and feelings.

**Additional Instruction:**
- A variety of dates, periods, and major events appear in the lesson. One way to put them together into a meaningful sequence is to use a time line. Have students construct a time line with a scale of dates down the center of the page. Ask them to select 10 significant events from the information in this lesson and write them to the left of the dates. Ask students to use the right-hand side of the time line to label historical periods, using their American history textbooks for reference. (For example, a student might use the following periods: ...
- Reconstruction, 1865-1877; Industrial Growth/Filded Age, 1873-1900; Imperial America, 1890-1904; Progressive Era, 1900-1920; World War I, 1914-1919; etc.

- After students have completed their timelines, have them share their periodization schemes (time periods organized by themes) with each other. How similar or different are they from each other? How well do students think the story of Chicago's Black Metropolis fits into the themes that define these periods? Where do they overlap? How do they differ? Point out to students that a variety of periodization schemes and terms for identifying themes can be used to define the same series of events. These might be determined by someone's life story, a community's development, national events, or world affairs. With this in mind, ask students to create a periodization scheme specifically for the historical evolution of the Black Metropolis.

**Additional Resources**

**Web Sites:**

- The City of Chicago's Office of Tourism.
  http://egov.cityofchicago.org/city/webportal/portalEntityHomeAction.do?entityName=Tourism&entityNameEnmValue=41/

**Community Connections**

- Dunbar House, Oregon District, Kossuth Colony Dayton's city with a city
  http://www.daytonhistory.org/who_oldnorth.htm

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
### Eyes of the City (1 day)

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<td><strong>History:</strong></td>
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<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
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<tr>
<td>1. Explain the effects of industrialization in the Untied States in the 19th century including:</td>
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<tr>
<td>d. Urbanization;</td>
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</table>

**Core Activity**

- Students analyze images and take on the role of an art critic drafting an essay for a catalogue accompanying an exhibition, titled “Eyes of The City” that includes paintings and photographs from the early 1900s.

  Find the entire lesson on the Web site: [http://historymatters.gmu.edu/d/6644/](http://historymatters.gmu.edu/d/6644/)

**Interdisciplinary Connections**

- Language Arts
- Art

**Differentiated Learning**

**Enrichment Activity:**

- Have students read Carl Sandburg’s poem, “Chicago,” which can be found in *The Complete Poems of Carl Sandburg*. Have students use the poem as evidence when writing a short essay about why people were attracted to Chicago in the late 1880s.

- The problem of how to house people in cities is as old as American cities themselves. Have students work in groups to learn about and then report on the changing face of one American city over the course of time. Have each group choose one city that interests the members of the group or is near their homes. Challenge students to discover why the types of buildings changed over time—improved technology, better materials, increasing population, or architectural styles. Ask each group to prepare a time line that shows the changing cityscapes and to present it to the class.

**Additional Instruction:**

- Write the term “city life” on the board. Give students several minutes to free write positive and negative images and feelings that this phrase brings to mind.

- Have students share their images of city life and discuss the advantages and disadvantages of living in a city. What do they like and dislike about city life? Ask students to create a short list of the advantages and disadvantages.

- Ask students why people would want to move to the city during this time. Have a discussion about this. Begin telling them about settlement houses that were developed to help the poor.
Additional Resources

**Web Sites:**

- Metropolitan Lives – The Ashcan Art and Their New York
  [http://americanart.si.edu/collections/exhibits/metlives/](http://americanart.si.edu/collections/exhibits/metlives/)

- Smithsonian American Art Museum
  [http://nmaa-ryder.si.edu/collections/exhibits/metlives/](http://nmaa-ryder.si.edu/collections/exhibits/metlives/)


**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
## To Boss or To Manage?  
### Overview (5-7 days)

<table>
<thead>
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<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>bias, bossism, city manager system, critical thinking, democracy, graft, muckraker, political machine, primary source, Progressivism, secondary source</td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>Students explore the historical roots of strong mayor versus a city manager municipal government system by investigating boss politics and Progressive reform efforts at the turn of the 20th century. Find the entire lesson on the Web site: [<a href="http://www.20thcenturyinteractive.org/web">http://www.20thcenturyinteractive.org/web</a> unit/](<a href="http://www.20thcenturyinteractive.org/web">http://www.20thcenturyinteractive.org/web</a> unit/)</td>
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<tr>
<td>4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:</td>
<td>Resource: 20th Century Interactive CD ROM available in the DPS Media Services Department</td>
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<tr>
<td>a. Urban reforms;</td>
<td>Interdisciplinary Connections</td>
<td></td>
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<tr>
<td>Language Arts</td>
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</table>

### Differentiated Learning

**Enrichment Activity:**
- Advanced students can make a PowerPoint presentation or summary of the lesson.

**Additional Instruction:**
- **Time – 1900 to now** (Use this Web site to create discussion or have students write ten facts they find from this site and then have the students work with a partner and compare their findings to discuss with the other students [www.time.com/time/time100/timewarp/timewarp.html](http://www.time.com/time/time100/timewarp/timewarp.html))

**Additional Resources**

**Supplemental Texts:**


• Rightor, Chester E. *City Manager in Dayton.* New York: Macmillan, 1919.


**Video:**

• The *Progressive Movement.* Bala Cynwyd, PA: Schlessinger Video Productions, 1996. [35 min.] Explores the roots of Progressivism, including the city bosses and political reform. Available at University of Cincinnati Library.


**Web Sites:**

• Time Magazine has an online feature titled *1900 vs. Now* [www.time.com/time/time100/timewarp/timewarp.html](http://www.time.com/time/time100/timewarp/timewarp.html) that provides perspective into how much the world has changed in the last 100 years.

• Annenburg and CPB present *Biography of America: A Vital Progressivism* on the African-American perspective of the era of progressivism.
• **America 1900** is a PBS documentary film and Web site that presents a comprehensive picture of what life was like in the United States at the turn of the century, offering compelling images, information, and documents about American life.

• **1912: Competing Visions of America** focuses on speeches and the events surrounding the 1912 Presidential Campaign. The era is described as "a more contentious, combative, and violent political culture than today's voters could tolerate."

• The Progressive Era, as the period in history at the turn of the 20th century has come to be known, was a time of tremendous social, economic, and political changes. The times were, of course, reflected in **Political Cartoons Illustrating Progressivism and the 1912 Election**.

• **Thomas Nast** exposed the corruption of the political bossism of William Marcy Tweed and Tammany Hall in New York City.

• **The Center for Voting and Democracy** features information on the change in government, including an analysis of proportional representation.

• On the northern end of the state, during the same period our region was embroiled in political change, government there mirrored Cincinnati's situation with Boss Cox. See **Political Bossism in Cleveland** for details.

• **History of the Charter Committee** details a political party that was born out of a reform movement during the Boss Cox era. **Murray Seasongood** led the reform movement and the formation of the Charter Committee and served as mayor from 1926 to 1929.

• Now that the era of Boss Cox is no longer fresh in our minds, the City of Cincinnati has changed back to a strong mayor form of government. **League of Women Voters** features a great background sheet used in the election for a strong mayor form of government.

• In Dayton, government reform was spearheaded by **John H. Patterson**, who has been called the father of American salesmanship and America's first humanitarian industrial leader.

• What about the future? In October 2001, **The Dayton Daily News** presented a series of articles titled "Growing Together" that shows how these two metropolitan areas could blend into one powerhouse region - or could!

**Community Connections**

• Have an elected official come to your class to speak about Dayton's City Manager government system.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
History:

B. Explain the social, political and economic effects of industrialization:

4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:

   b. Conservation;

Core Activity

Students learn about Frederick Law Olmsted and his philosophy about parks and cities as well as city life during the Industrial Revolution.

Find the entire lesson on the Web site: http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/86bostonparks/86bostonparks.htm

Interdisciplinary Connections

Language Arts

Differentiated Learning

Enrichment Activity:

Activity 1: Plan Your Own Park

- In preparation for this activity you will want to get not only a current street map of your area but also copies or scans of historical maps (from a local historical society), topographical maps, and zoning maps (from the city/county planning commission or survey office). Sanborn Fire Maps @ Wright State University Library, http://www.libraries.wright.edu/quicklinks/databases/ohiolinkdirect/sanborn/

- Ask students to look at the maps, comparing and contrasting the type of information each map contains.

- Direct students to locate existing parks and or park system sites on the maps.

- Divide students into groups of four or five and have them pretend that they represent a landscape architecture firm. Ask them to discuss possible locations and designs for a park, park system, or greenway, taking into account topography, developed areas, and zoning restrictions on their maps. Each group should select a final location and list in a written plan details about design elements, recreational features, and descriptive elements.

- Ask each group to present their proposal to the Parks Commission (the whole class) tracing out on the map where they have located their park, presenting its features, and making an argument for why their design should be implemented. When all the presentations are complete, ask the class, acting as the Parks Commission, to vote on which plan they will adopt.
Activity 2: Parks Brochure

- Divide the class into groups of four or five students who will form design teams to create a park brochure.

- Each team will be asked to create its own brochure, either of the park designed in Activity 1 or of a local park or park system, dividing work so that each student works on one or two parks or focuses on a specific aspect of the park (such as scenic features, environmental benefits, recreational opportunities).

- Team members should integrate their work into a final brochure. Students may create the brochure with drawings, clippings from existing pamphlets, photographs, or by integrating digital images. The brochure may be handmade or computer generated. Display brochures on bulletin board or send to local parks commission.

Additional Instruction:

- Students will learn about the Arnold Arboretum, which will in a sense, repeat the lesson on Frederic Olmsted above. There are activities and readings with questions found at this website: http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/56arnold/56arnold.htm (Boston's Arboretum)

Informal Assessment

Teachers can create their own assessment based on the lesson content.
Chicago's Columbus Park:
The Prairie Idealized (3-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>eulogizing, prairie, native plants</td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td>Students learn about a famous landscape artist and his efforts to promote conservation and an appreciation for the native plant life of the United States. Find the entire lesson on the Web site: <a href="http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/81columbus/81columbus.htm">http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/81columbus/81columbus.htm</a></td>
<td></td>
</tr>
<tr>
<td>4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:</td>
<td>b. Conservation;</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
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</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:

Activity 1: Save that Site
- Ask students to research a historic or natural site, either in the community or beyond, which is endangered due to population pressures, pollution, development, etc.
- Students should share the information they have found about the site, what threatens it, and why it is worthy of being preserved in the form of a skit/play or masque (outdoor play).

Activity 2: Green Scene
- Based on what Jensen said about creating gardens appropriate to the state or region of the country, ask students to compile a list of native plants which could be used for landscaping in their community. If possible, the list might include photographs and information about whether the plant is annual or perennial, flowering, freeze and drought resistant, and what its mature size might be. Information may be collected with help from the county agricultural extension office, environmental affairs office, the local garden club, a nursery, or other botanical resources.
- As a class, drawing on the list, design a park or garden for your school or community using native plants and materials.
- Present the reasons why you think the project should be funded and implemented to the appropriate school, parks, town, or city officials.

Additional Instruction:
- Conservation of the land has always been an issue or problem. Learn about some of the practical problems of constructing roads in difficult terrain and about the added challenge of building in such a way as to enhance, rather than damage, fragile and beautiful places such as Glacier National Park. There are a variety of readings and activities found on this website that can be used to reteach the concept of conservation: [http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/95sunroad/95sunroad.htm](http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/95sunroad/95sunroad.htm)
Additional Resources

Web Sites:

- City of Boston’s – Parks Department

Informal Assessment

Teachers can create their own assessment based on the lesson content.
## Unit 4: 1900-1920

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<td>1. Introductory Lesson: Women's Suffrage: Why the West First?</td>
<td>6-7 days</td>
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<tr>
<td>2. The Changing Status of Women</td>
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<td>3. Voting Rights for Women: Pro- and Anti-Suffrage</td>
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<td>4. Woman Suffrage and the 19th Amendment</td>
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<td>5. Never Underestimate the Power of a Woman</td>
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<td>6. New York Suffragists and Electoral Politics, 1919-1926</td>
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<td>7. To Drink &amp; To Vote: The Campaigns for Prohibition and Women’s Suffrage</td>
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<td><strong>World War I</strong></td>
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<td>8. Introductory Lesson - U.S. Entry into World War I: A Documentary Chronology</td>
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<td>9. United States Entry into World War I: Two Diametrically Opposed Views</td>
<td>3-5 days</td>
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<td>10. Some Hypotheses About U.S. Entry Into World War I</td>
<td>3-5 days</td>
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<td>11. The Zimmermann Telegram</td>
<td>1 day</td>
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<td>12. Photographs of the 369th Infantry and African Americans during World War I</td>
<td>3-5 days</td>
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<td>13. War Prison Barracks Three</td>
<td>1 day</td>
<td>117</td>
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<tr>
<td>14. The Debate in the United States over the League of Nations</td>
<td>2-3 days</td>
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<td>15. Disagreement Over the League</td>
<td>2-3 days</td>
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<td>16. The Great War: Evaluating the Treaty of Versailles</td>
<td>2-3 days</td>
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<td>17. Violence and Free Speech</td>
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<tr>
<td><strong>History:</strong></td>
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<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.</td>
<td>Core Activity</td>
<td>Suffrage, Declaration of Sentiments</td>
</tr>
<tr>
<td>9. Analyze the major political, economic and social developments of the 1920s including:</td>
<td>Students investigate why women's suffrage succeeded in the West...was it for reasons as diverse as the people and places of the West itself?</td>
<td>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=439">http://edsitement.neh.gov/view_lesson_plan.asp?id=439</a></td>
</tr>
<tr>
<td>b. Women's right to vote:</td>
<td>Interdisciplinary Connection</td>
<td>Language Arts</td>
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</table>

**Differentiated Learning**

**Enrichment Activity:**

- Have students work in small groups to research and dramatize scenes from the Seneca Falls Convention. Possible scenes might include citizens commenting on a newspaper announcement of the upcoming convention, the presentation of the Declaration of Sentiments at the convention, members of the convention dealing with hecklers, and a discussion with various points in the Seneca Falls resolutions. You might ask students to include narration that links the scenes as well. After groups have presented the scenes, review the importance of this event to the women's movement.

**Additional Instruction:**

- Students will re-read the different readings from the lesson's Web site. After everyone has finished reading, have each student state one fact from the reading they read. Begin listing all of these facts on the board or overhead. After all students have stated their facts, begin a discussion with the students, from their facts, that will help explain why women in the West succeeded first in suffrage.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
## The Changing Status of Women (1 day)

<table>
<thead>
<tr>
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<tr>
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<td>b. Women's right to vote;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Extension of suffrage;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Activity</td>
<td></td>
<td>second-class citizenry</td>
</tr>
<tr>
<td>Through primary source documents, examine Women's Suffrage arguments in the late 19th Century</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find the entire lesson on the Web site: <a href="http://www.digitalhistory.uh.edu/historyonline/us24.cfm">http://www.digitalhistory.uh.edu/historyonline/us24.cfm</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections

**Language Arts**

### Differentiated Learning

**Enrichment Activity:**

- You have worked for passage of the 19th Amendment, and now it has become law. Using a tune you know, write the lyrics of a song celebrating this success. Before students begin writing, urge them to consider the constitutional issues that supported the suffragists' cause as well as some of the obstacles they faced. After students complete the activity, call on volunteers to read or perform their songs, either alone or with a classmate.

- Ask small groups of students to choose one of the following events or another event relating to the suffrage movement: people listening to a speech by Carrie Chapman Catt; jailed suffragists on a hunger strike, the vote on the 19th Amendment in Congress. Have each group's members begin to enact the scene and then "freeze" in place; then, one by one, have the students "unfreeze" and share with the class their thoughts about the historic moment.

- This could also be used as a reteach. You could have a few students who completely grasped the topic be involved in the enactment. The rest of the class can be their audience who will ask questions to the "play members." The students in the audience may be asked to record in their notes some of what the "play members" are speaking.
Additional Instruction:

- Organize the class into two groups – members of the National Women’s Suffrage Association supporting the 19th Amendment and members of the Women’s Christian Temperance Union supporting the 18th Amendment. Have each group create a bulletin banner line with major events in its movement (using either their text or the online lesson Web site listed above as a reference).

- With a classmate or in a small group, create an illustrated timeline of key events in women’s efforts to win the vote from 1789 to passage of the 19th Amendment. Next to each event, note why it was important to the women’s suffrage movement. Choose one event from your timeline that you think was a key turning point in the movement. Explain why you chose that event.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Voting Rights for Women: Pro- and Anti-Suffrage (4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>Equal Suffrage Association, coverture</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.</td>
<td>Understanding the positions of the suffrage and anti-suffrage movements—as expressed in archival broadsides, speeches, pamphlets, and political cartoons—will help your students better appreciate the struggle for women's rights and the vestiges of the anti-suffrage positions that lasted at least through the 1960s and, perhaps, to the present day.</td>
<td></td>
</tr>
<tr>
<td>b. Women's right to vote:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

**Language Arts**

- **Equal Suffrage Association**, **coverture**

### Differentiated Learning

**Enrichment Activity:**

- **Famous American Trials**, a link from the EDSITEment resource Internet Public Library, offers the exhibit **Exploring Constitutional Conflicts, The 19th Amendment**. Should the 14th or 15th Amendment be interpreted as guaranteeing women the right to vote? How did women finally win the right to vote?

- Marriage laws were an important issue for the early suffragists. American marriage law was based on the English concept of coverture, in which a woman's legal status became subordinate to her husband. Interested students can explore the concept of coverture through the following documents:
  - Broadside / Abolishing the Unjust Marriage Law ([Image: Full Text](#)), available on the EDSITEment-reviewed website American Memory
  - Declaration of Sentiments and the Declaration of Independence Side by Side, on Liberty Rhetoric and Nineteenth Century Women, a link from the EDSITEment resource History Matters, includes Elizabeth Cady Stanton's remarks about the marriage laws.

**Additional Instruction:**

- Divide the class into groups and assign to each group one or more of the following archival documents. Assign the documents to the groups according to your knowledge of their work styles so that each group will take about the same amount of time to finish the assignment below. It's fine for some documents to be analyzed by more than one group. Note to students the variety of media among the documents.
Cartoons:
  - Bartholomew, Charles Lewis. “Cartoon Showing President Grover Cleveland, Carrying Book 'What I Know About Women's Clubs,' Being Chased with an Umbrella by Susan B. Anthony, as Uncle Sam Laughs in Background.” Between 1892 and 1896 on America's Library, a link from the EDSITEment resource American Memory.
  - Cartoon of Anthony on Famous American Trials, a link from the EDSITEment-reviewed website Internet Public Library.

Poster: Which Do You Prefer? The Home or the Street? on the Marchand Collection of the Area 3 History and Cultures Project, a link from the EDSITEment resource History Matters.

Magazine Humor: Homely Girls, Frank Leslie's Budget of Fun, January 1866 on the EDSITEment-reviewed website U.S. Women's History Workshop.

Newspaper Article: Newspaper Account of the Proceedings of the 1850 Convention from the New York Herald, Friday, October 25, 1850 (covers morning session only) on the EDSITEment resource U.S. Women's History Workshop.

Poems:
  - Poem: Who's to Be President? on the EDSITEment-reviewed website U.S. Women's History Workshop.
  - Poem: Woman's Mission, by Ebenezer Elliot. The North Star, October 3, 1850 on the EDSITEment resource U.S. Women's History Workshop. (written to defend the rights of women, this poem was also published in Frederick Douglass's newspaper, The North Star).
  - Poem: Woman's Power, by Frank J. Walters. Godey's Lady's Book, February 1850 on the EDSITEment-reviewed website Women's History Workshop.

Groups should conduct a general analysis of their documents using the Cartoon Analysis Worksheet, the Written Document Analysis Worksheet, or the Poster Analysis Worksheet, all offered by the EDSITEment resource Digital Classroom. Then students should use the handout “Nineteenth Century Attitudes Toward Women: Inferences and Evidence,” on pages 1-2 of the PDF file (see Preparing to Teach This Lesson, above, for download instructions), to focus on some specific attitudes toward women. Remind students to think about the assumptions about women these various documents express. What fears of (some) men do they exploit?

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Woman Suffrage and the 19th Amendment (2-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td></td>
<td>militant, ratification, petition, civil disobedience</td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Women's suffrage movement of the late 1800s;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Civil rights movement of the 1960s;</td>
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<td></td>
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<tr>
<td>c. Student protests during the Vietnam War.</td>
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</tbody>
</table>

**Core Activity**

Beginning in the mid-19th century, several generations of woman suffrage supporters lectured, wrote, marched, lobbied, and practiced civil disobedience to achieve what many Americans considered a radical change in the Constitution. Students examine the right for women to vote.


**Interdisciplinary Connections**

Language Arts

Drama

**Differentiated Learning**

**Enrichment Activity:**

- Have students research the role of men in the Women's Rights Movement, using the following documents, among others:
  - How it feels to be the husband of a suffragette, by him from the EDSITEment-reviewed Web site American Memory
  - Sources listed under Male Voices on Women's Rights—the third section on the page—available on the EDSITEment resource U.S. Women's History Workshop
  - Brother Jonathan's Wife on the EDSITEment resource U.S. Women's History Workshop
  - Diary for October 26, 1850 on the EDSITEment resource U.S. Women's History Workshop
  - Woman's Rights Convention and People of Color on the EDSITEment resource U.S. Women's History Workshop
  - Sermon: of the public function of woman on the EDSITEment resource U.S. Women's History Workshop
  - Women and the Alphabet on the EDSITEment resource U.S. Women's History Workshop

**Additional Instruction:**

- Ask students to make at least five generalizations about ways in which women's life changed in the 1920s. Then, have students cite as many supporting facts as possible for each generalization.
Additional Resources

Web Sites:

- A Resolution Proposing an Amendment to the Constitution  

- Petition to Congress December 1871  

- Memorial to Congress from The American Woman Suffrage Association  

- Memorial to Congress from The American Woman Suffrage Association  

- Petition from Susan B. Anthony to U.S. Congress  

- Association of Army Nurses of the Civil War Letter to U.S. House Judiciary Committee  

- Petition, Anti-Suffrage Party of New York  

- Photograph, Kaiser Wilson poster  

- Ratification of 19th Amendment, Tennessee  

- OurDocuments.Gov  
### Core Activity

Through lecture, primary source documents, film, and music, students extend their knowledge about the struggle for women's suffrage in the United States and gaining the right to vote with the 19th Amendment. This lesson highlights the great lengths that the suffragists endured for their cause and the overall woman's suffrage movement, its leaders, goals, and opposition.


### Interdisciplinary Connections

Music,

Language Arts

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<table>
<thead>
<tr>
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<th>Vocabulary</th>
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<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.</td>
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</tr>
<tr>
<td>9. Analyze the major political, economic and social developments of the 1920s including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Women’s right to vote.</td>
<td></td>
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<tr>
<td><strong>People in Societies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Analyze the influence of different cultural perspectives on the actions of groups.</td>
<td></td>
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<tr>
<td>B. Analyze the consequences of oppressions, discrimination and conflict between cultures:</td>
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<tr>
<td>4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century.</td>
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<tr>
<td><strong>Government:</strong></td>
<td></td>
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</tr>
<tr>
<td>A. Analyze the evolution of the Constitution through Post-Reconstruction amendments and Supreme Court decisions:</td>
<td></td>
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</tr>
<tr>
<td>2. Explain why the 19th amendment was enacted and how it affected individuals and groups.</td>
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<tr>
<td><strong>Citizenship Rights and Responsibilities:</strong></td>
<td></td>
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<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
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<td>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:</td>
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<tr>
<td>a. Women’s suffrage movement of the late 1800s.</td>
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<td></td>
</tr>
</tbody>
</table>
Social Studies Skills and Methods:

A. Evaluate the reliability and credibility of sources

1. Determine the credibility of sources by considering the following:
   a. The qualifications and reputation of the writer.

Differentiated Learning

Enrichment Activity:

- Research, via the Internet a woman suffragist and prepare a paper or a speech on the Woman. Or interview a contemporary and ask if she votes and why or why not? Does she think it is important for women to vote? Why or why not?

