Dayton Public Schools 9th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 1: American History 1877-1900

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## Grade 9

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## INTRODUCTORY LESSON

**Making Democracy Work for Everyone, 1877-1904 (4 days)**

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<th>Vocabulary</th>
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<tbody>
<tr>
<td><strong>Government:</strong></td>
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<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>second-class citizens, lynching, segregation</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>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 <em>Plessy v. Ferguson</em> of 1896. Find the entire lesson on the Web site: <a href="http://score.rims.k12.ca.us/activity/unbusines/index.html">http://score.rims.k12.ca.us/activity/unbusines/index.html</a></td>
<td></td>
</tr>
<tr>
<td>a. <em>Plessy v. Ferguson</em>;</td>
<td></td>
<td></td>
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<tr>
<td>b. <em>Brown v. Board of Education</em>;</td>
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</tbody>
</table>

### 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></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>Great Plains, sodbusters, region</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</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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, 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, 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/amrhtml/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 Lewis 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.
The Farmer's Revolt (1-2 days)

### Standard: Benchmark: Indicator

**People in Societies:**

A. Analyze the influence of different cultural perspectives on the actions of groups:

1. Describe how the perspectives of cultural groups helped to create political action groups such as:
   - d. United Farm Workers

### Suggested Strategies/Lessons

**Core Activity**

Students examine primary source documents on late 18th century agrarian reforms.

Find the entire activity on the Web site: [http://www.digitalhistory.uh.edu/historyonline/us2S.cfm](http://www.digitalhistory.uh.edu/historyonline/us2S.cfm)

### Interdisciplinary Connections

Language Arts

Fine Arts

### Vocabulary

- producers,
- consumers,
- Grangers,
- Populists

### 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)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>History:</strong></td>
<td>Core Activity</td>
<td>one-room schoolhouse, prairie</td>
</tr>
<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>
</tr>
<tr>
<td>d. The movement for public schooling;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

- Language Arts
- Art

**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.
After Reconstruction: Problems of African-Americans in the South (3 days)

<table>
<thead>
<tr>
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<tbody>
<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>
<td>Core Activity</td>
<td>Reconstruction, lynching, civil rights, suffrage, segregation, Jim Crow</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>In this lesson, students identify problems and issues facing African Americans immediately after Reconstruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find the entire lesson on the Web site: <a href="http://memory.loc.gov/ammem/ndpedu/lessons/rec/rhome.html">http://memory.loc.gov/ammem/ndpedu/lessons/rec/rhome.html</a></td>
<td></td>
</tr>
</tbody>
</table>

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>
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</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</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>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. Find the entire lesson on the Web site: <a href="http://www.africana.com/blackboard/bb_1g,a_000095.htm#materials">http://www.africana.com/blackboard/bb_1g,a_000095.htm#materials</a></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>
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</tbody>
</table>

### 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:**

- W.E.B. DuBois
  - http://www.africana.com

### 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>
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</thead>
<tbody>
<tr>
<td>History:</td>
<td></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>
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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>
<td>d. Immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan;</td>
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</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>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Explain how Jim Crow laws legalized discrimination based on race.</td>
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</tr>
<tr>
<td>Government:</td>
<td></td>
<td></td>
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<tr>
<td>A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions:</td>
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<tr>
<td>1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:</td>
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<td></td>
</tr>
<tr>
<td>b. Brown v. Board of Education;</td>
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</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.

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**Interdisciplinary Connections**

**Language Arts**

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](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.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
Civil Rights Legislation; Unfinished Business:
Making Democracy Work
for Everyone, 1877-1904 (4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>second-class citizens, segregation, lynching, color-blind society</td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td>Theodore Roosevelt has called together five &quot;All Deliberate Speed Committees&quot; 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: <a href="http://score.rims.k12.ca.us/activity/unbusiness/index.html">http://score.rims.k12.ca.us/activity/unbusiness/index.html</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>c. Civil rights legislation;</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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://locweb2.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/~aaarc/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)

<table>
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<tr>
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<th>Vocabulary</th>
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<tr>
<td>History:</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>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>d. The movement for public schooling;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Activity</td>
<td>Discover how an early 20th century philanthropist reformed Delaware’s education system for African American children.</td>
<td>Philanthropist, progressive</td>
</tr>
<tr>
<td>Find the entire lesson on the Web site: <a href="http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/58iron/58iron.htm">http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/58iron/58iron.htm</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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 ideas 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 ideas used in 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>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<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>
<tr>
<td>Interdisciplinary Connection</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

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.
### Standard: Benchmark: Indicator

**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:
   - b. Immigration and child labor and their impact on the labor force;
   - d. Urbanization;
   - e. The emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture.

