

# **American History–Part 1**

## **Teacher’s Guide**

**Course No. 2100310**

**Bureau of Exceptional Education and Student Services  
Florida Department of Education**

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# American History–Part 1

## Teacher’s Guide

### Course No. 2100310

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## Foreword

*Parallel Alternative Strategies for Students (PASS)* books are content-centered packages of supplemental readings, activities, and methods that have been adapted for students who have disabilities and other students with diverse learning needs. *PASS* materials are used by regular education teachers and exceptional education teachers to help these students succeed in regular education content courses. They have also been used effectively in alternative settings such as juvenile justice educational programs and second chance schools, and in dropout prevention and other special programs that include students with diverse learning needs.

The content in *PASS* differs from standard textbooks and workbooks in several ways: simplified text; smaller units of study; reduced vocabulary level; increased frequency of drill and practice; concise directions; less cluttered format; and presentation of skills in small, sequential steps.

*PASS* materials are not intended to provide a comprehensive presentation of any course. They are designed to *supplement* state-adopted textbooks and other instructional materials. *PASS* may be used in a variety of ways to augment the curriculum for students with disabilities and other students with diverse learning needs who require additional support or accommodations in textbooks and curriculum. Some ways to incorporate this text into the existing program are as

- a resource to supplement the basic text
- a pre-teaching tool (advance organizer)
- a post-teaching tool (review)
- an alternative homework assignment
- an alternative to a book report
- extra credit work
- make-up work
- an outside assignment
- part of an individual contract
- self-help modules
- an independent activity for drill and practice
- general resource material for small or large groups
- an assessment of student learning

The initial work on *PASS* materials was done in Florida through Project IMPRESS, an Education of the Handicapped Act (EHA), Part B, project funded to Leon County Schools from 1981–1984. Four sets of modified

content materials called *Parallel Alternate Curriculum (PAC)* were disseminated as parts two through five of *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students, Volume V-F: An Interactive Model Program for Exceptional Secondary Students*. Project IMPRESS patterned the PACs after curriculum materials developed at the Child Service Demonstration Center at Arizona State University in cooperation with Mesa, Arizona, Public Schools.

A series of 19 *PASS* volumes was developed by teams of regular and special educators from Florida school districts who volunteered to participate in the EHA, Part B, Special Project, Improvement of Secondary Curriculum for Exceptional Students (later called the Curriculum Improvement Project). This project was funded by the Florida Department of Education, Bureau of Education for Exceptional Students, to Leon County Schools during the 1984 through 1988 school years. Regular education subject area teachers and exceptional education teachers worked cooperatively to write, pilot, review, and validate the curriculum packages developed for the selected courses.

Beginning in 1989 the Curriculum Improvement Project contracted with Evaluation Systems Design, Inc., to design a revision process for the 19 *PASS* volumes. First, a statewide survey was disseminated to teachers and administrators in the 67 school districts to assess the use of and satisfaction with the *PASS* volumes. Teams of experts in instructional design and teachers in the content area and in exceptional education then carefully reviewed and revised each *PASS* volume according to the instructional design principles recommended in the recent research literature. Subsequent revisions have been made to bring the *PASS* materials into alignment with the Sunshine State Standards.

The *PASS* volumes provide some of the text accommodations necessary for students with diverse learning needs to have successful classroom experiences and to achieve mastery of the Sunshine State Standards. To increase student learning, these materials may be used in conjunction with additional resources that offer visual and auditory stimuli, including computer software, videotapes, audiotapes, and laser videodiscs.

## User's Guide

The *American History–Part 1 PASS* and accompanying *Teacher's Guide* are supplementary resources for teachers who are teaching social studies to secondary students with disabilities and other students with diverse learning needs. The content of the *American History–Part 1 PASS* book is based on the *Florida Curriculum Frameworks* and correlates to the Sunshine State Standards.

The Sunshine State Standards are made up of *strands, standards, and benchmarks*. A *strand* is the most general type of information and represents a category of knowledge. A *standard* is a description of general expectations regarding knowledge and skill development. A *benchmark* is the most specific level of information and is a statement of expectations about student knowledge and skills. Sunshine State Standards correlation information for *American History–Part 1*, course number 2100310, is given in a matrix in appendix D.

The *American History–Part 1 PASS* is divided into 16 units of study that correspond to the social studies strands. The student book focuses on readings and activities that help students meet benchmark requirements as identified in the course description. It is suggested that expectations for student performance be shared with the students before instruction begins.

Each unit in the *Teacher's Guide* includes the following components:

- **Unit Focus:** Each unit begins with this general description of the unit's content and describes the unit's focus. This general description also appears in the student book. The Unit Focus may be used with various advance organizers (e.g, surveying routines, previewing routines, paraphrasing objectives, posing questions to answer, developing graphic organizers such as in appendix A, sequencing reviews) to encourage and support learner commitment.
- **Suggestions for Enrichment:** Each unit contains activities that may be used to encourage, to interest, and to motivate students by relating concepts to real-world experiences and prior knowledge.
- **Unit Assessments:** Each unit contains an assessment with which to measure student performance.
- **Keys:** Each unit contains an answer key for each practice in the student book and for the unit assessments in the *Teacher's Guide*.

The appendices contain the following components:

- **Appendix A** describes instructional strategies adapted from the Florida Curriculum Frameworks for meeting the needs of students with disabilities and other students with diverse learning needs.
- **Appendix B** lists teaching suggestions for helping students achieve mastery of the Sunshine State Standards and Benchmarks.
- **Appendix C** contains suggestions for specific strategies to facilitate inclusion of students with disabilities and other students with diverse learning needs. These strategies may be tailored to meet the individual needs of students.
- **Appendix D** contains a chart that correlates relevant benchmarks from the Sunshine State Standards with the course requirements for *American History–Part 1*. These course requirements describe the knowledge and skills the students will have once the course has been successfully completed. The chart may be used in a plan book to record dates as the benchmarks are addressed.
- **Appendix E** lists reference materials and software used to produce *American History–Part 1*.

*American History–Part 1* is designed to correlate classroom practices with the Florida Curriculum Frameworks. No one text can adequately meet all the needs of all students—this *PASS* is no exception. *PASS* is designed for use with other instructional materials and strategies to aid comprehension, provide reinforcement, and assist students in attaining the subject area benchmarks and standards.

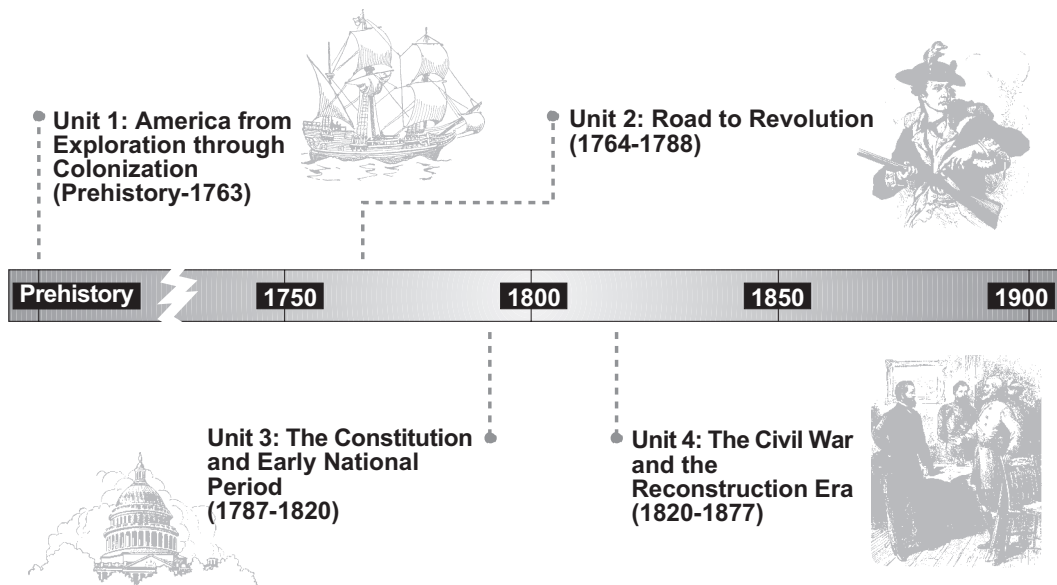
## Section 1: Founding the New Nation (Prehistory-1877)

**Unit 1: America from Exploration through Colonization (Prehistory-1763)**

**Unit 2: Road to Revolution (1764-1788)**

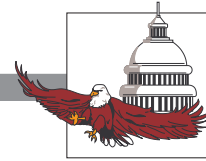
**Unit 3: The Constitution and Early National Period (1787-1820)**

**Unit 4: The Civil War and the Reconstruction Era (1820-1877)**









## **Unit 1: America from Exploration through Colonization (Prehistory-1763)**

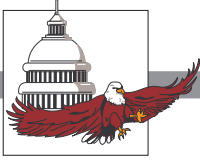
This unit emphasizes early historical developments in the Americas and how religious, social, political, and economic developments shaped the North American colonies.

### **Unit Focus**

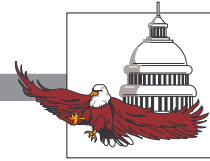
- description of pre-Columbian era
- explorations of Columbus and other explorers
- how British North America was colonized
- reasons Pilgrims, Puritans, and other groups came to the New World
- ways geography affected development of New England, Southern, and Middle Colonies
- examples of British Colonial policy

### **Suggestions for Enrichment**

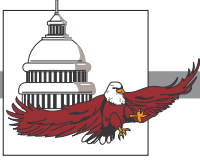
1. Discuss how Columbus' voyage affected the future colonization by Spain and England.
2. Ask students to develop hypotheses as to the goals, purposes, and methods of the exploration of the Americas, basing their hypotheses on factors within European societies that induced people to launch voyages of exploration and discovery.
3. Divide the class into groups who feel that Christopher Columbus' main motivation to become an explorer was one of the following: religious, fame and fortune, loyalty to Spain, or other. Ask each group to research and prepare a list of 10 arguments that demonstrate their point of view. Give each group 10 minutes for presentation and then have a debate in which each group can pose a question to any other group. Next have each student write a persuasive essay explaining his or her theory on Columbus' motivation.



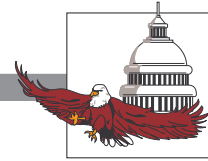
4. Columbus describes in his journals the natives' appearance and makes some conclusions based on their behavior. Ask students to write a journal entry from the point of view of one of the natives who is seeing Columbus and his crew for the first time. Ask students to also make several conclusions based on their behavior.
5. Have students research the size of Native American populations before the arrival of Columbus and at significant dates up to the present time. (It is estimated that between 1492 and the end of the 17<sup>th</sup> century, more than 50 million natives of North and South America had perished due to disease, war, or enslavement. By the end of the 19<sup>th</sup> century, many Native American nations of North America had been relocated to reservations and forced to assimilate their culture to the new environment, signaling an end to many native traditions.) Ask students to create a bar or line graph of this data, then calculate the percentage of change between dates on the graph.
6. Have students develop a report that a Native American envoy might have presented to the Europeans at the first encounter, explaining what they should know about the Native American societies.
7. Have students write a folktale from the Native Americans' perspective about their encounters with the white European explorers.
8. Have students research the leaders of the settlers and Native Americans during colonial America. Ask students to make charts comparing their situations, their goals, and their accomplishments.
9. Have students research and discuss the different religious viewpoints of various segments of the colonial population and the Native American population. Discuss how these affected the development of the 13 colonies and the Southwest colonies.
10. Have students research relationships between groups of settlers and the local Native Americans.



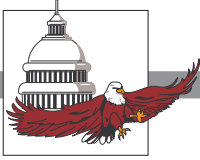
11. Have students research and compare French colonization in Canada with English colonization of the 13 colonies.
12. Have students research colonial dwellings; commerce; foods; governments; and dependence on England, France, or Spain.
13. Have students create a city based on William Penn's ideas for a checkerboard city (Philadelphia) during a specific time period from the 1600s to the present. Ask students to draw a map on graph paper and include the following: a map key, parks, streets, businesses, civic buildings, sporting complexes, etc.
14. Have students work in groups to create a colony. Ask students to describe the following about their new colony: colony charter, rules, flag, manufactured product, a map showing their journey, and a diary of their emigration.
15. Ask students to create a timeline for the development of the 13 colonies and the Southwest colonies of the United States.
16. Ask students to look at a current atlas of the 13 colonies and/or the southwest colonies and answer the following: Which town names came from English, Spanish or French towns? Which came from Native American languages? What other names (such as rivers, lakes, and states) came from the various languages?
17. Give students a relief map of the eastern seaboard with no boundaries. Ask students where would they put boundaries if they were the King of England. Ask students to take into account such things as access to the coastline, navigable rivers, and raw materials.
18. Have students look at a map of the 13 colonies and brainstorm reasons for their various shapes. Ask students to research how the borders were actually determined.
19. Have students research material and examine early construction and geographic locations of English colonies.



20. Have students read early colonial laws such as the Mayflower Compact, the Fundamental Orders of Connecticut, and the Maryland Act of Toleration.
21. Ask students to examine the design of early colonies, such as Jamestown, Virginia. Have students create a new colony, taking into account geographic features necessary for the survival and future development of their colony. Ask students to do the following:
  - draw the location of their new colony on a fictitious regional map and include common physical features
  - create a brief history describing major events and people central to the founding and development of their colony, taking into account the effect of cultural background upon colonial development
  - establish a charter creating laws (rules and regulations) necessary to secure the rights of colonists, taking into account the type of government to be developed
  - design the first community shelters (including stockades for defense), considering the size of population
  - design a flag or banner representing the colony, determining the symbolism of specific figures and color
  - construct miniature models of colonial structures
22. Ask students to list what important decisions they would probably have to make as colonists.
23. Have students create a poster for one of the 13 colonies (Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, Virginia, New York, North Carolina, and Rhode Island) to recruit people to come to the New World. The poster must be historically accurate and include the names of the colony and its founder, date of departure, materials to bring, and a description of the type of people who will be settling there. Encourage creative and eye-catching posters.



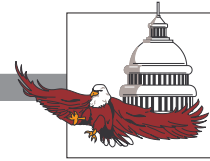
24. Locate titles of works of historical fiction according to their geographic setting on a map of the 13 colonies.
25. Ask students to research, describe, and analyze relationships among the geographic, economic, political, and social factors determining the development of two of the 13 colonies.
26. Ask students to summarize the major differences in the colonies relating to ethnicity, religion, government, and social rank and to describe the fundamental reasons for the settlement of each of the colonies.
27. Have students research and describe different social ranks and the significance of each rank in the colonies.
28. Ask students to assume the role of a member of the colonial upper class who resides in one of the colonies around 1675-1725. Tell them that they have reason to travel from their home to another colony, and they are to keep a log of the journey that describes the life and times within the two colonies. They should include the following: a drawing of a detailed relief map tracing the land route; descriptions of the major geographical features; descriptions of types of workers, business people, etc., encountered; identification of the languages, religions, dress, and other customs experienced; description of the government structures; and a time log in days and miles of travels.
29. Review a few decisions early colonists had to make and ask students what important decisions they would probably have had to make if they had been colonists.
30. Have students describe and analyze the relationship among the geographic, economic, political, and social factors determining the development of two of the 13 colonies. Ask students to demonstrate how each of the above factors is reflected in the cultural fabric of these two colonies.
31. Have students research changes in American education from its beginnings in the Plymouth Colony (founded 1620) to today. Discuss how goals, methodologies, and learning tools have changed and what principles have remained constant over the centuries.



Optional extension: Have students research schooling in other industrialized countries (e.g., Canada, China, Czech Republic, Finland, France, Germany, Ireland, France, Japan, Norway, Poland, Russia, South Korea) and compare to schooling in the United States.

Have students evaluate and debate different trends in education, particularly those that affect their school (e.g., voucher systems, yearlong schooling, alternative assessment, block scheduling, uniforms).

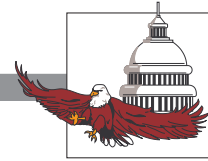
32. Show students a colonial street scene portraying the various social ranks and lives of its residents (for example, a scene of reconstructed Colonial Williamsburg which depicts the houses, shops, taverns, and governmental buildings that line Duke of Gloucester Street). Present a brief lecture describing the various social ranks and lives of the people one would have met while walking up and down the street. (For information about Colonial Williamsburg, call 1-800-HISTORY or write Colonial Williamsburg Foundation, P. O. Box 1776, Williamsburg, VA, 23187-1776.) Have students graphically create a scene that might have occurred on an ordinary day on the street, showing the interactions of all three social ranks.
33. Have students choose a colony from New England, the middle Atlantic, or the South and have them research folktales, music, pastimes, sports, recipes, and crafts of that colony.
34. Mention that, in colonial times, every family who could afford an almanac bought one. Discuss how these all-purpose calendar books provided information about the tides, weather, changes of the moon, and anniversaries of historical events, and also provided lists of places to stay, descriptions of roads, forecasts of eclipses, days for fairs, recipes, jokes, health hints, and advice in the form of proverbs and sayings. Have students work in groups to collect proverbs and quotes they like.
35. Ask students to research the demands England placed on the colonies and make a list of colonists' grievances.