Additional Instruction:

- Have students watch a segment of Iron Jawed Angels (HBO movie available on loan from DPS Media Services), no longer than ten minutes at a time, and lead a discussion of an appropriate topic.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
# Citizenship Rights and Responsibilities:

**A. Analyze ways people achieve governmental change, including political action, social protest and revolution:**

1. **Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:**
   - **Extension of suffrage:**

**Core Activity**

After the adoption of the Nineteenth Amendment in 1920, women encountered major difficulties in carrying their agenda into the established political parties. This lesson will aid students in understanding the difficulties women activists encountered when attempting to work within the established political parties after the passage of the Nineteenth Amendment and to explore the conflicts between suffrage and anti-suffrage women.

Find the entire lesson on the Web site: [http://womhist.binghamton.edu/teacher/ny suff.htm](http://womhist.binghamton.edu/teacher/ny suff.htm)

### Interdisciplinary Connections

**Language Arts**

### Differentiated Learning

#### Enrichment Activity:

- To explore further the activities of New York suffragists in the campaign for a federal suffrage amendment, see "[What Lobbying Tactics Did Suffragists Use to Obtain Congressional Approval Of a Woman Suffrage Amendment to the U.S. Constitution, 1917-1920?](http://womhist.binghamton.edu/teacher/ny suff.htm)", also on this Web site.

#### Additional Instruction:

- Give each student a copy of the Constitution with the 19th Amendment. Have students write what the 19th Amendment means in their own words. Begin discussing why women were finally able to win suffrage. Make a chart listing the difficulties they faced, and how they overcame each challenge.

### Informal Assessment

Teachers can create their own assessment based on the lesson content.
To Drink & To Vote: The Campaigns for Prohibition and Women's Suffrage (5-7 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.</td>
<td>Core Activity&lt;br&gt;Students will explore the roots of current debates surrounding feminism, and those that include the issues of alcoholism and drug abuse.</td>
<td>prohibition, suffrage, feminism, religious revivalism, alcoholism</td>
</tr>
<tr>
<td>b. Women's right to vote;</td>
<td>Resources: &lt;br&gt;20th Century Interactive CD ROM available in DPS Media Services Department</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- Pose this question to students: While neither the citizens of Dayton nor Cincinnati strongly supported women's suffrage, Dayton enjoyed much more suffrage activity than Cincinnati. Based on your knowledge of local and national history, why do you think there were more active suffragists in Dayton than in Cincinnati?

Possible responses:

- Dayton was fortunate to be home to some strong suffrage leaders such as Kathryn Wright and Mrs. Oscar Davisson, and to some powerful advocates of suffrage such as John H. Patterson, who founded National Cash Register, and the editors of the Dayton Daily News.

- Cincinnati, on the other hand, had a large population of brewers and German immigrants who generally opposed women's suffrage and staunchly opposed prohibition. The German culture endorsed beer drinking, and many German immigrants socialized at local beer gardens. German immigrants typically saw women as supporting prohibition. As a result, they did not want to give women the vote because they believed women would vote to eliminate saloons, drinking, and beer gardens.

**Enrichment Activities:**

- **Activity 1: Legalizing Drugs**<br>Ask students to debate whether certain drugs should be legalized. (E.g., medical marijuana)
• **Activity 2:** Dry Areas of Town
  Invite residents of a dry township, county, or precinct to discuss their experiences with the class, or suggest that students interview them. Research Blue Laws and survey which local areas have restrictions on alcohol sales.

*Additional Instruction:*

• Students review and explore why women wanted prohibition in the first place. Have students use their text, or supplemental readings found on the lesson’s Web site. Have students write a one page summary on why prohibition was started and why it ended.

*Informal Assessment*

Teachers can create their own assessment based on the lesson content.
U.S. Entry into World War I: A Documentary Chronology (3-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>D. Connect developments related to World War I with the onset of World War II:</td>
<td>Students reconsider the events leading to U.S. entry into World War I through the lens of archival documents.</td>
<td>unilateralism versus foreign alliances, military-industrial complex, Great War</td>
</tr>
<tr>
<td>a. The decision to enter into World War I;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- The EDSITEment-reviewed Web site [Links to the Past](http://edsitement.neh.gov) offers a lesson entitled [Woodrow Wilson: Prophet of Peace](http://edsitement.neh.gov) (from the Teaching with Historic Places Lesson Plan), inspired by the Woodrow Wilson House in Washington, D.C. It features some excellent archival documents and activities, some of which are used in this lesson, for teaching about Wilson and especially his fight for the League of Nations.

- Students interested in World War I poetry and prose can consult the following EDSITEment resources:
  - [The Academy of American Poets](http://edsitement.neh.gov)
  - [An Anthem for Doomed Youth](http://edsitement.neh.gov), on Great War Primary Documents Archive, offers short accounts of and some pieces from WWI writers.
  - [Prose and Poetry](http://edsitement.neh.gov) on First World War.com, a link from Great War Primary Documents Archive

- In the mid-1930s, the Nye Committee investigated the relationship between the munitions industry and foreign policy. Though its conclusions are still disputed today, the committee's report had a profound influence on American isolationism between the World Wars and on the peace movement. A principal [Nye Committee Report](http://edsitement.neh.gov) on the growth and influence of the munitions industry after World War I is accessible from [Documents of World War I](http://edsitement.neh.gov), a link from the EDSITEment-reviewed website Great War Primary Documents Archive.

- President Wilson established the Committee for Public Information to influence public opinion, encourage enlistment, demonize the enemy, and increase the sale of war bonds. Students interested in studying the propaganda produced by the CPI can consult:
  - [Propaganda Posters - United States of America](http://edsitement.neh.gov), with six pages of posters and the essay [Domestic Propaganda During The First World War](http://edsitement.neh.gov), on First World War.com, a link from the EDSITEment resource Great War Primary Documents Archive.
  - [Propaganda Leaflets](http://edsitement.neh.gov) also on Great War Primary Documents Archive
  - [Links to Archival Audio: World War I Propaganda](http://edsitement.neh.gov) on the EDSITEment-reviewed website American Memory
Additional Instruction:

- Write the heading “Causes of World War I” on the board. Beneath it draw two columns with the headings of: “Long term causes” and “short term causes.” Have students complete the chart, providing examples wherever possible, and identify the anticipating event that led to the outbreak of war. Finally ask the class to speculate on what might have been done to prevent the war or what the European nations might have done to keep it from escalating.

- Ask pairs or small groups of students to write a speech or a letter to the editor that takes a firm position on whether or not the U.S. should become involved in WWI. Students should explain and defend their positions.

Informal Assessment

Teachers can create their own assessment based on lesson content.
United States Entry into World War I: Two Diametrically Opposed Views (3-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Connect developments related to World War I with the onset of World War II:</td>
<td>Core Activity</td>
<td>unilateralism versus foreign alliances, military-industrial complex, Great War</td>
</tr>
<tr>
<td>6. Trace the development of the United States as a world power with emphasis on:</td>
<td>Students examine the choices the Wilson administration made and their consequences, which provide insights into international affairs in the years since the end of the Great War and beyond.</td>
<td></td>
</tr>
<tr>
<td>a. The decision to enter into World War I;</td>
<td>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=472">http://edsitement.neh.gov/view_lesson_plan.asp?id=472</a></td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections

Language Arts

Differentiated Learning

Enrichment Activity:

- Have students review information they have learned thus far on WWI about the risks and advantages of being involved in alliances. Invite interested students to research a present day alliance such as NATO and to present their findings in oral reports. Students also can compare current alliances to those in Europe before WWI.

Additional Instruction:

- Ask students to presume that the year is 1915 and that their ancestors immigrated to America from one of the combatant nations of WWI. Direct them to write letters to President Wilson expressing their opinions about America’s neutrality policy. Ask representatives of the various ethnic backgrounds to read their letters to the class. Then have the class generalize about why Americans found it difficult to feel impartial about the war.

Additional Resources

Web Sites:

- Great War Primary Documents Archive [http://www.lib.byu.edu/~rdh/wwi/](http://www.lib.byu.edu/~rdh/wwi/)
- President Wilson’s War Message [http://www.lib.byu.edu/~rdh/wwi/1917/wilswarm.html](http://www.lib.byu.edu/~rdh/wwi/1917/wilswarm.html)

Informal Assessment

Clearly marked assessment in the lesson.
## Some Hypotheses About U.S. Entry Into World War I (3-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>hypothesis, Great War</td>
</tr>
<tr>
<td>D. Connect developments related to World War I with the onset of World War II:</td>
<td>Students take a stand on a hypothesis for U.S. entry into World War I, supported by specific evidence.</td>
<td></td>
</tr>
<tr>
<td>6. Trace the development of the United States as a world power with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=473">http://edsitement.neh.gov/view_lesson_plan.asp?id=473</a></td>
<td></td>
</tr>
<tr>
<td>a. The decision to enter into World War I;</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Challenges to American Neutrality: pair students and ask half the pairs to portray American and German diplomats and the other half to portray American and British diplomats. Have each “American” draft a note protesting the other country’s naval actions and deliver it to the other student. That diplomat should return a response that explains and defends that country’s naval strategy. Select pairs to read their exchanges.

**Additional Instruction:**

- List all events on the board that led to the beginning of World War I. Next to these events state whether or not the U.S. should enter because of that particular event. (Create a debate.)

### Additional Resources

**Web Sites:**

- Great War Primary Documents Archive
  http://www.lib.byu.edu/~rdh/wwi/

- President Wilson’s War Message
  http://www.lib.byu.edu/~rdh/wwi/1917/wilswarm.html

- Opposition to Wilson’s War Message
  http://www.mtholyoke.edu/acad/intrel/doc19.htm

### Informal Assessment

Clearly marked assessment in the lesson.
The Zimmermann Telegram (1 day)

<table>
<thead>
<tr>
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<th>Vocabulary</th>
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<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>D. Connect developments related to World War I with the onset of World War II:</td>
<td>Students examine this message that helped draw the United States into World War I and thus changed the course of history.</td>
<td>cryptographers, deciphered, telegram</td>
</tr>
<tr>
<td>a. The decision to enter into World War I;</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math</td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:

- Write a one page essay on how WWI would have been different had the U.S. decided not to enter. How would Europe have been affected? How would the US have felt at the time, and how would we have reacted to the U.S. not being involved? Use your imagination!

- Research the Zimmerman Note. Why was this such a threat for the U.S.? How did it try to get Japan involved with Germany?

Additional Instruction:

- Organize students into groups and instruct them to list all the factors that they think contributed to the entry of the US into WWI. Then ask groups to rank their lists from most to least significant factors. Ask groups to present their rankings. As a whole class discuss the differences in groups rankings.
Photographs of the 369th Infantry and African-Americans during World War I
(3-5 days)

Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary
--- | --- | ---
Citizenship Rights and Responsibilities:
A. Analyze ways people achieve governmental change, including political action, social protest and revolution:
1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:
d. Military policy;

Core Activity
Among the first regiments to arrive in France, and among the most highly decorated when it returned, was the 369th Infantry, more gallantly known as the "Harlem Hellfighters." The 369th was an all-black regiment. Students examine this group.

Find the entire activity on the Web site:

Interdisciplinary Connections
Language Arts
Music

Differentiated Learning

Enrichment Activity:
- Have students research and report on the contributions of African Americans to the AEF during WWI.
- Guide students in holding a town meeting on the Selective Service Act. Ask some student to make statements of support for draft, presenting reasons for it. Others should state reasons for their opposition to the draft. When all the speeches have been made, allow the "town" to vote on whether or not it is willing to support the draft.

Additional Instruction:
- Write a one sentence summary of each paragraph for the reading on the 369th. (Lesson Web site.)
Analyze the pictures on the Web site. How do the African Americans look? Are they happy or sad to be fighting? Try to explain what is going on in the pictures. How do you think they felt upon their return home to the U.S.?
War Prison Barracks Three (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>conscientious objector, Bolshevik</td>
</tr>
<tr>
<td>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</td>
<td>Students examine primary documents and get a comprehensive look at dealing with German prisoners of war, civilian internees, and conscientious objectors from World War I.</td>
<td></td>
</tr>
<tr>
<td>4. Analyze instances in which the rights of individuals were restricted including:</td>
<td>Find the resource on the Web site:</td>
<td></td>
</tr>
<tr>
<td>a. Conscientious objectors in World War I;</td>
<td><a href="http://netfiles.uiuc.edu/rcunning/www/ftd.htm">http://netfiles.uiuc.edu/rcunning/www/ftd.htm</a></td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections

Language Arts

Differentiated Learning

Enrichment Activity:

- Have students select a topic related to one of the primary documents and prepare a presentation for the rest of the class on their topic.

Additional Instruction:

- Ask students to write down or verbally share five items of importance that they find out about war prisoners.

Additional Resources

Web Sites:

- See lesson website for multiple website links
# The Debate in the United States over the League of Nations (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>D. Connect developments related to World War I with the onset of World War II:</td>
<td>In this lesson, students read the words and listen to the voices of some central participants in the debate over the League of Nations.</td>
<td>League of Nations, collective security versus national sovereignty, idealism versus pragmatism, Great War</td>
</tr>
<tr>
<td>6. Trace the development of the United States as a world power with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=475">http://edsitement.neh.gov/view_lesson_plan.asp?id=475</a></td>
<td></td>
</tr>
<tr>
<td>b. President Wilson’s Fourteen Points:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>d. The decision of the United States not to participate in the League of Nations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Differentiated Learning

### Enrichment Activity:

- The EDSITEment resource [Digital Classroom](http://edsitement.neh.gov/view_lesson_plan.asp?id=475) offers a lesson on [Churchill and FDR](http://edsitement.neh.gov/view_lesson_plan.asp?id=475), a portion of which discusses the Atlantic Charter and its relationship to the Fourteen Points. When the class studies World War II, this lesson would be a good follow-up to earlier lessons on the Fourteen Points and the League of Nations.
- The EDSITEment-reviewed Web site [Links to the Past](http://edsitement.neh.gov/view_lesson_plan.asp?id=475) offers a lesson entitled [Woodrow Wilson: Prophet of Peace](http://edsitement.neh.gov/view_lesson_plan.asp?id=475) (from the Teaching with Historic Places Lesson Plan), inspired by the Woodrow Wilson House in Washington, D.C. It features some excellent archival documents and activities, some of which are used in this lesson, for teaching about Wilson and especially his fight for the League of Nations.
- Students interested in World War I poetry and prose can consult the following EDSITEment resources:
  - [The Academy of American Poets](http://edsitement.neh.gov/view_lesson_plan.asp?id=475)
  - [An Anthem for Doomed Youth](http://edsitement.neh.gov/view_lesson_plan.asp?id=475) on [Great War Primary Documents Archive](http://edsitement.neh.gov/view_lesson_plan.asp?id=475), offers short accounts of and some pieces from WWI writers.
- In the mid-1930s, the Nye Committee investigated the relationship between the munitions industry and foreign policy. Though its conclusions are still disputed today, the committee's report had a profound influence on American isolationism between the World Wars and on the peace movement. A principal [Nye Committee Report](http://edsitement.neh.gov/view_lesson_plan.asp?id=475) on the growth and influence of the munitions industry after World War I is accessible from [Documents of World War I](http://edsitement.neh.gov/view_lesson_plan.asp?id=475), a link from the EDSITEment-reviewed Web site [Great War Primary Documents Archive](http://edsitement.neh.gov/view_lesson_plan.asp?id=475).
President Wilson established the Committee for Public Information to influence public opinion, encourage enlistment, demonize the enemy, and increase the sale of war bonds. Students interested in studying the propaganda produced by the CPI can consult:

- Propaganda Posters - United States of America, with six pages of posters and the essay Domestic Propaganda During The First World War, on First World War.com, a link from the EDSITEment resource Great War Primary Documents Archive.
- Propaganda Leaflets also on Great War Primary Documents Archive
- Links to Archival Audio: World War I Propaganda on the EDSITEment-reviewed website American Memory

A brief and very Basic History of the United Nations and its relation to the League of Nations is available on the home page of the United Nations, a link from the EDSITEment resource Internet Public Library. For a more detailed look at the United Nations, start from the Index to UN Web site.

Additional Instruction:

- Ask students to imagine that they are reporters preparing to interview President Wilson after he left office. Have them write questions they would ask him about the war and his peace efforts. Then, have pairs of students exchange questions with each other and write replies they think Wilson would have given.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
## Disagreement Over the League (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Connect developments related to World War I with the onset of World War II:</td>
<td>Core Activity</td>
<td>League of Nations, collective security versus national sovereignty, idealism versus pragmatism, Great War</td>
</tr>
<tr>
<td>6. Trace the development of the United States as a world power with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. The decision of the United States not to participate in the League of Nations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Core Activity

In this lesson, students read the words and listen to the voices of some central participants in the debate over the League of Nations.


### Interdisciplinary Connections

Language Arts

### Differentiated Learning

**Enrichment Activity:**

- The United States did not join the League of Nations. However, after WWI it helped to form the United Nations. Use the Internet to find out more about American participation in the UN today. Write a brief report on it.

**Additional Instruction:**

- The League of Nations did not live up to Wilson's dreams, but the idea did not pass away in the years to follow. Have students research the League of Nations and its successor, the UN. Then, have students create and present a graphic organizer that makes comparisons between what the League of Nations was meant to do and what the various divisions and programs of the UN do today.

- Write the term “Peace without Victory” on the board. Tell the students that this was one of President Wilson’s goals. Ask students to write what they think Wilson means by this. Begin a discussion and explanation of Wilson’s 14 Points.

### Additional Resources

**Web Sites:**

- American Memory
  [http://memory.loc.gov/](http://memory.loc.gov/)
• Woodrow Wilson
  http://www.pbs.org/wgbh/amex/wilson/index.html

• Wilson—A Portrait: The League of Nations
  http://www.pbs.org/wgbh/amex/wilson/portrait/wp_league.html

• Links to the Past
  http://www.cr.nps.gov

• Cartoon: GOP and the League
  http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/14wilson/14images/14cart1bh.jpg

Informal Assessment

Clearly marked assessment in the lesson.
The Great War: Evaluating the Treaty of Versailles (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>D. Connect developments related to World War I with the onset of World War II:</td>
<td>Students will develop a context for evaluating whether the treaty was a viable and fair one, and for considering some of the complex questions this issue raises about historical causality and responsibility.</td>
<td>Treaty of Versailles, Nazi Party, fascism in Italy</td>
</tr>
<tr>
<td>6. Trace the development of the United States as a world power with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=424">http://edsitement.neh.gov/view_lesson_plan.asp?id=424</a></td>
<td></td>
</tr>
<tr>
<td>c. The Treaty of Versailles;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections
Language Arts
Science

Differentiated Learning

Enrichment Activity:

- Have students research other postwar settlements, such as the peace terms of the Congress of Vienna after the Napoleonic Wars, and compare them to the Treaty of Versailles. Some sample questions to consider: What were the victors' goals at the Congress of Vienna? Were they different than the goals of the victors in 1919? Was the 1815 settlement a harsh one toward France? What happened to the government of France after the Napoleonic Wars, and how did this compare to what happened to the government of Germany? What territorial adjustments were made after the Napoleonic Wars, and how did these adjustments compare to the 1919 adjustments? The Congress of Vienna settlement is widely credited with keeping Europe out of a continent-wide war for 100 years (in fact, until World War II!). Why might it have been so successful at keeping the peace, whereas the Versailles settlement collapsed after only two decades? Students should conduct their own research for this expansion activity, but the following are some basic background sites for students to begin with (all are linked to the EDSITEment resource, Internet Public Library): "Europe in Retrospect: International Order and Domestic Strife," produced by Britannia Encyclopedia Online; "Congress of Vienna," produced by Bartleby Encyclopedia Online; and "Congress of Vienna," a student essay from Chico High School in Chico, California.

- Hold a discussion/debate or give a written assignment exploring what, if any, are the victor's obligations after a war is over. To what extent should a defeated wartime enemy be punished? Is harsh punishment practical? Worthwhile? Legitimate?
Additional Instruction:

- Divide the class into three teams. Set up a debate around this proposition: “the US should have agreed to the Treaty of Versailles and joined the League of Nations.” Have one team of students prepare a list of reasons supporting the statement and another team prepare a list of reasons opposing it. The third group should prepare a list of questions to ask the speakers. After the team has argued their points, take a class vote on whether the U.S. should have joined the League of Nations.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Violence and Free Speech (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td><strong>Core Activity</strong> Students investigate six Supreme Court cases including &quot;Case 6 -- Fire in the theater,&quot; <em>Schenck v. United States</em> (1919) where the concept of &quot;clear and present danger&quot; emerges. Find the entire lesson on the Web site: <a href="http://www.civicmind.com/less2b.htm">http://www.civicmind.com/less2b.htm</a></td>
<td>illegal action, immediate threat</td>
</tr>
<tr>
<td>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Clear and present danger;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Imagine you are an American opposed to the war. Write a newspaper editorial, outlining your reasons for opposing the Committee on Public Information.

- Have students prepare for and debate on the work of the Committee of Public Information. The topic for debate is: “The CPI’s chief task was propaganda, not providing information.”

**Additional Instruction:**

- On the board, make a list of steps the government took to shape and control public opinion during the war.

- Discuss the meaning and definition of the Espionage and Sedition Act, and how it plays a role still today in society.

### Additional Resources

**Supplemental Texts:**

- *Board of Education v. Pico*, [Supreme Court, 457 U.S.853 - 1982] - although school boards have wide discretion over curriculum, they may not remove library books "simply because they dislike the ideas contained in those books."
- *Chaplinsky v. New Hampshire* [Supreme Court, 315 U.S. 568 - 1942] - "fighting words" that cause immediate danger to the public are not protected by First Amendment.

- *Reno v. ACLU* [Supreme Court, 117 S. Ct. 2329, 138 L.Ed.2d 874 - 1997] struck down the 1996 Communications Decency Act which Congress had passed in an attempt to control Internet content.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
# Unit 5: 1920-1930

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<td>3-5 days</td>
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<td>3. Immigration to the United States: Past and Present</td>
<td>3-4 days</td>
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<td>4. The Roaring 20s</td>
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<td>5. Pacifism v. Patriotism in the 1920s</td>
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<td>6. Roadside Attractions</td>
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<tr>
<td>7. Co-workers in the Kingdom of Culture: Clack Swan Records and the Political Economy of African American Music</td>
<td>5 days</td>
<td>135</td>
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</table>
INTRODUCTORY LESSON
Introduction to Economic Systems (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods</td>
<td>Core Activity</td>
<td>Market or Capitalist System, Mixed Economic System, Command System, Traditional System</td>
</tr>
<tr>
<td>B. Use data and evidence to support or Refute a thesis.</td>
<td>This is an introductory lesson on economic systems. The students will determine how basic economic questions are answered in each system and they will compare economic systems by determining how the three basic economic questions are answered in each.</td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connection
Economics
Language Arts

Differentiated Learning

Enrichment Activity:
- Choose to be a supporter of either economy. Decide how your school would be run based on the economic system that you support. Create a table illustrating how the school will answer the three basic economic questions.
- Create a diagram or model that shows the flow of goods and services between government, businesses, and households. Describe in writing the path that a group of goods of your choosing would follow through the model.

Additional Instruction:
- Have students define each term by using a dictionary: capitalism, communism and socialism.
- Have students explain in their own words the terms. Then have the students analyze the production of a product (#2 pencil, for example) and how that differs in each system.
- Select a job. Create a diagram showing how the job selected benefits society and the incentives the job provides.

Informal Assessment
Clearly marked assessment in the lesson.
### Creating a Magazine for the Roaring Twenties (5 days)

<table>
<thead>
<tr>
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<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>speculation, open shop, tariffs, National Origins Act, prohibition, Harlem Renaissance, assembly line, fads, flapper, Red Scare, Ku Klux Klan, 19th Amendment</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.</td>
<td>This lesson introduces students to the social, economic, and political developments that are part of the 1920s. Using historical developments that are part of the indicators, students will create a three-dimensional graphic organizer which identifies and analyzes the significances of such developments.</td>
<td></td>
</tr>
<tr>
<td>9. Analyze the major political, economic and social developments of the 1920s including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setC/H10F9_Roaring_20s.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setC/H10F9_Roaring_20s.pdf</a></td>
<td></td>
</tr>
<tr>
<td>e. The Roaring Twenties and the Harlem Renaissance;</td>
<td>Interdisciplinary Connections Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- Students could analyze other aspects of pop culture during the 1920s: E.g., fads, fashions, cars, sports, music, art, dance and slang.

