Gateway to Dayton Teaching American History: Citizenship, Creativity, and Invention

2005


Dayton Public Schools

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# INTRODUCTORY LESSON

**Presidential Campaign: Persuasive Speeches (2-4 days)**

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<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></td>
<td></td>
</tr>
<tr>
<td>A. Evaluate the reliability and credibility of sources:</td>
<td>Core Activity</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>Students will pretend that they are presidential candidates. Possibilities: John F. Kennedy / Lyndon B. Johnson/ Richard M. Nixon / Gerald R. Ford / Jimmy Carter / Ronald Reagan / George Bush (Sr.), etc.</td>
<td></td>
</tr>
<tr>
<td>Find the entire lesson on the Web site: <a href="http://www.lessonplanspage.com/LASSPresidentialPersuasiveSpeeches68.htm">http://www.lessonplanspage.com/LASSPresidentialPersuasiveSpeeches68.htm</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- Tell students that Ross Perot ran on the Reform party ticket for the 1996 election after running in 1992 as an independent. Have students visit the official Web site of the Reform party [http://www.americanreform.org/](http://www.americanreform.org/) to read its founding principles. Ask student to discuss why they think the independent candidate appealed to so many voters during the 1992 election. Have them compare the principles of the Reform party with those that guided Reagan and Bush administrations.

**Additional Instruction:**
- You are a campaigning worker for one of the Presidents discussed in this lesson. Write two slogans that President could have used in an election campaign. You may want to present your slogan as part of a poster or button. To help students get started, discuss famous slogans (I like Ike, All The Way with LBJ) and their messages. Ask volunteers to share finished slogans and have the class identify which president the slogan goes with.

1. Have students pretend they are one of the following presidents: Reagan, Bush, Clinton.

2. Have students write supporting sentences for one of the following statements depending on which President they are (they must write the sentences as if they are writing it from the Presidents view and appear “credible”): 1. Reagan’s conservative views contrasted sharply with the political thinking of the 1960s and 1970s; 2. Reagan’s economic policies had mixed results; 3. under Reagan and Bush the Supreme Court became more conservative; 4. as president, Clinton pursued a middle of the road course.

**Community Connections**
- Research newspaper coverage of speeches and see their point of view.

**Informal Assessment**
- Teachers can create their own assessment based on the lesson content.
**Meet Five Young Immigrants (2-3 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:</td>
<td><strong>Core Activity</strong>&lt;br&gt;Find out why five kids and their families left their homelands and what it was like to be a newcomer to America in the 1990s.&lt;br&gt;Find the entire resource on the Web site: <a href="http://teacher.scholastic.com/immigrat/bio/index.htm">http://teacher.scholastic.com/immigrat/bio/index.htm</a></td>
<td>Haiti, Yugoslavia, Vietnam, Sudan, Mexico</td>
</tr>
<tr>
<td>12. Explain major domestic developments after 1945 with emphasis on: d. Immigration patterns.</td>
<td><strong>Interdisciplinary Connections</strong>&lt;br&gt;Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- Check your own school. See if you have any students in your school from other countries who are exchange students and interview them.
- Have students choose an ethnic group mentioned in the section of the text or Web site. Have them research examples that characterize the culture they are exploring. Have students bring a poem, song, clothing, or food item to class for a show and tell session.
- Research the Immigration Act of 1990

**Additional Instruction:**

- Organize students into groups to brainstorm reasons for the rise in opposition to immigrants in the 1990s and then list the benefits for US businesses and industries. Have each group use its lists to debate the merits of open immigration and to reach a group consensus on the issue. Then, have each group write a two minute radio editorial explaining its position. Have each group choose a representative to air its views. Ask students how they think the sluggish economy of the early 1990s influenced the way Americans felt about immigration at the time.