36. Have students create a chart addressing the following: what England wanted, what English settlers wanted, what Native Americans wanted, what African Americans wanted, what French settlers wanted, and what Spanish settlers wanted.
37. Have students select content-related activities and write about the processes used to complete each activity. Have students scan the Sunshine State Standards and identify all standards that apply to the student behaviors demonstrated in completing the selected activities. Ask students to then revise their written explanations to describe how each activity developed or reinforced each identified standard. Collect the students' work samples and the written reflections to form a student portfolio.
38. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.





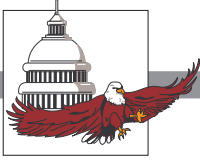


## Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

<b>consent of the governed</b>	<b>persecute</b>
<b>French and Indian War</b>	<b>pre-Columbian era</b>
<b>indentured servants</b>	<b>tariff</b>
<b>land bridge</b>	<b>vice-admiralty courts</b>
<b>Northwest Passage</b>	

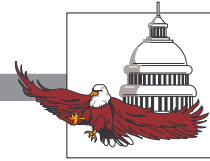
- \_\_\_\_\_ 1. military courts created by Parliament to try colonists without a jury of their peers
- \_\_\_\_\_ 2. the time period in North America before the discovery of the New World by Columbus
- \_\_\_\_\_ 3. frozen water and land which connected the continents of Asia and North America
- \_\_\_\_\_ 4. inland water route from the east coast of North America to the Pacific, and thus to the Orient
- \_\_\_\_\_ 5. war between England and France from 1754 to 1763 for control of North America that eliminated France as a rival in North America; known in Europe as the Seven Years' War
- \_\_\_\_\_ 6. to treat someone or a group in a cruel and unjust way
- \_\_\_\_\_ 7. people agreeing to be governed, making decisions in government, and selecting their own leaders



- \_\_\_\_\_ 8. people who agreed to work for employers for a certain period of time, often in return for travel expenses, shelter, and food
- \_\_\_\_\_ 9. tax or duty that a government charges on imports or goods coming into a country

*Match each definition with the correct term. Write the letter on the line provided.*

- |  |                        |
|--|------------------------|
| _____ 10. period when English regulations were relaxed in its colonies in return for the colonies' continued economic support                | A. Jamestown           |
| _____ 11. period early in a colony's existence when many people died because they lacked enough food   | B. joint-stock company |
| _____ 12. members of a Protestant group who wanted to eliminate all traces of Roman Catholic rituals and traditions in the Church of England | C. Mayflower Compact   |
| _____ 13. first successful British colony established in 1607 by the Virginia Company in what today is Virginia                              | D. Pilgrims            |
| _____ 14. formal agreement signed aboard the <i>Mayflower</i> by the Pilgrims of the colony of Plymouth                                      | E. Puritans            |
| _____ 15. a business in which individuals invest their money for a common purpose  | F. Roanoke Island      |
| _____ 16. site of the English settlement founded in 1587 by Sir Walter Raleigh that disappeared without a trace                              | G. salutary neglect    |
| _____ 17. established first permanent colony in New England at Plymouth in what is now Massachusetts   | H. starving time       |



*Answer the following using complete sentences.*

18. Why did different civilizations develop during the pre-Columbian era? \_\_\_\_\_

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19. Why did countries send explorers to discover new lands? \_\_\_\_\_

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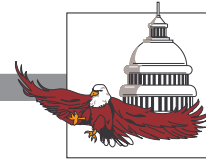
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## Keys

### Practice (pp. 24-25)

1. Vikings
2. European
3. Christopher Columbus
4. Leif Ericson
5. Hernán Cortés
6. Francisco Vázquez de Coronado
7. Juan Ponce de León
8. Hernando de Soto

### Practice (p. 26)

1. Jamestown
2. joint-stock company
3. conquistadors
4. chattel
5. adobe
6. indentured servants

### Practice (p. 27)

1. A
2. F
3. G
4. C
5. B
6. D
7. E

### Practice (p. 28)

#### **New England Colonies**

Connecticut  
Massachusetts  
New Hampshire  
Rhode Island

#### **Southern Colonies**

Georgia  
Maryland  
North Carolina  
South Carolina  
Virginia

#### **Middle Colonies**

Delaware  
New Jersey  
New York  
Pennsylvania

### Practice (p. 29)

#### **New England Colonies**

commercial economy  
fishing  
lumber  
shipbuilding

#### **Southern Colonies**

agrarian economy  
cash crops  
plantations  
tobacco

#### **Middle Colonies**

breadbasket  
merchant centers  
port cities  
varied economy

### Practice (p. 30)

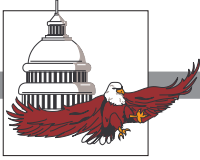
1. salutary neglect
2. democratic
3. commercial economy
4. Puritans
5. cash crop
6. breadbasket
7. Pilgrims
8. agrarian economy

### Practice (p. 31)

1. F
2. E
3. B
4. G
5. D
6. C
7. H
8. A

### Unit Assessment (pp. 11-14TG)

1. vice-admiralty courts
2. pre-Columbian era
3. land bridge
4. Northwest Passage
5. French and Indian War



## Keys

6. persecute
7. consent of the governed
8. indentured servants
9. tariff
10. G
11. H
12. E
13. A
14. C
15. B
16. F
17. D
18. Different civilizations developed due to the different environments, climates, and resources and the need to adapt to survive.
19. Countries sent explorers to find new routes and riches (gold, silver) and to conquer the new people and their land.
20. People came to America for religious, political, and economic freedom.



## Unit 2: Road to Revolution (1764-1788)

This unit emphasizes significant military and political events that took place before and during the American Revolution and defined the Constitutional period.

### Unit Focus

- beginnings of the American Revolution
- purposes of the First Continental Congress
- purposes of the Second Continental Congress
- basic principles of the Declaration of Independence
- major events of the Revolutionary War
- basic principles of the Articles of Confederation
- results of the Constitutional Convention of 1787

### Suggestions for Enrichment

1. Have students read a diary from a soldier in the Revolutionary War (e.g., Ebenezer Denny) and answer the following questions: What were some of the hardships the soldiers experienced? What strategies contributed to the American victory? What other factors contributed to the American victory? How were deserters treated? What weapons were used? Have students write a letter to the soldier explaining first what they learned from the war diary and next a list of questions to learn more about the war (e.g., hardships, strategies, people of the war). Have students exchange letters and research the questions of the other students.
2. Have students construct a map of all the major Revolutionary War battles.
3. Have students select one cause of the American Revolution and trace its development from 1760 to 1776, constructing a timeline of events relevant to the cause. Then ask students to write a speech that a delegate might have delivered to the Second Continental



Congress in June 1776 concerning some of the grievances listed in the draft Declaration of Independence.

4. Discuss briefly some of the political, constitutional, social, legal, and ideological causes of the American Revolution. Ask students to select one cause and trace its development from 1760 to 1776, constructing a timeline of events relevant to the cause.
5. Have students research one of the political, economic, constitutional, social, legal, or ideological causes of the American Revolution and find evidentiary information related to it.
6. Have students discuss the issue of self-determination and relate it to the American Revolutionary experience.
7. Have students research the following information about the 1783 Treaty of Paris: Who were the writers of the document? What was the tone of the document? What did the United States gain from this treaty? What did England give up? What is the most important information in the document? What information, if any, is not important and why? Have students draw a map with the new boundaries in the Treaty of Paris of the United States and compare it with other maps showing where different Native American tribes lived and where Spain, France, and England had colonies at this time.

Have students write letters to the American signers of the Treaty of Paris warning them of the possible dangers that lie ahead because of potential boundary disputes with other nations. Ask students to specify which nations and which boundaries were centers of dispute and suggest possible actions that could help prevent disputes.

8. Have students rewrite the 1783 Treaty of Paris as if England had won the Revolutionary War. Have students create maps with boundaries that could have changed the course of history and defend their hypothesis.
9. Have students research the Articles of Confederation to determine the concern and agreements between the colonies.





10. Have students write a speech that a delegate might have delivered to the Second Continental Congress in June 1776 that could have led to the inclusion of one of the causes of the American Revolution through some of the grievances listed in the draft Declaration of Independence.
11. Ask students to research and analyze the Articles of Confederation in terms of its strengths and weaknesses as a form of government for the new nation.
12. Get copies of the following documents: the Magna Carta, Mayflower Compact, English Bill of Rights (1689), Virginia Declaration of Rights, Declaration of Independence, Articles of Confederation, and Massachusetts Constitution of 1780. Ask students to choose a state and answer the questions listed below.
  - How did the new state constitution reflect earlier governments of England and the American colonies?
  - How did your state's constitution reflect the principles outlined in the Declaration of Independence?
  - What do you think were the strengths and weaknesses of the Articles?
13. Have students read the Declaration of Independence and analyze, according to its authors, what the king of England did wrong in the following areas: passing laws, representative government, obstructing justice, harassment, and creating economic hardship. Next, have students research and find evidence that supports claims of wrongdoing. Have students construct and deliver a speech justifying the Declaration of Independence, giving specific examples of English wrongdoings. Have students compare their speeches to Thomas Paine's *Common Sense*. Optional extension: Have students construct an argument to support England's taxation and imperialist policies.
14. Have students discuss ways the United States reflected earlier governments of England and the American colonies.
15. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.





## Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

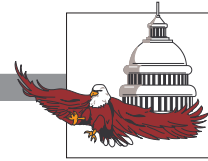
<b>bicameral</b>	<b>Continental Congress</b>	<b>repeal</b>
<b>boycott</b>	<b>minutemen</b>	<b>sovereign</b>
<b>compromise</b>	<b>Parliament</b>	<b>unitary system</b>
<b>Constitutional Convention</b>		

- \_\_\_\_\_ 1. having independent or self-governing power
- \_\_\_\_\_ 2. Great Britain's legislative body, with two houses
- \_\_\_\_\_ 3. a system of government with a strong national government and weak or nonexisting state governments
- \_\_\_\_\_ 4. to officially do away with an act or law so that it no longer exists
- \_\_\_\_\_ 5. made up of two legislative bodies consisting of the Senate and the House of Representatives
- \_\_\_\_\_ 6. a settlement in which each side gives up some of its demands in order to reach an agreement
- \_\_\_\_\_ 7. to refuse to buy or use as a means of protest
- \_\_\_\_\_ 8. the meeting in 1787 at which the United States Constitution was written
- \_\_\_\_\_ 9. an informal military composed of colonial civilian soldiers who could answer the call to arms in a minute
- \_\_\_\_\_ 10. meetings of colonial representatives in 1774 and again in 1775 to address unfair treatment of the colonies by England



Match each definition with the correct term. Write the letter on the line provided.

- |  |                                  |
|--|----------------------------------|
| _____ 11. the body of government that makes laws   | A. Articles of the Confederation |
| _____ 12. the document that lists the reasons Americans wanted to be free of English rule  | B. confederation                 |
| _____ 13. the body of government (the courts) that interprets laws   | C. Constitution                  |
| _____ 14. secret resistance group of Boston shopkeepers, artisans, and laborers  | D. Declaration of Independence   |
| _____ 15. a system of government with strong central powers making decisions for the government as a whole, with state governments making decisions that affect only their state | E. executive branch              |
| _____ 16. the body of government that carries out laws   | F. federal union                 |
| _____ 17. agreement to end the Revolutionary War and recognize the United States as an independent nation  | G. judicial branch               |
| _____ 18. the first constitution or written plan of government for the United States   | H. legislative branch            |
| _____ 19. a system of government with strong state governments and a limited national government   | I. Sons of Liberty               |
| _____ 20. the second constitution or written plan for the United States which explains the powers and duties of the government   | J. Treaty of Paris of 1783       |



Use the list below to complete the following statements.

<b>Articles of Confederation</b>	<b>Declaration of Independence</b>
<b>Constitutional Convention</b>	<b>Revolutionary War</b>

- 21. Americans fought the \_\_\_\_\_ in order to gain their independence from England.
- 22. Our first plan of government, the \_\_\_\_\_, did not work out well.
- 23. The \_\_\_\_\_ of 1787 was called to address the weaknesses of the Articles of Confederation.
- 24. The \_\_\_\_\_ says that all men are created equal.

Answer the following using complete sentences.

- 25. What was the purpose and result of the Constitutional Convention of 1787? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



26. Why did delegates from small states object to the Virginia

Plan? \_\_\_\_\_

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27. How did the Great Compromise satisfy the small and large states?

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28. What are the three branches of the United States government?

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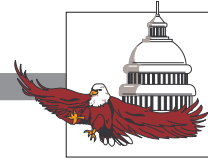
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## Keys

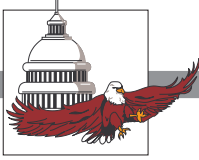
### Practice (pp. 55-57)

1. The Sugar Act was passed by England to make money and to stop the smuggling of goods to the colonies. It required the colonists to pay for everything in gold or silver and did not allow them to issue paper money.  
The Stamp Act placed a tax on all paper goods, such as cards, diplomas, deeds, and marriage licenses.  
The Declaratory Act gave England the right to tax the colonists; the Townshend Act placed taxes on imports such as paper, lead, paint, and tea.
2. England sent troops to the colonies to enforce the collection of taxes. Soldiers looked for jobs during off-duty hours, which took jobs away from the colonists. A confrontation between an angry mob of colonists and British soldiers resulted in the death of five colonists. The incident was used by the colonists to further the cause of independence.
3. Colonists dressed as Native Americans and dumped 342 chests of English tea into Boston Harbor.
4. The Coercive Acts were passed as a result of the Boston Tea Party to punish the colonists. The Acts closed the Boston Harbor to all sea traffic except food and firewood until the tea was paid for by the colonists. The colonists referred to the Coercive Acts as the Intolerable Acts.
5. Delegates from 12 colonies came to the First Continental Congress and met to list the complaints against England, to work together to protest the Intolerable Acts and

- other laws, and to agree to boycott British goods. The Second Continental Congress met to draft a petition to King George urging the British king to repeal the Intolerable Acts and to find a peaceful solution to the problems. The king refused to read the petition.
6. The message of the Declaration of Independence is that all men are created equal and have the right to life, liberty, and the pursuit of happiness
  7. Shays' Rebellion was organized to demand relief from heavy taxes imposed on farmers by the Articles of Confederation. It showed the weaknesses of the Articles and the need to rewrite them.
  8. Answers may include two of the following: no national branch of government to enforce laws; no national courts to resolve conflicts; unanimous approval was needed for amendments; Congress could not collect taxes or regulate trade; each state had only one vote regardless of population; nine of 13 states needed to pass any law.
  9. The Constitutional Convention of 1787 was held to make corrections to the limited Articles of Confederation, but resulted in the Articles being thrown out and a new constitution being written.
  10. the Constitution

### Practice (p. 58)

1. Battle of Lexington and the Battle of Concord
2. Battle of Bunker Hill (Breed's Hill)
3. Battle of Saratoga
4. Battle of Yorktown
5. Treaty of Paris



## Keys

### Practice (p. 59)

1. F
2. E
3. D
4. I
5. A
6. C
7. B
8. G
9. H

### Practice (p. 60)

1. The delegates to the Constitutional Convention of 1787 were sworn to prevent problems and enable the delegates to do their best with no pressures from outside forces.
2. The delegates from small states were afraid that the larger states would out vote them.
3. Roger Sherman's Compromise, also known as the Great Compromise, was a plan that both large and small states accepted. The compromise provided for a bicameral congress with an upper house called the Senate with two members from each state and a lower house called the House of Representatives with members based on population.
4. The Three-Fifths Compromise was an agreement in which three-fifths of the slaves in any state would be counted in that state's population for both representation in Congress and assessing taxes.

### Practice (p. 61)

1. 7
2. 4
3. 3
4. 9
5. 2

6. 8
7. 1
8. 6
9. 5

### Practice (p. 62)

1. unanimous
2. sovereign
3. smuggled goods
4. ally
5. boycott
6. Continental Congress
7. bicameral
8. confederation
9. Parliament

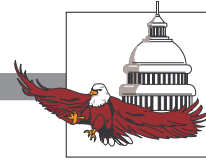
### Practice (p. 63)

1. I
2. H
3. D
4. F
5. E
6. C
7. B
8. A
9. G

### Practice (p. 64)

1. H
2. F
3. C
4. D
5. G
6. I
7. E
8. B
9. J
10. A





## Keys

### Unit Assessment (pp. 21-24TG)

1. sovereign
2. Parliament
3. unitary system
4. repeal
5. bicameral
6. compromise
7. boycott
8. Constitutional Convention
9. minutemen
10. Continental Congress
11. H
12. D
13. G
14. I
15. F
16. E
17. J
18. A
19. B
20. C
21. Revolutionary War
22. Articles of Confederation
23. Constitutional Convention
24. Declaration of Independence
25. The purpose of the convention was to rewrite the Articles of the Confederation, and the result was the writing of the Constitution to replace the Articles.
26. The Virginia Plan based votes on population and small states were afraid that more-populated states would outvote them.
27. The Great Compromise called for a bicameral congress with an upper and lower house consisting of the Senate with two members from each state and the House of Representatives based on population.
28. legislative branch; executive branch; judicial branch





## **Unit 3: The Constitution and Early National Period (1787-1820)**

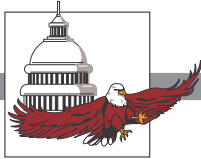
This unit emphasizes the United States Constitution, the structure and function of government during the early national period, and the issues and major events of the War of 1812.