**Additional Instruction:**
- Use graphic organizers from the lesson to guide research.

**Informal Assessment**

Clearly marked assessment in the lesson.
**Immigration to the United States: Past and Present (3-4 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>immigration, emigration</td>
</tr>
<tr>
<td>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</td>
<td>Students discuss concerns expressed by labor leaders and some intellectuals in the 1920s about the impact that &quot;new&quot; immigrants would have on the culture of the United States.</td>
<td></td>
</tr>
<tr>
<td>4. Analyze instances in which the rights of individuals were restricted including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.michigan.gov/scope/0,1607,7-155-13515_13521_13525-45239-00.html">http://www.michigan.gov/scope/0,1607,7-155-13515_13521_13525-45239-00.html</a></td>
<td></td>
</tr>
<tr>
<td>b. Immigrants during the Red Scare;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Divide the class into two groups. Have one group of students find out more about the Emergency Quota Act, and other quota laws of the 1920s, and the limits they placed on immigration. Have the second group of students research immigration policies in effect today. Students should gather specific immigration figures for various countries and regions of the world. Have each group represent its findings to the class. Prompt students to compare immigration figures of the 1920s with today's figures. Then have students use the data to make generalizations about immigration policy.

- Have students collect quotations from current government officials and others regarding immigration. Suggest that students look for these points of view in recent newspapers and news magazines and on news sites on the Internet. Have students create a bulletin board display of these contrasting views of immigration. Use the display as a springboard for a class discussion.

**Additional Instruction:**

- Compare and contrast Ellis Island and Angel Island, including immigrants processed, policies, etc.

### Additional Resources

**Web Sites:**

- Political Cartoon on Deportation. September 2001
  [http://sunsite.berkeley.edu/Goldman/Curricula/immigration/cartoon.html](http://sunsite.berkeley.edu/Goldman/Curricula/immigration/cartoon.html)
Community Connections

- A debate still continues among those who would like to limit and those who would like to keep an "open door" policy on immigration to the United States. Students can engage in discussions in school and outside of school about the role immigration plays in society today and the arguments for and against limiting immigration to the United States. Students can express their reasoned opinion to political leaders and the community on immigration patterns and level of immigration, especially in light of the War on Terror after the attacks on the World Trade Center and the Pentagon in September of 2001.

Informal Assessment

Clearly marked assessment in the lesson.
# The Roaring 20s (4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
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</tr>
<tr>
<td>F. Identify major historical patterns in the United States during the 20th Century and explain their significance:</td>
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<tr>
<td>9. Analyze the major political, economic and social developments of the 1920s including:</td>
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</tr>
<tr>
<td>a. The Red Scare:</td>
<td></td>
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<tr>
<td>b. Women’s right to vote:</td>
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<tr>
<td>c. African-American migrations From the South to the North;</td>
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<tr>
<td>d. Immigration restrictions, Nativism, race riots and Reemergence of the Ku Klux Klan:</td>
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<tr>
<td>e. Roaring Twenties and the Harlem Renaissance;</td>
<td></td>
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</tr>
<tr>
<td>f. Stock market speculation and the Stock market crash of 1929.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core Activity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This lesson introduces students to the social, economic, and political developments that are part of the 1920s. Using historical developments that are part of the indicators, students will create a three-dimensional graphic organizer which identified and analyzes the significances of such developments.</td>
<td></td>
<td></td>
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<tr>
<td>Find the entire lesson on the Web site:</td>
<td><a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setC/H10F9_Roaring_20s.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setC/H10F9_Roaring_20s.pdf</a></td>
<td>speculation, Open shop, Tariffs, National Origins Act, prohibition, Harlem Renaissance, assembly line, fads, flapper, Red Scare, Ku Klux Klan, 19th Amendment</td>
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**Interdisciplinary Connections**

**Language Arts**

**Differentiated Learning**

**Enrichment Activity:**

- Students could analyze other aspects of pop culture during the 1920s. E.g., fads, fashions, cars, sports, music, art, dance and slang.

**Additional Instruction:**

- Use graphic organizers from the lesson to guide research.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
# Pacifism vs. Patriotism in the 1920s (2-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.</td>
<td>Students gain understanding of the philosophy of The Women's International League for Peace and Freedom (WILPF) toward war and disarmament; explore the atmosphere of the &quot;Red Scare&quot; and its impact on peace organizations; and examine the Daughters of the American Revolution (DAR)'s opposition to pacifism and disarmament.</td>
<td>Bolshevik Revolution in 1917, Versailles Treaty, Red Scare</td>
</tr>
<tr>
<td>9. Analyze the major political, economic and social developments of the 1920s including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. The Red Scare;</td>
<td></td>
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<tr>
<td></td>
<td>Find the entire lesson on the Web site: <a href="http://womhist.binghamton.edu/teacher/milit.htm">http://womhist.binghamton.edu/teacher/milit.htm</a></td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections

- Language Arts
- Art

### Differentiated Learning

**Enrichment Activity:**

- Explore further the WILPF organization's responses to the Red Scare of the 1920s. See [How Did the Women's International League for Peace and Freedom Respond to Right-Wing Attacks, 1923-1931?](http://womhist.binghamton.edu/teacher/milit.htm), also on this Web site. This project examines how WILPF responded to anti-socialist intimidation during the 1920s. This second "red scare" targeted the women's peace movement during a period of armaments buildup following World War I. WILPF, although powerless to halt the persistent attacks, contested them with dignity and restraint.

- Students may also find [Red Scare](http://womhist.binghamton.edu/teacher/milit.htm) (1918-1921), an Image Database created by Leo Robert Klein, an interesting way to continue exploring this period in American History.

**Additional Instruction:**

- Have students identify reasons for the fear of communism in 1919 and 1920. Then ask students why immigrants and foreigners were particular targets during the Red Scare. Conclude by asking volunteers to take the role of 1920s Americans and to give a fifteen second statement about why they think a Communist Revolution is at hand.
- Divide the class in half to prepare radio commentaries on the Sacco and Vanzetti trial. Direct each student in the first group to support the conviction of Sacco and Vanzetti. Direct those in the second group to protest the conviction. Call on volunteers to present their commentaries. Then discuss what the cases revealed about Americans in the early 1920s.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
## Roadside Attractions (2-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.</td>
<td>Students follow the highways of the 1920s and 1930s, exploring the whimsical, extravagant architecture that came with American auto culture.</td>
<td>wigwam, highway landscape, popular culture</td>
</tr>
<tr>
<td>2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.cr.nps.gov/nr/twhp/wwwtps/lessons/6roadside/6roadside.htm">http://www.cr.nps.gov/nr/twhp/wwwtps/lessons/6roadside/6roadside.htm</a></td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections
- Language Arts

### Differentiated Learning

#### Enrichment Activity:
- Many innovations and inventions of the 1920s led to far reaching cultural and social changes in American life. Labor saving devices such as the vacuum cleaner and the sewing machine freed women from the time consuming household chores and enabled them to take on new roles. Ask students to choose invention or innovation of the 1920s and research its history and impact. Have each student create a graphic organizer to present this information.

#### Additional Instruction:
- Explain to students that workers on the Ford assembly line stood at their stations while unfinished cars moved past them on a conveyer belt. Each worker performed one task on each car as it passed by. Divide the class into small groups. Then, have the students in each group form an assembly line to make something like sandwiches or a snack for their group. Each person on the assembly line should do a different task to make the product. After the exercise, ask: “What advantages and disadvantages might there be working on an assembly line.”

### Informal Assessment

Teachers can create their own assessment based on the lesson content.
**Core Activity**

David Suisman’s article on Black Swan Records, the first major black-owned record company, raises provocative issues about music, racial and cultural uplift, economic development, and the relationships between art and business. The company existed for only a few years, but in its short history it challenged prevailing ideas about the economic and social significance of “black” music. This installment of “Teaching the JAH” offers students the opportunity to investigate those issues in a range of primary sources. In both the article and the exercises, Suisman presents music and sound as historical sources that need to be understood not just in aesthetic or cultural terms but also in their sociopolitical context. Using sound recordings, sheet music, newspaper advertisements, and magazine articles, these exercises invite you to dig deeply into the questions the Black Swan Story raises.


**Interdisciplinary Connection**

**Music**

**Language Arts**
Differentiated Learning

Enrichment Activity:
- The Web site contains four exercises. Enrichment can be gained by usage of Exercise Four.

Additional Instruction:
- Exercise Three is most adaptable for those needing additional instruction.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Unit 6: 1930-1940

#### Unit Table of Contents

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<td>2. What Caused the Great Depression?</td>
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<td>3. The Dust Bowl</td>
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<td>8. The Great Depression and the Arts</td>
<td>3-5 days</td>
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INTRODUCTORY LESSON
Worth a Thousand Words:
Depression-Era Photographs (3 days)

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<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>Great Depression, Works Progress Administration</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>Students can view this record of an era and see for themselves how Americans faced the challenge of those testing times. Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=304">http://edsitement.neh.gov/view_lesson_plan.asp?id=304</a></td>
<td></td>
</tr>
<tr>
<td>10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on:</td>
<td>Interdisciplinary Connection</td>
<td></td>
</tr>
<tr>
<td>a. The Great Depression;</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:

- After discussing each photo as a class choose a picture from a current magazine and do the observation/interpretation with a partner and compare their results.

- The New Deal Network [http://newdeal.feri.org/](http://newdeal.feri.org/) also offers an excellent lesson plan for study of Depression-era photographs of teenagers: click "Classroom Activities" on the site's homepage, then follow the "Lesson Plans" link to Stanlee Brimberg's "Ronald Partridge, NYA Photographer [http://newdeal.feri.org/classrm/partnd.htm](http://newdeal.feri.org/classrm/partnd.htm)" upon which this lesson is partly based. Finally, any study of the Depression era can be enhanced by exploring the Federal Writers Project interviews available in the "American Life Histories" collection at the [American Memory](http://memory.loc.gov/ammem/website).

Additional Instruction:

- Economic events tend to have more than one cause. In an economic downturn, the causes all seem to lead at once into a downward spiral. Have students work in small groups to create a cause and effect chain diagram that shows how the economic problems of farmers, investors, and banks all led to the steep, downward spiral that led to the crash of 1929. Students may benefit from consulting outside resources. Have students prepare a poster, transparency, or digital slide that illustrates the causes of the crash.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
# What Caused the Great Depression? (4 days)

<table>
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<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>Great Depression, credit, speculation, stock exchange, buying on the margin, Black Tuesday, Dow Jones Industrial Average, tariff policy, regulatory policy, monetary policy, tax policy</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>In this lesson, students will analyze the many causes of major political, economic, and social developments during the 1930s with emphasis on the Great Depression. Students will also get a sense of the despair and desperation felt by United States' citizens during these difficult times. Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/D/H10F910_What_Caused_the_Great_Depression.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/D/H10F910_What_Caused_the_Great_Depression.pdf</a></td>
<td></td>
</tr>
<tr>
<td>9. Analyze the major political, economic and social developments of the 1920s including:</td>
<td>Interdisciplinary Connections</td>
<td></td>
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<td>a. The Red Scar;</td>
<td>Language Arts</td>
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<tr>
<td>b. Women's right to vote;</td>
<td>Art</td>
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<tr>
<td>c. African-American migrations from the South to the North;</td>
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<td></td>
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<tr>
<td>d. Immigration restriction, nativism, race riots and the reemergence of the Ku Klux Klan;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. The Roaring Twenties and the Harlem Renaissance;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Stock market speculation and the stock market crash of 1929.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. The Great Depression;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The Dust Bowl;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. The New Deal.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

*Enrichment Activity:*  
- The Web site makes suggestions for enrichment activities.

*Additional Instruction:*  
- The Web site shares consideration for additional instruction.

*Informal Assessment*  
Clearly marked assessment in the lesson.
### The Dust Bowl (4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity:</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>This lesson defines for students what the Dust Bowl was and explains the causes and consequences for the American people and the landscape. It also helps give students an understanding of what the Dust Bowl farmers endured.</td>
</tr>
<tr>
<td>a. The Great Depression;</td>
<td>Interdisciplinary Connections</td>
</tr>
<tr>
<td>b. The Dust Bowl;</td>
<td>Music</td>
</tr>
<tr>
<td>c. The New Deal.</td>
<td></td>
</tr>
<tr>
<td>Geography:</td>
<td></td>
</tr>
<tr>
<td>A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time:</td>
<td></td>
</tr>
<tr>
<td>1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including:</td>
<td></td>
</tr>
<tr>
<td>a. Urban areas;</td>
<td></td>
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<tr>
<td>b. Wilderness;</td>
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<tr>
<td>c. Farmland;</td>
<td></td>
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<tr>
<td>d. Centers of industry and technology.</td>
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</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**
- The Web site shares consideration for additional instruction.

**Informal Assessment**

Clearly marked assessment in the lesson.
**ACTIVITY**

**The Bonus Army of 1932 (1 day)**

<table>
<thead>
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<th>Standard: Benchmark: Indicator</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>Hooverville, Communist agitators</td>
</tr>
<tr>
<td>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</td>
<td>In 1932, 22,000 veterans of the First World War marched to Washington and set up a &quot;Hooverville&quot; in Anacosta Flats. These veterans had been promised a service bonus in 1926 which would be paid to them in 1945. Because of the hard times that many of them were facing they demanded its payment ahead of time. Hoover's response was to send in the army - under General MacArthur - to clear the site. In the process two &quot;bonus marchers&quot; were killed and hundreds injured. Students view photographs and answer questions on the incident.</td>
<td></td>
</tr>
<tr>
<td>3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:</td>
<td>Find the entire activity on the Web site: <a href="http://www.felsted.essex.sch.uk/~ims/history/usa/partb/bonus.htm">http://www.felsted.essex.sch.uk/~ims/history/usa/partb/bonus.htm</a></td>
<td></td>
</tr>
<tr>
<td>e. Public safety;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

**Language Arts**

**Differentiated Learning**

**Enrichment Activity:**

- Use the Internet to find information on the Bonus Army. Then, prepare the outline for a script for a TV news program reporting on the grievances of the Bonus Army veterans. Encourage students to create an outline that is the way a TV news report or documentary might be organized. Suggest that, as part of the outline, students write questions to ask Bonus Marchers and army officers. You might have groups of students flesh out their outlines, write a script, and record it for the entire class.

- Have students create political cartoons on Hoovervilles and the Bonus Army at Washington.

**Additional Instruction:**

- Call on students to identify specific groups who were unhappy about Hoover's handling of the Depression. List these groups on the board. Then ask students to imagine themselves as a member of one of these groups and to write a letter to the Republican Party, stating his or her frustrations with the Hoover administration. Call on volunteers to read their letters to the class.
**FDR's First Inaugural Address – Declaring “War” on the Great Depression (5 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on: a. The Great Depression;</td>
<td><strong>Core Activity</strong></td>
<td>inaugural address, Prohibition, subsistence, induction, abdicated, exhortations, callous, ethics, endeavor, foreclosure, manifestation</td>
</tr>
<tr>
<td><strong>Core Activity</strong></td>
<td>By late winter 1933, the nation had already endured more than three years of economic depression but FDRs simple phrase, “the only thing we have to fear is fear itself,” began the road to recovery. Students use primary documents to investigate.</td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

- Language Arts
- Art

**Differentiated Learning**

**Enrichment Activity:**
- Students could write their own inaugural address focusing on their concerns.

**Additional Instruction:**
- On the board, list the New Deal’s goals – relief, recovery, reform. Have students classify each of President Roosevelt’s actions described in the section of their text into one of these categories. Ask students which goal they think was most important and why.
- Ask students to write a journal entry in the voice of someone who lived during the 1930s. The students’ entry should describe one New Deal program and explain how it helped the person from the period.

**Additional Resources**

**Supplemental Texts:**
Web Sites:

- American Journey On-line
  www.americanjourney.psmedia.com/aj/gd_index/b.htm

Informal Assessment

Teachers can create their own assessment based on the lesson content.
The Great Depression and the Federal Government (5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>Core Activity</td>
<td>laissez-faire, rugged individualism, Gross Domestic Product (GDP), Gross National Product (GNP)</td>
</tr>
<tr>
<td>10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on:</td>
<td>Students will study the effects of the Great Depression on the role of the federal government in the American economy. Students will reflect on the approaches to government involvement in the economy taken by the Hoover and Roosevelt Administrations. Activities include examining quotations from the two presidents and categorizing New Deal programs to see the extent of the expanding role for the federal government.</td>
<td></td>
</tr>
<tr>
<td>a. The Great Depression;</td>
<td>Find the entire lesson on the Web site:</td>
<td></td>
</tr>
<tr>
<td>c. The New Deal.</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>Economics:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Analyze the impact of the Great Depression on the economy of the United States and the resulting expansion of the role of the federal government.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:
- The Web site makes suggestions for enrichment activities.

Additional Instruction:
- The Web site shares consideration for additional instruction.

Informal Assessment
Clearly marked assessment in the lesson.
### The Great Depression and the New Deal (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>relief, pension, Gross National product (GNP), regulatory agencies</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>Students examine the causes of the Great Depression and the effectiveness of the New Deal policies to solve the crisis.</td>
<td></td>
</tr>
<tr>
<td>9. Analyze the major political, economic and social developments of the 1920s including:</td>
<td>Find the entire activity on the Web site: <a href="http://www.digitalhistory.uh.edu/historyonline/us34.cfm">http://www.digitalhistory.uh.edu/historyonline/us34.cfm</a></td>
<td></td>
</tr>
<tr>
<td>f. Stock market speculation and the stock market crash of 1929.</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- Have students work in pairs to research and prepare a list of questions to ask someone in their community who lived through and has memories of the Great Depression. Students should identify seniors in the community and write those letters explaining their task and request an interview. Students should prepare a list of questions and bring the list to the interview. Have them present their interview to the class.

- Write five questions that you might ask if you were conducting an interview with FDR. Include questions about his illness, his family, and the goals of the New Deal.

### Additional Instruction:
- Students may find that they are overwhelmed and confused by the names of the New Deal programs and their acronyms. Have students work in pairs to make a chart that lists and describes each New Deal program. Invite students to draw symbols for the programs that will help them remember what each program did. Have students meet to share and explain their ideas.
The Great Depression and the Arts (3-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>New Deal</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>The material in this unit is designed to impress upon students the varying effects of the Great Depression and New Deal on the lives of ordinary Americans. The unit's focus is primarily (but not exclusively) on the people rather than the policies, especially their fears, uncertainties, resilience, commonality of suffering, and survival.</td>
<td></td>
</tr>
<tr>
<td>10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.newdeal.feri.org/nchs/index.htm">http://www.newdeal.feri.org/nchs/index.htm</a></td>
<td></td>
</tr>
<tr>
<td>b. The Dust Bowl;</td>
<td>Resources:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optional video - The Grapes of Wrath (Twentieth Century Fox, 1940)</td>
<td></td>
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<tr>
<td></td>
<td>Optional video - The Plow That Broke the Plains (United States National Film Registry, 1936)</td>
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<tr>
<td></td>
<td>Informational Web site on The Plow That Broke the Plains <a href="http://xroads.virginia.edu/~1930s/FILM/lorentz/plow.html">http://xroads.virginia.edu/~1930s/FILM/lorentz/plow.html</a></td>
<td></td>
</tr>
<tr>
<td>Differentiated Learning</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Enrichment Activity:</td>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>• In songs such as “Roll On, Columbia,” Woody Guthrie celebrated some of the achievements of the New Deal. Instruct students to find out more about Woody Guthrie’s songs. Then, have them write a song celebrating or criticizing a New Deal action.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Instruction:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Direct students to find out more about the Dust Bowl. Then, tell students to write a report to submit to President Roosevelt explaining how to help the states in the Dust Bowl. Remind them to include information about how to help prevent another Dust Bowl in the future.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Additional Resources

Video:


Informal Assessment

Teachers can create their own assessment based on the lesson content.
# Unit 7: 1940-1950

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<td>2. Memorandum Regarding the Enlistment of Navajo Indians</td>
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<td>3. Powers of Persuasion - Poster Art of World War II</td>
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<td>4. Jazz and World War II: A Rally to Resistance, A Catalyst for Victory</td>
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<td>5. Instructions to All Persons of Japanese Ancestry</td>
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<td>7. The War Relocation Camps of World War II: When Fear was Stronger than Justice</td>
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<td>8. Tolerance in Times of Trial</td>
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<td>9. Documents and Photographs Related to Japanese Relocation During World War II</td>
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<td>10. The Atomic Bomb</td>
<td>1 day</td>
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<td>11. Origins of the Cold War</td>
<td>1-2 days</td>
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<td>12. The Cold War</td>
<td>3-5 days</td>
<td>166</td>
</tr>
<tr>
<td>13. The Cold War: Solving the Mystery of History with Voices on Vinyl</td>
<td>12-16 days</td>
<td>168</td>
</tr>
</tbody>
</table>
**INTRODUCTORY LESSON**

*Remembering Pearl Harbor:*

*The USS Arizona (2-4 days)*

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td>Pearl Harbor</td>
</tr>
<tr>
<td>D. Connect developments related to World War I with the onset of World War II: 7. Analyze the impact of U.S. participation in World War II, with emphasis on the change from isolationism to international involvement including the reaction to the attack on Pearl Harbor.</td>
<td>Core Activity Students trace the course of the Japanese surprise attack on the U.S. Pacific Fleet at Pearl Harbor, and consider the significance of the sunken USS Arizona as a war memorial. Find the entire lesson on the Web site: <a href="http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/18arizona/18arizona.htm">http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/18arizona/18arizona.htm</a></td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

*Enrichment Activity:*

- Brief video showing the attack - *Tora, Tora, Tora*, directed by Richard Fleischer and Kinji Fukasaku, Twentieth Century Fox Film Corp., 1970. - Have questions to accompany the video.

- **Activity 1: Comparing Textbook Accounts**
  Using a typical U.S. history textbook, have students read the account of Pearl Harbor. Then have students read the following paragraph that has been translated from a Japanese history textbook of the late 1960s:

  "In April 1941, Japan agreed to a Japan-USSR Neutrality Treaty in order to lessen the military threat to the north. This was followed by the occupation of the southern half of Indo-China by Japanese military forces. In consequence, the American attitude towards Japan hardened, and diplomatic relations between the two countries came to a dead end. The Tojo Cabinet conducted its business in extreme secrecy, and in the pre-dawn hours of December 8, 1941 (December 7, Honolulu time) Pearl Harbor in Hawaii was attacked and war was simultaneously declared against the United States." *International Views of American History*. Boston: Houghton Mifflin, 1969.

- Ask students to cite differences between the two textbook accounts and discuss why they would differ to such a great degree. Have them develop an outline of the information they think should be included in both U.S. and Japanese textbooks. Compare the outlines and discuss differences in treatment.

**Additional Instruction:**

- **Activity 1: Pearl Harbor and the Casualties of War**
  The attack on Pearl Harbor propelled the nation into a war that lasted for almost four years. On the first day of that war, more than 2,400 Americans died; their average age was 23. Have students consider the impact such enormous losses would have on the American public. Then ask them to imagine they are reporters at the time of the attack on Pearl Harbor.
Have each student write a short paper describing how they would have covered the news for their local daily papers. They should include information about the surprise attack, the sinking of the **USS Arizona**, and the statistics about the casualties. Have students work in pairs to correct rough drafts. Have three or four students read their completed features aloud and then hold a discussion on the attack and its results.

- Contrast and compare the attack on Pearl Harbor to the attack of 9-11 on the World Trade Center and the Pentagon and the reaction of U.S. citizens.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
### Standard: Benchmark: Indicator

**Geography:**

B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data:

2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.

### Suggested Strategies/Lessons

**Core Activity**

During World War II, the U.S. Marine Corps, in an effort to find quicker and more secure ways to send and receive code, enlisted Navajos as "code talkers." Students examine this event.


