Dayton Public Schools 9th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 4: American History 1900-1920

Dayton Public Schools

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### Grade 9

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# The Changing Status of Women (1 day)

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<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>Core Activity</td>
<td>second-class citizenry</td>
</tr>
<tr>
<td>9. Analyze the major political, economic and social developments of the 1920s including:</td>
<td>Through primary source documents, examine Women's Suffrage arguments in the late 19th Century</td>
<td></td>
</tr>
<tr>
<td>b. Women's right to vote;</td>
<td>Find the entire lesson on the Web site:</td>
<td></td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td>Interdisciplinary Connections</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>Language Arts</td>
<td></td>
</tr>
<tr>
<td>a. Extension of suffrage;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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>
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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>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>Equal Suffrage Association, coverture</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://edsitement.neh.gov/view_lesson_plan.asp?id=438">http://edsitement.neh.gov/view_lesson_plan.asp?id=438</a></td>
<td></td>
</tr>
<tr>
<td>b. Women’s right to vote:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

### 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](https://www.edsitelement.org/lessons/ed spicy/19th Amend/index.html)), 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>Core Activity</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>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.</td>
<td></td>
</tr>
<tr>
<td>a. Women’s suffrage movement of the late 1800s;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>b. Civil rights movement of the 1960s;</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>c. Student protests during the Vietnam War.</td>
<td>Drama</td>
<td></td>
</tr>
</tbody>
</table>

## 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
### Never Underestimate the Power of a Woman (1day)

<table>
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</tr>
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<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td>suffrage, tactics, equality</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>
<td></td>
<td></td>
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<tr>
<td>b. Women's right to vote.</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>
<td>A. Analyze the evolution of the Constitution through Post-Reconstruction amendments and Supreme Court decisions:</td>
<td></td>
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<tr>
<td>2. Explain why the 19th amendment was enacted and how it affected individuals and groups.</td>
<td></td>
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</tr>
<tr>
<td><strong>Citizenship Rights and Responsibilities:</strong></td>
<td></td>
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<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td></td>
<td></td>
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<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>
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</table>

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
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.
New York Suffragists and Electoral Politics, 1919-1926 (1 day)

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</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td></td>
<td>lobbying, activism, anti-Americanism, League of Woman Voters, nonpartisanship</td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td>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: <a href="http://womhist.binghamton.edu/teacher/ny_suff.htm">http://womhist.binghamton.edu/teacher/ny_suff.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>
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<td>a. Extension of suffrage;</td>
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</tbody>
</table>

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?", 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)

**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.

9. Analyze the major political, economic and social developments of the 1920s including:
   - a. Women’s right to vote;

**Suggested Strategies/Lessons**

**Core Activity**

Students will explore the roots of current debates surrounding feminism, and those that include the issues of alcoholism and drug abuse.


**Resources:**

20th Century Interactive CD ROM available in DPS Media Services Department

**Vocabulary**

prohibition, suffrage, feminism, religious revivalism, alcoholism

**Interdisciplinary Connections**

Language Arts

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**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**
  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>
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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 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>
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</table>

Differentiated Learning

Enrichment Activity:

- The EDSITEment-reviewed Web site Links to the Past offers a lesson entitled Woodrow Wilson: Prophet of Peace (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
  - An Anthem for Doomed Youth, on Great War Primary Documents Archive, offers short accounts of and some pieces from WWI writers.
  - Prose and Poetry 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 on the growth and influence of the munitions industry after World War I is accessible from Documents of World War I, 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, 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
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>
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<tbody>
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<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 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>unilateralism versus foreign alliances, military-industrial complex, Great War</td>
</tr>
<tr>
<td>a. The decision to enter into World War I;</td>
<td></td>
<td></td>
</tr>
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</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/)

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

<table>
<thead>
<tr>
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</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>a. The decision to enter into World War I;</td>
<td>Interdisciplinary Connections</td>
<td></td>
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<td></td>
<td>Language Arts</td>
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</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/](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.
# The Zimmermann Telegram (1 day)

<table>
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<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>
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</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)

<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>segregation, counteroffensive, valor</td>
</tr>
<tr>
<td>A. Analyze was people achieve governmental change, including political action, social protest and revolution:</td>
<td>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 &quot;Harlem Hellfighters.&quot; The 369th was an all-black regiment. Students examine this group.</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 activity on the Web site: <a href="http://www.archives.gov/digital_classroom/lessons/wwi_369th_infantry/teaching_activities.html">http://www.archives.gov/digital_classroom/lessons/wwi_369th_infantry/teaching_activities.html</a></td>
<td></td>
</tr>
<tr>
<td>d. Military policy;</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:**

- 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>
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</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>
</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>
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</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?id=475">http://edsitement.neh.gov/view_lesson_plan?id=475</a></td>
<td></td>
</tr>
<tr>
<td>b. President Wilson’s Fourteen Points:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>d. The decision of the United States not to participate in the League of Nations.</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:

- The EDSITEment resource Digital Classroom offers a lesson on Churchill and FDR, 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 offers a lesson entitled Woodrow Wilson: Prophet of Peace (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
  - An Anthem for Doomed Youth, on Great War Primary Documents Archive, offers short accounts of and some pieces from WWI writers.
  - Prose and Poetry 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 on the growth and influence of the munitions industry after World War I is accessible from Documents of World War I, a link from the EDSITEment-reviewed Web site 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, 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)

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<tr>
<td>History:</td>
<td>Core Activity</td>
<td>League of Nations,</td>
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<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>collective security versus national sovereignty, idealism versus pragmatism, Great War</td>
</tr>
<tr>
<td>d. The decision of the United States not to participate in the League of Nations.</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 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

- Wilson—A Portrait: The League of Nations

- Links to the Past
  [http://www.cr.nps.gov](http://www.cr.nps.gov)

- Cartoon: GOP and the League
  [http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/14wilson/14images/14cart1bh.jpg](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>
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<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>c. The Treaty of Versailles;</td>
<td>Interdisciplinary Connections</td>
<td></td>
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<tr>
<td></td>
<td>Language Arts</td>
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<td></td>
<td>Science</td>
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</table>

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)

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<tr>
<td><strong>Citizenship Rights and Responsibilities:</strong></td>
<td><strong>Core Activity</strong></td>
<td>illegal action, immediate threat</td>
</tr>
<tr>
<td><strong>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:</strong></td>
<td>Students investigate six Supreme Court cases including &quot;Case 6 -- Fire in the theater,&quot; Schenck v. United States (1919) where the concept of &quot;clear and present danger&quot; emerges.</td>
<td></td>
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<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.civicmind.com/less2b.htm">http://www.civicmind.com/less2b.htm</a></td>
<td></td>
</tr>
<tr>
<td>a. Clear and present danger;</td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
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<tr>
<td></td>
<td>Language Arts</td>
<td></td>
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</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.
INTRODUCTORY LESSON
Women’s Suffrage:
Why the West First? (6-7 days)

Standard: Benchmark: Indicator  |  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.

9. Analyze the major political, economic and social developments of the 1920s including:

   b. Women’s right to vote:

   Core Activity
   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?

   Find the entire lesson on the Web site: http://edsitement.neh.gov/view_lesson_plan.asp?id=439

   **Interdisciplinary Connection**
   Language Arts

**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.