### **Unit Focus**

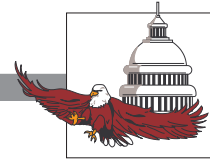
- ratifying the United States Constitution
- views of Federalists and Antifederalists
- how the Bill of Rights led to ratification
- effects of the United States Constitution
- principles of the United States Constitution
- contents of the United States Constitution
- purposes of the United States Constitution
- levels and functions of government
- beginning of the War of 1812
- major events of the War of 1812

### **Suggestions for Enrichment**

1. Have students work in groups and write a constitution for their class. Compare the different groups' constitutions.
2. Discuss what a symbol is and what some of the symbols of our country are. Have students brainstorm the symbols of our country most easily recognized by other countries and people and write them on the board. Ask students to design a flag representing the United States without using any symbols currently in use, including those from the brainstormed list of symbols. The flag may not be rectangular in shape; use stars or stripes; or the colors red, white, or blue.



3. Ask students to redesign the school's flag to make it more representative of the school's educational philosophy and viewpoint. The flag may not include symbols presently found on the school flag.
4. Briefly describe for the students the context in which President Monroe and his Secretary John Quincy Adams devised the Monroe Doctrine. Have students read President James Monroe's 1823 annual message to Congress in which Monroe enunciated what later historians and politicians have dubbed the Monroe Doctrine. Conduct a discussion in which students can take one of four positions on the Monroe Doctrine listed below to explain and justify.
  - that of a citizen of the United States
  - that of a subject of Great Britain or Spain, or a citizen of France
  - that of a citizen of the new Latin American republics
  - that of a Native American in newly acquired territories
5. Have students create a list of people they consider good leaders (e.g., people they know, famous people, or people from history) and explain why. Record reasons students give for their selections. Have students use this list and their own ideas to establish a list of good leadership criteria (e.g., a good leader has a vision, a good leader takes risks when necessary, a good leader has courage). Have students examine the life and times of Andrew Jackson and then write a position paper on whether or not they think Andrew Jackson was a good leader.
6. Ask students to examine the results of 1824 presidential elections and discuss how it was possible that the candidate with the most of the popular vote and the most electoral votes did not win the presidency.
7. Create a timeline of the major events of Andrew Jackson's life and a timeline of the major events in the United States at the same time. Have students discuss how the comparison would or would not demonstrate Andrew Jackson's importance.



8. Have students research the 1840s to write a synopsis of the Jacksonian Democracy era that portrays it as an era of the ordinary man's coming to economic and political power.
9. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



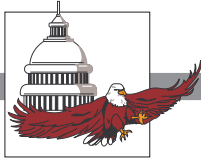


## Unit Assessment

Use the list below to complete the following statements.

<b>amendments</b>	<b>laws</b>
<b>constitution</b>	<b>political organization</b>
<b>democracy</b>	<b>Preamble</b>
<b>government</b>	<b>republic</b>

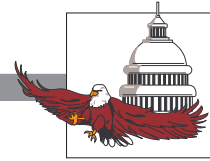
1. Before Americans would accept the Constitution, 10 changes called \_\_\_\_\_ were made.
2. In the United States, all people have the opportunity to be a part of political life because the system of government in the United States is a type of \_\_\_\_\_ called a(n) \_\_\_\_\_.
3. All nations have some way of making \_\_\_\_\_, or rules of behavior.
4. A \_\_\_\_\_ is a plan for government.
5. A government is a \_\_\_\_\_.
6. The introduction, or \_\_\_\_\_, to the Constitution tells us the purpose of our government in just one sentence.
7. \_\_\_\_\_ is defined as the political organization through which public policy is made and enforced.



Match each definition with the correct term. Write the letter on the line provided.

- |           |   |                         |
|-----------|---|-------------------------|
| _____ 8.  | government that can do only what the people say it can do   | A. Bill of Rights       |
| _____ 9.  | division of government so that no one branch becomes too powerful; a system of checks and balances                                | B. checks and balances  |
| _____ 10. | the first 10 amendments to the Constitution   | C. Constitution         |
| _____ 11. | rule by the people  | D. federalism           |
| _____ 12. | the power of each of the three branches of government to check or limit the actions of the other branches                         | E. limited government   |
| _____ 13. | the second constitution or written plan of government for the United States that explains the powers and duties of the government | F. popular sovereignty  |
| _____ 14. | a form of government that divides power between a central national authority and state levels                                     | G. separation of powers |





*Answer the following using complete sentences.*

15. Describe the major function of each of the three branches of government: executive, legislative, and judicial. \_\_\_\_\_

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16. Explain how the system of checks and balances limits the powers of government. \_\_\_\_\_

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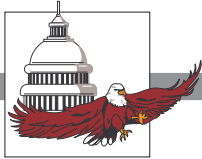
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17. List three rights protected in the first amendment of the Bill of

Rights. \_\_\_\_\_

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18. What are the first 10 amendments called and what do they protect?

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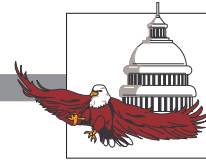


Use the list below to complete the following statements.

<b>Britain</b>	<b>impressment</b>
<b>blockade</b>	<b>Madison</b>
<b>Embargo</b>	<b>New Orleans</b>
<b>France</b>	<b>Nonintercourse</b>
<b>Ghent</b>	

19. The British practice of \_\_\_\_\_ was a result of Great Britain's need for sailors to fight a war with \_\_\_\_\_ .
20. In an attempt to end the war between Britain and France, the United States passed the \_\_\_\_\_ Act and the \_\_\_\_\_ Act.
21. President James \_\_\_\_\_ asked Congress for a declaration of war against \_\_\_\_\_ .
22. Britain used a naval \_\_\_\_\_ against the United States in 1812 to cut America off from the rest of the world.
23. The Battle of \_\_\_\_\_ was fought after the Treaty of \_\_\_\_\_ was signed in 1814.





## Keys

### Practice (p. 92)

1. C
2. A
3. D
4. F
5. B
6. G
7. E

### Practice (p. 93)

Answers will vary.

### Practice (pp. 94-95)

Answers will vary.

### Practice (p. 96)

1. Antifederalists
2. government
3. Constitution
4. democracy
5. amendment
6. Federalists
7. ratification
8. Bill of Rights

### Practice (p. 97)

1. H
2. C
3. E
4. F
5. G
6. A
7. D
8. B

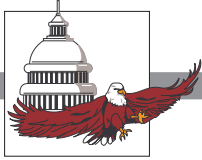
### Practice (pp. 98-101)

1. The five basic principles of the Constitution are popular sovereignty, limited government, federalism, separation of powers, and checks and balances.

2. Answers will vary but should include two of the following: regulate interstate and foreign trade, set standard weights and measures, create and maintain armed forces, admit new states, coin money, declare war, establish postal offices, establish foreign policy, create federal courts, make copyright and patent laws.
3. Answers will vary but should include two of the following: create corporation laws, regulate trade within state, establish and maintain schools, establish local governments, make laws about marriage and divorce, conduct elections, provide for public safety.
4. The major functions of each of the three branches of government: legislative—makes the laws; executive—carries out the laws; judicial—interprets the laws.
5. Each of the three branches of government has the means to check or limit the actions of the other branches, so no one person or group has too much power; correct answers will be determined by the teacher.
6. The Constitution can be amended by an act of Congress and approved by three-fourths of state legislatures.
7. The first 10 amendments protect certain individual rights guaranteed by the Constitution.
8. Answers will vary.
9. Answers will vary.
10. Answers will vary.

### Practice (p. 102)

1. Preamble
2. democracy
3. amendments
4. 10
5. laws



## Keys

6. government
7. republic
8. Constitution
9. 27

### Practice (p. 103)

1. H
2. C
3. D
4. J
5. A
6. E
7. G
8. F
9. B
10. I

### Practice (pp. 104-106)

1. As a result of being at war with France, Britain needed all the sailors it could get.
2. The first act was the Embargo Act, which made it illegal for Americans to import or export any goods. The second act was the Nonintercourse Act, which allowed Americans to trade with any country except Britain and France. However, if Britain and France stopped seizing American ships, the ban on trade would be lifted.
3. President James Madison asked Congress for a declaration of war.
4. The British wanted to prevent the United States from trading with other countries to cut America off from the rest of the world and then defeat her.
5. The Battle of New Orleans might have been avoided if communications were faster. A peace treaty in Europe had been signed by the United States and Britain, but the troops in New Orleans did not know this.

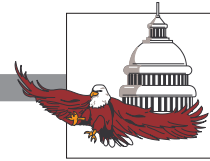
6. Impressment ended because Britain and France were no longer at war and Britain had no need for more sailors.

### Practice (p. 107)

1. D
2. C
3. G
4. B
5. I
6. H
7. F
8. A
9. E

### Unit Assessment (pp. 33-37TG)

1. amendments
2. democracy; republic
3. laws
4. constitution
5. political organization
6. Preamble
7. government
8. E
9. G
10. A
11. F
12. B
13. C
14. D
15. The executive branch carries out the laws. The executive branch makes the laws. The judicial branch interprets the laws.
16. The system of checks and balances provides the means for each branch of government to check or limit the actions of other branches.
17. Answers will vary but may include any of the following: freedom of religion, speech, press, assembly, petition.
18. The first 10 amendments are called the Bill of Rights and they protect certain individual rights guaranteed by the Constitution.

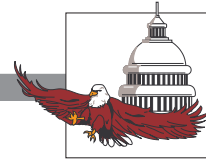


## Keys

19. impressment; France
20. Embargo; Nonintercourse
21. Madison; Britain
22. blockade
23. New Orleans; Ghent







## **Unit 4: The Civil War and the Reconstruction Era (1820-1877)**

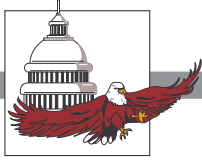
This unit emphasizes the significant political, military, and economic events that took place before, during, and after the Civil War and Reconstruction.

### **Unit Focus**

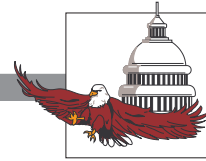
- economic, political, and social differences in states and territories
- major legislation before the Civil War
- causes and effects of the Civil War
- major battles of the Civil War
- political, economic, technological, and social consequences of the Civil War
- major Reconstruction legislation

### **Suggestions for Enrichment**

1. Assign student groups the six major Civil War themes listed below to research and prepare an essay.
  - total war: the first modern war; massive armies and recruitment; civilian support of the home front; economic base through industrial capabilities; coordination of resources by political leadership
  - military strategy: number, terrain and morale; impact of technology; overall strategy of both sides; offensive versus defensive tactics; leaders
  - Lincoln and the Union: leadership; personality, politics; major decisions; effect of his assassination
  - Confederacy: Jefferson Davis and his break with tradition (Old South); class conflicts; hardships of the war



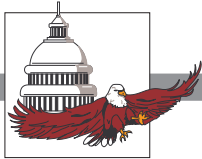
- African-American experiences and emancipation: changes in slavery; Emancipation Proclamation; role of the Freedmen's Bureau; hopes and aspirations; adaptability
  - legacy of the Civil War as a revolution: social transformation of the slaves; social transformation of women; political changes; economic changes; cost of the Civil War; value changes
2. Assign students a Civil War year and at least two battles and their generals to research on the Internet (e.g., years: 1861, 1862, 1863, 1864, and 1865; battles: Fort Sumter, first Battle of Bull Run; Battle of Shiloh, Peninsular Campaign, Battle of Antietam, Battle of Fredericksburg, Battle of Chancellorsville; Battle of Gettysburg, Battle of Chickamauga, Battle of Chattanooga, Wilderness Campaign, Siege of Petersburg, Battle of Atlanta, Sherman's March to the Sea, Richmond, and Appomattox Court House; people: George B. McClellan, Ulysses S. Grant, Ambrose E. Burnside, Joseph Hooker, Robert E. Lee, Thomas J. "Stonewall" Jackson, George G. Meade, and William T. Sherman). Have students answer the following questions: during what years was the Civil War fought? What major battles were you assigned? Where did each of these battles take place? (Name the state and the nearest town.) What was the most important outcome of each of these battles? (Name at least two effects this battle had on the war.) Who were the major people who played a part in each of these battles? Give a short biography of each general. What other significant material did you find about each of these battles (e.g., journals by individual soldiers, pictures, maps)? Ask students to give oral presentations using pictures, maps, or any other material to enhance the presentation.
  3. Have students research and write a single edition of a Union or a Confederate newspaper that focuses on a specific battle during the Civil War. Include in the edition an article about the battle; a human-interest story; an editorial; a letter to the editor from someone against the war (e.g., a soldier, a free African American, a slave, or a woman).
  4. Ask students to respond in writing to the following statement: "The seeds for the Civil War were planted when the Pilgrims landed at Plymouth Rock." Then have students research and create a timeline of events leading to the Civil War.



5. Have students research how the actions of Clara Barton, Belle Boyd, Rose Greenhow, and Harriet Tubman affected the Civil War. Compare and discuss the life of women during other wars in the nation's history and how the contributions of women have changed over time.
6. Discuss how no other war has divided the United States or has had such a high death toll (620,00 lives or almost one out of every 50 Americans alive during the 1860s) as the American Civil War. Ask students the following: Are there any issues, causes, or events that they would be willing to die for? Would they also be willing to fight someone in their family for this cause (as some people had to do during the American Civil War)?
7. Ask students to choose a person (real or fictional) to research and write about from the following list: a Union or Confederate soldier; a free or enslaved African-American man, woman, or child; or a Northern or Southern white woman. Next have students research and answer the items below about their selected character.
  - Basic information about their chosen character: name, age, gender, occupation, home, and race.

Have them answer the following questions about their character.

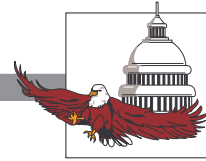
- What is my position on the war? Why do I feel this way?
- Am I participating in the war? If so, how? Why?
- How has the war affected my daily life?
- How has the war affected my family?
- What conflicting feeling do I have about the war, if any? (For example, Mary Todd Lincoln, wife of President Abraham Lincoln, had four brothers and three brothers-in-law who fought for the Confederacy, while she and her husband supported the Union. Imagine how torn she must have felt with family members fighting on both sides of the war.)



Ask students to write letters or diary entries in their character's voice, working in relevant information from their research and adding details of their own. Have students form pairs of matching counterparts, such as a Union soldier and a Confederate soldier, and share their writings with each other, looking for similarities and differences in their characters.

Conclude with a class discussion using the questions below about the impact of the war on individual lives.

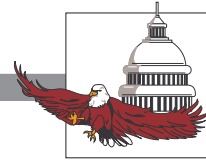
- In what ways were the experiences and feelings of Northerners and Southerners similar? How were they different?
  - How did factors such as race and gender affect a person's experience?
  - What generalizations can students make about the particular horrors of civil war?
  - What comparisons can be made between the American Civil War and contemporary civil wars in Bosnia, Somalia, Rwanda, Liberia, and Kosovo?
  - How do the national forces that trigger civil war affect people on a personal level?
  - What are the motivations that pull people into civil war?
  - How do historic events play out in the lives of individuals? (Optional: Have students turn their creative writing into dramatic monologues to deliver in character, with or without period costumes.)
8. Have student choose a civil war, past or present, and prepare a five-minute on-site newscast, using pictures, maps, and other media. Have students describe the country and provide information on the dates of civil war, sides, leaders, causes, why the conflict turned into war, key battles, and actual outcome or expected outcome. After presentations, discuss similarities among civil wars, looking for common causes and what might prevent conflicts from escalating into civil wars. Have students create collages of photos and pictures of civil wars (e.g., photographs of refugees in Rwanda; painting of



the Battle of Antietam; photographs of Andersonville Prison; Picasso's painting *Guernica*; photographs of destruction in Bosnia and Kosovo) and /or write diary entries from soldiers on either side of the civil war, describing the war through the eyes of each soldier.