**Resource:**


### Vocabulary

Navajos, propaganda, saboteurs, encrypting, decrypting, anthropologist

### Interdisciplinary Connections

Language Arts

### Differentiated Learning

**Enrichment Activity:**

- Have students listen to recordings of wartime speeches of Winston Churchill and Franklin Roosevelt and draw conclusions about why these speeches had such powerful, positive effect on their listeners.

- Have students research how America tried to break the German code (could use movie *U-571*, directed by Jonathon Mostow, Universal Pictures, CA, 2000) with U.S. trying to capture enigma machine.

**Additional Instruction:**

- Students will watch the movie *Windtalkers*, directed by John Woo, Metro-Goldwyn-Mayer (MGM), 2002; and write a one page essay on how the Navajo Indians helped in the war efforts.

### Additional Resources

**Web Sites:**

**Powers of Persuasion – Poster Art of World War II (1-2 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td><strong>Core Activity</strong>&lt;br&gt;The Government launched an aggressive propaganda campaign to galvanize public support for the war, and some of the nation's foremost intellectuals, artists, and filmmakers became warriors on that front. Students view the sources for this campaign.</td>
<td>Propaganda, campaign</td>
</tr>
<tr>
<td>11. Analyze the impact of U.S. participation in World War II with emphasis on:</td>
<td><strong>Interdisciplinary Connections</strong>&lt;br&gt;Language Arts&lt;br&gt;Art</td>
<td></td>
</tr>
<tr>
<td>a. Events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce.</td>
<td></td>
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</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- Propaganda: Encourage students to create their own World War II poster intended to galvanize public support for the war effort.

- Interested students can read the decisions in the two Supreme Court cases – *Harabayashi v U S* and *Korematsu v U S* which established the legality of the internment of Japanese Americans and write papers commenting on the decisions.

**Additional Instruction:**

- Organize students into eight groups. Assign each group one of the following roles: factory owner, factory worker, farmer, federal employee, taxpayer, consumer, draft board member, and a woman. Have each group discuss how their group contributed to the war effort at home, and how the group has been affected by the expansion of government control that accompanied mobilization.

- Work with the class to develop two lists on the board – one with the positive changes the war and its aftermath had on women and minorities and one with the negative effects.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
### Core Activity

The activities below help students explore the role of jazz in American society and the ways that jazz functioned as an export of American culture and a means of resistance to the Nazis.


### Interdisciplinary Connections

- Language Arts
- Music

### Differentiated Learning

**Enrichment Activity:**

- Ask student groups to prepare PowerPoint presentations on issues related to jazz and World War II. Some possibilities are the effect of the war experience on musicians, the shift in popularity from swing to bebop, the symbolism associated with World War II era popular songs, and the issue of race in jazz and in World War II.
- Ask students to prepare song lyric analyses of World War II era popular songs. They can access song lyrics to all the most popular songs at [Lyrics World](http://world lyrics). Have them try to find recordings of the songs they selected and present the song and their analyses to the class. Possible ideas for analysis could include the following: ways in which women are portrayed; stereotypes which appear in the lyrics; and reinforcement or challenges to American values of the period.

**Additional Instruction:**

- Students can explore the PBS site on Jazz to get a better understanding of how Jazz played an important role during this time period. Allow the students to freely search through this site. [Jazz: A Film by Ken Burns](http://www.pbs.org/jazz)

### Additional Resources

**Video:**

- Jazz, A Film by Ken Burns, (PBS Studios, 2001.)
Web Sites:

- Jazz: A Film by Ken Burns
  [http://www.pbs.org/jazz/](http://www.pbs.org/jazz/)

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Instructions to All Persons of Japanese Ancestry (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>discrimination, Pearl Harbor, relocation center, evacuee</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>This activity is designed to deepen student's understanding of the experience of Japanese internment in the United States during World War II and promote student-centered collaborative inquiry. It is centered around interrogating primary sources and evaluating historical evidence on the World Wide Web and creating hypertext trails to construct knowledge.</td>
<td></td>
</tr>
<tr>
<td>11. Analyze the impact of U.S. participation in World War II with emphasis on:</td>
<td>Find the entire activity on the Web site: <a href="http://historymatters.gmu.edu/d/17/">http://historymatters.gmu.edu/d/17/</a></td>
<td></td>
</tr>
<tr>
<td>b. The internment of Japanese-Americans.</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Have students form groups to research the strained Japanese-United States relationship before the war. Tell students to focus on the response of the United States to Japanese expansion into Manchuria and Japan's reply, how the Japanese felt about the 1924 immigration laws and how American businesses felt about Japanese imports. After students have completed research, lead a class discussion.

**Additional Instruction:**

- A More Perfect Union
  The Smithsonian Institution Web page [http://americanhistory.si.edu/perfectunion/experience/index.html](http://americanhistory.si.edu/perfectunion/experience/index.html) provides a multi-media tour of an exhibit at the Museum of American History in Washington on the Japanese relocation. Students will watch this exhibit and record facts as they go through it.

### Additional Resources

**Web Sites:**

- A More Perfect Union [http://americanhistory.si.edu/perfectunion/experience/index.html](http://americanhistory.si.edu/perfectunion/experience/index.html)
### National Security – Japanese Internment (2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Citizenship Rights and Responsibilities:</strong></td>
<td><strong>Core Activity</strong></td>
<td>individual rights, national security, internment, executive order, discrimination, restrictions, confinement</td>
</tr>
<tr>
<td>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</td>
<td>This lesson teaches students about the balance between national security and individual rights using the Japanese-American internment camps during World War II as the setting. The lesson incorporates photographs from the Manzanar camp in California and a primary source relevant to interment. Using the information, students formulate and present the government's actions.</td>
<td></td>
</tr>
<tr>
<td>a. Clear and present danger;</td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
</tr>
<tr>
<td>b. Compelling government interest;</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>c. National security;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Libel or slander;</td>
<td></td>
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<tr>
<td>e. Public safety;</td>
<td></td>
<td></td>
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<tr>
<td>f. Equal opportunity.</td>
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</tbody>
</table>

**History:**

F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.

11. Analyze the impact of the U.S. participation in World War II with emphasis on:

b. The internment of Japanese-Americans

### Differentiated Learning

**Enrichment Activity:**

- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**

- The website shares consideration for additional instruction.

**Informal Assessment**

Clearly marked assessment in the lesson.
# The War Relocation Camps of World War II: When Fear was Stronger than Justice (3-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>discrimination, relocated centers, Nisei</td>
</tr>
<tr>
<td>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</td>
<td>Students learn how national security led the U.S. government to confine nearly 120,000 people of Japanese ancestry to relocation centers in remote areas of the country during World War II.</td>
<td></td>
</tr>
<tr>
<td>3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/89manzanar/89manzanar.htm">http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/89manzanar/89manzanar.htm</a></td>
<td></td>
</tr>
<tr>
<td>c. National security;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>11. Analyze the impact of U.S. participation in World War II with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The internment of Japanese-Americans.</td>
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</tbody>
</table>

## Differentiated Learning

### Enrichment Activity:

- Have students read and then give an oral book report on books that feature young peoples whose lives were upset by the war. One example is Jeanne and James Houston's *Farewell to Manzanar*, the true story of Jeanne Wakatsuki and her Japanese American family at the Manzanar internment camp. This memoir mixes tales of cheerleaders, Boy Scouts, and sock hops with the indignities of barbed wire and armed guards.

- After researching the internment of Japanese Americans, have students write one page reflection paper on why the U.S. Government felt it was necessary to confine Japanese to camps.

### Additional Instruction:

- **Being There**
  Ask students to imagine they are Japanese American young people living in California in 1941. Have them create diary entries that describe how they felt when they heard about the Pearl Harbor attack, when they read headlines in the newspapers talking about the need to remove people like them from their homes, when they saw the posted evacuation order, and when they first saw the relocation center. Have students share their work with others and then discuss what they have learned about the relocation.
Additional Resources

Web Sites:

- “War Relocation Authority Camps in Arizona, 1942-1946” on-line exhibit.  
  http://parentseyes.arizona.edu/wracamps/index.html

- Report to the President: Japanese-American Internment Sites Preservation,  
  http://www.cr.nps.gov/history/online_books/internment/report.htm

- Confinement and Ethnicity: An Overview of World War II Japanese American Relocation Sites,  

- Visit the park’s Web page  
  http://www.cr.nps.gov/history/online_books/anthropology74/index.htm

Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Tolerance in Times of Trial (3-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>11. Analyze the impact of U.S. participation in World War II with emphasis on:</td>
<td>Students examine the treatment of citizens of Japanese and German ancestry during World War II, looking specifically at media portrayals of these groups and internment camps, as historical examples of ethnic conflict during times of trial. Students will also explore the problems inherent in assigning blame to populations or nations of people and look at contemporary examples of ethnic conflict, discrimination, and stereotyping at home and abroad.</td>
<td></td>
</tr>
</tbody>
</table>

#### Interdisciplinary Connections

- Language Arts

### Differentiated Learning

**Enrichment Activity:**

- Lest We Forget – World War II was not the only time in American history when fear led to persecution, and Japanese Americans were not the only “enemy aliens” detained during the war. Have the class study the treatment of American Indians during the settlement period, Yankees or Rebels during the Civil War, Germans during World War I, Germans or Italians during World War II, or Communists during the Cold War period. Ask the class to find out if their community has ever treated people unfairly out of fear. Discuss the role of acknowledging wrong-doing in healing conflicts. Then ask students to interview someone who experienced such an event or write an essay about one of the situations they researched, including their opinion about whether compensation was due to any person or group, and if the conflict should be memorialized. How would they design a memorial for the situation they researched? What would they write on the memorial and where would they place it?

**Additional Instruction:**

- From the additional resources in the lesson Web site, have students research the treatment of German Americans (Those living in the U.S.) during WWII. Compare their conditions with those of Japanese Americans. Were they similar, different? Were we justified in putting both in camps? After students research both of these groups and you discuss them as a class, have students enter a diary entry as if they were either a German American or Japanese American living in an internment camp.
Additional Resources

Web Sites:

- Children of the Camps  
http://www.pbs.org/childofcamp/

- Conscience and the Constitution  
http://www.pbs.org/conscience/

- The Internment of German Americans During world War II (oral histories)  
http://www.foitimes.com/intemment/

- The Seige: Hollywood now Plays Cowboys and Arabs  
http://www.library.cornell.edu/coddev/mideast/arbholl.htm

- Share this article posted online from MSNBC:  

- Journey To Peace  
http://www.pbs.org/journeytopeace/teachers/index.html

- Activity ideas about ethnic identify, conflict resolution, and active listening. Srebenica: A Cry From The Grave  
http://www.pbs.org/wnet/cryfromthegrave/lessons/lesson2.html

- Lesson plan focused on ethnic identify as a burden and benefit in society, discrimination, and fear. Teaching Tolerance. Site includes classroom activities, articles, fact sheets for students, and more.  
http://www.splcenter.org/teachingtolerance/tt-index.html

Informal Assessment

Clearly marked assessment in the lesson.
ACTIVITY

Documents and Photographs Related to Japanese Relocation During World War II (5-7 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>The internment of persons of Japanese ancestry during World War II sparked constitutional and political debate. Some people refer to the relocation centers as concentration camps; others view internment as an unfortunate episode, but a military necessity. Students decide! Find the entire lesson on the Web site: <a href="http://www.archives.gov/digital_classroom/lessons/japanese_relocation_wwi_japanese_relocation.html">http://www.archives.gov/digital_classroom/lessons/japanese_relocation_wwi_japanese_relocation.html</a></td>
<td>antifascist, espionage, Issei, Nisei, internment, relocation centers</td>
</tr>
<tr>
<td>11. Analyze the impact of U.S. participation in World War II with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The internment of Japanese-Americans.</td>
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</tbody>
</table>

Interdisciplinary Connections

Language Arts

Differentiated Learning

Enrichment Activity:

- Ask students to assume they are Nisei protesting the internment on legal grounds. Have each student prepare a list of the rights of citizens as protected by the Constitution and Bill of Rights. Then have several students present their lists, explain which rights were violated by the forced move of American citizens to relocation centers, and explain why the relocation was unconstitutional. Students might want to bolster their arguments through studying important Supreme Court cases related to the relocation. The cases of Mitsuye Endo, Fred Korematsu, and Gordon Hirabayashi, which went to the U.S. Supreme Court, are particularly important. Complete the activity by comparing student lists and holding a class discussion on whether there are any circumstances when unconstitutional behavior by the government can be justified.

Additional Instruction:

- Create a graphic organizer with students to assist them in understanding the differences between the Japanese American internment camps and the Nazi concentration camps. (Internment camps: suspicious of Japanese after Pearl Harbor...Concentration Camps: Nazis preached hatred against minority groups.) RESULT: internment camps—kept apart during war, received apology and money after 40 years; concentration camps, work and death camps. Eleven million people killed, including more than six million Jews.
Additional Resources

Supplemental Texts:


- *The Climate of the Country* by Marnie Mueller (Willimantic, CT: Curbstone Press, 1999), is based on the author's experience of living with her father, a Caucasian, who was interned as a conscientious objector.

Web Sites:

- UA Learning Technologies Center
  [http://www.library.arizona.edu/images/ipamer/execordr.html](http://www.library.arizona.edu/images/ipamer/execordr.html)
**The Atomic Bomb (1 day)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Core Activity</td>
<td>secret weapon, nuclear, armaments</td>
</tr>
<tr>
<td>B. Use data and evidence to support or refute a thesis:</td>
<td>Students examine primary source documents to decide if the atomic bomb should have been dropped on Japan to end World War II.</td>
<td></td>
</tr>
<tr>
<td>3. Analyze one or more issues and present a persuasive argument to defend a position.</td>
<td>Find the entire activity on the Web site: <a href="http://www.digitalhistory.uh.edu/historyonline/us36.cfm">http://www.digitalhistory.uh.edu/historyonline/us36.cfm</a></td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

- Language Arts
- Drama

**Differentiated Learning**

**Enrichment Activity:**

- Use the Internet to find out about the Manhattan project, the secret government project to develop the atomic bomb. Write a summary of its goals and progress and whether or not you believe the bomb achieved its goals. Have students share with the class what they learned about the Manhattan Project, and write their comments on the board. Ask the class to decide which of the listed details are the most important and tell them to include these in their summaries.

**Additional Instruction:**

- Have students divide into small groups. Each group will do research for and write an essay on the following topic: “President Truman was justified in using the atomic bomb against Japan.” Have students make two lists: reasons for using the bomb and reasons against it. Encourage students to use library resources, including books and videotapes, as well as their texts and Internet sources. Each group should present to another. After the first group has presented their case, before the second group goes, ask if they would like to make any changes first. After the second group goes, try to come up with a consensus on whether or not Truman should have used the bomb.
# Origins of the Cold War (1-2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td>Cold War, containment, V-J day</td>
</tr>
<tr>
<td>E. Analyze connections between World War II, the Cold War and contemporary conflicts.</td>
<td>Core Activity: Students examine primary source documents to decide the origins of the Cold War and its early policies.</td>
<td></td>
</tr>
<tr>
<td>8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:</td>
<td>Find the entire activity on the Web site: <a href="http://www.digitalhistory.uh.edu/historyonline/us37.cfm">http://www.digitalhistory.uh.edu/historyonline/us37.cfm</a></td>
<td></td>
</tr>
<tr>
<td>a. The Marshall Plan;</td>
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</tr>
</tbody>
</table>

## Differentiated Learning

**Enrichment Activity:**

- Call on volunteers to role play George Marshall and his state department advisors. Have remaining students work in small groups to develop interview questions to ask Marshall and his advisors about the Marshall Plan. Tell students that the interview should focus on the aims of the Marshall Plan and the part it played in Truman's overall Cold War strategy. Have each group select a representative for a panel to interview the Marshall Group. Conclude by asking all students to write a newspaper article that recapitulates the interview.

**Additional Instruction:**

- Read this to the students: "The free peoples of the world look to us for support in maintaining their freedoms. If we falter in our leadership, we may endanger the peace around the world – and we shall surely endanger the welfare of our own nation". (Harry Truman, Speech, March 12, 1947.) Ask the students: What role did Truman think the U.S. should play in world affairs? What did Truman think would happen if the U.S. did not exercise a leadership role? And how did this attitude lead to the Truman Doctrine and the Marshall Plan?
# The Cold War (3-5 days)

<table>
<thead>
<tr>
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<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>E. Analyze connections between World War II, the Cold War and contemporary conflicts.</td>
<td>Explain to students that they will research one Cold War event. Based on their research, students will write a mock news article about the event and include direct quotes and images.</td>
<td>Cold War, Communism, NATO (North Atlantic Treaty Organization), Warsaw Pact</td>
</tr>
<tr>
<td>b. Communist containment, including the Truman Doctrine, Berlin Blockade and Cuban Missile Crisis;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

## Differentiated Learning

**Enrichment Activity:**

- Show the movie *War Games*, directed by John Badham, Metro-Goldwyn-Mayer (MGM), 1983. Give the students three questions to answer: 1) What will happen if the U.S. decides to not do anything against the possible bluff attack from the Soviet Union? 2) How does this movie relate to the Cold War era? And 3) What does the computer “Joshua” mean by “there is no winner if you play thermonuclear war?” Relate this to the Cold War and the arms race.

**Additional Instruction:**

- Show the movie *Thirteen Days*, directed by Roger Donaldson, New Line Cinema, 2000, and have students write a diary entry as if they were President Kennedy. After viewing this movie, what is going through your head? Describe in detail the Cuban Missile Crisis as it relates to the U.S. Cuba, and the Soviet Union.

- Students create cause and effects charts which show the causes and effects of the Cold War in Europe and at home.

## Additional Resources

**Video:**

- *The Cuban Missile Crisis*, directed by Erich Neumeth, (Goldil Home Media, 2001.)

**Web Sites:**

• The Cold War Museum
  http://www.coldwar.org/

• The Cold War
  http://www.geocities.com/the_coldwar/

• Cold War Policies
  http://history.acusd.edu/gen/20th/coldwar0.html

• National Archives Learning Curve: Cold War
  http://learningcurve.pro.gov.uk/coldwar/

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
The Cold War: Solving the Mystery of History with Voices on Vinyl (12 to 16 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
</table>
| Social Studies Skills and Methods: | | (defined in lesson) Berlin Wall, Fidel Castro, Bay of Pigs, Nuclear missile sites, Soviet missiles, Khrushchev, Hotline (1963), McCarthy, 38th Parallel, vodka, Leningrad, yellow reds, Air raid shelter, Cuban missile crisis, Cold War kids, Air raid drill, Levittown, Rotors, Parris Island, Ellis Island, tameless horses, "Bellies were tight," Homefront, Bob Hope, Hash pipe, "Charlie," "We held the day..."

A. Evaluate the reliability and credibility of sources: |

1. Determine the credibility of sources by considering the following: |

   | The circumstances in which the author prepared the source. |

Core Activity

Invite your students to hear the “people’s” spin on the times as they navigate through the noteworthy events of the Cold War through music. Examining the highlights, crises, and showdowns between the United States and the Soviet Union during the tumultuous years of the Cold War can be made more meaningful by listening to popular music of the time.


Resources:


Interdisciplinary Connections

Music
Differentiated Learning

Enrichment Activity:

- You are an advisor to the President of the U.S. during the Cold War. The President is trying to decide whether the U.S. should support an anticommunist dictator in an Asian nation. Write a brief statement explaining your opinion. Encourage students to list reasons both for and against supporting a dictator before they begin to prepare their statements. Direct students to answer the objections of the opposing viewpoints in their statement.

- USING PRIMARY SOURCES: *Dear America: Letters Home from Vietnam*, by Bernard Edleman, Editor, W.W. Norton & Co., 2002, contains correspondence from combat troops and nurses. Help students choose appropriate letters that give insights into the war. Have students prepare multimedia presentations about the letters and their writers.

Additional Instruction:

- To close the Cold War unit, have students create an annotated and illustrated timeline of key events during the Cold War unit.

- Review for the Korean War or McCarthy Era: divide the class into six groups. Have each group present a “You Are There” television documentary about the Korean War or McCarthy Era. Programs should provide background information as well as interviews with soldiers, citizens, and or political leaders.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
# Unit 8: 1950-1960

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<td>1-2 days</td>
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</table>
ACTIVITY
INTRODUCTORY LESSON
A 1950s Kind of Day (2-3 days)

Standards: Benchmarks: Indicators | Suggested Strategies/Lessons | Vocabulary
---|---|---
History:
F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:
12. Explain major domestic developments after 1945 with emphasis on:
   a. Postwar prosperity in the United States;

Core Activity
Students will review how life in 1950s America was changed by the cessation of war and the return of veterans. They will explore new roles that men and women adhered to. They will also understand how society changed as television ownership and popularity grew. A group activity at the end of this lesson will help students to analyze firsthand how advertisers affect society in the way that they market their products.

Find the entire activity on the Web site: http://www.uen.org/Lessonplan/preview.cgi?LPid=7293

Interdisciplinary Connections
Language Arts

Baby Boom, Cold War, Korean Conflict, rock ‘n’ roll, rpm

Differentiated Learning

Enrichment Activity:
- The use of technology in this lesson plan is essential for displaying the primary source documents and footage that are necessary in demonstrating the advertising and cultural norms of the 1950s. Most of the studio pictures (such as the cast photos from Leave It to Beaver, and I Love Lucy), magazine cover, advertisements and original footage that are used in the PowerPoint presentation are not easily reproducible. These resources are not available for reproduction in slide, transparency or good quality paper copies.
- Through using PowerPoint presentation, students are presented with a clean, attention-grabbing and informative lecture that would not be as effective if the educator were using chalk and chalkboard to discuss his/her points. This PowerPoint is able to link educators to useful Web sites at the click of a button and illustrates points with action that an educator could not reproduce on the board.

Additional Instruction:
- Go to the local or school library and check out many 1950s yearbooks. Show students the types of clothing worn. Explain the roles of men versus women at this time. You could also try to find 1950s home economics books which show that women were learning how to cook, clean, etc. for husbands later in life. With this, show clips from the movie Pleasantville, directed by Gary Ross, New Line Cinemas, 1998, relating to men and women’s roles, and “suburbia.”
Examining 1950s Prosperity (1 day)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>Scroll down the lesson plan to Day 138 (p.116-118) and have students discuss the effects that this prosperity had on American society and culture. Write generalizations about the changes in American life in the 1950s.</td>
<td>prosperity, culture, mass marketing, mass-produced housing</td>
</tr>
<tr>
<td>a. Postwar prosperity in the United States;</td>
<td>Interdisciplinary Connections</td>
<td></td>
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<tr>
<td></td>
<td>Language Arts</td>
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</tbody>
</table>

Differentiated Learning

**Enrichment Activity:**

- Challenge students to draw a political cartoon describing the phrase "middle of the road" as it relates to Eisenhower's policies.
- Challenge students to elaborate on reasons why they feel the events discussed in the lesson led to a cooling or warming of relations between the superpowers.
- Challenge students to describe two major changes that occurred in the 1950s due to economic growth and prosperity.
- Challenge students to describe the link between television and consumer spending in the 1950s.
- Challenge students to search for a poem written about current social problems such as poverty, drugs, and violence. Ask them to mount the poem on a letter-sized sheet of paper and find photographs or drawings to illustrate it.
- Challenge students to create a world map that shows the hot spots of foreign policy during the Eisenhower administration.

**Additional Instruction:**

- Ask students to make at least six generalizations about how life changed for Americans in the 1950s. Then have them write a supporting sentence for each generalization.
• Have small groups of students discuss and rank changes in the 1950s. Ask each group to write a statement about which development they think had the greatest and most lasting influence on American life. Invite groups to share their comments.

Informal Assessment

Clearly marked assessment in the lesson.
Telegram from Senator Joseph McCarthy to President Harry S. Truman (1-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
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<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td></td>
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<tr>
<td>12. Explain major domestic developments after 1945 with emphasis on:</td>
<td></td>
<td></td>
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<tr>
<td>b. McCarthyism;</td>
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</tbody>
</table>

Core Activity

Holding up a piece of paper, McCarthy claimed to have in his possession information proving that more than 200 employees in the State Department were card-carrying members of the Communist Party. The charge—never substantiated—grabbed headlines at a time when friction with the Soviet Union and fear of communist subversion were growing in the country. Students examine this fearful time in history.