**Additional Resources**

**Web Sites:**

- Ethnic Studies at USC (Libraries and Archival) [http://www.usc.edu/isd/archives/ethnicstudies](http://www.usc.edu/isd/archives/ethnicstudies)
• INCORE Guide to Internet Sources on conflict and ethnicity in Russia
  http://www.incore.ulst.ac.uk/cds/countries/russia.html

• A Walk Around Brooklyn
  http://www.wnet.org/brooklyn

• The Statue of Liberty Ellis Island Foundation, Inc.
  http://www.ellisisland.org

• The Scattering of Seeds (The Creation of Canada)
  http://www.whitepinepictures.com/seeds/
African-American Population Shifts (5-7 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td></td>
<td>migration, plantation, sharecropper, lynching, demeanor</td>
</tr>
<tr>
<td>A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including:</td>
<td>Students will track the population of African Americans in the South and in the North of the United States during the course of the 20th century.</td>
<td></td>
</tr>
<tr>
<td>a. Urban areas;</td>
<td>Find the entire lesson on the Web site: <a href="http://school.discovery.com/lessonplans/programs/tpl-Anywhereelse/">http://school.discovery.com/lessonplans/programs/tpl-Anywhereelse/</a></td>
<td></td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:

- Have students keep a journal of the migration of a fictitious person.
- The Messenger
  A. Philip Randolph was a constant advocate of civil rights and equality. Require students to prepare and present reports on the contributions of Randolph and the Brotherhood of Sleeping Car Porters. Tell students to conclude their reports with research and statements on current leaders and organizations whose purpose is to lobby for equal rights and better working conditions.

Dramatization: North toward Home?
Have members of the class play the roles of members of a family trying to decide whether to move from Mississippi to Chicago in the 1920s or the 1940s. Make sure the students don't all hold the same opinion about moving north. Suggest that students consider the following in determining whether to stay in Mississippi or to move to Chicago:

- Geography (including climate)
- Economic opportunities
- Schools
- Social and political opportunities
- Extended family in Mississippi

Additional Instruction:

- List reasons why certain cultural groups accumulated in certain areas of this country.
Additional Resources

Supplemental Texts:

- **Oh, Freedom! Kids Talk About the Civil Rights Movement With the People Who Made it Happen**  
  Casey King and Linda Barrett Osborne; foreword by Rosa Parks; portraits by Joe Brooks, Alfred A. Knopf, 1997  
  Interviews by young people with participants in the civil rights movement accompany essays that describe the history of efforts to make equality a reality for African Americans.

- **The New African American Urban History**  
  Kenneth W. Goings and Raymond A. Mohl [editors], Sage Publications, 1996  
  This collection of essays covers: 1) the transplanted social customs of rural blacks to the North, 2) the experience of newly urbanized blacks as household wage laborers, 3) black working-class opposition in the Jim Crow South, and 4) overviews of Black Americans as city dwellers from the early-to-late 20th century.

- **Farewell to Jim Crow: The Rise and Fall of Segregation in America**  
  R. Kent Rasmussen, Facts on File, 1997  
  This volume in the Facts on File "Library of African American History" series is a treatment of the *de facto* segregation imposed on black Americans, as well as the fall of Jim Crow brought on by the civil rights movement.

- **Under Sentence of Death: Lynching in the South**  
  The most atrocious of violent acts that were targeted specifically toward black Americans is covered in this work, which treats the specific phenomenon of Southern racism.

Web Sites

- **The Internet African American History Challenge**  
  Take a quiz to see what you know about the pioneers who paved the way to The Promised Land.

- **Chicago: Destination for the Great Migration**  
  [http://www.loc.gov/exhibits/african/afam011.html](http://www.loc.gov/exhibits/african/afam011.html)  
  This is one part of the Library of Congress African American Mosaic.