9. Have students research and write a first-person narrative from the perspective of one of the following people: a plantation owner, a male or female slave, a house servant, a plantation mistress, a child slave, a traveler on the Underground Railroad, an abolitionist, a Confederate or Union soldier, the wife or child of a soldier, Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, William Tecumseh Sherman, John Brown, Levi Coffin, Frederick Douglass, Sojourner Truth, Harriet Tubman, or Nat Turner. Have the person reflect on how his or her life was affected by the Civil War. Have students answer the following: What is this person's view of slavery? What was this person's life like prior to the Civil War? How did the Civil War change this person's views about the world around him or her? What did this person accomplish during the Civil War? How did the war change his or her daily life? How did the end of the Civil War and the Reconstruction period affect this person?
10. Ask groups to brainstorm ways to communicate the Gettysburg Address without using words. Have groups try out alternatives and evaluate the effectiveness of different solutions. As a class, discuss steps used in the problem-solving process and write them on the board.
11. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



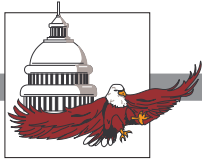


## Unit Assessment

Use the list below to complete the following statements.

<b>abolitionists</b>	<b>Freedmen's Bureau</b>
<b>civil war</b>	<b>Fugitive Slave Law</b>
<b>Confederacy</b>	<b>Missouri Compromise</b>
<b>Dred Scott</b>	<b>popular sovereignty</b>
<b>Emancipation Proclamation</b>	<b>tariff</b>

1. \_\_\_\_\_ were people that wanted slavery stopped immediately throughout the United States.
2. The \_\_\_\_\_ was proposed to maintain the balance of power between slave and free states.
3. The Tariff of 1828 was an excessively high tax called a protective \_\_\_\_\_ or duty placed on imported goods.
4. \_\_\_\_\_ means rule by the people.
5. The \_\_\_\_\_ was part of the Compromise of 1850 and required citizens to turn in runaway slaves.
6. The Supreme Court's \_\_\_\_\_ decision stated that the Missouri Compromise was unconstitutional and that slaves were considered property.



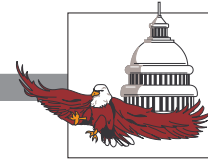
7. Another name for the Confederate States of America was the \_\_\_\_\_ .
8. A \_\_\_\_\_ is fought between people of the same country.
9. President Lincoln issued the \_\_\_\_\_ that freed the slaves in the Confederacy on January 1, 1863.
10. One of the most important aspects of the Reconstruction process was the establishment of the \_\_\_\_\_ .

*Match each definition with the correct term. Write the letter on the line provided.*

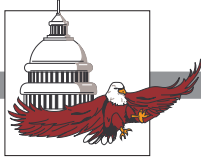
<b>Black Codes</b>	<b>Nullification Crisis</b>
<b>cash crop</b>	<b>secession</b>
<b>interposition</b>	<b>Slave Codes</b>
<b>Louisiana Purchase</b>	<b>Tariff of Abominations</b>
<b>nullification</b>	<b>Underground Railroad</b>

- \_\_\_\_\_ 11. idea of declaring a federal law illegal
- \_\_\_\_\_ 12. system of routes along which runaway slaves were helped to escape to Canada or to safe areas in free states
- \_\_\_\_\_ 13. series of laws that limited the rights of African-American freedoms; passed by new Southern legislatures after the Civil War





- \_\_\_\_\_ 14. purchase in 1803 of France's mainland American territories, extending from the Mississippi River to the Rocky Mountains, for \$15 million
- \_\_\_\_\_ 15. John C. Calhoun's name for the Tariff of 1828
- \_\_\_\_\_ 16. a crop grown by a farmer for sale, not personal use
- \_\_\_\_\_ 17. series of laws that controlled the behavior of slaves and denied slaves basic rights; passed by colonists
- \_\_\_\_\_ 18. the formal withdrawal of a state from the Union
- \_\_\_\_\_ 19. tense situation created by South Carolina when it declared the tariffs of 1828 (or Tariff of Abominations) and 1832 illegal
- \_\_\_\_\_ 20. doctrine that an individual state may oppose any federal action that it believes is unconstitutional



Use the list below to write the correct term for each definition in the line provided.

<b>13<sup>th</sup> Amendment</b>	<b>Compromise of 1850</b>
<b>14<sup>th</sup> Amendment</b>	<b>Gettysburg Address</b>
<b>15<sup>th</sup> Amendment</b>	<b>omnibus</b>
<b>Bleeding Kansas</b>	

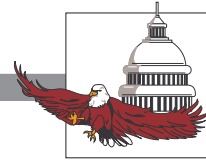
- \_\_\_\_\_ 21. constitutional amendment in 1870 that guaranteed African American males over the age of 21 the right to vote in all states
- \_\_\_\_\_ 22. a name applied to the Kansas Territory in the years before the Civil War, when the territory was a battleground between proslavery and antislavery forces
- \_\_\_\_\_ 23. constitutional amendment in 1865 that banned slavery in the United States
- \_\_\_\_\_ 24. series of measures for settling major disagreements between free states and slave states
- \_\_\_\_\_ 25. constitutional amendment in 1868 that granted citizenship to all persons born or naturalized in the United States, including former slaves
- \_\_\_\_\_ 26. covering many things at once
- \_\_\_\_\_ 27. a famous speech given by President Lincoln in 1863 at the dedication of a national cemetery on the site of the Battle of Gettysburg











## Keys

### Practice (pp. 138-140)

1. The Northeast used southern cotton to make cloth and develop a textile industry. The South produced cotton. The western region produced a variety of crops, especially grain.
2. If Missouri was admitted as a slave state, the balance in the Senate between the number of free states and slave states would no longer exist, giving the South an advantage in the Senate.
3. The Tariff of 1828 was an excessively high tariff on goods that competed with American products. Southern states viewed it as a threat to their economy since they imported goods from Europe. Northern industries benefited because their businesses were protected by the tariff.
4. The Underground Railroad was a system of routes along which runaway slaves were helped to escape to Canada or safe areas in free states. The Underground Railroad aggravated and increased the problem of runaway slaves.
5. Stowe depicted the cruelty of slavery.
6. Rifles to help the abolitionist cause. Answers will vary.

### Practice (p. 141)

1. The 13<sup>th</sup> Amendment banned slavery. The 14<sup>th</sup> Amendment made all former slaves citizens. The 15<sup>th</sup> Amendment guaranteed African Americans males over the age of 21 the right to vote.
2. Black Codes were laws passed by Southern legislatures after the Civil War that limited the rights of

African Americans. Black Codes replaced the Slave Codes passed by the colonists that controlled the behavior of slaves and denied them basic rights.

### Practice (p. 142)

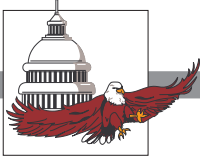
1. C
2. D
3. A
4. B
5. H
6. E
7. F
8. G

### Practice (p. 143)

1. G
2. D
3. H
4. A
5. B
6. F
7. E
8. C

### Practice (pp. 144-145)

1. The Supreme Court ruled that Dred Scott was a slave, not a citizen, so he could not file a lawsuit and thus that the Missouri Compromise was unconstitutional.
2. Answers will vary.
3. Answers will vary.
4. Lincoln had become a national personality and the issue of slavery was continuing in a public forum.
5. The South had very few factories to make guns and supplies. It was primarily an agricultural society with little investment in manufacturing. Its railroads were in poor condition.



## Keys

6. The Freedmen's Bureau helped to provide food and clothing to the former slaves, reunite freed slaves with other family members, establish schools, provide medical care, find jobs for freed slaves, and helped poor southern whites that also suffered hardships as a result of the Civil War.

### Practice (pp. 147-148)

1. Gettysburg Address
2. Kansas-Nebraska Act (1854)
3. omnibus
4. 14<sup>th</sup> Amendment
5. Bleeding Kansas
6. abolitionist
7. 15<sup>th</sup> Amendment
8. Emancipation Proclamation
9. Union
10. Reconstruction
11. Confederacy
12. civil war
13. forum
14. 13<sup>th</sup> Amendment

### Unit Assessment (pp. 49-55TG)

1. Abolitionists
2. Missouri Compromise
3. tariff
4. Popular sovereignty
5. Fugitive Slave Law
6. Dred Scott
7. Confederacy
8. civil war
9. Emancipation Proclamation
10. Freedmen's Bureau
11. nullification
12. Underground Railroad
13. Black Codes
14. Louisiana Purchase
15. Tariff of Abominations
16. cash crop
17. Slave Codes
18. secession
19. Nullification Crisis

20. interposition
21. 15<sup>th</sup> Amendment
22. Bleeding Kansas
23. 13<sup>th</sup> Amendment
24. Compromise of 1850
25. 14<sup>th</sup> Amendment
26. omnibus
27. Gettysburg Address
28. Answers will vary.
29. Answers will vary.
30. Answers will vary.



## Section 2: Strengthening the New Nation (1840-1933)

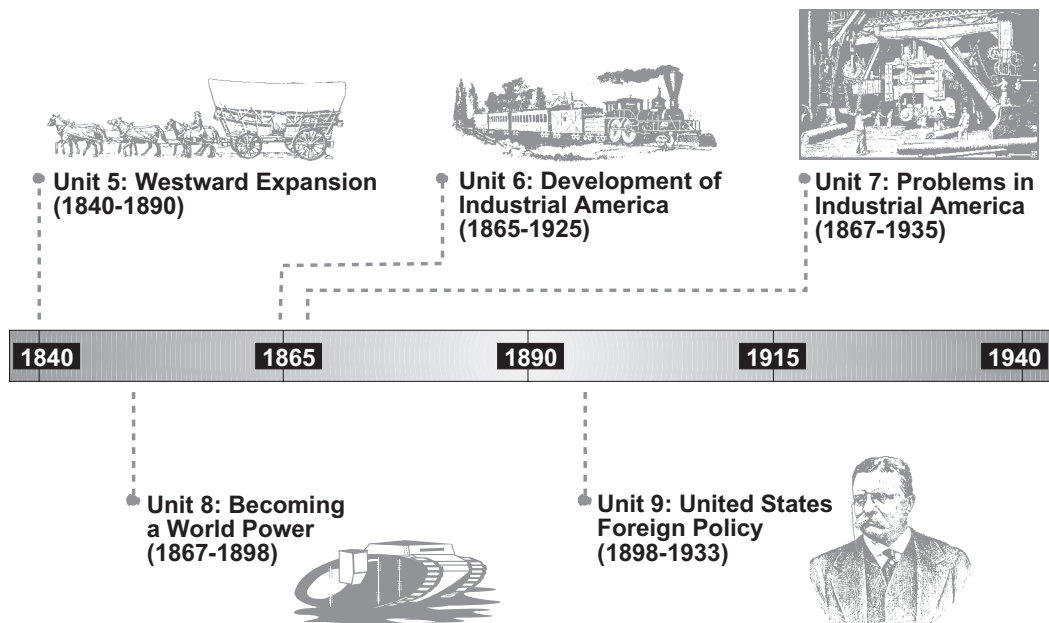
Unit 5: Westward Expansion (1840-1890)

Unit 6: Development of Industrial America (1865-1925)

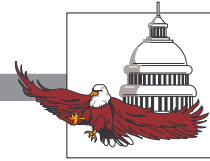
Unit 7: Problems in Industrial America (1867-1935)

Unit 8: Becoming a World Power (1867-1898)

Unit 9: United States Foreign Policy (1898-1933)







## Unit 5: Westward Expansion (1840-1890)

This unit emphasizes the conflicts between Native Americans and people from the eastern United States who began to move west to mine, farm, and raise cattle.

### Unit Focus

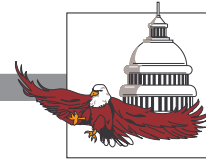
- impacts of belief in manifest destiny and westward migration
- methods and routes people used to travel westward
- effects of American settlers in the Great Plains on Native American's way of life
- problems of farmers, cattle ranchers, and miners
- effects of mining towns

### Suggestions for Enrichment

1. Ask students to make models depicting life in the old West. Models could be of a farm, cattle ranch, mining camp, or a Native American village. Let students explain their models in class.
2. Have students make large maps showing the routes of the first three transcontinental railroads, major gold or silver strikes, or locations of specific Native American tribes. Display the maps on the wall. Use maps in Unit 5 as references.
3. Have students view a Hollywood film about the old West. Discuss facts and fictions in the film.
4. Have students imagine they are the wagon master of a wagon train of pioneer families going from Ohio to California. Ask students to determine how to get to California, with the journey taking as long as needed, but also considering the effect of the changing seasons.

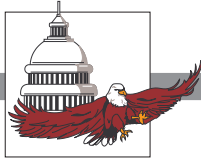


5. Ask students to imagine they are part of a family moving west by wagon train. Have students create an identity for themselves and keep a diary about their adventures. For example, the diary may include descriptions of their house and family members; items they brought with them (supplies, heirlooms, animals); description of their first day of travel by wagon and the crossing of a river; and descriptions of people and places along the way.
6. Divide the class into three groups representing the Northeast, South, and West sections in early America. Have students in these groups research and prepare charts, graphs, and reports explaining their needs and justification for these needs to be granted by a new national government. Have the groups convene to discuss their section's positions and why their needs are more important to America than the others.
7. Have students choose one of the following: Midwest and Great Plains, the Mississippi Valley, the Southwest, the Northwest, or the West. Have them research folktales, music, pastime, sports, recipes, and crafts of that area to present to the class.
8. Have students choose a Native American tribe from one of the major cultural areas of North America (Southwest, Eastern Woodlands, Southeast, Great Plains, California-Intermountain region, Great Basin, Plateau, Sub-Arctic, Northwest Pacific Coast, and Arctic) and research and present a mini-documentary on one tribe. Ask students to present information on the following.
  - physical environment—show a map where tribe originally lived; collect or draw illustrations of what environment looked like (e.g., plant and animal life, climate, landforms, and bodies of water)
  - culture—describe how tribe derived food, clothing, shelter, tools, and customs from the natural environment; use photographs, art, music, and narrative to demonstrate tribal family life and life of someone your age
  - contact with Europeans—trace history of tribe's relations with European settlers, from first contact to relocation onto reservations and, in some cases, recent

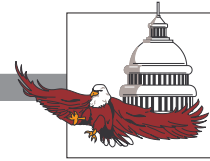


movement to cities; create a timeline to show major events; create a map to show the tribe's migration; find pictures and personal accounts (if possible) to tell story

- contemporary life—draw a map of where the tribe lives today; state how many people are members of this tribe; and describe some of the ways tribe members preserve their culture today, using photographs, first-person accounts, and music
9. Give each student a map of the United States. Using the listed Native American groups in the item above have students color-code each group's region on the map.
  10. Have students research petroglyphs and cave and rock paintings in other parts of the world, and state where they were created and by whom. Then have students compare the similarities and differences from those found in North America.
  11. Have students compare art created by different ancient Native American peoples in terms of style, subject, content, and media. Then answer the following: If you were an artist now, how would you ensure that your work was accessible to people living 100 years from now and beyond? If you were going to paint a picture that told an important story or conveyed an important idea about the world in which you live, what would that painting be?
  12. Have students choose a Native American tribe and research that tribe's symbols, myths, folktales, music, pastimes, recipes, and crafts on the Internet.
  13. Have students research and prepare traditional Native American and pioneer foods.
  14. Have students describe the cultural differences between two major Native American tribes from different regions of North America and decide whether these differences were due to the geographic conditions under which each tribe lived.
  15. Ask students to select a defining cultural characteristic that all Native American tribes had and show how this characteristic differed from tribe to tribe.



16. Ask students to investigate one of the following, as practiced by the Aztecs, Pueblos, Iroquois, Cherokee, Commanche, and Nez Percé: religion; economics; ideas about property; government; law; science; and technology. Have students show how that idea differed from tribe to tribe.
17. Have students research and discuss the following: the values behind the actions and statements of people involved in the Cherokee removal; the values and goals that motivated Andrew Jackson; the values that influenced the actions and responses of the Cherokee.
18. Ask students to use the Internet to research specific Native American battles, skirmishes, and aftermaths (e.g., the Battle of Birch Coulee; the Battle of Wood Lake; the Action incident; or the hanging of 38 Dakota Sioux in Mankato, Minnesota, in the Dakota Conflict of 1862).
19. Have students research Native Americans and debate the removal of Native Americans from their land. One panel could consist of the Sioux and Cheyenne and the other could represent the early settlers. Each side would present an argument for the position of the group.
20. Ask students to imagine that last night they were suddenly forced off their land and out of their homes permanently and were not able to take anything with them. Have students write about what they will miss most.
21. Have students research a famous Native American and write a short biography (e.g., Squanto, Tisquantum, Pocahontas, Massasoit, Sequoya, Sakajawea, Chief Joseph, Black Hawk, Crazy Horse, Red Cloud, Sitting Bull, or Ben Nighthorse Campbell).
22. Compare movie representations and stereotypes of Native Americans with real or fair representations of Native Americans. Discuss evidence that supports or contradicts these representations.
23. Have students imagine themselves as Native American teenagers at the end of the 19<sup>th</sup> century. Have them write a journal entry in which they describe the migrations they have made during their life, the cultural changes they have had to make, and how they have adapted to these changes.



24. Ask students to respond to the following: Given what we know today, what agreements would you try to work out with Native Americans?
25. Have students use the Internet to research and compare the history and current status of the rights and responsibilities of women in the Iroquois nation to other women in the United States. Have students use these two Internet sites to collect the information listed below. (Please note that all Web-site addresses are subject to change.)