Interdisciplinary Connections

Language Arts

Differentiated Learning

Enrichment Activity:

- Assign students to research and report on one of the following:
  a. The relationship between President Truman and Senator McCarthy from the time of the telegram until Truman left office in 1953.
  b. The effects of the McCarthy “witch hunt” on the life of a famous American who was blacklisted following the investigation.
  c. The relationship between McCarthyism and Arthur Miller’s play *The Crucible*.

Collaborate with a language arts colleague to develop interdisciplinary activities on this topic.

Additional Instruction:

- Discuss the meaning of the terms espionage, perjury, blacklisted.
- Discuss why the House Committee on the Un-American Activities (HUAC) focused on the entertainment industry. Ask, “Why do you think some Americans feared communist influence in movies, radio, and television? Have students research and report on the entertainment figures who testified before the committee and those who were blacklisted.
Additional Resources

Supplemental Texts:


- National Archives and Sirs, Inc., *The Truman Years 1945-1953* 
  http://www.archives.gov/education/lessons/mccarthy-telegram/

- National Archives and Sirs, Inc., *Peace and Prosperity 1953-1961* 
  http://www.archives.gov/education/lessons/mccarthy-telegram/
## Propaganda-Name Calling (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>libel, slander, subversives, Commie, Pinko, Red, blacklist, civil rights, congressional hearing, The Left, left-wing ideologist, loyalty oath, name calling, propaganda, stereotype, witch hunt</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>In this lesson, students identify examples of name-calling—associating a person or group with a negative image. The lesson can be done without visiting the museum-only using the Michigan Communist Control Law reference. Find the entire lesson on the Web site: <a href="http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-53647-00.html">http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-53647-00.html</a></td>
<td></td>
</tr>
<tr>
<td>12. Explain major domestic developments after 1945 with emphasis on:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>b. McCarthyism;</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights or others, and the common good.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:</td>
<td></td>
<td></td>
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<tr>
<td>d. Libel or slander;</td>
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</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Have students create a chart comparing the U.S. government’s response to the Red Scare during the Cold War with its response to the Red Scare following WWI.
- Imagine you are a court reporter at either the Hiss trial or the trial of Ethel and Julius Rosenberg. Write a letter to a friend abroad explaining the significance of one of the trials.

**Additional Instruction:**

- Discuss with students what is meant by McCarthy’s “communist witch hunt” and how this was looked at as a witch hunt.

### Additional Resources

**Supplemental Texts:**

- Goodwin, Doris Kearns. *Wait Till Next Year: A Memoir*. NY: Simon & Schuster, 1997. (Especially pages 179-183 the author's childhood during the Army-McCarthy hearings. Read the pages aloud to the class—or listen to that part of the story from the audiobook, also available.)


**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
## The Hollywood Blacklist (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td>Core Activity</td>
<td>blacklist, House for Un-American Activities Committee (HUAC), communist influence</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>Students can examine this Web site for a comprehensive look at how McCarthyism affected Hollywood and research one of the people listed and present to the class. Find the entire lesson on the Web site: <a href="http://classicfilm.about.com/library/weekly/aa032899.htm">http://classicfilm.about.com/library/weekly/aa032899.htm</a></td>
<td></td>
</tr>
<tr>
<td>12. Explain major domestic developments after 1945 with emphasis on:</td>
<td>Interdisciplinary Connections Language Arts</td>
<td></td>
</tr>
<tr>
<td>b. McCarthyism;</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Citizenship Rights and Responsibilities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</td>
<td></td>
<td></td>
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<tr>
<td>4. Analyze instances in which the rights of individuals were restricted including:</td>
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<tr>
<td>c. Intellectuals and artists during the McCarthy Era;</td>
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</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- Linking Past and Present: Television played a key role in the downfall of Senator McCarthy. (And remember, this is one of the industries he targeted for his “witch hunt”). Give at least three examples of how television influences public opinion today.

**Additional Instruction:**
- After reading through the McCarthy Era section in your text, imagine you are a reporter. What three questions would you ask the Senator? Then, answer your questions, as though you are the senator, in the way he would have answered them. (Questions students could ask: Why did you want to fight communism? Did you have evidence?)
Web Sites:

- Blacklist
  http://www.moderntimes.com/palace/blacklist.htm

- HUAC and Censorship Changes
  http://www.moderntimes.com/palace/huac.htm

- Elia Kazan: Postage Paid
  http://www.moderntimes.com/palace/kazan/

- The World Socialist Web Site –

- On Elia Kazan's Lifetime Achievement Award –

- One in Ten: Adrian Scott and the Hollywood Ten –

- PBS Documentary –

- Salt of the Earth –
  http://classicfilm.about.com/gi/dynamic/offsite.htm?site=http://www.organa.com/salt.html. This Web site has information about the 1954 film, which was made by a group of blacklisted artists, including how to order it.
**ACTIVITY**

The United States Enters the Korean Conflict (2 days)

<table>
<thead>
<tr>
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<th>Suggested Strategies/Lessons</th>
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</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
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</tr>
<tr>
<td>E. Analyze connections between World War II, the Cold War and contemporary conflicts:</td>
<td><strong>Core Activity</strong></td>
<td></td>
</tr>
<tr>
<td>8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:</td>
<td>Students investigate the decision to intervene in Korea, which grew out of the tense atmosphere that characterized Cold War politics. Find the entire activity on the Web site: <a href="http://www.archives.gov/digital_classroom/lessons/korean_conflict/korean_conflict.html">http://www.archives.gov/digital_classroom/lessons/korean_conflict/korean_conflict.html</a></td>
<td></td>
</tr>
<tr>
<td><strong>Differentiated Learning</strong></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

**Enrichment Activity:**
- Explain to students that demilitarized zones between hostile nations or groups have been set up in other parts of the world. Have students work with partner to gather information about the current status of the DMZ of North and South Korea. They may also research other countries that have contained DMZ's such as Israel and Vietnam. Students can present their findings to the class.

**Additional Instruction:**
- Organize the class into small groups. Tell each group to create a timeline or graphic organizer that illustrates how developments in the Korean after WWII were part of the overall Cold War struggle between the SU and the U.S. over the spread and containment of communism. Have students from each group present and interpret its creation to the class. Then ask volunteers to summarize why Korea was divided.
- Have students create a flowchart that shows the course of the Korean War and at what points various fighting forces entered the war. Call on volunteers to present their flowcharts.
## Nuclear Fallout (1-4 days)

<table>
<thead>
<tr>
<th>Standards: Benchmarks: Indicators</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies Skills and Methods:</strong></td>
<td><strong>Core Activity</strong></td>
<td>nuclear fallout, ideologies, civil defense, fallout shelter, “duck and cover”</td>
</tr>
<tr>
<td>B. Use data and evidence to support or refute a thesis:</td>
<td>Students learn how drilling for nuclear war became a part of life's routine in the 1950s and, like fire drills today in the school, was taken very seriously.</td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections
Science

### Differentiated Learning

**Enrichment Activity:**
- Invite students to imagine they are in a social studies class in the 1950s. Hold a “current events” discussion about proposals for a nuclear test ban. Remind students to keep in mind the Cold War tensions and nuclear anxieties of the time as they role play the class discussion. Conclude by having students in their 1950s role vote on whether they favor or oppose a ban on nuclear testing.

**Additional Instruction:**
- Have the students participate in a “duck and cover” drill. Afterwards, ask the students how “serious” a drill it was, but then ask if it would have really have protected you. Most likely at this point they will be laughing over the school actually thinking the students could be saved by this! If you can find the movie *Blast from the Past*, directed by Hugh Wilson, (1999; New Line Cinema), and then show students clips of it to show what a fallout shelter was and how people planned to live in them.

### Additional Resources

**Supplemental Text:**

**Web Sites:**

### Informal Assessment

Teachers can create their own assessments based on the lesson content.
New Kent School and the George W. Watkins School: From Freedom of Choice to Integration (3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance: 14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on: a. Brown v. Board of Education;</td>
<td>Students learn about the U.S. Supreme Court case that forced the integration of public schools and meet the individuals who experienced segregation, fought to dismantle that institution, and integrated the public school system of New Kent County, Virginia. Find the entire lesson on the Web site: <a href="http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/104newkent/104newkent.htm">http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/104newkent/104newkent.htm</a></td>
<td>Jim Crow, National Association for the Advancement of Colored People (NAACP), desegregation</td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- History of My School
  Segregation was largely a national problem; communities across the U.S. were affected by the civil rights movement and the fight over desegregation. At the same time, local, regional, and state factors greatly influenced communities' experiences with desegregation.
- If possible, have students use newspapers, yearbooks, and other primary materials to construct a history of their school or a school in their community from 1954-1970 (essentially from the Brown decision through the implementation of the Green decision). Students should then write a paper comparing the situation in their community and school with the situation in New Kent County, Virginia. Was the school segregated or integrated during this time period? How was the situation similar or dissimilar to that in New Kent County? What local, regional, or state factors might contribute to these similarities or differences? What, if any, physical differences existed between local schools and the New Kent schools, and what if any significance do those differences have in the history of segregation and desegregation?
- Investigate Dayton’s desegregation order in the 1970s.

**Additional Instruction:**

Students will see how the Brown decision affected other schools.

1. View this site and answer the question.
2. Use this site to get background information.
3. *The Road to Educational Equality.* Referring back to the information in “Setting the Stage” ask students to circle the dates they find and underline the event(s) that occurred. Next, have students construct a timeline of events related to school desegregation that are connected to the Prudence Crandall Museum and Little Rock Central High School. Encourage them to use their textbooks or other sources to fill in any gaps. After the timelines are complete, hold a class discussion to explore some of the challenges faced by African Americans and white supporters in the struggle for integrated schools.

**Additional Resources**

**Video:**

- *Remember The Titans,* directed by Boaz Yakin (CA: Disney Studios, 2000.)

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
### History:

F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:

14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:
   a. Brown v. Board of Education;

### Government:

E. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions:

1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:
   b. Brown v. Board of Education;

### Core Activity

Students examine this historic decision that marked the end of the "separate but equal" precedent set by the Supreme Court nearly 60 years earlier and served as a catalyst for the expanding civil rights movement during the decade of the 1950s.


### Interdisciplinary Connections

Language Arts

### Differentiated Learning

**Enrichment Activity:**

- Writing a legal argument: divide the class into groups and ask students to review the text of the Fourteenth Amendment. Then, ask each group to prepare an argument that Thurgood Marshall could have made to the Supreme Court in Brown v Board. Have each group choose a representative to present an argument to the class. Afterward, ask students to name the points that they considered to be the most effective.

**Additional Instruction:**

- Share this excerpt with students from the Brown V Board decision: “to separate (black students) from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in ways unlikely to ever be undone.” Lead a discussion of what the comment means and how this Supreme Court decision reversed Plessy v Ferguson.
Additional Resources

Supplemental Texts:

# Brown Comes to Dayton (1 day)

<table>
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</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.</td>
<td>This lesson extends student knowledge about racism, segregation, busing and discrimination in education in the United States during the Civil Rights era of the 1950s-1970s. It investigates the 1954 Supreme Court case of Brown v. Board of Education and the effects of the decision in Dayton, Ohio. The teacher utilizes a simulation of discrimination based on the model of Jane Elliott's &quot;Blue Eyes, Brown Eyes&quot; in the classroom which illuminates the issues surrounding court-ordered busing at the time of strict racial desegregation de facto (without sanction of law) and de jure (according to law).</td>
<td>racism, segregation, busing, discrimination, Brown v. Board of Education, de facto, de jure</td>
</tr>
<tr>
<td>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:</td>
<td>Find the entire lesson on the Web site:</td>
<td></td>
</tr>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Analyze the consequences of oppression, discrimination and conflict between cultures.</td>
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</tr>
<tr>
<td>4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Analyze the patterns and processes of movement of people, products and ideas.</td>
<td></td>
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</tr>
<tr>
<td>3. Analyze the geographic processes that contributed to changes in American society including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Urbanization and suburbanization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Brown v. Board of Education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. Analyze ways people achieve governmental change, including political action, social protest and revolution.

1. Describe the ways in which government policy has been shape and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:
   c. Civil rights legislation.

B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.

4. Analyze instances in which the rights of individuals were restricted including:
   d. African-Americans during the civil rights movement.

Social Studies Skills and Methods:

A. Evaluate the reliability and credibility of sources:

1. Determine the credibility of sources by considering the following:
   c. Recognition of stereotypes.

B. Use data and evidence to support or refute a thesis:

3. Analyze one or more issues and present a persuasive argument to defend a position.

Differentiated Learning

Enrichment Activity:

- Have all students interview a resident of Dayton at that time.
- Have students group and select an interview to visit and handle all arrangements including what questions the class will need to ask.

Additional Instruction:

- Have students pair up to share their interviews. Use this time to review how oral histories are an excellent primary source to use.
Additional Resources

- Web site lists additional resources.

Informal Assessment

Teachers can create their own assessments based on lesson content.
## School Days – Analyzing the Attitudes of High School Students Through Song
(1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>A. Analyze the influence of difference cultural perspectives on the actions of groups:</td>
<td>The lyrics of 1957 hit record “School Days” by singer/songwriter Chuck Berry epitomized the attitudes of high school students of that time. Many would listen to the rock tune and say, “That's just how my day was.” Surprisingly, the lyrics hold up very well to describe today's school experience.</td>
<td>Chuck Berry, lyrics, Golden Rule, juke joint, rock and roll</td>
</tr>
<tr>
<td>2. Analyze the perspectives that are evident in African-American, American-Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States.</td>
<td>Find the entire activity on the Web site: <a href="http://www.school-for-champions.com/history/school_days.htm">http://www.school-for-champions.com/history/school_days.htm</a></td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections

- **Music**

### Differentiated Learning

**Enrichment Activity:**

- Show episodes of *American Dreams*, directed by Daniel Attias, (Dick Cark Productions), 2002. This show is based on *American Bandstand* and the times of the 1950s and 1960s. Have students write a diary entry after watching these episodes as if they were a teenager during this time and how music affected their life.

**Additional Instruction:**


### Additional Resources

**Web Sites:**

- Official site of Chuck Berry
<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>civil rights advocate</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td>Beyond his many and stellar baseball feats, Jackie Robinson went on to champion the cause of civil rights when he retired from the game. Investigate what Robinson did for civil rights.</td>
<td></td>
</tr>
<tr>
<td>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Changes in goals and tactics of leading civil rights advocates and organizations;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>4. Analyze instances in which the rights of individuals were restricted including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. African-Americans during the civil rights movement.</td>
<td></td>
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</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- Ask students to research Martin Luther King Jr. and Malcolm X. How are these two different? How are they same? What tactics did they use?
- Have students research other minorities who excelled in sports: Jim Thorpe, Jesse Owens, Roy Camponella, etc.
- What challenges did they face in gaining acceptance in their sport?

**Additional Instruction:**

- Organize students into small groups to role play leaders of a workshop for civil rights workers in the use of nonviolent tactics. Direct them to develop a handout for the workshop on the tactic of nonviolence. Tell them that handouts should include a definition of nonviolence and some examples of nonviolent action that might be used in the civil rights struggle. Call on groups to instruct the class on nonviolent tactics and to explain why learning and using this approach can benefit the civil rights movement.
Informal Assessment

Teachers can create their own assessments based on the lesson content.
Unit 9: 1960-1970

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<td>3. From Canterbury to Little Rock: The Struggle for Educational Equality for African-Americans</td>
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<td>4. Birmingham Part II, 1963</td>
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<td>5. Martin Luther King, Jr., and the Power of Nonviolence</td>
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<td>6. &quot;Separate But Equal is Unconstitutional Under The Law&quot; A Catalyst For The Civil Rights Movement</td>
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<td>7. Martin Luther King, Jr., and Memphis Sanitation Workers</td>
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<td>8. Mississippi Burning: The Civil Rights Movement and Freedom Summer</td>
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<td>9. How a Bill Becomes Law: The Case of the Civil Rights Act of 1964</td>
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<td>10. Ordinary People, Ordinary Places: The Civil Rights Movement</td>
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<tr>
<td>11. Civil Disobedience During the Civil Rights Movement</td>
<td>4 days</td>
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<td>12. The Civil Rights Act of 1964 and the Equal Employment Opportunity Commission (EEOC)</td>
<td>3-4 days</td>
<td>208</td>
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<tr>
<td>13. Equality Under the Law</td>
<td>1-3 days</td>
<td>209</td>
</tr>
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<td>14. Rights and Responsibilities</td>
<td>2-3 days</td>
<td>210</td>
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<tr>
<td>15. Society’s Child: A Look at Human Relations Yesterday and Today</td>
<td>1-2 days</td>
<td>212</td>
</tr>
<tr>
<td>16. Reliving History Through Writing</td>
<td>1 day</td>
<td>214</td>
</tr>
<tr>
<td>17. Tumultuous 1960s</td>
<td>3 days</td>
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<td>18. Legislation Affecting Women’s Rights After WWII—Equal Rights Amendment</td>
<td>2 days</td>
<td>217</td>
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<tr>
<td>19. America’s Space Program: Exploring a New Frontier</td>
<td>2-3 days</td>
<td>219</td>
</tr>
</tbody>
</table>
## INTRODUCTORY LESSON

*I Have Dream (1 day)*

### Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary
--- | --- | ---
Citizenship Rights and Responsibilities: | | Mohandas K. Gandhi, nonviolence, civil rights
B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:
4. Analyze instances in which the rights of individuals were restricted including:
   d. African-Americans during the civil rights movement. | Core Activity
Select a segment of five to ten minutes from the video resource below. Have students record five facts, concepts or names. Use this same segment to view at the end of the unit and have them identify them again to test for their learning. See Web site listed in the Additional Resources section of this unit for tips on using video for instruction.

**Resource:**
*I Have a Dream: Life of Martin Luther King* (Phoenix/BFA 1968) Uses actual news film footage to study King’s life. 35 minutes. DPS Media Services Department Resource ID # 001873-3

### Differentiated Learning

#### Enrichment Activity:
- Create an essay or poetry contest within the class, based on viewing the movie footage.

#### Additional Instruction:
- Analyze the conflict between individual rights and the rights of all society as a whole and the need for compromise between the two.

### Community Connections
- Bring in older relatives who lived during these times as speakers.
# The 60s (4 days)

## Standard: Benchmark: Indicator

<table>
<thead>
<tr>
<th>People in Societies:</th>
<th>Core Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Analyze the influence of different cultural perspectives on the actions of groups:</td>
<td>The purpose of this lesson is to introduce students to several political action groups from the 1960s. Students will discover cultural reasons, motives, and causes for citizen participation. Students will apply their knowledge by creating an informational brochure and writing a short story paper on one of these political action groups. In addition, students will evaluate the influence of different cultural perspectives on the actions of groups.</td>
</tr>
<tr>
<td>1. Describe how the perspectives of cultural groups helped to create political action groups such as:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/C/P10A1_The_60s.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/C/P10A1_The_60s.pdf</a></td>
</tr>
<tr>
<td>a. The National Association for the Advancement of Colored People (NAACP);</td>
<td></td>
</tr>
<tr>
<td>b. National Organization of Women (NOW);</td>
<td></td>
</tr>
<tr>
<td>c. American Indian Movement (AIM);</td>
<td></td>
</tr>
<tr>
<td>d. United Farm Workers.</td>
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</tr>
</tbody>
</table>

### Interdisciplinary Connection

- Language Arts

### Differentiated Learning

**Enrichment Activity:**

- The Web site makes suggestions for enrichment activities.

**Additional Instruction:**

- The Web site shares consideration for additional instruction.

### Informal Assessment

Clearly marked assessment in the lesson.

**Vocabulary**

- Eighteenth Amendment
- protests, civil rights, racism
- sexism, political action group
- feminist, migrant workers
- nonviolent resistance, chauvinism, counterculture
From Canterbury to Little Rock: The Struggle for Educational Equality for African-Americans (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>segregation, unconstitutionalism</td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td>Canterbury, Connecticut, and Little Rock, Arkansas, are links in a chain of events representing the long struggle for equal educational opportunities for African Americans. This lesson plan highlights two important historic places and the role each played in testing the prevailing assumptions of the time regarding racial integration of schools.</td>
<td></td>
</tr>
<tr>
<td>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.cr.nps.gov/nr/tlwp/wwwlessons/crandall/crandall.htm">http://www.cr.nps.gov/nr/tlwp/wwwlessons/crandall/crandall.htm</a></td>
<td></td>
</tr>
<tr>
<td>b. Civil rights movement of the 1960s;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
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</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- Have students examine the Federal Government’s role in these integration cases.
- Explore creation of the Civil Rights division in Department of Justice.

**Additional Instruction:**
- Have students create an annotated time line of the Civil Rights Movement. Then, have students write a one page summary of the movement on how the events played off one another. After everyone is finished, put an annotated time line on the board, and explain how the events played on one another.

**Additional Resources**

**Video:**

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
### Birmingham Part II, 1963 (1-2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td></td>
<td>Rhetoric, Southern</td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td></td>
<td>Christian Leadership Conference</td>
</tr>
<tr>
<td>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:</td>
<td></td>
<td>(SCLC)</td>
</tr>
<tr>
<td>b. Civil rights movement of the 1960s;</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Core Activity A &quot;March on Washington for Jobs and Freedom&quot; took place in August 1963. More than 200,000 people participated. Martin Luther King delivered his famous &quot;I Have a Dream&quot; speech. But the fight was not over.</td>
<td></td>
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<tr>
<td></td>
<td>Find the entire activity on the Web site: <a href="http://pbsvideodb.pbs.org/resources/eyes/less_07.html">http://pbsvideodb.pbs.org/resources/eyes/less_07.html</a></td>
<td></td>
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<tr>
<td></td>
<td>Resources: Eyes on the Prize Volume 165, Chapter 5, DPS Media Services Department</td>
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<tr>
<td></td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
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</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- Divide the class in half. Then, encourage half the students to imagine they are civil rights workers in the South. Have them write letters to a friend, detailing a Freedom Ride, James Meredith's efforts to enroll in the University of Mississippi, or incidents in Birmingham during SCLS protests there. Have the other members of the class read the letters and write a return letter on how their opinion of the civil rights movement was affected by what they read.

**Additional Instruction:**
- Have students work in groups to present an "on location" newscast at the March on Washington that includes interviews with federal officials, speakers, and other participants. Newscast should conclude with a summary of the reasons for the march and an assessment of whether or not it was a success. Have group members "broadcast" their newscasts to the class.
**Martin Luther King, Jr., and the Power of Nonviolence (1-2 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td>Mohandas K. Gandhi, nonviolence</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significances:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:</td>
<td>Students address the question: “What was Martin Luther King, Jr.’s philosophy of nonviolence and can we follow his example today?”</td>
<td></td>
</tr>
<tr>
<td>b. Changes in goals and tactics of leading civil rights advocates and organizations;</td>
<td>Find the entire lesson on the Web site:</td>
<td></td>
</tr>
<tr>
<td>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>4. Analyze instances in which the rights of individuals were restricted including:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>d. African-Americans during the civil rights movement.</td>
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</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- Expand on vocabulary and geography of material researched.
- As a companion to Gandhi and King, have students investigate the career of Nelson Mandela, who led the fight against apartheid in South Africa and finally emerged from more than a quarter century in prison to become the president of his country. Excerpts from Mandela's autobiography, *Long Walk to Freedom* (http://www.obs-us.com:80/obs/english/books/Mandela/Mandela.html) are accessible through the African Studies WWW Web site on EDSITEment, which also provides a link to the African National Conference Home Page (http://www.anc.org.za/) where you can access an archive of historical documents on the struggle against apartheid, and a Mandela Page (http://www.anc.org.za/people/mandela/) which offers further background and a selection of his writings. Nonviolence was at the foundation of Mandela's political philosophy, but in the course of his career he came to accept the necessity of armed resistance. You might explore the interaction between these tendencies in Mandela's thinking, and consider what his eventual triumph, through a nonviolent transformation of government, suggests about the power of ideas.
Additional Instruction:

- Explain that even as civil disobedience was practiced before the start of the civil rights movement, it has been practiced since. Ask students to find a recent news story about a person or group who responded to a law or an action through nonviolent protest and to give a report in class on whether they were successful.