Informal Assessment

Teachers can create their own assessment based on the lesson content.
Exploring Cultural Rituals (1–10 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td>cultural celebrations, rituals, traditions</td>
</tr>
<tr>
<td>A. Analyze the influence of different cultural perspectives on the actions of groups:</td>
<td>Students investigate rituals and customs of various cultures.</td>
<td></td>
</tr>
<tr>
<td>2. Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States.</td>
<td>Find the entire lesson on the Web site: <a href="http://memory.loc.gov/ammem/ndlpedu/lessons/99/ritual/intro.html">http://memory.loc.gov/ammem/ndlpedu/lessons/99/ritual/intro.html</a></td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

*Enrichment Activity:*

- Have students bring someone to class to speak on their culture

*Additional Instruction:*

- Research and wear different dress styles, foods, music dance from different cultures. Have students present their research and explain their dress, food, music, dance. (You could have a “cultural fair” day where you set up booths in your class of the different “cultures” and have students at different times visit each other’s booths)

**Additional Resources**

*Web Sites:*

- California Gold: Folk Music from the Thirties [http://memory.loc.gov/ammem/afcchtml/cowhome.html](http://memory.loc.gov/ammem/afcchtml/cowhome.html)
• Hispano Music and Culture of the Northern Rio Grande: The Juan B. Rael Collection
  http://memory.loc.gov/ammem/rghtml/rghome.html

• Historic American Sheet Music: 1850-1920
  http://memory.loc.gov/ammem/award97/ncdhtml/hasmhome.html

• South Texas Border, 1900-1920: Photographs from the Robert Runyon Collection
  http://memory.loc.gov/ammem/award97/txuhtml/runyhome.html

• Southern Mosaic: The John and Ruby Lomax 1939 Southern States Recording Trip
  http://memory.loc.gov/ammem/l0html/l0home.html

• Touring Turn of the Century America: Photographs from the Detroit Publishing Company, 1880-1920
  http://memory.loc.gov/ammem/detroit/dethome.html

**Community Connections**

- Call community groups associated with that culture and bring in speakers or films.

**Informal Assessment**

Clearly-marked assessment with rubric in the lesson.
<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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</tr>
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<tbody>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Analyze the influence of different cultural perspectives on the actions of groups:</td>
<td>Core Activity</td>
<td>ethnic diversity, lifestyles, cultural groups.</td>
</tr>
<tr>
<td>2. Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States.</td>
<td>Students are engaged in a study of the multicultural character of the local community. Community resources, e.g., people, places, things, and events, are incorporated into the classroom/field-based investigation.</td>
<td></td>
</tr>
<tr>
<td>Find the entire lesson on the Web site: <a href="http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social">http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social</a> Studies/Multicultural_Education/MUL0003.html</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

**Language Arts**

**Music**

**Art**

**Differentiated Learning**

**Enrichment Activity:**

- Think about the motto of the U.S.: *E pluribus unum,* “Out of many, one.” Then, with a partner design and create a banner about this theme. Use words and symbols to express what this means to you.

- Use the Internet to find out about the changes in immigration and ethnic demographics over the last fifty years in the United States.

**Additional Instruction:**

1. Write “diversity” on the board and discuss the definition of it.
2. Ask students whether their state or local community is becoming more diverse.
3. Have students describe what they consider to be signs of increasing diversity.
4. Ask students what challenges diversity proposes on society and what do the cultural ethnic groups have to offer the society?
5. Describe one issue concerning each of the following groups in the 20th century: African Americans, Latino Americans, and Native Americans.

**Informal Assessment**

Clearly marked assessment in the lesson.
## Migration: Why People Move (2-3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td>migration, population density</td>
</tr>
<tr>
<td>C. Analyze the patterns and processes of movement of people, products and ideas.</td>
<td>This lesson will focus on both internal (to the U.S.) and international migrations. Students will form small groups and research one example of migration in depth.</td>
<td></td>
</tr>
<tr>
<td>b. Urbanization and suburbanization;</td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- Have the group role-play about how people migrated.
- Have students create an imaginary immigrant character living somewhere in the world today. Ask them to write a series of journal entries describing their family background, reasons for leaving their home, journey to a new place and their experiences upon arrival.
- Have students investigate their own family history and develop an "immigrant family tree" or map tracing their ancestors and their travels to other countries or areas of the country. Students should include the motivations that caused the movement of family members. This information could be gathered by interviewing or looking at old letters, diaries or journals of family members.
- Ask students to interview a person who migrated in one form or another (e.g., emigrated from another country, moved from another state, or moved from a rural area to an urban area or visa versa). Have them develop a series of questions to gather background information on the subject as well as push/pull factors that motivated the person to move to America, and create a written report or oral presentation with the results.