Women's History in America (<http://www.wic.org/misc/history.htm>)

The Iroquois Constitution (<http://www.law.uoknor.edu/iroquois.html>)

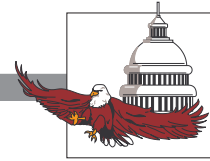
Ask student to record the comparative information about women in the United States and Iroquois women in the following chart.

	<b>Women of the United States</b>	<b>Iroquois Women</b>
<b>owning property</b>		
<b>work</b>		
<b>leadership roles</b>		
<b>decision making</b>		



26. Discuss what rights women in the United States have gained throughout the history of the nation and if there are any rights that men have now that women do not.
27. Have students research and discuss the following: What rights did Iroquois women have even before the Declaration of Independence was written? What rights and responsibilities do the Iroquois women have that other women in the United States do not typically have even now? Are there any rights and responsibilities that Iroquois men had that women did not? Have students write an essay explaining why they think these differences existed.
28. Have students discuss how American history would be different if most historians had been Native American women.
29. Ask students to find names of Native Americans who lived in their area and in the entire state of Florida. Have students explain where these Native Americans lived, any problems or success stories they encountered, and significant history of each group in a short narrative. Encourage students to make drawings to illustrate lifestyles.
30. Have students use the Internet or an art book to examine examples of landscape paintings by the same artist, paintings depicting the same region, or artists working in same time period (e.g., the 19<sup>th</sup> century, during which painters like Winslow Homer, Albert Bierstadt, and George Innes worked). Ask students to describe the landscape features and mood conveyed in each painting. Have students draw a similar landscape in different moods to show the effect that colors, lighting, etc., can have on one's impression of a place.
31. Ask students to find and read a poem about American landscape and nature in the 19<sup>th</sup> century. Have students compare the poem to the style of a landscape painting from the same period. Ask students to write a story imagining that he or she is part of the painting.
32. Have students write a report on an American landscape artist of the 19<sup>th</sup> century, focusing on his or her work and the time period during which he or she painted.
33. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.





## Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

**barbed wire**  
**boom towns**  
**dry farming**

**fifty-niners**  
**homestead**  
**long drive**

**pioneers**  
**reservations**  
**transcontinental**

- \_\_\_\_\_ 1. herding cattle from grazing lands to railroad depots
- \_\_\_\_\_ 2. early settlers in the Western territories
- \_\_\_\_\_ 3. a way of plowing to preserve water in the soil
- \_\_\_\_\_ 4. special homelands set aside for Native Americans
- \_\_\_\_\_ 5. mining settlements that grew very rapidly
- \_\_\_\_\_ 6. fence wire having barbs at intervals
- \_\_\_\_\_ 7. reaching across a continent
- \_\_\_\_\_ 8. land received from the United States in return for farming it
- \_\_\_\_\_ 9. people who went to Colorado in 1859 in search of gold



Use the list below to complete the following statements.

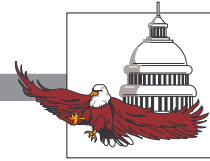
**buffalo**  
**forty-niners**  
**ghost towns**

**massacred**  
**open range**  
**wagon trains**

10. Many plains Native Americans lived by hunting \_\_\_\_\_ .
11. \_\_\_\_\_ were an early means of transportation for settlers of the West.
12. Many Native Americans were \_\_\_\_\_ , or killed, by the United States Army.
13. Cattle ranchers wanted their cattle to graze on the \_\_\_\_\_ .
14. People rushing to the gold fields of California in 1849 were called \_\_\_\_\_ .
15. When miners deserted the boom towns, the towns became \_\_\_\_\_ .

Circle the letter of the correct answer.

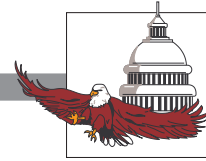
16. The first people living in the American West were \_\_\_\_\_ .
  - a. farmers
  - b. Native Americans
  - c. cattlemen



17. By 1887 travel from the East Coast to the West Coast was made easier by \_\_\_\_\_ .
  - a. a fast fleet of ships
  - b. wagons pulled by fast teams of horses
  - c. transcontinental railroads
18. The Homestead Act gave settlers 160 acres of land if they \_\_\_\_\_ .
  - a. lived on it five years and improved it
  - b. promised to grow corn and wheat
  - c. paid \$100.00 an acre
19. The invention of barbed wire brought an end to \_\_\_\_\_ .
  - a. farming on the Great Plains
  - b. open range cattle grazing
  - c. the threat of a Native American raid
20. Native Americans were angry because American settlers \_\_\_\_\_ .
  - a. discovered gold in the West
  - b. were fighting to take Native American lands
  - c. began to herd buffalo on the Great Plains
21. At the Battle of the Little Bighorn in June of 1876, \_\_\_\_\_ .
  - a. Native Americans were badly defeated by a large group of American farmers
  - b. cattlemen and farmers fought over grazing lands
  - c. the Sioux defeated United States Army troops
22. The Dawes Act gave Native Americans \_\_\_\_\_ .
  - a. the right to own property
  - b. American citizenship
  - c. 160 acres of free land
23. Farmers on the Great Plains built homes out of \_\_\_\_\_ .
  - a. wood
  - b. blocks of sod
  - c. bricks

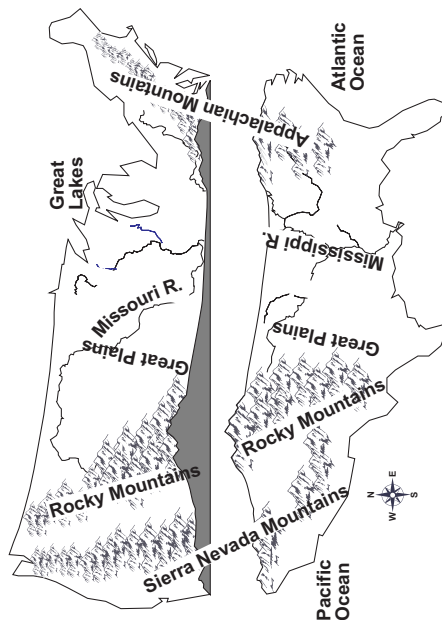


24. Western cattle and crops were important sources of food for \_\_\_\_\_ .
- a. the big cities in the East
  - b. the mining camps in the West
  - c. the Native Americans on reservations.
25. After 1850, many people rushed to the West because of the \_\_\_\_\_ .
- a. quick money they could make herding cattle
  - b. discovery of gold
  - c. desire to explore new lands



## Keys

### Practice (p. 168)



### Practice (p. 169)

1. Appalachian Mountains
2. Sierra Nevada Mountains
3. lower
4. Rocky Mountains
5. Appalachian and Rocky Mountains
6. Mississippi River

### Practice (p. 170)

1. over 20 inches
2. less than 10 inches
3. less
4. less
5. region between Rockies and Sierra Nevada

### Practice (p. 171)

Correct answers will be determined by the teacher.

### Practice (pp. 172-173)

1. two or three
2. Mississippi River
3. Sierra Nevada and Rocky Mountains
4. Texas
5. north
6. Ohio
7. Missouri River
8. Great Plains
9. Canada
10. Mexico

### Practice (pp. 174-175)

1. settlers
2. Wagon trains
3. reservations
4. Homestead Act
5. transcontinental railroad
6. immigrants
7. Irish and Chinese
8. long drive
9. gold and silver
10. barbed wire

### Practice (p. 176)

1. five years
2. Railroads were needed to ship products from the West to the East.
3. Farmers did not want the ranchers' cattle grazing on the open plain.
4. American settlers were taking the Native Americans' lands and killing the buffalo, a source of food.
5. American troops forced the Native Americans onto reservations.
6. They received citizenship in 1924.

### Practice (p. 177)

1. B
2. D
3. E
4. A
5. C



## Keys

### Practice (p. 178)

1. C
2. A
3. I
4. K
5. L
6. E
7. F
8. H
9. D
10. B
11. J
12. G

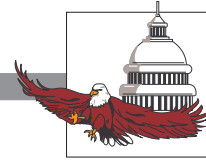
### Practice (p. 179)

1. assimilation
2. barbed wire
3. Battle of the Little Bighorn
4. reservations
5. transcontinental
6. wagon trains
7. Great Plains
8. Homestead Act
9. homesteader
10. Battle of Wounded Knee
11. Morrill Land Grant Acts

### Unit Assessment (pp. 67-70TG)

1. long drive
2. pioneers
3. dry farming
4. reservations
5. boom towns
6. barbed wire
7. transcontinental
8. homestead
9. fifty-niners
10. buffalo
11. Wagon trains
12. massacred
13. open range
14. forty-niners
15. ghost towns

16. b
17. c
18. a
19. b
20. b
21. c
22. a
23. b
24. a
25. b



## Unit 6: Development of Industrial America (1865-1925)

This unit emphasizes the causes of the Industrial Revolution and its effects on the nation.

### Unit Focus

- the role of inventions and technological developments in the growth of factories
- reasons United States became an industrial nation
- changes in business ownership and formation of corporations
- impact of big business, reforms, and antitrust laws during presidencies of Theodore Roosevelt and William Howard Taft

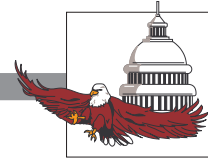
### Suggestions for Enrichment

1. Have students “invent” a new product to make labor easier and faster. Ask students to prepare an advertisement or commercial for their product.
2. Have students draw or clip pictures to show the assembly line process. Ask students to explain the pictures and post them in the room.
3. Ask students to bring in products that have interchangeable parts.
4. Have students select an important inventor or business person and report on his or her life. Ask students to include visuals with their reports.
5. Have students write a scenario that shows the same job before and after a major invention. Videotape the play.
6. Have students research and create a timeline of both the English and the American Industrial Revolutions, including important inventions, milestones, trends, and historic figures.



7. Discuss the technological revolution being experienced now in industrialized countries and compare it to the Industrial Revolution in England and the United States.
8. Have students research the Industrial Revolution and answer the following.
  - What were the causes of the Industrial Revolution?
  - What inventions made it possible?
  - How were the English and American revolutions similar? How were they different?
  - What was the world like before and after the American Industrial Revolution?
  - What were the positive and negative effects of these changes?
  - Discuss what was revolutionary about the Industrial Revolution. Does the revolution continue?
9. Ask students to choose five of the top inventions from the English Industrial Revolution and five from the American Industrial Revolution. Have students explain what each invention was used for and why they chose to profile it. Ask students to include pictures, dates, descriptions of the invention, and information about the inventor.
10. Have students research the factory system of the Industrial Revolution and answer the following: What was the factory system? When and where did it arise? What inventions made it possible? How did it revolutionize society? What were its positive and negative aspects? Explain what “the division of labor” is and how it played a part in the factory system. Ask students to incorporate quotes about factory conditions from witnesses of the day.

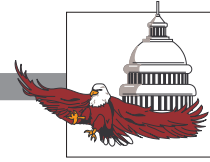




11. Have students research people who objected to the changes brought about by the Industrial Revolution (e.g., the Luddites, Robert Owen, and writers such as Charles Dickens and Williams Blake) and explain why they objected and what their arguments, methods, and proposed solutions were. Were the objectors' points of view similar? Different? Ask students to take a stand and tell if they feel the objectors were justified in their opinions and whether artists play a role in debating social issues and why or why not. Have students explain their reasoning.
12. Have students draw a chart with the heading "Industrialization Brings Change." Ask students to list the following phrases on the left side of the chart: changes in manufacturing, changes in the labor force, changes in agriculture, changes in community. Next to each phrase, have students describe the changes.
13. Have students assume the role and philosophy of either an industrialist (capitalist) or a working-class person. Conduct a debate in class using topics such as the role of the labor union, employment of children in factories, or laissez-faire economic policies.
14. Ask students to work in small groups to make a collage that shows advances in railroads, automobiles, airplanes, communications, or electronics. For class discussion, have students predict what the next 10 years hold for other technologies.
15. Ask students to pretend they are teenagers during the Industrial Revolution and write a letter to the editor of the newspaper that describes problems with life in the city or one that describes working conditions in a factory.
16. Ask students to write a paragraph that describes how the Industrial Revolution has affected their life and include names of inventions that directly or indirectly benefit them.
17. Ask students to write a paragraph or short story about what life would have been like prior to the Industrial Revolution or if there had not been an Industrial Revolution.



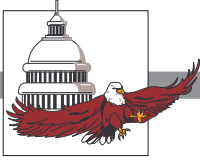
18. Have students examine the history of child labor, especially during the Industrial Revolution. Ask students to investigate modern exploitation of child labor.
19. Ask students to construct a party platform for a political group during the 1880-1910s advocating reforms to aid ailing small farmers and control “big business” and/or advocating governmental action to correct social ills in the nation’s cities. Have students make party banners bearing a slogan for each platform.
20. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



## Unit Assessment

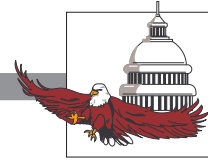
*Match each definition with the correct term. Write the letter on the line provided.*

- |   |                      |
|---|----------------------|
| _____ 1. areas in the countryside away from large cities                | A. assembly line     |
| _____ 2. to produce for the first time                                  | B. corporations      |
| _____ 3. production process that is broken down into steps              | C. division of labor |
| _____ 4. large businesses formed by people pooling their money          | D. industrial nation |
| _____ 5. to change a situation by making it better                      | E. invent            |
| _____ 6. products pass from one operation to another until completed    | F. invest            |
| _____ 7. corporations or businesses joined to eliminate competition     | G. monopoly          |
| _____ 8. control of all or most of a business                           | H. reform            |
| _____ 9. to purchase a share in a company to make a profit              | I. rural             |
| _____ 10. country in which most goods are produced by machine processes | J. trust             |



*Circle the letter of the correct answer.*

11. Between 1865–1915, the United States became \_\_\_\_\_ .
  - a. a democratic country
  - b. an agricultural society
  - c. an industrial nation
12. Many people moved to urban areas in order to \_\_\_\_\_ .
  - a. find jobs in factories
  - b. get land to grow crops
  - c. work on large farms
13. The development of the \_\_\_\_\_ speeded up the delivery of farm products to market.
  - a. telegraph
  - b. telephone
  - c. railroad
14. The person who developed the idea of interchangeable parts was \_\_\_\_\_ .
  - a. Elias Howe
  - b. Eli Whitney
  - c. Oliver Evans
15. Methods like the assembly line resulted in \_\_\_\_\_ .
  - a. mass production of goods
  - b. large numbers of workers losing their jobs
  - c. the increased cost of goods
16. Sometimes many people invested their money to form large businesses known as \_\_\_\_\_ .
  - a. cooperatives
  - b. corporations
  - c. coordinations
17. When one company controls most of the business in an area, it is called a \_\_\_\_\_ .
  - a. monopoly
  - b. partnership
  - c. corporation

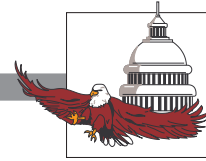


18. The United States is an industrial nation. This means that \_\_\_\_\_ .
- a. most of its goods are produced by hand
  - b. machines processes produce most of its goods
  - c. there are not enough goods for its consumer
19. The purpose of antitrust laws was to \_\_\_\_\_ .
- a. prevent the development of business
  - b. allow government to reform big businesses
  - c. help unions improve working conditions
20. The United States become an industrial nation during \_\_\_\_\_ .
- a. 1840–1865
  - b. 1865–1915
  - c. 1901–1910

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- \_\_\_\_\_ 21. Thomas Edison is famous for inventing the long-lasting electric light bulb.
- \_\_\_\_\_ 22. Mass production resulted in the high costs of goods.
- \_\_\_\_\_ 23. Use of the conveyor belt led to assembly line production.
- \_\_\_\_\_ 24. Standard Oil Company made few profits during the early industrial age.
- \_\_\_\_\_ 25. Plentiful natural resources helped the development of industry in the United States.