Community Connection

- Bring in local NAACP Speakers.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
### History:

F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significances:

14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:

b. Changes in goals and tactics of leading civil rights advocates and organizations;

### Citizenship Rights and Responsibilities:

B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:

4. Analyze instances in which the rights of individuals were restricted including:

   d. African-Americans during the civil rights movement.

### Core Activity

This unit will focus on the major events, the heroic people, the various tactics and techniques, and the legislation and programs that were instrumental in slowly chipping away the barriers of racial discrimination which allowed African-Americans to move toward complete "uncompromised" equality.


### Resources:

- video - Eyes On the Prize. America’s Civil Rights Years Episodes I-VI
  - Boston, MA. Blackside Inc. 1986
  - DPS Media Services Department

### Interdisciplinary Connections

**Language Arts**

- (defined in lesson)
- segregation, dissent, civil rights, "Jim Crow" laws, desegregation, discrimination, amendment, detriment, catalyst, boycott, passive resistance, mandate, martyr, manifesto, sit-ins, freedom rides, disenfranchise-ment, literacy tests, poll taxes, grandfather clause, racists, crusaders, Medicare, Medicaid, black power, militants, Black Panthers, affirmative action, assassination, premonition, legacy

### Differentiated Learning

**Enrichment Activity:**

- Research background of Ohio’s reaction to the Supreme Court decision on school segregation.

**Additional Instruction:**

- Ask groups of students to write who, what, when, where and why questions about people and events in the civil rights movement. Then exchange these with a partner to see how well your partner knows the material. Turn the questions in at the end of the period and go over as many of the students’ questions as you can.
Additional Resources

Supplemental Texts:


Video:

- *Separate But Equal*, DVD, directed by George Stevens, Jr. (1991; Lions Gate Entertainment)

Informal Assessment

Clearly marked assessment in the lesson.
Martin Luther King, Jr., and Memphis Sanitation Workers (1–4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
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</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>passive resistance, civil disobedience, Southern Christian Leadership Conference (SCLC), boycott</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significances: 14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on: b. Changes in goals and tactics of leading civil rights advocates and organizations;</td>
<td>Examine the last action Martin Luther King pursued. On that evening of April 4, 1968, as King stepped out of his motel room to join his colleagues for dinner, he was assassinated. Find the entire activity on the Web site: <a href="http://www.archives.gov/digital_classroom/lessons/memphis_v_mlk/memphis_v_mlk.html">http://www.archives.gov/digital_classroom/lessons/memphis_v_mlk/memphis_v_mlk.html</a></td>
<td></td>
</tr>
<tr>
<td>Citizenship Rights and Responsibilities: 4. Analyze instances in which the rights of individuals were restricted including: d. African-Americans during the civil rights movement.</td>
<td>Resources: Eyes on the Prize: A History of the Civil Rights Movement (12 one-hour videotapes). DPS Media Services Department. Martin Luther King Jr.: The Assassin Years 26 minutes. (CORONT 1978) A blend of historical footage and dramatized sequences to recapture King’s crusade. DPS Media Services Department.</td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

Language Arts

**Differentiated Learning**

**Enrichment Activity:**

- Show how M.L. King shifted his focus from the South to the North on prejudice in housing, unemployment and poverty.
- Identify high points in the civil rights movement closely associated with Martin Luther King, Jr. Examples include the Montgomery bus boycott, the Birmingham campaign, the freedom rides, the March on Washington, the Selma march, and the Chicago campaign. (Additional events might also be selected.) Divide the class into small groups of five (or more) students and assign one student in each group one of the selected high points.
- Direct students to use library and Internet resources to research the event. Researchers should focus particularly on the similarities and differences between the circumstances and King’s role in the assigned event and in the Memphis sanitation workers’ strike. Allow students to present their findings orally to their small groups.
• Instruct students to use library and Internet resources to research the Poor People’s Campaign before and after King’s death. Direct students to present their findings informally in a whole-class discussion. Ask students to evaluate the short-term and long-term effects of King’s assassination.

Additional Instruction:
• Research the Kerner Commission Report by President Lyndon Johnson.

Additional Resources

Supplemental Texts:

Video:
• *Encarta Africana, 2000.* Microsoft CD-ROM.
• Web Sites.
  The Web site of the Martin Luther King, Jr., Papers Project at Stanford University (http://www.stanford.edu/group/King/) includes links to biography, articles, chronology, and reference sources about King. This site also has links to key King documents.
  Celebrating Black History Month on the Web has a site, organized by the University of Colorado, with a broad range of information at http://www-libraries.colorado.edu/ps/gov/us/blackhistory.htm.
  Civil Rights Museum has an Interactive Tour link at http://www.civilrightsmuseum.org/gallery/movement.asp that gives a survey of civil rights for African Americans from the colonial period to the present.
## Mississippi Burning: The Civil Rights Movement and Freedom Summer (3-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td>Jim Crow, Ku Klux Klan</td>
</tr>
<tr>
<td>B. Analyze the consequences of oppression, discrimination and conflict between cultures:</td>
<td>Students compare and contrast different interpretations of the 1964 Freedom Summer events and explore whether Hollywood and popular culture can accurately portray history.</td>
<td></td>
</tr>
<tr>
<td>4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century.</td>
<td>Find the entire resource on the Web site: <a href="http://www.20thcenturyinteractive.org/images/guide/unit%204.pdf">http://www.20thcenturyinteractive.org/images/guide/unit%204.pdf</a></td>
<td></td>
</tr>
<tr>
<td>History:</td>
<td>Resources:</td>
<td>20th Century Interactive CD ROM available in DPS Media Service Department</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significances:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Changes in goals and tactics of leading civil rights advocates and organizations;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- Research: Did President Kennedy really fight for racial equality or could he have done more?

**Additional Instruction:**
- Analyze President Kennedy’s assassination and its affect on racial tensions and M.L. King’s assassination and its affect on racial tensions.
- Examine how Lyndon Johnson continued with Civil Rights program. Give specific examples.
- Incorporate video clips of *Mississippi Burning* to assess the students’ full understanding of this lesson.
Additional Resources

- Review the March on Washington as a major event in Civil Rights movement.

Video:

- *Mississippi Burning*, DVD, directed by Alan Parker (1989; CA: MGM/UA Video Studios)

Community Connections

- Ask students if they have a relative that may have been present at the March in Washington and will speak to the class.
# How a Bill Becomes Law: The Case of the Civil Rights Act of 1964 (2-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td>bipartisan, cloture, lobby, filibuster, petition, committee, mark-up, quorum, draft, sponsor</td>
</tr>
<tr>
<td>B. Analyze the consequences of oppression, discrimination and conflict between cultures:</td>
<td>Students analyze the step-by-step procedure of a bill becoming a law, using the Civil Rights Act of 1964 as a case study.</td>
<td></td>
</tr>
<tr>
<td>History:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significances:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Changes in goals and tactics of leading civil rights advocates and organizations;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Differentiated Learning

### Enrichment Activity:

- Have students debate this statement: The civil rights movement during the 1960s and 1970s finished the struggle for equality in the U.S.

### Additional Instruction:

- Research why President Johnson (a southerner) was able to get a bill passed going against the southern segregationists.

## Additional Resources

### Web Sites:

- [http://www.congresslink.org/lessonplans/civilrights.html](http://www.congresslink.org/lessonplans/civilrights.html)
• Chronology of the Civil Rights Movement
  http://library.thinkquest.org/12111/chrcivil.htm

• Dr. King -- Civil Rights timeline
  http://www.jeannepasero.com/mlk3.html

• National Civil Rights Museum
  http://www.civilrightsmuseum.org/

• Document Analysis Worksheet

• Exploring Topics of Civil Rights from 1948-1964, a related lesson plan

Informal Assessment

Clearly marked assessment in the lesson.
Ordinary People, Ordinary Places:
The Civil Rights Movement (3-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td>goals, strategies, nonviolent protest</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significances: 14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on: c. The linkages between the civil rights movement and movements to gain justice for other minority groups.</td>
<td>Core Activity  Students investigate how protest at the local level contributed to the success of the civil rights movement and how its tactics have been used by other groups for justice. Find the entire lesson on the Web site: <a href="http://edsitement">http://edsitement</a> neh.gov/view_lesson_plan.asp?id=353</td>
<td>Interdisciplinary Connections Language Arts</td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:

• Have students write their own philosophy about their actions based on their own ideas. Use these questions:

  1. Have student interview older relatives.
  2. Do you remember what happened at the place I studied in school?
  3. Tell me what you remember about the events at Little Rock High School. What was your reaction to those events at the time? How did others react? How do you feel about those events looking back on them today?
  4. Do you recall what happened in your own town during the Civil Rights Movement? Did you participate in the movement in any way?
  5. What was your reaction to Martin Luther King, Jr.'s "I Have a Dream" speech?
  6. Was the Civil Rights Movement a success? Ask students to give examples of successes and failures. In what way are civil rights being discussed today? How have the events of September 11th brought the issue of civil rights back into the spotlight?

Additional Instruction:

• Have students check local laws on how they could protest march, etc. legally.

Additional Resources

Web Sites:

• We Shall Overcome http://www.cr.nps.gov/nr/travel/civilrights/sitelist1.htm

Informal Assessment

Teachers can create their own assessments based on the lesson content.
**Civil Disobedience During the Civil Rights Movement (4 days)**

<table>
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<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>civil disobedience, segregation, boycott, dissent, sit-in, civil rights, protest</td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td>The purpose of this lesson is to teach students to evaluate the role and consequences of civil disobedience compared to other forms of protest in the civil rights movement of the 1960s. Students will use Henry David Thoreau’s essay, “Civil Disobedience,” to develop their understanding of this concept. Students will analyze photographs and draw conclusions about what happened when the photographs were taken. A short research assignment will acquaint students with participants in the civil rights movement and their use of protest tactics including civil disobedience.</td>
<td></td>
</tr>
<tr>
<td>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Civil rights movement of the 1960s;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


**Interdisciplinary Connections**

Language Arts

**Differentiated Learning**

*Enrichment Activity:*

- The Web site makes suggestions for enrichment activities.

*Additional Instruction:*

- The Web site shares consideration for additional instruction.

**Informal Assessment**

Clearly marked assessment in the lesson.
The Civil Rights Act of 1964 and the Equal Employment Opportunity Commission (EEOC) (3-4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</td>
<td>Students examine these acts for their effectiveness in enforcing laws that prohibit discrimination based on race, color, religion, sex, national origin, disability, or age in hiring, promoting, firing, setting wages, testing, training, apprenticeship, and all other terms and conditions of employment.</td>
<td></td>
</tr>
<tr>
<td>3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.archives.gov/digital_classroom/lessons/civil_rights_act/civil_rights_act.html">http://www.archives.gov/digital_classroom/lessons/civil_rights_act/civil_rights_act.html</a></td>
<td></td>
</tr>
<tr>
<td>f. Equal opportunity.</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

Differentiated Learning

**Enrichment Activity:**

- Ask students to list what qualities are important to get a job. Is it OK if someone else is less qualified, but they get the job because of their race?

**Additional Instruction:**

- Have students look at Dayton's history and research how equal opportunity laws for that area were developed and what problems people faced.

**Additional Resources**

**Web Sites:**

- Equal Employment Opportunity Commission
  [http://www.eeoc.gov/](http://www.eeoc.gov/)


**Informal Assessment**

Teachers can create their own assessments based on the teacher content.
### Equality Under the Law (1-3 days)

<table>
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<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>democracy, concept</td>
</tr>
<tr>
<td>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</td>
<td>Students will have an opportunity to determine the concept of “equality under the law” using several examples in history where “equality under the law” has been challenged.</td>
<td></td>
</tr>
<tr>
<td>4. Analyze instances in which the rights of individuals were restricted including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.lessonplanspage.com/SSConceptFormation-Equality612.html">http://www.lessonplanspage.com/SSConceptFormation-Equality612.html</a></td>
<td></td>
</tr>
<tr>
<td>a. Conscientious objectors in World War I;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Immigrants during the Red Scare;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

**Language Arts**

**Differentiated Learning**

**Enrichment Activity:**

- From the soundtrack of the musical *West Side Story*, (Leonard Bernstein, et al), 1961; play the song *America* sung by young Puerto Ricans living in New York about the good and bad that they find in their lives. Afterward, ask "What does this tell you about the problems that Puerto Ricans faced on the mainland?" and "Why do the singers have mixed emotions about living on the mainland?"

**Additional Instruction:**

- Have students develop a poster reflecting one of the following group’s struggle for equal rights: women, Native Americans, African Americans, Latino, Cuban Americans, Mexican Americans, or Puerto Rican Americans. Suggest that the students first make some sort of graphic organizer to focus their ideas and to identify what they consider to be the most important ones. Work with students to prepare a “gallery walk” of the groups’ poster, with each group having a representative to explain their posters.

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
## Rights and Responsibilities (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>status quo</td>
</tr>
<tr>
<td>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</td>
<td>By examining the Freedom Summer in Mississippi in 1964 and the campaign for voter registration in Selma, Alabama, in 1965, this lesson emphasizes the focus the civil rights movement placed on voting rights and the extreme measures taken by opponents of the movement to maintain the status quo.</td>
<td></td>
</tr>
<tr>
<td>4. Analyze instances in which the rights of individuals were restricted including:</td>
<td>Find the entire lesson on the Web site:</td>
<td></td>
</tr>
<tr>
<td>b. Immigrants during the Red Scare;</td>
<td>Resources:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Video Segments- <em>Eyes on the Prize</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volume 166, Chapter 3; Volume 167, chapters 2 and 3. DPS Media Department.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

## Differentiated Learning

**Enrichment Activity:**

- Have students research voting requirements in different states and list them.
- How would you increase voting among younger students?
- Have students find out if their family members and friends are registered voters. Have them encourage people to register to vote, and help students get involved in voter registration and voter turnout drives.

**Additional Instruction:**

- Have students read about the “Freedom Summer and March to Selma” in their text. Next, have students partner and write five questions each about these sections true-false, multiple choice. Then, have the students write a two to three sentence summary of the event. Finally, have the students exchange questions with their partners, and take this “quiz” to see how much they can remember. Collect all the students’ questions to review.
Additional Resources

Web Sites:

- Martin Luther King, Jr. Biography/Profile of Martin Luther King
  http://www.bookrags.com/biography-martin-luther-king-jr/

- Elected Black County Officials from 1940 to 1985
  http://www.lewistn.com/ELECTED%20COUNTY%20OFFICIALS.HTML

- George Wallace Profile
  http://www.archives.state.al.us/govs_list/g_wallac.html

Community Connections

- Have student’s volunteer for political parties during election time.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
Society's Child: A Look at Human Relations
Yesterday and Today (1-2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Core Activity</td>
<td>stereotypes, ethnic</td>
</tr>
<tr>
<td>A. Evaluate the reliability and credibility of sources:</td>
<td>The 1960s proved to be a period of awakening in civil rights and interracial relationships. Are we any better equipped to deal with this today? This lesson uses music to deal with stereotypes and relationships.</td>
<td></td>
</tr>
<tr>
<td>c. Recognition of stereotypes;</td>
<td>Resources:</td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

Language Arts
Music

**Differentiated Learning**

**Enrichment Activity:**

- Role playing activities about stereotyping.

**Additional Instruction:**

1. Write “Stereotype” on the board and discuss the definition of it.
2. Have students give examples of stereotypes today.
3. Look through the textbook of the civil rights section.
4. See if students can find examples of stereotypes in the writings or pictures in the textbooks. (You could also provide the students with other books, magazines, to newspapers to look for these.)

Additional Resources

Supplemental Texts:

- If you visit the Rock and Roll Hall of Fame and Museum be sure to check out the display in the 1968 petal of the I Want to Take You Higher exhibit. Martin Luther King is represented here.

Music:

- **Ebony and Ivory**, Performed by Paul McCartney and Stevie Wonder All the Best, Capitol, 1987.
- **I'm In Love With A Big Blue Frog** Performed by Peter, Paul & Mary, 1700 Album, 1967; Warner Bros. Let's Face It Performed by The Mighty Mighty Bosstones Let's Face It, Mercury, 1967.
- **Number One In America**, Performed by David Massengill Coming Up For Air Flying Fish. 1992.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
# Reliving History Through Writing (1 day)

<table>
<thead>
<tr>
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<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Core Activity</td>
<td>motorcade, venomous, discord, bewilderment, beckoned, retrospect, constitutionally, proclaim, entreaties, distraught, contingent, tableau, fragment, fortuitous</td>
</tr>
<tr>
<td>A. Evaluate the reliability and credibility of sources:</td>
<td>Read a first hand account of John F. Kennedy's assassination, then write an essay describing how a world or national event has affected you. Interview a person from your parents' or grandparents' generation about how their chosen world or national event affected the interviewee.</td>
<td></td>
</tr>
<tr>
<td>1. Determine the credibility of sources by considering the following:</td>
<td></td>
<td></td>
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<tr>
<td>b. Agreement with other credible sources;</td>
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<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

**Language Arts**

**Differentiated Learning**

**Enrichment Activity:**

- Research the events following the assassination of President Kennedy and its impact on the United States. The research might focus on the arrest and murder of Lee Harvey Oswald, the reactions of the American people to the assassination, the Warren Commission's investigation into the circumstances of the assassination, conspiracy theories, the presidency of Lyndon Johnson, what became of Jacqueline Kennedy and her children.

- Research what the U.S. Constitution sets forth as the chain of power after the president. Who held these positions at the time of President Kennedy's assassination? Discuss the differences, if any, between how the continuity of government is maintained when a President is ill and temporarily unable to perform his/her duties, when a president cannot be reached during a state of emergency, and when a president dies in office.

- Discuss events surrounding other presidential or historical assassinations or assassination attempts. (Ronald Reagan, Robert Kennedy, Martin Luther King, Jr., Abraham Lincoln, George Wallace)

- Read other first hand accounts of tragic national and world events.
Additional Instruction:

- Although many Americans remain fascinated about the Kennedy assassination, today's students may know very little about it. Ask students to collaborate on a presentation about the assassination, using the format of a television news magazine. Segments might include the facts of the assassination. The murder of Lee Harvey Oswald, the presidential funeral, the report of the Warren Commission assassination theories, and the lasting influence of the event. Encourage students to use video clips other illustrations, and dramatizations to illustrate segments. After the presentation, discuss with students how the assassination changed America.

Informal Assessment

Clearly marked assessment in the lesson.
### Tumultuous 1960s (3 days)

**Standard: Benchmark: Indicator**

| History: |
|------------------|------------------|------------------|
| F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance: |
| 13. Trace social unrest, protest and change in the United States including: |
| a. Antiwar protest during Vietnam War; |
| b. The counterculture movement; |
| c. The women’s liberation movement. |

**Suggested Strategies/Lessons**

- **Core Activity**
  - Find the entire activity on the Web site: [http://www.digitalhistory.uh.edu/historyonline/us38.cfm](http://www.digitalhistory.uh.edu/historyonline/us38.cfm)

**Vocabulary**

- "separate but equal" doctrine

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### Differentiated Learning

**Enrichment Activity:**

- Have students prepare a bulletin board about various elements of the counterculture movement. Encourage students to not take the subject lightly on to romanticize the movement, but to treat it realistically, including the social problems connected with it.

- Organize students into small groups to act as leaders of the National Organization for Women (NOW). Direct them to develop a mission statement that explains why the women’s movement needs to be revived. Describe the role of NOW in that process, and outline what the organization hopes to achieve – politically, socially, and economically.

**Additional Instruction:**

- Listen to the song *War* by Edwin Starr, Motown Legend, 1983, and have the students analyze the lyrics.

- Present material on the Kent State shootings to the students, and distribute and play the song *Ohio* by Crosby, Stills and Nash, 1970 and discuss the meaning of the lyrics.

- Pair students and invite them to imagine they are American young people during the 1960s. Direct each pair to create a message for a time capsule, to be opened in the 2000s, that describes their music and explains how it was influenced by the developments of their time.
### Legislation Affecting Women's Rights
**After WWII--Equal Rights Amendment (2 days)**

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Analyze the influence of different cultural perspectives on the actions of groups:</td>
<td>Core Activity</td>
<td>Civil Rights Act (1964), National Organization for Women (NOW), Eagle Forum, Phyllis Schlafly</td>
</tr>
<tr>
<td>1. Describe how the perspectives of cultural groups helped to create political action groups such as:</td>
<td>Students will analyze civil rights legislation affecting women and identify arguments put forward by the National Organization for Women and Phyllis Schlafly for and against the Equal Rights Amendment. Find the entire lesson on the Web site: <a href="http://www.umbc.edu/history/CHE/teachers/Manuel/Lesson%20Plan%20Proposal%20II.doc">http://www.umbc.edu/history/CHE/teachers/Manuel/Lesson%20Plan%20Proposal%20II.doc</a></td>
<td></td>
</tr>
<tr>
<td>b. National Organization for Women (NOW);</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections
- Language Arts

### Differentiated Learning

**Enrichment Activity:**
- Interview a female from that era and do an oral presentation or comparison with today's women.

**Additional Instruction:**
- Have students pair with a partner.
- Using their text, have the students answer the following questions:
  a. Why did women want to fight for equal rights?
  b. How did women fight for equal rights? (What methods?)
  c. What was the purpose of NOW?
  d. Describe the success of the women's movement seeking equal rights.
  e. (Probably not in text) Have women achieved full equality?
- After students have finished with these questions, use them as a guide to begin a discussion of why NOW was founded and what exactly it is that NOW does.

### Additional Resources

**Web Sites:**
- Equal Rights Amendment
  http://www.now.org/issues/economic/eratext.html
Informal Assessment

Teachers can create their own assessments based on the lesson content.
America's Space Program: Exploring a New Frontier (2-3 days)

**History:**

F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:

12. Explain major domestic developments after 1945 with emphasis on:
    c. The space race;

**Core Activity**

Students discover how NASA, private industry, and research institutions across the country cooperated to develop and implement the complex technology that enabled man to land on the moon.

Find the entire lesson on the Web site: http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/101space/101space.htm

**Interdisciplinary Connections**

| Language Arts | Science |

**Differentiated Learning**

**Enrichment Activity:**

- Research private companies that work for NASA and government to understand what their roles are.

**Additional Instruction:**

- Using the internet, students will make an annotated time line of the space race. Before they do so, discuss with the students some of the important events of the race (Sputnik: S.U. beats U.S. with satellite, "Communism beats Democracy", Man on Moon: U.S. beats S.U. "Democracy prevails over Communism. Russia and United States finally begin working together on space program.)

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
### Unit 10: 1970-1980

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<td>Introductory Lesson: Case Summary: Tinker v. Des Moines Independent Community School District (1969)</td>
<td>1 day</td>
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<td>2.</td>
<td>The U.S. at War</td>
<td>2 days</td>
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<td>3.</td>
<td>Teaching With Documents: The War in Vietnam – A Story in Photographs</td>
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<td>The War in Vietnam: What Was It Good For?</td>
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<td>5.</td>
<td>Using Rock as Primary Source Material: Country Joe McDonald and the Fish &quot;I-Feel-Like-I'm-Fixin'-to-Die-Rag&quot;</td>
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<td>6.</td>
<td>The Voter</td>
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<td>Clearing the Air in the Land of Smog</td>
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<td>Constitutional Issues: Watergate and the Constitution</td>
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<td>10.</td>
<td>The Living Constitution</td>
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<td>11.</td>
<td>Affirmative Action and the Bakke Case</td>
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### ACTIVITY INTRODUCTORY LESSON

**Case Summary: Tinker v. Des Moines**

Independent Community School District (1969) (1 day)

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<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>symbolic free speech</td>
</tr>
<tr>
<td>E. Analyze connections between World War II, the Cold War and contemporary conflicts</td>
<td>Students investigate and answer questions in regards to this landmark Supreme Court case of Vietnam protest and discover “Where Do Student Press Rights Start ... and Stop?”</td>
<td></td>
</tr>
<tr>
<td>c. The Korean War and the Vietnam War.</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:</td>
<td></td>
<td></td>
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<tr>
<td>c. Student protests during the Vietnam War.</td>
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</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Have a mock trial in class on this case.