**Additional Instruction:**
- Make a timeline and map explaining where and why certain groups migrated.
- List on the board why people migrate for reasons today and in the past (Look at both why people move within the US and why others come here from a different country).
Additional Resources

Web Sites:

  http://www.census.gov/geo/landview/

- Geographical Mobility: Populations Characteristics

- Migration Policy Institute: Migration Information Source
  http://www.migrationinformation.org/

- National Geographic Magazine: Changing America

- National Geographic News: Forecast Sees Halt to Population Growth by End of Century

- Population Reference Bureau
  http://www.prb.org/

- US Census Bureau
  http://www.census.gov/

- United Nations Population Division: Department of Economic and Social Affairs

- University of California, Davis: Migration Dialogue
  http://migration.ucdavis.edu/

Informal Assessment

Clearly marked assessment in the lesson.
Trading Off: Examining Multiple Perspectives on the Effects of NAFTA on Mexico and the United States (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td>free trade, NAFTA</td>
</tr>
<tr>
<td>A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time:</td>
<td>In this lesson, students explore how the North American Free Trade Agreement (NAFTA) has impacted the people and economies of North America and Mexico.</td>
<td></td>
</tr>
<tr>
<td>d. Centers of industry and technology.</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

Differentiated Learning

Enrichment Activity:

- What does it mean to be a "developing country"? What countries are considered to be developing, and what countries are considered to be industrialized? What countries do not fit into these categories? Color-code a world map to illustrate your findings. Then, identify social, economic and political issues that countries in each category seem to share. Why do you think this is? Choose one country and create an in-depth country profile addressing these issues.

- Learn about the history of NAFTA. Who created the trade pact, and what did they hope it would accomplish? How has it specifically impacted all three countries? How have different groups of people in the three countries reacted to various related issues, such as environmental, work safety and employment rate issues that have come to the forefront since NAFTA's inception? Create a series of "What You Need to Know About NAFTA" guides, each addressing citizens of one of the NAFTA countries.

- Develop an illustrated glossary of basic economic terms and principles. Be sure to include those mentioned in the article (import, export, free trade, competition, etc.), as well as other key concepts.

- How does your country's economy work? Create a flow chart or a "How It Works" poster that illustrates important economic organizations and their leaders, markets, and industries.
• Learn about the leaders of Mexico from the early 20th century to today, focusing particularly on their views on foreign policy with the United States, trade with other countries and Mexico's agribusiness. Choose one of these leaders and draft a statement that he or she may read in the town hall debate staged in class.

• Look at magazine advertisements and compile a list of traits associated with various products or services (e.g., youth, beauty, cleanliness, wealth, fashion, speed, leisure, adventure). Discuss how these traits create expectations and desires among consumers.

• Invite a local retailer or wholesaler to the class to discuss the nature of his or her work. Focus your questions on trade shows, marketing decisions, and product sources.

Additional Instruction:

• Divide the class into small groups. Have half of the groups represent supporters of the free trade agreement and the other half represent those who oppose it. Have groups list reasons why they support or oppose it. Have one volunteer from each group present its views. Have the class vote on whether they would have supported the agreement.

Additional Resources

Web Sites:

• About.com Cities and Transportation
  http://geography.about.com/cs/citiestransport/index.htm?once=true&

• International Forum on Globalization
  http://www.ifg.org/

• National Geographic: MapMachine
  http://plasma.nationalgeographic.com/mapmachine/

• National Geographic: Xpeditions Activity—Lizzie's Morning

Other Information on the Web

• NAFTA Secretariat (http://www.nafta-sec-alaena.org/) is responsible for the administration of the dispute settlement provisions of the Agreement.