## Keys

### Practice (p. 191)

1. D
2. E
3. C
4. B
5. A

### Practice (p. 192)

1. B
2. A
3. D
4. C
5. division of labor
6. assembly line
7. urban
8. natural resource

### Practice (p. 193)

1. F
2. G
3. C
4. E
5. D
6. B
7. A

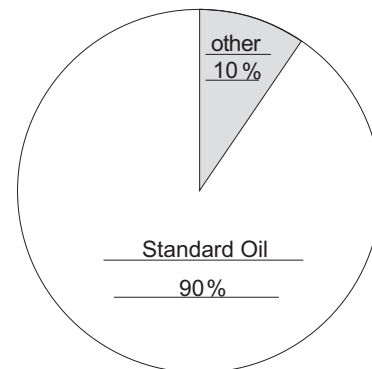
### Practice (p. 194)

1. developed steel monopoly, Carnegie steel
2. made first all-steel plow
3. invented the phonograph and electric light bulb
4. invented conveyor belt
5. invented the sewing machine
6. owned and directed United States Steel Corporation
7. invented the telegraph
8. started the Standard Oil Trust
9. started a railroad trust
10. invented the cotton gin and introduced the idea of interchangeable parts in the production of muskets

### Practice (p. 195)

1. b
2. a
3. a
4. b
5. a
6. b

### Practice (p. 196)

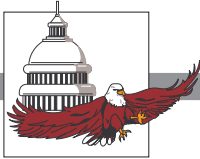


### Practice (p. 197)

1. c
2. c
3. a
4. c
5. a
6. c

### Practice (pp. 198-199)

1. industrial nation
2. trusts
3. assembly line
4. corporation
5. Sherman Antitrust Act
6. profits
7. interchangeable parts
8. division of labor
9. natural resources



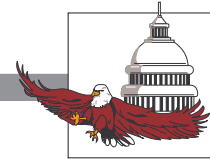
## Keys

10. urban
11. rural
12. monopoly
13. reform
14. invest

### Unit Assessment (pp. 77-79TG)

1. I
2. E
3. C
4. B
5. H
6. A
7. J
8. G
9. F
10. D
11. c
12. a
13. c
14. b
15. a
16. b
17. a
18. b
19. b
20. b
21. True
22. False
23. True
24. False
25. True





## **Unit 7: Problems in Industrial America (1867-1935)**

This unit emphasizes economic, political, and social problems caused by the Industrial Revolution.

### **Unit Focus**

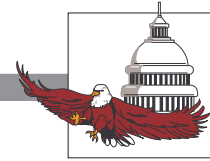
- problems of farmers and industrial workers
- how farmers organized to pass laws
- how industrial workers organized to form unions
- reasons many immigrants came to America
- reasons labor force was greatly increased
- reasons urban growth became a major problem

### **Suggestions for Enrichment**

1. Have students interview a member of a labor union. This could be a teacher or administrator at school, or a relative or friend. Find ways the union has changed working conditions and improved benefits. Report findings to class.
2. Have students investigate problems in factories today. Students may visit a local factory, or talk to someone who has worked in a factory. Ask students to make a list of problems and compare them with the problems listed in this unit to determine how the problems have changed.
3. Have students report on current news about labor unions using newspapers or magazines.
4. Invite a representative from a local employment office to visit the class. Students could interview the representative about such topics as jobs and requirements in today's labor market. Or students could use a newspaper to find out what kinds of jobs are available in the local area.



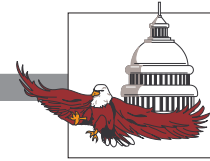
5. Have students examine the history of child labor, especially during the Industrial Revolution. Ask students to investigate modern exploitation of child labor. Then have students write a first-person story about life in America during the Industrial Revolution.
6. Have students create a mission statement for a student union identifying at least four main goals the union should represent. Have students include rules about who would be allowed to join and who would be excluded. Students should also discuss who would want to join and who would not.
7. Have students make a Venn diagram showing the goals and accomplishments of members of the AFL-CIO and the Knights of Labor.
8. Ask students to research and create a presentation on the worldwide environmental impact of the Industrial Revolution and address the cause and effects of acid rain, pollution, global warming, deforestation, and extinctions, using text, pictures, maps, and/or diagrams. (Note, some proposed solutions can be found on the Rocky Mountain Institute Web site (<http://www.rmi.org>)).
9. Have students choose a country on the verge of industrialization. Ask students to pretend to be an outside consultant hired by the government and create a proposal to present to the next meeting of Congress explaining their plan for industrialization. Have students explore the national resources, culture, economy, animal habitats, cities, and indigenous peoples of the country. Ask students to be as specific in their proposed plan as possible: Where will the factories be built? What indigenous peoples' way of life should be protected and how? What industries could make use of the country's natural resources? What sort of restrictions on pollution, deforestation, and environmental degradation should be proposed to be balanced in the industrialization plan? What laws should be recommended to Congress to prevent abuse of workers and the environment? What natural wonders, wild areas, and species should be protected? What sort of experts should be called upon to advise on the plan? Create people (real or imaginary) and list their accomplishments and areas of expertise, and explain why their input is valued. Have students present proposals to the class.



10. Discuss how industrialized countries are experiencing yet another revolution. People are increasingly free to work out of the cities and to telecommute to work. What inventions made this possible? What are the pros and cons of the revolution? Ask students to project themselves 50 years into the future and ask what they think the world will be like then.
11. Ask students what is meant by the old-time saying that “America is a melting pot.” Ask students who know their family history to describe their family origins to the class. Share something about your own background.
12. Have students find and read articles about new immigrants to this country. Ask students to try to imagine what life is like for these new Americans: new language; new schools; new jobs; day-to-day problems they might face; and changes they would need to make in their lifestyles. Then ask students how we might help new Americans adjust.
13. Arrange for recent immigrants to speak to the class about what it was like to leave one country for another.
14. Invite a representative of the local immigration department to talk about what a person has to do to become an American citizen and challenges new immigrants face.
15. Have students use a graphic organizer such as a web to map a definition of themselves.
16. Have a speaker from a local genealogical society speak to the class about how to begin to trace a family tree and what resources are available locally.
17. Have students select a country from which his or her ancestors originated and research events that caused people to immigrate from that country and what influenced their selection of a new region to live.



18. Ask students to trace their family tree as far back as their ancestors who emigrated to America (emphasis will be on these individuals). The main resources will include family documents, records, pictures, and interviews. Have students prepare a written and oral report that includes a history of the first immigrants in their families. Include place of birth; pictures (if available); what brought them to the United States; a summary of their life in their original country and in the United States; examples of customs, dress, music, and religion they brought to America; a short history of the country they came from; and their effect on student's family. In the oral presentation, encourage visual aids consisting of pictures, items from the "old country," music, posters, etc.
19. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



## Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

**blacklisted**  
**immigrant**  
**strike**

**surplus**  
**tenements**

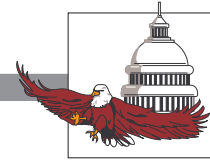
- \_\_\_\_\_ 1. Workers were fired for joining a union and no other factories would hire them.
- \_\_\_\_\_ 2. Entire families lived in small rooms in shabby apartment buildings.
- \_\_\_\_\_ 3. So much food was brought to the picnic that all of it could not be eaten.
- \_\_\_\_\_ 4. Hans is a foreigner who came to the United States to live and work.
- \_\_\_\_\_ 5. The workers refused to go to their jobs and the company lost money.

Circle the letter of the correct answer.

6. Railroads caused problems for farmers by \_\_\_\_\_ .
- a. building across their farmlands
  - b. charging high prices and cheating them
  - c. refusing to ship farm goods to the cities
7. Farmers decided to organize to \_\_\_\_\_ .
- a. work together to keep banks from taking their farms
  - b. buy more farm machinery
  - c. grow more food



8. In early industrial America \_\_\_\_\_ .
  - a. workers earned large incomes
  - b. new factories were very safe places to work
  - c. workers were forced to work long hours with low pay
  
9. One important way the American Federation of Labor (AFL) was different from the Knights of Labor was \_\_\_\_\_ .
  - a. workers in the AFL received much lower wages
  - b. only skilled workers could join the AFL
  - c. the Knights of Labor refused to admit women and African Americans
  
10. New immigrants came from \_\_\_\_\_ .
  - a. Southern and Eastern Europe
  - b. North Africa and the Middle East
  - c. South America and Asia
  
11. The use of machinery in farming resulted in \_\_\_\_\_ .
  - a. a decrease in the amount of food that could be produced
  - b. the production of more food than could be used
  - c. higher cost for farm goods
  
12. The purpose of the Granger Laws was to \_\_\_\_\_ .
  - a. force the railroads to raise their shipping costs
  - b. improve the working conditions for industrial labor
  - c. allow elected officials to help the farmer
  
13. After fighting in the Haymarket Riot, many workers left the Knights of Labor because \_\_\_\_\_ .
  - a. the Knights of Labor had caused the violence
  - b. they blamed the Knights of Labor for the fighting
  - c. the leaders of the Knights of Labor were killed in the fighting
  
14. A group of industrial workers that join together to improve wages and working conditions is called \_\_\_\_\_ .
  - a. a labor union
  - b. a grange
  - c. a corporation



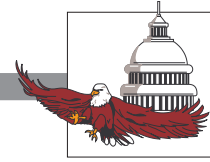
15. When a worker signed a yellow-dog contract, he \_\_\_\_\_ .
  - a. promised not to join a labor union
  - b. agreed that he would accept low wages
  - c. was able to carry on collective bargaining with the company
16. The man famous for starting the American Federation of Labor (AFL) was \_\_\_\_\_ .
  - a. Terence V. Powderly
  - b. John L. Lewis
  - c. Samuel Gompers
17. A major goal of the Populist Party was to \_\_\_\_\_ .
  - a. improve the prices paid for farm goods
  - b. regulate businesses that provided services to people
  - c. make it legal to join a labor union
18. The growth of big businesses created problems for industrial workers by \_\_\_\_\_ .
  - a. requiring workers to work 12-to-14 hours a day
  - b. paying them higher wages
  - c. giving them more rest breaks
19. The act that showed the United States government had improved its attitude toward labor was the \_\_\_\_\_ .
  - a. Wagner Act
  - b. Granger Act
  - c. Populist Act
20. The rapid growth of urban areas in the early industrial age resulted in \_\_\_\_\_ .
  - a. the development of clean, modern cities
  - b. overcrowded and dirty cities
  - c. loss of jobs in large cities



Write **True** if the statement is correct. Write **False** if the statement is not correct.

- \_\_\_\_\_ 21. More food became available to people in American cities during the industrial age.
- \_\_\_\_\_ 22. Labor unions declined because they were unable to persuade the government to help them.
- \_\_\_\_\_ 23. Young children were never allowed to work in the factories.
- \_\_\_\_\_ 24. One reason for the growth of urban areas was the large number of immigrants.
- \_\_\_\_\_ 25. The development of industry resulted in big businesses becoming wealthy and powerful in the United States.





## Keys

### Practice (p. 212)

1. A
2. D
3. E
4. B
5. C
6. F

### Practice (p. 213)

Organizations of the Industrial Period		accomplishments	goals	members	group
AFL-CIO	skilled craft and industrial workers	gained great political power; won right of collective bargaining	improve working conditions and pay		
Grange	farmers	by joining together they were heard by state legislatures	stop unfair practices of railroads; keep their land from being taken away by banks		
Populist Party	farmers	gained political power; laws were passed to help farmers	regulate businesses that provided services		
Knights of Labor	skilled and unskilled workers	gained great political power; won right of collective bargaining	improve working conditions and pay		

1. A
2. C
3. B

### Practice (p. 214)

1. Railroads overcharged farmers to ship goods to market.
2. AFL-CIO allowed only skilled workers to join union.

3. Business said labor unions had no right to tell them what to do.
4. A strike turned violent, resulting in several workers and the policemen being killed.
5. Business and industry were creating great wealth for the United States.

### Practice (pp. 215-216)

1. b
2. c
3. a
4. b
5. c
6. a
7. b
8. c

### Practice (p. 217)

1. False—unsuccessful
2. False—lost, declined
3. True
4. False—England, Ireland, Germany
5. True
6. True

### Practice (p. 218)

1. tenements
2. alliances
3. yellow-dog contract
4. new immigrants
5. Populists
6. strike
7. surplus
8. American Federation of Labor

### Practice (p. 219)

1. Wagner Act
2. labor unions
3. collective bargaining



## Keys

4. Knights of Labor
5. blacklist
6. CIO
7. Grange
8. Granger Laws

### Unit Assessment (pp. 87-90TG)

1. blacklisted
2. tenements
3. surplus
4. immigrant
5. strike
6. b
7. a
8. c
9. b
10. a
11. b
12. c
13. b
14. a
15. a
16. c
17. b
18. a
19. a
20. b
21. True
22. False
23. False
24. True
25. True



## Unit 8: Becoming a World Power (1867-1898)

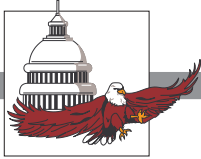
This unit emphasizes how the United States began to look beyond its boundaries and expand its interests to make colonies of other countries and territories.

### Unit Focus

- reasons the United States wanted colonies
- ways the United States gained territories in Caribbean, South America, and Pacific
- ways the United States became a world power after Spanish-American War
- examples of foreign policy concerning Hawaiian Islands during administrations of presidents Grover Cleveland and William McKinley
- examples of United States colonial policy concerning Cuba
- current status of American colonies

### Suggestions for Enrichment

1. Have students research any of the events discussed in this unit and then write a report in the form of a newspaper article. Some topics of special interest might be ones listed below.
  - William Seward's purchase of Alaska in 1867
  - revolt and overthrow of the queen of Hawaii in 1897
  - sinking of the *USS Maine*
  - Spanish-American War
2. Ask students to prepare a bulletin board that illustrates the major events leading to the Spanish-American War.



3. Have students create a poster urging Americans to favor or oppose manifest destiny and the acquisition of colonies.
4. Have students search the Internet for information about the sinking of the *USS Maine*.
5. Have students graph deaths in the Spanish-American War and their causes such as malaria, typhoid, and wounds.
6. Have students choose a historical figure (such as Gandhi, Hirohito, Mao, Churchill, Mandela, Lincoln) and report on the dates that person lived, where he or she lived, and his or her accomplishments. After all students have reported on an individual, have them discuss whether similarities and differences between these accomplishments and whether that person's culture affected them.
7. Have students select specific events from a period in United States history. Ask students to draw a symbol for each event and arrange the date of each event with its appropriate symbol on a timeline. Have students divide the paper into equal parts and place dates and events into each part sequentially or ask them to place the date and events equally above and below the timeline. Ask students to color in dates, events, and symbols. Then have students discuss and explain their timeline. Display timelines around the room.
8. Use bingo to review a unit or vocabulary words. Develop a list of 25 key people, events, important dates, and vocabulary words. Design a bingo grid with five columns and five rows. Have students write clues in the form of a question or complete a statement using one- or two-word answers. Have them place the clues on one side of a 3" x 5" card and the correct response on the other side. Have students print the word or words on the bingo-card grid. Allow students to practice with a partner and the clue cards. Collect the clue cards, then have students exchange bingo cards and play the bingo history review game.



9. Have students create a personal timeline on a three-to-four foot roll of paper (or several sheets taped together). Ask students to mark the timeline at intervals of one or one and one-half inches to equal one year and indicate above the line the major personal events that have occurred during their lives (e.g., birth of siblings, major trips, accidents, most important accomplishments). On top of the line, have students indicate the major world events that have occurred during their lifetime. You may demonstrate the process by drawing your own timeline on the board.
10. Set up two circles of chairs, an inner circle and a circle around the inner circle. Have student in the inner circle debate an issue for 10 minutes. Then have students in the outer circle respond to what has been heard.
11. Ask students to research the history behind rituals in American government and the historical basis of the titles of United States government officials (e.g., whip, Sergeant of Arms, senator).
12. Have students decorate a shoebox to illustrate a historical event.
13. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.





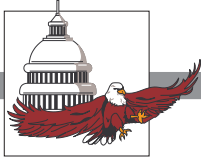
## Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- |       |  |                 |
|-------|--|-----------------|
| _____ | 1. strong feelings of pride and loyalty toward one's country | A. imperialism  |
| _____ | 2. fighting against a government                             | B. independence |
| _____ | 3. belief in taking colonies to expand a nation's empire     | C. nationalism  |
| _____ | 4. colony owned by a country                                 | D. possession   |
| _____ | 5. freedom to make one's own decisions                       | E. revolt       |

Match each **effect** with the correct **cause**. Write the letter on the line provided.

- |       | <b>effect</b>   | <b>cause</b>  |
|-------|---|---|
| _____ | 6. The United States gains colonies.                                  | A. Americans wanted the United States to govern Hawaii. |
| _____ | 7. The Hawaiian ruler was forced to give up her throne.               | B. The <i>USS Maine</i> was blown up.                   |
| _____ | 8. The United States declared war on Spain.                           | C. The United States defeats Spain.                     |
| _____ | 9. Americans decide purchase of Alaska was important.                 | D. Some Americans were against imperialism.             |
| _____ | 10. The President refused to make Hawaii a part of the United States. | E. Gold and oil are discovered.                         |



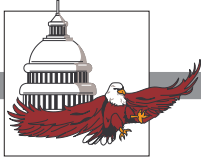
Circle the letter of the correct answer.