- In March 2001, the Association for Supervision and Curriculum Development and the Freedom Forum First Amendment Center announced a nationwide initiative to establish First Amendment Schools, http://www.freedomforum.org/templates/document.asp?documentID=13391. These public elementary, middle and high schools will be models of teaching students the rights and responsibilities of citizenship and democracy and students practicing their First Amendment freedoms in the school setting.

- In this lesson, your students have been introduced to important Supreme Court decisions concerning student press rights. They have discussed the application of these decisions in real-life situations. Tell students about the First Amendment Schools initiative. Ask them to assume they are delegates to a conference to plan model guidelines for First Amendment Schools.
Although First Amendment Schools will protect all five rights — freedoms of speech, religion, press, assembly and the right to petition; your delegation's assignment focuses on scholastic press rights. Make a list of guidelines for student free expression that your delegates will propose at the conference. You might refer to the Student Press Law Center's Model Guidelines for Student Media http://www.splc.org/legalresearch.asp?id=6 for examples.

1. Review the staff manuals of your school's student publications. Are they as complete as they should be? Use the Model Guidelines for Student Media prepared by the Student Press Law Center to evaluate your provisions.

2. Six states (Arkansas, California, Colorado, Iowa, Kansas and Massachusetts) have state student free expression laws and two states (Pennsylvania and Washington) have state administrative codes that address student rights and responsibilities. If you live in one of these eight states, read the document that applies to your student free expression. Links to these documents can be found on the Student Press Law Center Web site. http://www.splc.org/law_library.asp

Discuss the following questions with students. Why do public high school media want this legislation? What might school officials see as the drawbacks? If you do not have such legislation where you live, do you think your school would benefit from it? Why or why not?

3. Discuss the application of the Tinker and Hazelwood decisions to independent student publications. Independent student publications produced without school resources such as "underground newspapers" are still protected by the Tinker standard. Do students at your school produce and distribute any such publications?

Outside of school, students free expression rights are largely the same as those of any other members of the community. What are some means by which students can publish their news or opinions outside of school?

If your students have considered publishing their own student publication, they might first want to check out the Student Press Law Center's "Surviving Underground" http://www.splc.org/legalresearch.asp?id=40 guide which will help them to understand their rights — as well as the important responsibilities that go along with being their own publisher. Students publishing their own Web site may want to consult the SPLC's CyberGuide. http://www.splc.org/legalresearch.asp?id=13

4. Discuss Bethel School District No. 403 v. Fraser with students. You may wish to share the reflections of those involved in the case. In April 2001, Matthew Fraser, a debate coach at Stanford University, reflected on the speech and case that limited student free speech rights.

Summarize or give students copies of

"Matthew Fraser speaks out on 15-year-old Supreme Court free-speech decision. http://www.freedomforum.org/templates/document.asp?documentID=13701" This article includes comments from the lawyers who represented the Bethel School District and Fraser, as well as an analysis of the impact of the Supreme Court decision. In what ways may the composition of the Supreme Court and the time period when a case is heard influence the

Additional Instruction:

- Have students imagine that the year is 1967. Ask them to write a letter to their congressional representative arguing for or against Johnson's Vietnam policy. Call on volunteers to read their letters. Explain that the students have the right to argue if they are for or against his policy because of free speech. However, if the speech has harmful intent, you could be in big trouble!
• Divide the class into two groups to debate the following: the draft was a fair way to build up US military forces in Vietnam. List each group's response on the board. Then, discuss with students different ways groups of people (many students) protested against the draft, and how they were protected because of free speech.

Community Connections

• Bring in a lawyer to speak or act as the judge for the mock trial.
## The U.S. at War (2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>concilia, diplomacy, mobilization, neutrality, offensive, sanction, war hawk</td>
</tr>
<tr>
<td>E. Analyze connections between World War II, the Cold War and contemporary conflicts</td>
<td>Students will identify the factors that have historically led Americans to war, and the ways in which these factors have interacted to influence the decision to go to war; and understand the unique role of the president as commander in chief in determining U.S. involvement in armed conflicts.</td>
<td></td>
</tr>
<tr>
<td>c. The Korean War and the Vietnam War.</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>B. Use data and evidence to support or refute a thesis:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Analyze one or more issues and present a persuasive argument to defend a position.</td>
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</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Opposition to War: Ask students to research the history of opposition to war throughout U.S. history. Students might examine the beliefs and actions of conscientious objectors, religious peace sects and churches, pacifist organizations, peace movements, draft resisters, and pacifist leaders such as abolitionist William Lloyd Garrison and Jeannette Rankin, the first woman elected to Congress. Students could begin by reading Henry David Thoreau’s essay “Civil Disobedience” and discussing the use of nonviolent resistance and civil disobedience.

**Additional Instruction:**

- Have students write persuasive essays presenting their views on American involvement in Southeast Asia.

- Ask students why some Americans opposed the antiwar movement and others supported it. Have a volunteer list the two sets of reasons on the board. Then, divide the students into two groups and conduct a class debate about the loyalty of the antiwar protesters.

### Informal Assessment

Teachers can create their own assessment based on the lesson content.
**Teaching With Documents Lesson Plan:**
*The War in Vietnam – A Story in Photographs (2 days)*

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Analyze connections between World War II, the Cold War and contemporary conflicts</td>
<td>Core Activity</td>
<td>photograph analysis, documentation, search and destroy mission</td>
</tr>
<tr>
<td>8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:</td>
<td>The war in Vietnam has been described as the war America watched from their living rooms. Students will examine photographs from the war in Vietnam and use their questions to research the topic.</td>
<td></td>
</tr>
</tbody>
</table>

**Social Studies Skills and Methods:**

<table>
<thead>
<tr>
<th>B. Use data and evidence to support or refute a thesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Analyze one or more issues and present a persuasive argument to defend a position.</td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

<table>
<thead>
<tr>
<th>Language Arts</th>
</tr>
</thead>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- Compare Vietnam to what is going on today in Iraq and other countries.
- Have students research and report on the American invasion of My Lai.
- Have students research and then write an essay analyzing the role of the media in the Vietnam War and whether or not they covered the news adequately.

**Additional Instruction:**

- Suppose you are an American soldier in Vietnam. Write a letter to a child in Vietnam explaining why you are there.
- Write a series of newspaper writings that summarizes why Americans are in Vietnam. Try to persuade Americans that we are there for the right reasons. Be sure to write headlines that would have caught your attention if you had been an American teenager during this time. Have students work in pairs. Suggest they make a time line of events or developments before they write their headlines.

**Informal Assessment**

Teacher can create their own assessments based on the lesson content.
### The War in Vietnam:
**What Was It Good For?** (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td><strong>Core Activity</strong></td>
<td>Vietnam, napalm, anti-war protest</td>
</tr>
<tr>
<td>E. Analyze connections between World War II, the Cold War and contemporary conflicts:</td>
<td>Students will be able to: analyze what is the purpose of war to them; interpret lyrics of protest music of the 1960s; view photographs of the war in Vietnam to recognize the viewpoints of Vietnam War protestors; gain knowledge about the Vietnam War through protest songs; and, create miniature protest signs using music as inspiration.</td>
<td></td>
</tr>
<tr>
<td>c. The Korean and the Vietnam War.</td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.</td>
<td><strong>Music</strong></td>
<td></td>
</tr>
<tr>
<td>13. Trace social unrest, protest and change in the United States including:</td>
<td><strong>Language Arts</strong></td>
<td></td>
</tr>
<tr>
<td>a. Antiwar protest during the Vietnam War.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Citizenship Rights and Responsibilities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Military policy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Student protests during Vietnam War.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies Skills and Methods:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Evaluate the reliability and credibility of sources:</td>
<td></td>
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</tbody>
</table>
1. **Determine the credibility of sources by considering the following:**
   
a. The qualifications and reputation of the writer;

b. The circumstances in which the author prepared the source.

differentiated learning

**Enrichment Activity:**

- The Web site holds a description of an excellent activity.

**Additional Instruction:**

- Have students draw what the songs say to free them from language restraints.
Using Rock as Primary Source Material: Country Joe McDonald and the Fish "I-Feel-Like-I'm-Fixin'-to-Die-Rag" (1 day)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Analyze connections between World War II, the Cold War and contemporary conflicts</td>
<td>Core Activity</td>
<td>anti-war sentiments, counter-culture</td>
</tr>
<tr>
<td>8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:</td>
<td>Students examine one of the most popular forms of protest and one of the most popular songs in the 1960s.</td>
<td></td>
</tr>
<tr>
<td><strong>Citizenship Rights and Responsibilities:</strong></td>
<td>Resources: Country Joe McDonald and the Fish &quot;I-Feel-Like-I'm-Fixin'-to-Die-Rag&quot;</td>
<td></td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td>Lyrics, music and everything you wanted to know about this song found at <a href="http://www.countryjoe.com/rag.htm">http://www.countryjoe.com/rag.htm</a></td>
<td></td>
</tr>
<tr>
<td>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>c. Student protests during the Vietnam War.</td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
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</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- Suggest that interested students write and or perform songs about an important current even or issue.

**Additional Instruction:**

- Have interested students find recordings of songs about the Vietnam War. Encourage students to locate songs that show both positive and negative emotions, such as *The Ballad of the Green Berets*, and Simon and Garfunkel's *Evening News/Silent Night*. Have students play the songs and ask the class to identify the feelings that each piece expresses about the war.
Additional Resources

Audio recording:

Selected Recordings:

- "I-Feel-Like-I'm-Fixin'-To-Die-Rag" by Country Joe McDonald and the Fish, Vanguard Records, 1968.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
The Voter (2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions:</td>
<td>Core Activity</td>
<td>suffrage</td>
</tr>
<tr>
<td>2. Explain why the 19th and 26th Amendments were enacted and how they affected individuals and groups.</td>
<td>Students will be able to identify the constitutional amendments and major federal laws that have shaped suffrage in the United States including the 26th Amendment.</td>
<td></td>
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<tr>
<td>Interdisciplinary Connections</td>
<td></td>
<td></td>
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<tr>
<td>Language Arts</td>
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</tbody>
</table>

Differentiated Learning

Enrichment Activity:

- Hold a debate on this: Citizens who were 18 or older were allowed to be drafted, but not vote (therefore, not having a say in the matter of being drafted). How could this have affected the passage of the 26th Amendment? How could this have been a problem during the Vietnam War and a center of student protest?

- Discuss and have students research voter apathy...mostly look at the age group of 18-25. What does this say about the 26th Amendment and today's values of this age group?

Additional Instruction:

- Students will re-read the reading found on this Web site: http://www.cnn.com/fyi/interactive/news/10/election.special/teachers/bq.1.html. After reading, students will come up with an annotated time line of the voting history and how we came to the 26th Amendment. Students will then make ten true statements from the reading. When all students are finished, collect these statements, and spark a discussion about their statements.

Additional Resources

Web Sites:

- The Library of Congress
  http://memory.loc.gov/ammem/help/constRedir.html
- Residency requirements for voting.
  http://www.infoplease.com/ipa/A0781452.html
Informal Assessment

Clearly marked assessment in the lesson.
Clearing the Air in the Land of Smog (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>pollution, polarized, environment, Environmental Protection Agency (EPA), petroleum, materialize, visibility, quadrupled, respiratory, devise, emissions, disempowering, regulations, contentious, voluntarily, ceded, viable, catalytic, initiatives, hybrids, alliance, detours, loophole, dismayed, compliance, interplay, implement, uniform, fundamental</td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td>In this lesson, students examine the causes and effects of air pollution, as well as ways in which various industries and government organizations are aiming to control it. Find the entire lesson on the Web site: <a href="http://link2ed.com/cleanair/resources/nytplan.htm">http://link2ed.com/cleanair/resources/nytplan.htm</a></td>
<td></td>
</tr>
<tr>
<td>1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:</td>
<td>Interdisciplinary Connections</td>
<td></td>
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<tr>
<td>e. Environmental legislation;</td>
<td>Science</td>
<td></td>
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<td></td>
<td>Geography</td>
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<td></td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology</td>
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</tbody>
</table>

Differentiated Learning

Enrichment Activity:

- Choose a piece of air pollution-reducing technology discussed in the featured article (catalytic converters, cleaner gas, electric cars, fuel-cell cars) and create a "How It Works" poster that illustrates how this technology effectively reduces pollution.

- Visit Web sites of different car manufacturers and examine what these sites say the companies are doing to reduce harmful car emissions. The Green Guide to Cars and Trucks Web site ([http://www.aceee.org/greenercars/links.htm](http://www.aceee.org/greenercars/links.htm)) offers a terrific list of these Web links.

- Compare ozone levels in your state, region, or around the United States on different ozone maps over a period of time. Visit the Environmental Protection Agency's AIRNOW Web site ([http://www.epa.gov/airnow/](http://www.epa.gov/airnow/)) to collect ozone maps dating back to the beginning of 1999. Then, assess why changes in the maps may have occurred. What regions seem to show improvement? What regions seem to consistently need improvement? What is the air quality like in your region?
- Create a Web site guide to organizations that aim to protect air quality and reduce all types of pollution. What are the mission statements of these organizations, and what do they do to uphold their mission? How can you get involved in these organizations’ efforts?
- Contact local industries via mail or telephone and investigate how they are aiming to control air pollution and other types of pollution.
- Contact your community’s, city’s or state’s government leaders to learn about their current and future plans to improve the air quality in your area.
- Explore the causes and effects of other forms of pollution, and learn about the legislation and organizations that strive to reduce these harmful pollutants.

**Interdisciplinary Connections:**
- **American History** - Investigate legislation passed on state and national levels to control car emissions. Create a time line illustrating changes in such laws and parallel changes in the automotive industry, such as the creation of new technologies.
- **Global History** - Learn about how other countries view air pollution and aim to control it through legislation and technology. Why do some countries have high levels of air pollution?
- **Mathematics** - Use the Green Guide to Cars and Trucks [http://www.aceee.org/greenercars/] to create comparative graphs illustrating fuel emission and efficiency of different cars.
- **Media Studies** - Examine ways in which car advertisements address the issue of air pollution and discuss how their cars are “cleaner” or meet industry standards.

**Additional Instruction:**
- Begin a flow chart on the board headed “events leading to the energy crisis of 1973-74.” Call on students to cite events that contributed to the energy crisis and list their responses on the flowchart. Call on volunteers to interpret the cause and effect relationships in the chart.
- Call on students to identify the major environmental issues (air pollution, water pollution, nuclear power) of the 1970s. Direct each student to create an editorial cartoon that might have appeared in a newspaper of the time, expressing concern about one of the issues. Give students an opportunity to view one another’s cartoons. Then, use the cartoons to spark discussion about the relationships between public awareness and the growth of environmental issues of the 1970s. Conclude by asking students to assess the impact of education and awareness on the environmental movement today.

**Informal Assessment**
Clearly marked assessment in the lesson.
Watergate, Gerald Ford and the Nixon Pardon (3 days)

Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary
--- | --- | ---
Citizenship Rights and Responsibilities: B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good: 3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including: b. Compelling government interest; Core Activity

Thirty days after President Ford took office, on Sunday, September 8, he gave Richard Nixon a "full, free, and absolute pardon for all Watergate crimes." Ford described his rationale: "The degrading spectacle of a former President in a prisoner's dock; the near impossibility of finding an open-minded jury anywhere in the country; the press stories about every step in the process that would revive 'the whole rotten mess of Watergate.'" Yet his action caused a decline in his initial popularity from which he never fully recovered. Students decide if he was correct in pardoning Nixon.

Find the entire lesson on the Web site: [http://www.whitehousehistory.org/04/subs/04_a03_a03.html](http://www.whitehousehistory.org/04/subs/04_a03_a03.html)

Special Note: Click on corresponding teacher's text on the Web site.

Interdisciplinary Connections

Language Arts

Differentiated Learning

Enrichment Activity:

- Have students write their own pardon and have them explain it in class.
- Research President Ford's pardon of Nixon and the effect it had on the nation.
- Have students debate the issue: Resolved – that President Nixon should have been forced to face the charges, despite the fact he resigned. Have a volunteer list on the board, the major points of each side.

Additional Instruction:

- Work with the class to create a flowchart on the board listing events that eventually led to the resignation of President Nixon. Begin the flowchart with the creation of Nixon's enemies list in 1969 and carry it through the "plumbers," events of the break in, investigation, and cover up the Saturday night massacres, and the resignation itself. As the class offers items for the flowchart, call on students to suggest how each event had an impact on the powers and rights established for government and the people under the constitution.
Additional Resources

Video:

- *All the President's Men*, DVD, directed by Alan Parker (CA: Warner Brother Studios), 1976.

Community Connections

- Bring in a lawyer or judge to speak.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
Constitutional Issues: Watergate and the Constitution (1-2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Core Activity</td>
<td>Watergate, impeachment, presidential pardon, conspiracy</td>
</tr>
<tr>
<td>B. Use data and evidence to support or refute a thesis:</td>
<td>Should the Watergate Special Prosecutor seek an indictment of former President Richard Nixon?</td>
<td></td>
</tr>
<tr>
<td>3. Analyze one or more issues and present a persuasive argument to defend a position.</td>
<td>Find the entire activity on the Web site: <a href="http://www.archives.gov/digital_classroom/lessons/watergate_and_constitution/watergate_and_constitution.html">http://www.archives.gov/digital_classroom/lessons/watergate_and_constitution/watergate_and_constitution.html</a></td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections

Language Arts

Differentiated Learning

Enrichment Activity:

- Have students chose one side or the other and debate whether President Nixon should have been prosecuted.

Additional Instruction:

- Student must understand the basics of a debate.

- Provide the following statement to the students: compared to the nation’s and foreign policy problems in the 1970s, Watergate was an event that did not justify the attention it received. Organize students into groups to discuss and react to this statement. Ask a representative from each group to report any conclusions it reached. Then, continue with a general class discussion on the statement, calling on individual students to agree or disagree with the group’s conclusion about the importance of the Watergate scandal and to explain their opinion.
# The Living Constitution (3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions:</td>
<td>Core Activity</td>
<td>segregation, desegregation, affirmative action, U.S. Constitution, 14th Amendment, plaintiff/petitioner, respondent/defendant</td>
</tr>
<tr>
<td>1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:</td>
<td>This lesson will examine three Supreme Court decisions to see how they illustrate the Constitution as a living document. Through guided discussion, a jigsaw learning procedure, and written work the students will analyze all three cases and their impact on the application of the Constitution.</td>
<td></td>
</tr>
<tr>
<td>a. Plessy v. Ferguson;</td>
<td></td>
<td></td>
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<tr>
<td>c. Regents of the University of California v. Bakke</td>
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</tbody>
</table>

**Interdisciplinary Connections**

Language Arts

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**Differentiated Learning**

*Enrichment Activity:*

- The Web site makes suggestions for enrichment activities.

*Additional Instruction:*

- The Web site shares consideration for additional instruction.

**Informal Assessment**

Clearly marked assessment in the lesson.
Affirmative Action and the Bakke Case (1 day)

Standard: Benchmark: Indicator |
---|---|---
Government: | Core Activity |
A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions: |
1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including: |
c. Regents of the University of California v. Bakke. |

Interdisciplinary Connections |
Language Arts

Differentiated Learning

Enrichment Activity:
- Have students call on businesses and research different affirmative action practices used today.
- Have students look at “reverse discrimination” and discuss any case.
- Compare the arguments for affirmative action with the arguments against affirmative action.
- Did the government’s affirmative action policy promote equity in the United States?
- Should the affirmative action policy continue? Why or why not?
- Professional Sports Teams do not have affirmative action policies. Should they? Why or why not?
- Include details and examples to support your answers.

Additional Instruction:
- Ask students to work in small groups to conceptualize and complete a graphic organizer that summarizes arguments made by African Americans, Hispanic Americans, and those with disabilities during the 1970s. Ask volunteers from each group to present and explain its graphic organizer to the class. Then, discuss with the class why some white Americans might have objected to some of these gains.
- Imagine you are in the courtroom of the Regents case. Write an essay that summarizes the impact of the Regents v Bakke case.
Additional Resources

Web Sites:

- Supreme Court rulings
  http://oyez.nwu.edu

- affirmative action pro/con
  http://aad.english.ucsb.edu/

Community Connections

- Bring in a lawyer or business executive to speak.

Informal Assessment

Clearly marked assessment in the lesson.
## Unit 11: 1980-Today

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<td>13. FED101-The Federal Reserve Today -- What our Nation's Central Bank is All About</td>
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<td>14. The Great Depression and the 1990s</td>
<td>1-10 days</td>
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<td><strong>Education</strong></td>
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<td>15. History of Education- Selected Moments of the 20th Century</td>
<td>2-3 days</td>
<td>266</td>
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</table>
### Social Studies Skills and Methods:

A. Evaluate the reliability and credibility of sources:

1. Determine the credibility of sources by considering the following:

   a. The qualifications and reputation of the writer;

Core Activity

Students will pretend that they are presidential candidates. Possibilities:
John F. Kennedy / Lyndon B. Johnson /
Richard M. Nixon / Gerald R. Ford /
Jimmy Carter / Ronald Reagan / George
Bush (Sr.), etc.

Find the entire lesson on the Web site:
http://www.lessonplanspage.com/LASSPresidentialPersuasiveSpeeches68.htm

### Differentiated Learning

**Enrichment Activity:**

- Tell students that Ross Perot ran on the Reform party ticket for the 1996 election after running in 1992 as an independent. Have students visit the official Web site of the Reform party http://www.americanreform.org/ to read its founding principles. Ask student to discuss why they think the independent candidate appealed to so many voters during the 1992 election. Have them compare the principles of the Reform party with those that guided Reagan and Bush administrations.

**Additional Instruction:**

- You are a campaigning worker for one of the Presidents discussed in this lesson. Write two slogans that President could have used in an election campaign. You may want to present your slogan as part of a poster or button. To help students get started, discuss famous slogans (I like Ike, All The Way with LBJ) and their messages. Ask volunteers to share finished slogans and have the class identify which president the slogan goes with.

1. Have students pretend they are one of the following presidents: Reagan, Bush, Clinton.

2. Have students write supporting sentences for one of the following statements depending on which President they are (they must write the sentences as if they are writing it from the Presidents view and appear “credible”): 1. Reagan’s conservative views contrasted sharply with the political thinking of the 1960s and 1970s; 2. Reagan’s economic policies had mixed results; 3. under Reagan and Bush the Supreme Court became more conservative; 4. as president, Clinton pursued a middle of the road course.

### Community Connections

- Research newspaper coverage of speeches and see their point of view.

### Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Meet Five Young Immigrants (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td><strong>Core Activity</strong>&lt;br&gt;Find out why five kids and their families left their homelands and what it was like to be a newcomer to America in the 1990s.</td>
<td>Haiti, Yugoslavia, Vietnam, Sudan, Mexico</td>
</tr>
<tr>
<td>d. Immigration patterns.</td>
<td><strong>Interdisciplinary Connections</strong>&lt;br&gt;Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Check your own school. See if you have any students in your school from other countries who are exchange students and interview them.
- Have students choose an ethnic group mentioned in the section of the text or Web site. Have them research examples that characterize the culture they are exploring. Have students bring a poem, song, clothing, or food item to class for a show and tell session.
- Research the Immigration Act of 1990

**Additional Instruction:**

- Organize students into groups to brainstorm reasons for the rise in opposition to immigrants in the 1990s and then list the benefits for US businesses and industries. Have each group use its lists to debate the merits of open immigration and to reach a group consensus on the issue. Then, have each group write a two minute radio editorial explaining its position. Have each group choose a representative to air its views. Ask students how they think the sluggish economy of the early 1990s influenced the way Americans felt about immigration at the time.