• Global Trade Watch: NAFTA (http://www.citizen.org/trade/nafta/index.cfm) offers critical evaluation of the effects of NAFTA.

• Yahoo News' WTO and International Trade full coverage (http://dailynews.yahoo.com/fc/business/trade) provides the most current articles, Web links and more related to these issues

Informal Assessment

Clearly marked assessment in the lesson.
### "Ad-ing" to Geography (3 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Economics:</td>
<td>Core Activity</td>
<td>economic interdependence</td>
</tr>
<tr>
<td>A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them:</td>
<td>In many cultures, clothing and other consumer products provide peer identity for teenagers. Focusing students on this aspect of youth culture is one way to illustrate &quot;the patterns and networks of economic interdependence on Earth's surface.&quot;</td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections

**Language Arts**

### Differentiated Learning

**Enrichment Activity:**
- Contact ad agencies and research how they determine clothing, etc. for different cultures.
- Have students form small groups and engage in debates about the issues in this lesson. Each person in the group might take on a different role; here are some examples:
  - Environmentalist
  - Politician
  - Government official in state's tourism department
  - Miner
  - Commercial fisherman

- Due to the complexity of the estuarine environment, large political influences may be involved to determine what is best for local estuaries. Have your students speak to local political and non-govermental (i.e. non-profit organizations) and see what is being done to protect (and restore, if applicable) the environmental quality of local estuaries. This same activity can be applied to watersheds, if students do not live near an estuarine environment.

**Additional Instruction:**
- Bring in different teen magazine ads from newspapers, and recorded commercials, and discuss their impact.
• Encourage students to suggest what steps the government might take to combat foreign economic competition and improve US economic competitiveness. Then discuss the possible international consequences of such steps.

• Explain the meaning of economic interdependence. Have students write a paragraph on what this would mean for our economy. Share the paragraphs in class to start a discussion.

Community Connections

• Bring in a retail store owner to speak on how they try and target young people as consumers.

Informal Assessment

Clearly marked assessment in the lesson.
### Core Activity
This lesson introduces students to the U.S. governmental policy of taxation as a tool to influence the actions of both individuals and businesses. Students will learn the basics of taxes including: types, purpose, and uses of each. A particular focus will be on the effects of taxes on individuals and businesses.


### Interdisciplinary Connections
Language Arts

### Differentiated Learning

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

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

**Informal Assessment**
Clearly marked assessment on the Web site.
## Putting Dayton’s History in Perspective

<table>
<thead>
<tr>
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<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>B. Explain the social, political and economic effects of industrialization:</td>
<td>Students will: review previous knowledge of local businesses; analyze the impact of industrialization and the modern corporations on local history; analyze local resources needed to sustain industry; discuss the role of corporations in local social and environmental issues; locate and draw physical characteristics that define Dayton and predict how these physical characteristics impacted local businesses; and analyze the relations between different ethnic populations in Dayton and how such relations impacted business, social and political events, and monuments.</td>
<td>industrialization, modern corporations, physical terrain</td>
</tr>
<tr>
<td>a. Changes in work and the workplace; b. Immigration and child labor and their impact on the labor force; d. Urbanization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Monopolies.</td>
<td></td>
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</tr>
<tr>
<td>3. Analyze the reasons for the rise and growth of labor organizations in the United States (i.e., Knights of labor, American Federation of Labor and Congress of Industrial Organizations) including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Unregulated working conditions.</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 early Progressivism with emphasis on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Urban reforms; d. The movement for public schooling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>1. Evaluate the effects of specialization, trade and interdependence on the economic system of the United States.</td>
<td>Art</td>
<td></td>
</tr>
</tbody>
</table>
2. Analyze the developments and impacts of labor unions, farm organizations and business organizations on the U.S. economy.

People in Societies:

C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices:

5. Explain the effects of immigration on society in the United States:
   a. Housing patterns;
   c. Education system;
   e. Labor practices.