11. American businessmen and farmers wanted colonies \_\_\_\_\_ .
  - a. to show that the United States was powerful
  - b. to gain new land where factories and farms could be built
  - c. as markets where they could sell the extra goods they produced
  - d. where they could find more labor for industry and farming
12. Many Americans believed in manifest destiny, which meant they \_\_\_\_\_ .
  - a. were against the purchase of Alaska from the Russians
  - b. did not support the United States war with Spain
  - c. were proud that Europe was gaining overseas colonies
  - d. felt it was America's fate to expand the United States as far as possible
13. Before the United States could take and keep colonies overseas, they needed \_\_\_\_\_ .
  - a. a larger and more powerful air force
  - b. to produce more goods to sell
  - c. a stronger sense of nationalism
  - d. an industrial revolution at home
14. The President who was against imperialism was \_\_\_\_\_ .
  - a. William McKinley
  - b. Grover Cleveland
  - c. John Hay
  - d. William Seward
15. The United States government declared war on Spain because \_\_\_\_\_ .
  - a. they feared that Cuba would become a Communist nation
  - b. American businessmen wanted protection for their investments in Cuba
  - c. the *USS Maine* was sunk in a Cuban harbor
  - d. b and c, but not a





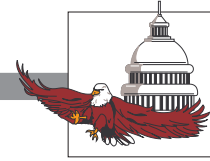
16. All of the following territories became American colonies after 1898 except \_\_\_\_\_ .
- a. Guam
  - b. Philippine Islands
  - c. Spain
  - d. Puerto Rico
17. In the years following the war, Cuba and the Philippine Islands were \_\_\_\_\_ .
- a. granted full United States citizenship
  - b. given American business investments
  - c. granted independence by the United States
  - d. admitted to the United States in 1959
18. The United States resisted becoming an imperial nation because \_\_\_\_\_ .
- a. most Americans did not want to control people in faraway places
  - b. keeping colonies cost Americans too much money
  - c. there was no longer a need for raw materials
  - d. it did not have a powerful military
19. After the Spanish-American War, other nations \_\_\_\_\_ .
- a. no longer trusted the United States
  - b. feared the United States would take their overseas colonies
  - c. felt great respect for the United States as a new world power
  - d. were angry that the United States had defeated the Spanish Empire



Use the **timeline** below to circle the letter of the correct answer.

1867	1898	1934	1959
The United States purchases Alaska from Russia.	Spanish-American War is fought. Cuba is obtained from Spain after Spanish-American War. Hawaii is made an American colony by President McKinley.	Cuba is granted independence from the United States.	Alaska and Hawaii are granted United States statehood.

20. The United States gained its first colony in \_\_\_\_\_ .
- 1867
  - 1898
  - 1959
21. The United States gained two new colonies in 1898. They were \_\_\_\_\_ .
- Alaska and Cuba
  - Cuba and Hawaii
  - Hawaii and Alaska
22. Cuba was a United States colony for \_\_\_\_\_ .
- about 10 years
  - about 40 years
  - about 100 years
23. Cuba became an American colony as a result of \_\_\_\_\_ .
- the Spanish-American War
  - their purchase by the United States
  - a revolt led by the United States Marines
24. Alaska became a state \_\_\_\_\_ .
- before Hawaii
  - at the same time as Hawaii
  - after Hawaii
25. Hawaii became an American colony in \_\_\_\_\_ .
- 1936
  - 1959
  - 1898



## Keys

### Practice (p. 231)

- 1867 United States purchased Alaska.  
1893 United States military enforces its rule in Hawaii. United States and Samoan chiefs sign agreement to use the harbor at Pago Pago for fueling stations.  
1898 United States makes Hawaii a possession or colony and Hawaiians were also made United States citizens the same year. Spanish-American War begins and ends; Spain defeated and United States made a world power.  
1934 United States grants Cuba independence.  
1946 United States grants the Philippine Islands independence.  
1959 Alaska and Hawaii join the United States. Cuba has a Communist government ruled by Fidel Castro.

### Practice (pp. 232-233)

1. c
2. b
3. a
4. c
5. d
6. c
7. b
8. c

### Practice (p. 234)

1. C
2. H
3. E
4. F
5. G
6. B
7. A
8. D
9. I
10. J

### Practice (p. 235)

1. They thought Alaska was a cold, frozen wilderness.
2. Russia
3. discovery of gold and oil
4. Great Britain and Germany
5. 90 miles
6. William McKinley
7. four months
8. United States
9. They viewed the United States as a world power.

### Practice (p. 246)

- A- Alaska  
F- Cuba  
C- Guam  
D- Hawaii  
B- Philippine Islands  
G- Puerto Rico  
E- Samoan Islands

### Practice (p. 237)

1. Canada
2. Philippine Islands
3. Guam
4. south
5. Pacific

### Practice (p. 238)

#### Pacific Ocean Islands

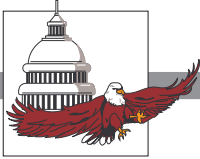
- Guam  
Hawaii  
Philippine Islands  
Samoa

#### Caribbean Sea Islands

- Cuba  
Puerto Rico

#### United States

- Alaska  
Hawaii



## Keys

### United States Territories

- Guam
- Philippine Islands
- Puerto Rico
- Samoa

### Independent Countries

- Spain
- Germany
- Great Britain
- United States
- Cuba
- Russia
- Philippine Islands

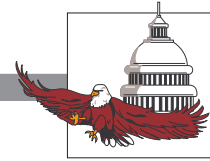
- 18. a
- 19. c
- 20. a
- 21. b
- 22. b
- 23. a
- 24. b
- 25. b

### Practice (p. 239)

- 1. colony
- 2. revolt
- 3. manifest destiny
- 4. nationalism
- 5. raw materials
- 6. Seward's Folly
- 7. colonial policy
- 8. imperialism
- 9. *USS Maine*
- 10. Pearl Harbor

### Unit Assessment (pp. 97-100TG)

- 1. C
- 2. E
- 3. A
- 4. D
- 5. B
- 6. C
- 7. A
- 8. B
- 9. E
- 10. D
- 11. c
- 12. d
- 13. c
- 14. b
- 15. d
- 16. c
- 17. c



## Unit 9: United States Foreign Policy (1898-1933)

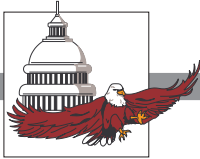
This unit emphasizes how the United States had become a world power by the early 20<sup>th</sup> century.

### Unit Focus

- ways United States gained sphere of influence in China
- foreign affairs and policies during administrations of Presidents Theodore Roosevelt, William Howard Taft, Woodrow Wilson, and Franklin D. Roosevelt
- ways United States gained control in Latin America and Caribbean
- problems in Latin America
- reasons United States became a world power

### Suggestions for Enrichment

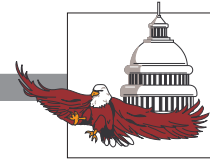
1. Have students conduct research to find current photographs of the parts of the world discussed in this unit. Have them prepare a photographic essay and post on bulletin board.
2. Ask students to pretend to be one of the following: (1) a missionary during the Boxer Rebellion; (2) a worker on the Panama Canal; (3) a United States Marine in Latin America. Then have students write a one to two page letter or journal entry describing their experiences.
3. Have students conduct further research on the fight against malaria and yellow fever. Have them present the findings orally or in a written report.
4. Ask students to draw a political cartoon which depicts any of the major events of the period.
5. Have students develop a foreign policy statement for the United States.



6. Have students interview people who have visited, worked in, or served in the military in foreign countries. Brainstorm other questions to ask in addition to the following.
  - During what years were you in the foreign country or countries?
  - What local customs do you most remember?
  - In what ways was this nation most different from the United States?
  - In what ways were the people most like the people in the United States?
  - What were the attitudes of the people toward the United States?
  - What was the climate and weather like?
  - In what kind of houses did people live?
  - How much of the society seemed rich? Poor?
  - How did people earn a living?
  - What were the dominant religious groups?
  - What political events most concerned the local people during your stay in their country?

Ask students to present the information gathered in the interview and support their presentation with maps, pictures, and perhaps even clothing, crafts, or food from the area.

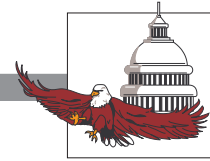
7. Have students work in pairs to research a historical figure. Ask students to prepare interview questions and answers and present the interview to the class, along with a timeline of the person's life.



8. Use a cooperative group for a *Jeopardy* review. Divide students into groups of two to five students. Give each student a colored marker and a piece of paper divided into grids to match the number of topics and questions. Ask students to write answers to all questions as asked, then circulate around the room to check answers and award points, having students keep their own scores.
9. Have students outline their autobiography, emphasizing achievements, interests, and ambitions (e.g., birth data, residences, childhood friends, vacations, clubs and sports, hobbies, awards and achievements, school experiences, classes, employment or volunteer work, future plans and ambitions).
10. Ask students to present clothes, songs, art, music, or dances from different time periods.
11. Theodore Roosevelt was the first President to have his life chronicled on film. These films can be downloaded in MPEG, Quicktime, or RealMedia on the Library of Congress' collection ([www.loc.gov](http://www.loc.gov)), along with a timeline and essays. (The Web site provides a link to download this free software.)
12. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



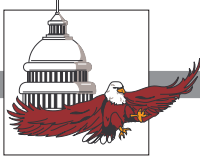




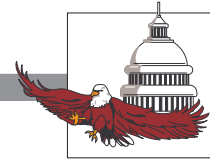
## Unit Assessment

*Circle the letter of the correct answer.*

1. Several European nations had created spheres of influence in China. This means they \_\_\_\_\_ .
  - a. had taken control of the Chinese government
  - b. were granted special trading rights there
  - c. went to China to help improve the lives of the people
  - d. refused to allow the United States to trade with China
  
2. Secretary of State John Hay's Open Door Policy resulted in \_\_\_\_\_ .
  - a. the United States and other countries carrying on trade with China
  - b. war between the United States and Europe over trading rights in China
  - c. China sending its college students to American universities
  - d. China's decision to trade only with the United States
  
3. The Boxer Rebellion was fought to \_\_\_\_\_ .
  - a. force foreigners out of China
  - b. put an end to boxing matches
  - c. send college students to the United States
  - d. help promote boxing matches
  
4. European powers were prevented from taking over China after the Boxer Rebellion when \_\_\_\_\_ .
  - a. the United States agreed to pay for the damage caused by the fighting
  - b. the United States persuaded the Chinese to pay for the damage and punish the Boxers
  - c. China forced all foreigners to leave the country
  - d. the United States sent troops to help China



5. The United States President responsible for building the Great White Fleet was \_\_\_\_\_ .
  - a. Theodore Roosevelt
  - b. William Howard Taft
  - c. Franklin Roosevelt
  - d. Woodrow Wilson
  
6. The United States obtained the rights to the Panama Canal Zone by \_\_\_\_\_ .
  - a. fighting a war with Colombia
  - b. buying the land from Panama
  - c. taking it from the French engineers
  - d. leasing the land from Panama
  
7. The United States built the Panama Canal in order to \_\_\_\_\_ .
  - a. have a military base in Central America
  - b. provide a shorter water route between the Atlantic and Pacific oceans
  - c. control the diseases that were killing many people
  - d. show Central Americans that the United States was a good neighbor
  
8. The United States policy of building hospitals, schools, and highways in Latin America was nicknamed \_\_\_\_\_ .
  - a. the Open Door Policy
  - b. the Good Neighbor Policy
  - c. dollar diplomacy
  - d. the Roosevelt Corollary
  
9. President Woodrow Wilson sent troops into Mexico in 1914 because \_\_\_\_\_ .
  - a. he wanted to make Mexico an American colony
  - b. the Mexicans refused to trade with American businesses
  - c. he wanted Mexico to show greater respect for the United States
  - d. he wanted to protect Americans and their property

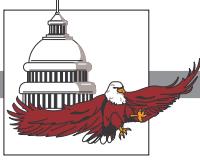


10. In 1933 President Franklin Roosevelt improved relations with Latin America with his \_\_\_\_\_ .
- Good Neighbor Policy
  - dollar diplomacy
  - Roosevelt Corollary
  - Great White Fleet

*Use the list below to complete the following statements.*

<b>Asia</b>	<b>Mexico</b>	<b>Panama Canal</b>
<b>China</b>	<b>Pacific Ocean</b>	<b>south</b>
<b>Gulf of Mexico</b>	<b>Panama</b>	<b>west</b>
<b>Latin America</b>		

- \_\_\_\_\_ 11. major ocean that separates the United States from China
- \_\_\_\_\_ 12. country where the United States built a large canal
- \_\_\_\_\_ 13. country where the Boxer Rebellion took place
- \_\_\_\_\_ 14. Latin American country that forms the southern border of the United States
- \_\_\_\_\_ 15. continent on which China is located
- \_\_\_\_\_ 16. name of Mexico, Central America, and South America
- \_\_\_\_\_ 17. large body of water that forms a southern boundary of the United States
- \_\_\_\_\_ 18. waterway that provides a shorter water route from the Atlantic to the Pacific Ocean



\_\_\_\_\_ 19. direction of China from the United States

\_\_\_\_\_ 20. direction of Latin America from the United States

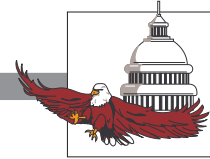
Write **True** if the statement is correct. Write **False** if the statement is not correct.

\_\_\_\_\_ 21. United States troops could have walked all the way to Mexico.

\_\_\_\_\_ 22. Chinese students reached the United States by crossing the Pacific Ocean.

\_\_\_\_\_ 23. The Good Neighbor Policy improved relations with countries north of the United States.

\_\_\_\_\_ 24. There is no shortcut for ships sailing from the Atlantic Ocean to the Pacific Ocean.



## Keys

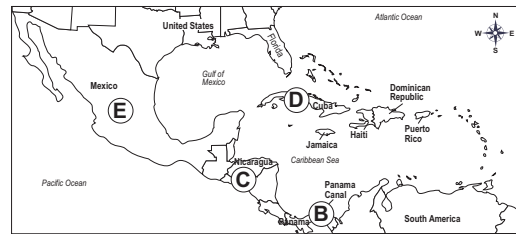
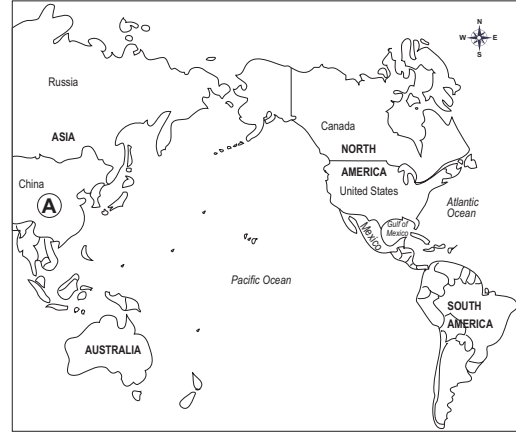
### Practice (p. 252)

United States Foreign Affairs			
Name	American Responsible	Main Ideas or Main Benefits	Date
Open Door Policy	Secretary of State John Hay	Stop Europe from taking over China trade; open all China to United States trade.	1900
Great White Fleet	President Theodore Roosevelt	Protect United States trade; show American naval power.	1907
Panama Canal	President Theodore Roosevelt	Provide shorter route from Atlantic Ocean to Pacific Ocean; establish American control in Central and Latin America.	1902-1914
Roosevelt Corollary	President Theodore Roosevelt	Act as police officer in Latin America; help countries solve problems.	1904
Dollar Diplomacy	President William Howard Taft	Protect Latin America businesses; help countries solve problems.	1912
American Troops in Mexico	President Woodrow Wilson	End threat to Americans and American property in Mexico, due to Mexican unrest.	1914
Good Neighbor Policy	President Franklin Roosevelt	Remove troops and stop sending more United States troops into Latin America; treat Latin America with respect; lower tariffs and increase trade; improve United States-Latin American relations.	1933

### Practice (p. 253)

1. True
2. True
3. True
4. False
5. True
6. True
7. True
8. False
9. True
10. False

### Practice (pp. 254-255)



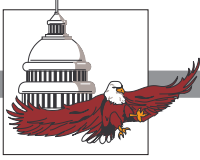
1. Asia
2. Caribbean Sea
3. south
4. Pacific
5. Gulf of Mexico
6. Panama

### Practice (p. 256)

1. spheres of influence
2. Corollary
3. leased
4. Great White Fleet
5. Boxer Rebellion
6. revolted

### Practice (pp. 257-258)

1. a
2. b
3. c
4. b
5. a



## Keys

6. b
7. d
8. d
9. c

### Practice (pp. 259-260)

1. empire
2. yellow fever
3. Good Neighbor Policy
4. Open Door Policy
5. revolt
6. Canal Zone
7. Great White Fleet
8. dollar diplomacy
9. spheres of influence
10. foreign policy
11. Roosevelt Corollary
12. Latin America
13. malaria
14. Panama Canal
15. Boxer Rebellion

### Unit Assessment (pp. 107-110TG)

1. b
2. a
3. a
4. b
5. a
6. d
7. b
8. c
9. d
10. a
11. Pacific Ocean
12. Panama
13. China
14. Mexico
15. Asia
16. Latin America
17. Gulf of Mexico
18. Panama Canal
19. west
20. south

21. True
22. True
23. False
24. False

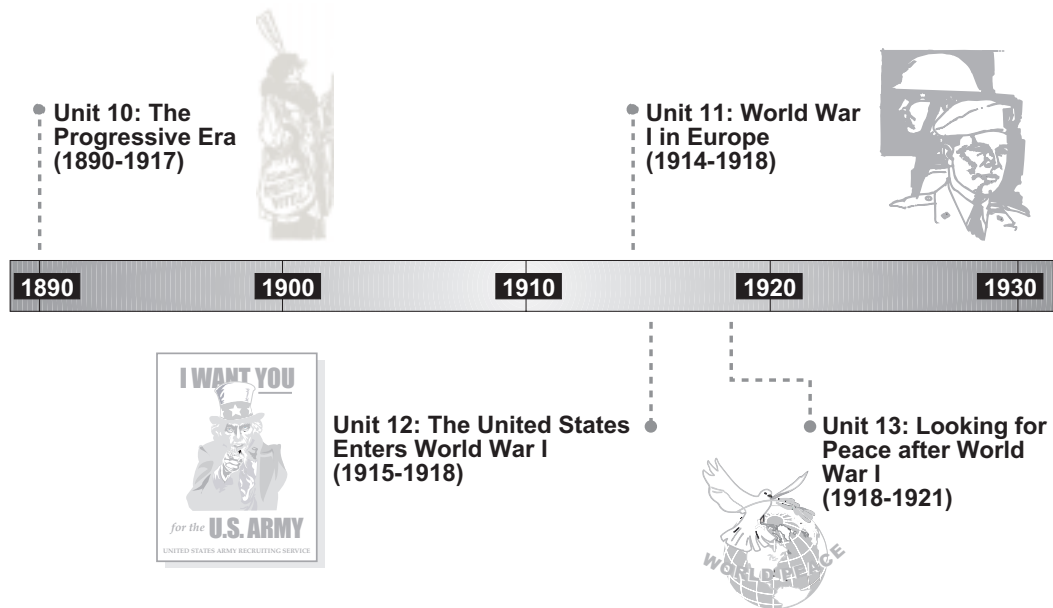
## Section 3: America at Peace and at War (1890-1921)

Unit 10: The Progressive Era (1890-1917)

Unit 11: World War I in Europe (1914-1918)

Unit 12: The United States Enters World War I (1915-1918)

Unit 13: Looking for Peace after World War 1 (1918-1921)









## Unit 10: The Progressive Era (1890-1917)

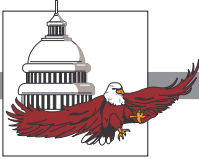
This unit emphasizes problems created by industry and its control of government and how progressive movements helped bring about social reforms.