### Additional Resources

**Web Sites:**

- Ethnic Studies at USC (Libraries and Archival)<br>[http://www.usc.edu/isd/archives/ethnicstudies](http://www.usc.edu/isd/archives/ethnicstudies)
- INCORE Guide to Internet Sources on conflict and ethnicity in Russia
  http://www.incore.ulst.ac.uk/cds/countries/russia.html

- A Walk Around Brooklyn
  http://www.wnet.org/brooklyn

- The Statue of Liberty Ellis Island Foundation, Inc.
  http://www.ellisisland.org

- The Scattering of Seeds (The Creation of Canada)
  http://www.whitepinepictures.com/seeds/
## African-American Population Shifts (5-7 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography:</strong></td>
<td><strong>Core Activity</strong></td>
<td>migration, plantation, sharecropper, lynching, demeanor</td>
</tr>
<tr>
<td>A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time:</td>
<td>Students will track the population of African Americans in the South and in the North of the United States during the course of the 20th century. Find the entire lesson on the Web site: <a href="http://school.discovery.com/lessonplans/programs/tpl-anyplacebuthere/">http://school.discovery.com/lessonplans/programs/tpl-anyplacebuthere/</a></td>
<td></td>
</tr>
<tr>
<td>1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>a. Urban areas;</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Have students keep a journal of the migration of a fictitious person.
- The Messenger
  - A. Philip Randolph was a constant advocate of civil rights and equality. Require students to prepare and present reports on the contributions of Randolph and the Brotherhood of Sleeping Car Porters. Tell students to conclude their reports with research and statements on current leaders and organizations whose purpose is to lobby for equal rights and better working conditions.

**Dramatization: North toward Home?**

Have members of the class play the roles of members of a family trying to decide whether to move from Mississippi to Chicago in the 1920s or the 1940s. Make sure the students don't all hold the same opinion about moving north. Suggest that students consider the following in determining whether to stay in Mississippi or to move to Chicago:

- Geography (including climate)
- Economic opportunities
- Schools
- Social and political opportunities
- Extended family in Mississippi

### Additional Instruction:

- List reasons why certain cultural groups accumulated in certain areas of this country.
Additional Resources

Supplemental Texts:
- Oh, Freedom! Kids Talk About the Civil Rights Movement With the People Who Made it Happen
  Casey King and Linda Barrett Osborne; foreword by Rosa Parks; portraits by Joe Brooks, Alfred A.
  Knopf, 1997
  Interviews by young people with participants in the civil rights movement accompany essays that
  describe the history of efforts to make equality a reality for African Americans
- The New African American Urban History
  Kenneth W. Goings and Raymond A. Mohl [editors], Sage Publications, 1996
  This collection of essays covers: 1) the transplanted social customs of rural blacks to the North, 2)
  the experience of newly urbanized blacks as household wage laborers, 3) black working-class
  opposition in the Jim Crow South, and 4) overviews of Black Americans as city dwellers from the
  early-to-late 20th century.
- Farewell to Jim Crow: The Rise and Fall of Segregation in America
  R. Kent Rasmussen, Facts on File, 1997
  This volume in the Facts on File “Library of African American History” series is a treatment of the de
  facto segregation imposed on black Americans, as well as the fall of Jim Crow brought on by the civil
  rights movement.
- Under Sentence of Death: Lynching in the South
  The most atrocious of violent acts that were targeted specifically toward black Americans is covered
  in this work, which treats the specific phenomenon of Southern racism.

Web Sites
- The Internet African American History Challenge
  http://www.brightmoments.com/blackhistory/
  Take a quiz to see what you know about the pioneers who paved the way to The Promised Land.
- Chicago: Destination for the Great Migration
  http://www.loc.gov/exhibits/african/afam011.html
  This is one part of the Library of Congress African American Mosaic.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
<table>
<thead>
<tr>
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<th>Suggested Strategies/Lessons</th>
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<tbody>
<tr>
<td><strong>People in Societies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Analyze the influence of different cultural perspectives on the actions of groups:</td>
<td>Core Activity</td>
<td>cultural celebrations, rituals, traditions</td>
</tr>
<tr>
<td>2. Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States.</td>
<td>Students investigate rituals and customs of various cultures. Find the entire lesson on the Web site: <a href="http://memory.loc.gov/ammem/ndlpedu/lessons/99/ritual/intro.html">http://memory.loc.gov/ammem/ndlpedu/lessons/99/ritual/intro.html</a></td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

Language Arts

**Differentiated Learning**

**Enrichment Activity:**
- Have students bring someone to class to speak on their culture

**Additional Instruction:**
- Research and wear different dress styles, foods, music dance from different cultures. Have students present their research and explain their dress, food, music, dance. (You could have a “cultural fair” day where you set up booths in your class of the different “cultures” and have students at different times visit each other’s booths)

**Additional Resources**

**Web Sites:**
- California Gold: Folk Music from the Thirties [http://memory.loc.gov/ammem/afccchtmi/cowhome.html](http://memory.loc.gov/ammem/afccchtmi/cowhome.html)
- Hispano Music and Culture of the Northern Rio Grande: The Juan B. Rael Collection
  [http://memory.loc.gov/ammem/rqhtml/rqhome.html](http://memory.loc.gov/ammem/rqhtml/rqhome.html)
- Historic American Sheet Music: 1850-1920
  [http://memory.loc.gov/ammem/award97/ncdhtml/hasmhome.html](http://memory.loc.gov/ammem/award97/ncdhtml/hasmhome.html)
- South Texas Border, 1900-1920: Photographs from the Robert Runyon Collection
  [http://memory.loc.gov/ammem/award97/txuhtml/runyhome.html](http://memory.loc.gov/ammem/award97/txuhtml/runyhome.html)
- Southern Mosaic: The John and Ruby Lomax 1939 Southern States Recording Trip
  [http://memory.loc.gov/ammem/lohtml/lohome.html](http://memory.loc.gov/ammem/lohtml/lohome.html)
- Touring Turn of the Century America: Photographs from the Detroit Publishing Company, 1880-1920
  [http://memory.loc.gov/ammem/detroit/dethome.html](http://memory.loc.gov/ammem/detroit/dethome.html)

**Community Connections**
- Call community groups associated with that culture and bring in speakers or films.

**Informal Assessment**
Clearly-marked assessment with rubric in the lesson.
**Multicultural Community – My Home (5 days)**

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<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>A. Analyze the influence of different cultural perspectives on the actions of groups:</td>
<td>Students are engaged in a study of the multicultural character of the local community. Community resources, e.g., people, places, things, and events, are incorporated into the classroom/field-based investigation.</td>
<td>ethnic diversity, lifestyles, cultural groups.</td>
</tr>
<tr>
<td>2. Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/Multicultural_Education/MUL0003.html">http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/Multicultural_Education/MUL0003.html</a></td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

Language Arts

Music

Art

**Differentiated Learning**

**Enrichment Activity:**

- Think about the motto of the U.S.: *E pluribus unum*, "Out of many, one." Then, with a partner design and create a banner about this theme. Use words and symbols to express what this means to you.

- Use the Internet to find out about the changes in immigration and ethnic demographics over the last fifty years in the United States

**Additional Instruction:**

1. Write "diversity" on the board and discuss the definition of it.
2. Ask students whether their state or local community is becoming more diverse.
3. Have students describe what they consider to be signs of increasing diversity.
4. Ask students what challenges diversity proposes on society and what do the cultural ethnic groups have to offer the society?
5. Describe one issue concerning each of the following groups in the 20th century: African Americans, Latino Americans, and Native Americans

**Informal Assessment**

Clearly marked assessment in the lesson.
Migration: Why People Move (2-3 days)

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<tbody>
<tr>
<td>Geography:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Analyze the patterns and processes of movement of people, products and ideas.</td>
<td>Core Activity</td>
<td>migration, population density</td>
</tr>
<tr>
<td>3. Analyze the geographic processes that contributed to changes in American society including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Urbanization and suburbanization;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Activity</td>
<td>This lesson will focus on both internal (to the U.S.) and international migrations. Students will form small groups and research one example of migration in depth.</td>
<td></td>
</tr>
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</table>

Interdisciplinary Connections
Language Arts

**Differentiated Learning**

**Enrichment Activity:**

- Have the group role-play about how people migrated.
- Have students create an imaginary immigrant character living somewhere in the world today. Ask them to write a series of journal entries describing their family background, reasons for leaving their home, journey to a new place and their experiences upon arrival.
- Have students investigate their own family history and develop an "immigrant family tree" or map tracing their ancestors and their travels to other countries or areas of the country. Students should include the motivations that caused the movement of family members. This information could be gathered by interviewing or looking at old letters, diaries or journals of family members.
- Ask students to interview a person who migrated in one form or another (e.g., emigrated from another country, moved from another state, or moved from a rural area to an urban area or visa versa). Have them develop a series of questions to gather background information on the subject as well as push/pull factors that motivated the person to move to America, and create a written report or oral presentation with the results.

**Additional Instrucion:**

- Make a timeline and map explaining where and why certain groups migrated
- List on the board why people migrate for reasons today and in the past (Look at both why people move within the US and why others come here from a different country)
Additional Resources

Web Sites:

  http://www.census.gov/geo/landview/
- Geographical Mobility: Populations Characteristics
- Migration Policy Institute: Migration Information Source
  http://www.migrationinformation.org/
- National Geographic Magazine: Changing America
- National Geographic News: Forecast Sees Halt to Population Growth by End of Century
- Population Reference Bureau
  http://www.prb.org/
- US Census Bureau
  http://www.census.gov/
- United Nations Population Division: Department of Economic and Social Affairs
- University of California, Davis: Migration Dialogue
  http://migration.ucdavis.edu/

Informal Assessment

Clearly marked assessment in the lesson.
# Trading Off: Examining Multiple Perspectives on the Effects of NAFTA on Mexico and the United States (1 day)

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<th>Standard: Benchmark: Indicator</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time:</td>
<td>In this lesson, students explore how the North American Free Trade Agreement (NAFTA) has impacted the people and economies of North America and Mexico.</td>
<td>free trade, NAFTA</td>
</tr>
<tr>
<td>d. Centers of industry and technology.</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Differentiated Learning

### Enrichment Activity:

- What does it mean to be a "developing country"? What countries are considered to be developing, and what countries are considered to be industrialized? What countries do not fit into these categories? Color-code a world map to illustrate your findings. Then, identify social, economic and political issues that countries in each category seem to share. Why do you think this is? Choose one country and create an in-depth country profile addressing these issues.

- Learn about the history of NAFTA. Who created the trade pact, and what did they hope it would accomplish? How has it specifically impacted all three countries? How have different groups of people in the three countries reacted to various related issues, such as environmental, work safety and employment rate issues that have come to the forefront since NAFTA's inception? Create a series of "What You Need to Know About NAFTA" guides, each addressing citizens of one of the NAFTA countries.

- Develop an illustrated glossary of basic economic terms and principles. Be sure to include those mentioned in the article (import, export, free trade, competition, etc.), as well as other key concepts.

- How does your country's economy work? Create a flow chart or a "How It Works" poster that illustrates important economic organizations and their leaders, markets, and industries.
• Learn about the leaders of Mexico from the early 20th century to today, focusing particularly on their views on foreign policy with the United States, trade with other countries and Mexico's agribusiness. Choose one of these leaders and draft a statement that he or she may read in the town hall debate staged in class.

• Look at magazine advertisements and compile a list of traits associated with various products or services (e.g., youth, beauty, cleanliness, wealth, fashion, speed, leisure, adventure). Discuss how these traits create expectations and desires among consumers.

• Invite a local retailer or wholesaler to the class to discuss the nature of his or her work. Focus your questions on trade shows, marketing decisions, and product sources.

Additional Instruction:

• Divide the class into small groups. Have half of the groups represent supporters of the free trade agreement and the other half represent those who oppose it. Have groups list reasons why they support or oppose it. Have one volunteer from each group present its views. Have the class vote on whether they would have supported the agreement.

Additional Resources

Web Sites:

• About.com Cities and Transportation
  http://geography.about.com/cs/citiestransport/index.htm?once=true&

• International Forum on Globalization
  http://www.ifg.org/

• National Geographic: MapMachine
  http://plasma.nationalgeographic.com/mapmachine/

• National Geographic: Xpeditions Activity—Lizzie's Morning

Other Information on the Web

• NAFTA Secretariat (http://www.nafta-sec-alaena.org/) is responsible for the administration of the dispute settlement provisions of the Agreement.

• Global Trade Watch: NAFTA (http://www.citizen.org/trade/nafta/index.cfm) offers critical evaluation of the effects of NAFTA.

• Yahoo News' WTO and International Trade full coverage (http://dailynews.yahoo.com/fc/8usiness/Trade) provides the most current articles, Web links and more related to these issues

Informal Assessment

Clearly marked assessment in the lesson.
"Ad-ing" to Geography (3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them:</td>
<td>In many cultures, clothing and other consumer products provide peer identity for teenagers. Focusing students on this aspect of youth culture is one way to illustrate &quot;the patterns and networks of economic interdependence on Earth's surface.&quot;</td>
<td>economic interdependence</td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

Language Arts

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**Differentiated Learning**

**Enrichment Activity:**

- Contact ad agencies and research how they determine clothing, etc. for different cultures.
- Have students form small groups and engage in debates about the issues in this lesson. Each person in the group might take on a different role; here are some examples:
  - Environmentalist
  - Politician
  - Government official in state's tourism department
  - Miner
  - Commercial fisherman

- Due to the complexity of the estuarine environment, large political influences may be involved to determine what is best for local estuaries. Have your students speak to local political and non-governmental (i.e. non-profit organizations) and see what is being done to protect (and restore, if applicable) the environmental quality of local estuaries. This same activity can be applied to watersheds, if students do not live near an estuarine environment.

**Additional Instruction:**

- Bring in different teen magazine ads from newspapers, and recorded commercials, and discuss their impact.
• Encourage students to suggest what steps the government might take to combat foreign economic competition and improve US economic competitiveness. Then discuss the possible international consequences of such steps.

• Explain the meaning of economic interdependence. Have students write a paragraph on what this would mean for our economy. Share the paragraphs in class to start a discussion.

**Community Connections**

• Bring in a retail store owner to speak on how they try and target young people as consumers.

**Informal Assessment**

Clearly marked assessment in the lesson.
### Standard: Benchmark: Indicator

<table>
<thead>
<tr>
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<th>Suggested Strategies/Lessons</th>
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</thead>
<tbody>
<tr>
<td>Economics:</td>
<td>Core Activity</td>
<td>income tax, sales tax, property tax, sin tax, excise tax, inheritance tax, FICA tax, proportional tax, progressive tax, regressive tax, public services, income redistribution</td>
</tr>
<tr>
<td>B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability:</td>
<td>This lesson introduces students to the U.S. governmental policy of taxation as a tool to influence the actions of both individuals and businesses. Students will learn the basics of taxes including: types, purpose, and uses of each. A particular focus will be on the effects of taxes on individuals and businesses.</td>
<td>(Click to view)</td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections

- **Language Arts**

### Differentiated Learning

**Enrichment Activity:**

- The Web sites makes suggestions for enrichment activities.

**Additional Instruction:**

- The Web sites shares consideration for additional instruction.

**Informal Assessment**

Clearly marked assessment on the Web site.
### Putting Dayton’s History in Perspective

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Explain the effects of industrialization in the United States in the 19th century including:</td>
<td></td>
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</tr>
<tr>
<td>a. Changes in work and the workplace;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Immigration and child labor and their impact on the labor force;</td>
<td></td>
<td></td>
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<tr>
<td>d. Urbanization.</td>
<td></td>
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<tr>
<td>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</td>
<td></td>
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<tr>
<td>b. Monopolies.</td>
<td></td>
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<tr>
<td>3. Analyze the reasons for the rise and growth of labor organizations in the United States (i.e., Knights of labor, American Federation of Labor and Congress of Industrial Organizations) including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Unregulated working conditions.</td>
<td></td>
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<tr>
<td>4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and early Progressivism with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Urban reforms;</td>
<td></td>
<td></td>
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<tr>
<td>d. The movement for public schooling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Economics:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them:</td>
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<tr>
<td>1. Evaluate the effects of specialization, trade and interdependence on the economic system of the United States.</td>
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</tr>
</tbody>
</table>

**Core Activity**

Students will: review previous knowledge of local businesses; analyze the impact of industrialization and the modern corporations on local history; analyze local resources needed to sustain industry; discuss the role of corporations in local social and environmental issues; locate and draw physical characteristics that define Dayton and predict how these physical characteristics impacted local businesses; and analyze the relations between different ethnic populations in Dayton and how such relations impacted business, social and political events, and monuments.

Find the entire lesson on the Web site:


**Interdisciplinary Connections**

Language Arts

Art

industrialization, modern corporations, physical terrain
2. Analyze the developments and impacts of labor unions, farm organizations and business organizations on the U.S. economy.

People in Societies:

C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices:

5. Explain the effects of immigration on society in the United States:
   a. Housing patterns;
   c. Education system;
   e. Labor practices.

Geography:

A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time:

1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including:
   a. Urban areas;
   b. Wilderness;
   c. Farmland;
   d. Centers of industry and technology.

B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data:

   2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.

Differentiated Learning

Enrichment Activity:

- Group students and provide them with the following challenge: "you have been selected to choose a
business to open in Dayton that represents all that is good about Dayton’s history of business. You will have to create a presentation to the Economic Development broad using PowerPoint.

Additional Instruction:

- Instead of reports ask other students to create posters of businesses in Dayton using cutout from the local newspapers.

Additional Resources

- Several listed on the Web site.

Informal Assessment

Clearly marked assessment on the Web site.
Running Out of Agricultural Land (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>(defined in lesson)</td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization.</td>
<td>What are the reasons for disappearing farmlands? Is someone to blame for the changing percentage of land devoted to agriculture? If so, who is the culprit? Students can answer these questions as a result of this lesson.</td>
<td>resource exhaustion, private property rights, tragedy of commons</td>
</tr>
<tr>
<td>c. Modernization of agriculture;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>Geography:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time:</td>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Farmland;</td>
<td></td>
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</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- Students should create research questions to ask the Department of Agriculture.
- Have students use the Internet to research the U.S. Department of Agriculture or the State Department of Agriculture

**Additional Instruction:**
- Have a discussion with students to understand why farmland is disappearing:
  1. Give students examples of “farm towns” turning into suburbs: (Springboro, Monroe, Mason.) The farm land is sold to produce more houses which is in demand in that area.
  2. Explain to students that Americans are always looking to expand somewhere, make more room for people and build cities...“industrialize.” The farm land is in the way, so we buy it, build it up and sell it. We can get food from imports if we have to.
Community Connections

- Bring in a farmer to speak or a real estate developer to speak to the class.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
## An Environment of Freedom (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Economics:</td>
<td></td>
<td>(defined in lesson) environment, tradeoffs/ scarcity, public welfare offense, environmental racism</td>
</tr>
<tr>
<td><strong>B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.</strong></td>
<td><strong>Core Activity</strong></td>
<td>Through extensive regulation, the government forces U.S. taxpayers to fund a variety of programs that environmentalists value highly. Students will see that this strategy sacrifices individual liberty on the altar of environmental protection.</td>
</tr>
<tr>
<td><strong>3. Demonstrate how U.S. governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and businesses.</strong></td>
<td><strong>Interdisciplinary Connections</strong></td>
<td>Language Arts, Science</td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Have students do an experiment (take soil samples from different areas.) Send them to get analyzed and review results.

- Organize students into groups to assume roles for an environmental magazine. Ask the editors to prepare a table of contents for an issue on proposed solutions to environmental problems such as recycling, urban planning, and international cooperation. Groups should prepare short summaries of each article and might also suggest visuals to accompany their articles.

**Additional Instruction:**

- Call on volunteers to identify major energy and environmental hazards the world faces today. List responses on the board, asking students to provide background information on each item.

- Write the term "environmental hazards" on the board. Draw lines emanating from the circle. Then ask students to identify the environmental hazards that are threatening human health and survival (global warming, thinning of ozone layer, acid rain.) Write responses at the ends of lines. Call on volunteers to explain the causes and effects of each hazard. Close by discussing how such environmental hazards can cause conflict as well as mutual concern among nations.

**Community Connections**

- Have an environmentalist group come in and speak to the class.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
### Standard: Benchmark: Indicator

#### Economics:

**B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability:**

**4. Explain the reasons for the creation of the Federal Reserve System and its importance to the economy.**

### Core Activity

Students examine the Federal Reserve System's history, structure, monetary policy, banking supervision, and financial services with a quiz follow up.


### Resource:

A new Federal Reserve System Web site for educators includes information and activities on the history and structure of the Federal Reserve, monetary policy, the Fed's role as a supervisor/regulator of banks, and the financial services offered by the Federal Reserve. The site also includes quizzes and links to other information. [http://www.federalreserveeducation.org/](http://www.federalreserveeducation.org/)

### Interdisciplinary Connections

Language Arts  
Math

### Differentiated Learning

**Enrichment Activity:**

- Have students do a time line of events that triggered the Federal Reserve System and FDIC.

- What's a Dollar Worth? This site allows visitors to the Federal Reserve Bank of Minneapolis's site to use a Consumer Price Index (CPI) calculator to find out what goods would be worth in the past and assess the impact of inflation over the years. [http://minneapolisfed.org/research/data/us/calc/](http://minneapolisfed.org/research/data/us/calc/)

### Additional Instruction:

- Have students participate in “Welcome to FedVille”, a friendly town built just for kids where there is something to learn around every corner! (computer game). This will help the students learn what the federal reserve is about. [http://www.frbsf.org/education/fedville/](http://www.frbsf.org/education/fedville/)
• Have students visit the American Currency Exhibit. Here visitors take a journey through the Federal Reserve Bank of San Francisco's American Currency Exhibit, which provides a look back in time at the evolution of money and a lesson in how our nation's history is closely tied with our currency.
http://www.frbsf.org/currency/index.html
The Great Depression and the 1990s (1-10 days)

Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary
--- | --- | ---
Economics | Core Activity
B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability:
5. Analyze the impact of the Great Depression and World War II on the economy of the United States and the resulting expansion of the role of the federal government.

Core Activity
Students frequently echo sentiments such as, "The government is too big." Students will be able to gain a better understanding of why the government takes care of its people and how this type of welfare state started. Armed with this knowledge, they can then evaluate the current need of government programs, such as welfare, Medicare, and Social Security, on the federal and state level.

Find the entire lesson on the Web site: [http://memory.loc.gov/ammem/ndlpedu/lessons/97/depress/overview.html](http://memory.loc.gov/ammem/ndlpedu/lessons/97/depress/overview.html)

Interdisciplinary Connections
Language Arts

Differentiated Learning

Enrichment Activity:

- Have students compare the New Deal programs developed in the 1920s and 1930s and how many are still used today.

- To help students check their understanding of this lesson, have them do dramatic reenactments relating to the Johnson administration. Students may work alone, or they may work in pairs. They may script or improvise the reenactments. Scenes might include a senior citizen learning about Medicare and Medicaid, two Americans arguing over the growing size and cost of government, or a parent at the government office learning how she is eligible for welfare.

- To enrich classroom discussion, a teacher could connect with a willing colleague from another school. Students from each school could share their pieces of writing and respond via e-mail to the viewpoints expressed by their electronic classmates.

Additional Instruction:

- To help them better understand the Medicare and Medicaid programs, ask students to interview one or more of the following: a relative or neighbor who has benefited from one of these programs, a health care professional who works with Medicare or Medicaid, a representative from the local Social Security Office who can provide information about eligibility and benefits.
• Use the Internet to learn more about welfare, Medicare, Medicaid, and social security. Who is eligible? What are the benefits? How can a person apply? Use this information to make pamphlets about the programs.

**Informal Assessment**

Clearly marked assessment in the lesson.
### History of Education - Selected Moments of the 20th Century (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>War on Poverty, affirmative action</td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td>This comprehensive list of issues and events focusing on the history of education, gives students an overview of education policy in America. Students research and report to the class the changes over time to the American education system.</td>
<td></td>
</tr>
<tr>
<td>1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:</td>
<td>Find the entire resource on the Web site: <a href="http://fcis.oise.utoronto.ca/~daniel_schugrenskey/assignment1/">http://fcis.oise.utoronto.ca/~daniel_schugrenskey/assignment1/</a></td>
<td></td>
</tr>
<tr>
<td>g. Educational policy.</td>
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</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- Go back even further in education to the German and European influence of pragmatism and compare to religious views today.

**Additional Instruction:**
- Include some of the court cases that have influenced education "Scopes Monkey Trial, [http://www3.mistral.co.uk/bradburyac/tennesse.html](http://www3.mistral.co.uk/bradburyac/tennesse.html) "Pledge of Allegiance" and what civil rights have to do with them.