Geography:

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

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

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

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

Differentiated Learning

Enrichment Activity:

- Group students and provide them with the following challenge: “you have been selected to choose a
business to open in Dayton that represents all that is good about Dayton’s history of business. You will have to create a presentation to the Economic Development board using PowerPoint.

Additional Instruction:

- Instead of reports ask other students to create posters of businesses in Dayton using cutout from the local newspapers.

Additional Resources

- Several listed on the Web site.

Informal Assessment

Clearly marked assessment on the Web site.
# Running Out of Agricultural Land (1 day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td>Core Activity</td>
<td>(defined in lesson)</td>
</tr>
<tr>
<td>B. Explain the social, political and economic effects of industrialization.</td>
<td>What are the reasons for disappearing farmlands? Is someone to blame for the changing percentage of land devoted to agriculture? If so, who is the culprit? Students can answer these questions as a result of this lesson.</td>
<td>resource exhaustion, private property rights, tragedy of commons</td>
</tr>
<tr>
<td>1. Explain the effects of industrialization in the United States in the 19th century including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.fee.org/vnews.php?nid=461">http://www.fee.org/vnews.php?nid=461</a></td>
<td></td>
</tr>
<tr>
<td>c. Modernization of agriculture;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td><strong>Geography:</strong></td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time:</td>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including:</td>
<td></td>
<td></td>
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<tr>
<td>c. Farmland;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- Students should create research questions to ask the Department of Agriculture.
- Have students use the Internet to research the U.S. Department of Agriculture or the State Department of Agriculture

**Additional Instruction:**
- Have a discussion with students to understand why farmland is disappearing:
  1. Give students examples of “farm towns” turning into suburbs: (Springboro, Monroe, Mason.) The farm land is sold to produce more houses which is in demand in that area.
  2. Explain to students that Americans are always looking to expand somewhere, make more room for people and build cities...“industrialize.” The farm land is in the way, so we buy it, build it up and sell it. We can get food from imports if we have to.
Community Connections

- Bring in a farmer to speak or a real estate developer to speak to the class.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
An Environment of Freedom (1 day)

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<tr>
<td>Economics:</td>
<td>Core Activity</td>
<td>(defined in lesson)</td>
</tr>
<tr>
<td>B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.</td>
<td>Through extensive regulation, the government forces U.S. taxpayers to fund a variety of programs that environmentalists value highly. Students will see that this strategy sacrifices individual liberty on the altar of environmental protection.</td>
<td>environment, tradeoffs/ scarcity, public welfare offense, environmental racism</td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

Language Arts  
Science

**Differentiated Learning**

**Enrichment Activity:**

- Have students do an experiment (take soil samples from different areas.) Send them to get analyzed and review results.

- Organize students into groups to assume roles for an environmental magazine. Ask the editors to prepare a table of contents for an issue on proposed solutions to environmental problems such as recycling, urban planning, and international cooperation. Groups should prepare short summaries of each article and might also suggest visuals to accompany their articles.

**Additional Instruction:**

- Call on volunteers to identify major energy and environmental hazards the world faces today. List responses on the board, asking students to provide background information on each item.

- Write the term "environmental hazards" on the board. Draw lines emanating from the circle. Then ask students to identify the environmental hazards that are threatening human health and survival (global warming, thinning of ozone layer, acid rain.) Write responses at the ends of lines. Call on volunteers to explain the causes and effects of each hazard. Close by discussing how such environmental hazards can cause conflict as well as mutual concern among nations.

**Community Connections**

- Have an environmentalist group come in and speak to the class.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
**FED101-The Federal Reserve Today – What our Nation's Central Bank is All About (5 days)**

<table>
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<tr>
<td>4. Explain the reasons for the creation of the Federal Reserve System and its importance to the economy.</td>
<td>Resource: A new Federal Reserve System Web site for educators includes information and activities on the history and structure of the Federal Reserve, monetary policy, the Fed’s role as a supervisor/regulator of banks, and the financial services offered by the Federal Reserve. The site also includes quizzes and links to other information. <a href="http://www.federalreserveeducation.org/">http://www.federalreserveeducation.org/</a></td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