### Suggested Activity/Lesson

**Core Activity**

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.

Find the entire lesson on the Web site:


### Vocabulary

luminaries, prestigious, compensation, tedious, tuberculosis, dialect, succumb,

### 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>Core Activity</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>This activity asks students to consider British novelist and poet Rudyard Kipling's 1899 poem &quot;The White Man's Burden&quot; – which urged the U.S. to take up the &quot;burden&quot; 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>5. Trace the development of the United States as a world power with emphasis on:</td>
<td>Find the entire lesson at: <a href="http://historymatters.gmu.edu/d/6609/">http://historymatters.gmu.edu/d/6609/</a></td>
<td></td>
</tr>
<tr>
<td>a. The Spanish-American War;</td>
<td>Interdisciplinary Connections:</td>
<td></td>
</tr>
<tr>
<td>b. U.S. Imperialism in the Far East, South Pacific, Caribbean and Central America.</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><strong>C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled:</strong></td>
<td><strong>Core Activity</strong>&lt;br&gt;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.</td>
<td>Monroe Doctrine, manifest destiny, Social Darwinism</td>
</tr>
<tr>
<td><strong>5. Trace the development of the United States as a world power with emphasis on:</strong></td>
<td>Find the entire lesson on the Web site: <a href="http://www.smplanet.com/imperialism/teacher.html">http://www.smplanet.com/imperialism/teacher.html</a></td>
<td></td>
</tr>
</tbody>
</table>
| a. The Spanish-American War;  

b. U.S. Imperialism in the Far East, South Pacific, Caribbean and Central America. | **Interdisciplinary Connections**  

Language Arts | |

### Social Studies Skills and Methods  

<table>
<thead>
<tr>
<th>A. Evaluate the reliability and credibility of sources:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Determine the credibility of sources by considering the following:</strong></td>
<td></td>
</tr>
<tr>
<td>d. Accuracy and consistency of sources;</td>
<td></td>
</tr>
</tbody>
</table>

### 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.
A World Power (2 days)

Standard: Benchmark: Indicator | Suggested Activity/Lesson | Vocabulary
--- | --- | ---
History: | Core Activity | protectorate, imperialism, territory, colony, amendment
C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled:

5. Trace the development of the United States as a world power with emphasis on:
   a. The Spanish-American War;

Social Studies Skills and Methods:
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:
- 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.


Language Arts

Interdisciplinary Connections
### 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></td>
<td></td>
</tr>
<tr>
<td>a. The Spanish-American War;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</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>a. The qualifications and reputation of the writer;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Agreement with other credible sources;</td>
<td></td>
<td></td>
</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>

**Interdisciplinary Connections**

**Language Arts**

**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:**

DPS SS Grade 9  Unit One: 1877-1900  37
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.
<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>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>Core Activity</td>
<td>Philippine-American War</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 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>
</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/palor_index.html](http://www.boondocksnet.com/stereo/palor_index.html)

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
## History Fair: Introduction, Development, Explanation, Evaluation (7-10 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies Skills and Methods:</strong></td>
<td>Core Activity</td>
<td>primary source, secondary source</td>
</tr>
<tr>
<td>A. Evaluate the reliability and credibility of sources:</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>1. Determine the credibility of sources by considering the following:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.dps.k12.oh.12.oh.us/academic/secsoc/americanhistoryfair.pdf">http://www.dps.k12.oh.12.oh.us/academic/secsoc/americanhistoryfair.pdf</a></td>
<td></td>
</tr>
<tr>
<td>a. The qualifications and reputation of the writer;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>b. Agreement with other credible sources;</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>c. Recognition of stereotypes;</td>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>d. Accuracy and consistency of sources;</td>
<td>Theater</td>
<td></td>
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<tr>
<td>e. The circumstances in which the author prepared the source.</td>
<td>Music</td>
<td></td>
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<tr>
<td>2. Critique evidence used to support a thesis.</td>
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</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:**

- Students can work individually on projects.

**Additional Instruction:**

- Students can work in groups on projects.

**Informal Assessment**

Clearly marked assessment in the lesson.
Indian Boarding Schools:
Civilizing the Native Spirit (1-10 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td>acculturation</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. Find the entire lesson on the Web site: <a href="http://memory.loc.gov/ammem/ndledu/lessons/01/indian/overview.html">http://memory.loc.gov/ammem/ndledu/lessons/01/indian/overview.html</a></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>
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</tr>
<tr>
<td>c. American Indian Movement (AIM);</td>
<td></td>
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</tbody>
</table>

Interdisciplinary Connections
Language Arts

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.
**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.