- Language Arts
- Math

**Differentiated Learning**

*Enrichment Activity:*

- Have students do a time line of events that triggered the Federal Reserve System and FDIC.
- What's a Dollar Worth? This site allows visitors to the Federal Reserve Bank of Minneapolis's site to use a Consumer Price Index (CPI) calculator to find out what goods would be worth in the past and assess the impact of inflation over the years. [http://minneapolisfed.org/research/data/us/calc/](http://minneapolisfed.org/research/data/us/calc/)

*Additional Instruction:*

- Have students participate in “Welcome to FedVille”, a friendly town built just for kids where there is something to learn around every corner! (computer game). This will help the students learn what the federal reserve is about. [http://www.frbsf.org/education/fedville/](http://www.frbsf.org/education/fedville/)
• Have students visit the American Currency Exhibit. Here visitors take a journey through the Federal Reserve Bank of San Francisco’s American Currency Exhibit, which provides a look back in time at the evolution of money and a lesson in how our nation’s history is closely tied with our currency.
  http://www.frbsf.org/currency/index.html
### Economics

#### B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability:

1. **Core Activity**
   - Students frequently echo sentiments such as, "The government is too big." Students will be able to gain a better understanding of why the government takes care of its people and how this type of welfare state started. Armed with this knowledge, they can then evaluate the current need for government programs, such as welfare, Medicare, and Social Security, on the federal and state level.

   Find the entire lesson on the Web site: [http://memory.loc.gov/ammem/ndpedu/lessons/97/depress/overview.html](http://memory.loc.gov/ammem/ndpedu/lessons/97/depress/overview.html)

#### Interdisciplinary Connections

**Language Arts**

### Differentiated Learning

**Enrichment Activity:**

- Have students compare the New Deal programs developed in the 1920s and 1930s and how many are still used today.

- To help students check their understanding of this lesson, have them do dramatic reenactments relating to the Johnson administration. Students may work alone, or they may work in pairs. They may script or improvise the reenactments. Scenes might include a senior citizen learning about Medicare and Medicaid, two Americans arguing over the growing size and cost of government, or a parent at the government office learning how she is eligible for welfare.

- To enrich classroom discussion, a teacher could connect with a willing colleague from another school. Students from each school could share their pieces of writing and respond via e-mail to the viewpoints expressed by their electronic classmates.

**Additional Instruction:**

- To help them better understand the Medicare and Medicaid programs, ask students to interview one or more of the following: a relative or neighbor who has benefited from one of these programs, a health care professional who works with Medicare or Medicaid, a representative from the local Social Security Office who can provide information about eligibility and benefits.
Use the Internet to learn more about welfare, Medicare, Medicaid, and social security. Who is eligible? What are the benefits? How can a person apply? Use this information to make pamphlets about the programs.

**Informal Assessment**

Clearly marked assessment in the lesson.
## History of Education - Selected Moments of the 20th Century (2-3 days)

<table>
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<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>War on Poverty, affirmative action</td>
</tr>
<tr>
<td>A. Analyze ways people achieve governmental change, including political action, social protest and revolution:</td>
<td>This comprehensive list of issues and events focusing on the history of education, gives students an overview of education policy in America. Students research and report to the class the changes over time to the American education system.</td>
<td></td>
</tr>
<tr>
<td>1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:</td>
<td>Find the entire resource on the Web site: <a href="http://fcis.oise.utoronto.ca/~daniel_schugrens/assignment1/">http://fcis.oise.utoronto.ca/~daniel_schugrens/assignment1/</a></td>
<td></td>
</tr>
<tr>
<td>g. Educational policy.</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- Go back even further in education to the German and European influence of pragmatism and compare to religious views today.

**Additional Instruction:**

- Include some of the court cases that have influenced education “Scopes Monkey Trial, [http://www3.mistral.co.uk/bradburyac/tennesse.html](http://www3.mistral.co.uk/bradburyac/tennesse.html) “Pledge of Allegiance” and what civil rights have to do with them.