### Unit Focus

- big business, political, and social problems
- business, government, and social reforms

### Suggestions for Enrichment

1. Have students report on their city government. Have them prepare a chart to illustrate its organization.
2. Ask students to conduct newspaper research to learn about problems of government in cities today. Have them look for evidence of corruption or reform.
3. Invite a city administrator to discuss issues related to either health inspections of local dining places or the job of the modern urban forester.
4. Have students research voting habits of males and females over a five-year period.
5. Ask students to select a city and trace the development of society and politics within a city between 1921 and 1933 and analyze the changes in terms of how they transformed American life for its inhabitants while confirming American urbanization and diversity.
6. Have students research the changes in specific types of vehicles used for transportation from the 1400s to the 20<sup>th</sup> century. Have students draw examples of the various vehicles, highlighting improvements.

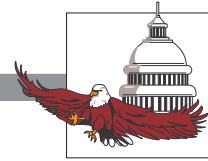


7. Have students research the following: When did telephone and electricity first become available to their community? When was the first road paved? The first school built?
8. Have students make a list of short sentences pulled from a history textbook. Collect the lists, present selected statements, and ask students to write whether they think each statement is a fact or an opinion. Choose three statements of importance to have students explain why the statement is a fact or opinion.
9. Use a form of *Jeopardy* to review the unit. Divide the topics of the unit and groups of students into five subtopics and five groups. Give each group five index cards for one subtopic and give each group a different colored marker. Ask each group to write five questions and answers, one on each index card.

Ask students to decide the point value of each card, from easiest (100) to hardest (500), and put that number on the other side of the card. Optional: Put a “B” for bonus on the question and answer side so that card can be the wild card and the group getting that card can decide its point value. Then have students tape the cards from 100 points to 500 points under their subtopic on the board.

Allow the first group to finish putting their cards on the board to go first, then go clockwise from group-to-group. When a subtopic and point value is requested, read the question. If the group answers correctly, the group earns the points. If not, the points are subtracted and the card goes back on the board. Students from any group cannot choose any questions they submitted.

10. Discuss how bumper stickers reflect people’s opinion about political and social issues (e.g., nuclear disarmament, abortion, drug abuse, presidential campaigns). Ask students to record interesting bumper stickers related to local or national issues. Have students discuss the following: Why have bumper stickers become so popular? What can you learn about a car’s owner from bumper stickers? In what ways might bumper stickers be of value to society or the individual? Can they be harmful? What were the early historical equivalents of today’s bumper stickers?



Cite examples and solicit other slogans that might have appeared on bumper stickers had they been in vogue (e.g., “California or Bust,” “Remember the *Maine*,” “No Taxation without Representation,” “Fifty-four Forty or Fight,” “Remember the Alamo,” “Tippecanoe and Tyler Too”). Ask students to design bumper stickers that would accurately reflect the attitudes of an earlier group on some historical issue (e.g., opposition to the whiskey tax, Loyalists’ support for the Crown, anti-federal sentiment, muckraking, Alien and Sedition Acts, antitrust movement, the purchase of Alaska, carpetbaggers, the McKinley Tariff, battleship diplomacy, free schools, labor organizing, women’s suffrage, the gold standard, prohibition, trustbusting).

11. Have students research a specific historical event and the people involved. Then ask students to write a dialogue depicting a television reporter interviewing the historical figure in a five-to- minute interview in a newscast format. Encourage students to bring in some personal information about the historical figures to make it funny or serious in nature.
12. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.





## Unit Assessment

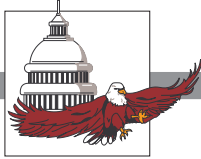
Use the list below to write the correct term for each definition on the line provided.

direct primary  
income tax  
initiative  
political machines

progressives  
recall  
referendum

settlement house  
spoils system  
suffrage

- \_\_\_\_\_ 1. a community center that provided assistance to residents and immigrants in a slum neighborhood
- \_\_\_\_\_ 2. process that allows citizens to vote a public official from office
- \_\_\_\_\_ 3. the practice of a winning political party rewarding friends and supporters by appointing them to government jobs
- \_\_\_\_\_ 4. the right to vote
- \_\_\_\_\_ 5. supporters of reform or change in the late 19<sup>th</sup> and early 20<sup>th</sup> century
- \_\_\_\_\_ 6. procedure in which voters initiate, or introduce, a bill in their state legislatures
- \_\_\_\_\_ 7. voters directly elect candidates from their political parties to run for an office
- \_\_\_\_\_ 8. payment to the government based on the amount of money earned by an individual



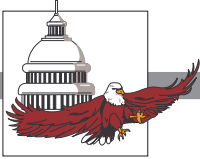
- \_\_\_\_\_ 9. powerful group of people who controlled city government
- \_\_\_\_\_ 10. a particular proposal, or bill, that is decided by a popular vote of the people, not the legislature

*Circle the letter of the correct answer.*

11. The Progressive Era was a time in American history when \_\_\_\_\_ .
- most people had good jobs and lived well
  - people tried to reform society
  - few people really cared about social conditions
12. Under Presidents Roosevelt, Taft, and Wilson, the government \_\_\_\_\_ .
- began to regulate businesses
  - stopped trying to break up monopolies
  - refused to investigate complaints about railroads
13. Muckrakers were writers who told Americans about \_\_\_\_\_ .
- the way Native Americans were being treated
  - corruption in government and businesses
  - finding better jobs in big cities
14. Before the Progressive Era, many large cities were controlled by powerful \_\_\_\_\_ .
- city bosses
  - city reformers
  - city managers
15. The reform movement in government resulted in \_\_\_\_\_ .
- unqualified people receiving jobs under the spoils system
  - increased control over the government by citizens
  - an end to direct election of officials

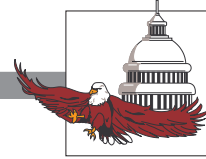


16. The United States President who earned the name of *trustbuster* was \_\_\_\_\_ .
  - a. William Howard Taft
  - b. Woodrow Wilson
  - c. Theodore Roosevelt
17. The law that created a more stable money and banking system for the United States was the \_\_\_\_\_ .
  - a. Federal Reserve Act
  - b. Federal Trade Commission
  - c. Federal Income Tax
18. The 19<sup>th</sup> Amendment gave women the right to \_\_\_\_\_ .
  - a. earn wages equal to men
  - b. vote in national elections
  - c. get an education
19. A referendum takes place when \_\_\_\_\_ .
  - a. the Supreme Court makes a decision
  - b. a big business gains control of a small company
  - c. voters decide on an issue or bill
20. The progressive movement affected the lives of American children by \_\_\_\_\_ .
  - a. requiring them to attend school
  - b. preventing them from working in factories
  - c. ending child labor laws
21. During the Progressive Era, African Americans \_\_\_\_\_ .
  - a. began to organize to improve their conditions
  - b. made no new gains
  - c. were forced back into slavery
22. Upton Sinclair's book *The Jungle* \_\_\_\_\_ .
  - a. described the corruption in state governments
  - b. exposed the unsanitary conditions in the meat packing industry
  - c. attacked the power of the Standard Oil Company



23. Some trusts were broken up under the \_\_\_\_\_ .
- Pendleton Act
  - Sherman Antitrust Act
  - Hepburn Act
24. The 16<sup>th</sup> Amendment permitted the federal government to collect income tax because money was needed to \_\_\_\_\_ .
- help pay for government expenses
  - provide assistance and education for poor immigrants
  - pay workers who were injured on the job
25. The Progressive Era came to an end with the beginning of the \_\_\_\_\_ .
- Civil War
  - World War I
  - Spanish-American War





## Keys

### Practice (p. 278)

1. I
2. D
3. F
4. E
5. B
6. G
7. A
8. H
9. C

### Practice (p. 279)

1. G
2. A
3. F
4. C
5. D
6. H
7. E
8. B

### Practice (p. 280)

1. Wrote a book attacking big business, especially Standard Oil Company.
2. Wrote about corruption in city government.
3. Wrote *The Jungle*, a book about unsanitary conditions in meat packing plants.
4. Helped establish the National Association for Colored People (NAACP).
5. Established a settlement house called Hull House in Chicago slums to serve as a center to assist poor immigrants.
6. Worked for women's suffrage.

### Practice (p. 281)

Correct answers will be determined by the teacher.

### Practice (pp. 282-283)

1. b
2. c
3. b
4. c
5. c
6. b
7. a
8. b

### Practice (pp. 284-285)

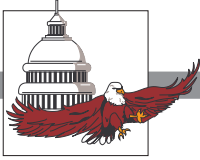
1. a
2. b
3. b
4. a
5. b
6. a
7. a
8. a
9. b
10. a

### Practice (p. 286)

1. O
2. O
3. O
4. F
5. F
6. O
7. F
8. O
9. F

### Practice (pp. 287-288)

1. True
2. False
3. False
4. True
5. True
6. False
7. True
8. True



## Keys

9. True
10. True
11. True
12. False
13. False
14. True
15. False
16. True

### Practice (p. 289)

1. E
2. B
3. C
4. A
5. D

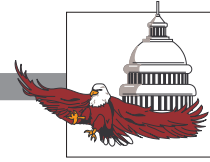
### Practice (p. 290)

1. B
2. E
3. A
4. C
5. D

### Unit Assessment (pp. 119-122TG)

1. Hull House
2. recall
3. spoils system
4. suffrage
5. progressives
6. initiative
7. direct primary
8. income tax
9. political machines
10. referendum
11. b
12. a
13. b
14. a
15. b
16. c
17. a
18. b
19. c

20. a
21. a
22. b
23. b
24. a
25. b



## Unit 11: World War I in Europe (1914-1918)

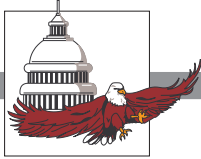
This unit emphasizes how the growth of imperialism and militarism caused large European countries to distrust each other and how events in Europe led to the Great War, now known as World War I.

### Unit Focus

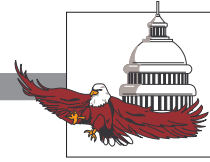
- events in Europe resulting in the growth of imperialism and strong feelings of nationalism
- impact of military buildup and development of alliances in Europe
- reasons World War I (the Great War) began in Europe
- main causes of World War I (MAIN—**m**ilitarism, **a**lliances, **i**mperialism, **n**ationalism)

### Suggestions for Enrichment

1. Ask students to research recent events in Bosnia and compare them to events that happened in the same area of the world prior to World War I.
2. Have students create montages which express their views and feelings about the United States involvement in World War I.
3. Have students write a short report on Francis Joseph or Archduke Francis Ferdinand.
4. Have students choose one of these countries: Germany, Russia, France, or Great Britain to role-play the part of an ambassador from that country. Then have students discuss the reasons for that country's entry into World War I.
5. Ask students to write editorials that might have appeared in a newspaper that support a country's decision to go to war (e.g., Germany, France, Great Britain, United States, Austria-Hungary, Russia).

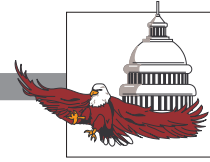


6. Have students identify on a map of Europe the newly created nations and territories lost by Germany, Austria-Hungary, and Russia at the time of the Armistice in World War I.
7. Have students identify Triple Alliance and Triple Entente countries on a map of Europe before World War I (1914) and answer the following: What were geographical advantages and disadvantages of the Triple Entente and the Triple Alliance?
8. Ask students to research and to create a timeline for June 1914 to November 1918. Then have students answer the following questions: What set off the chain of events that led to full-scale war? Which nation first declared war? How long did the war last? When did the United States enter the war?
9. Have students prepare a newscast as if they were reporting from Sarajevo on the assassination of Archduke Francis Ferdinand. Have students include reactions from cities such as Paris, London, Vienna, Berlin, Washington, or Moscow.
10. Have students plan and create newspapers using desktop publishing software and clip art reflecting the historical period being studied. Brainstorm subjects to include. Invite a speaker from a local newspaper to discuss how news events are investigated and reported.
11. Have students write a newspaper covering local and national news of a selected year. Other potential news items might include the following: sports results, current music, recent books, new products, weather, fads and fashions, plays, new inventions, natural disasters and accidents, and local births and deaths.
12. Have students research specific historical events (e.g., battles, assassinations, new inventions, major trials) and prepare on-the-spot television reports written as dispatches from the field as though they were there with eyewitnesses.



13. Engage students in a “Who Am I” activity. Have students develop lists of five to six clues for persons they have studied. Divide the class into two or more teams. A team receives a clue; if they answer correctly based on the first clue, the team receives 10 points; after the second clue, eight points, and so on.
14. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



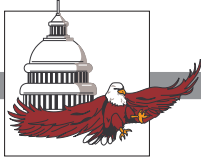


## Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

<b>alliance</b>	<b>colony</b>	<b>militarism</b>
<b>Allied Powers</b>	<b>imperialism</b>	<b>nationalism</b>
<b>assassinate</b>	<b>independent</b>	<b>neutral</b>
<b>Central Powers</b>		

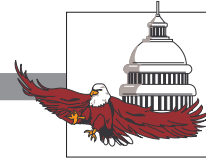
- \_\_\_\_\_ 1. an agreement between two or more countries, groups, or people to work together
- \_\_\_\_\_ 2. loyalty and devotion to one's country
- \_\_\_\_\_ 3. alliance composed of Austria-Hungary and Germany
- \_\_\_\_\_ 4. belief in having a strong army and navy
- \_\_\_\_\_ 5. free from control of another
- \_\_\_\_\_ 6. to kill a prominent person
- \_\_\_\_\_ 7. not taking sides in a conflict
- \_\_\_\_\_ 8. alliance composed of Great Britain, France, and Russia
- \_\_\_\_\_ 9. taking colonies to expand a nation's power and wealth
- \_\_\_\_\_ 10. a country controlled by another country



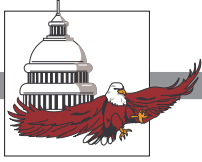
*Circle the letter of the correct answer.*

11. World War I was caused, in part, by \_\_\_\_\_ .
  - a. the fear that small countries were too dependent on more powerful ones
  - b. the great wealth of all the countries
  - c. a growing spirit of extreme nationalism within many countries
  - d. failure of major powers to develop large militaries
  
12. European countries wanted colonies for all of the following reasons except \_\_\_\_\_ .
  - a. they needed more land for farming
  - b. they wanted overseas markets where they could sell their goods
  - c. colonies could serve as military bases
  - d. colonies were a source of natural resources needed in factories
  
13. Military buildup in Europe caused people \_\_\_\_\_ .
  - a. to think a war was coming
  - b. to feel they were safe from war because they had large armies
  - c. to fear the United States might invade and destroy their weapons
  - d. to be nicer to their neighboring countries
  
14. The war began in Europe because of \_\_\_\_\_ .
  - a. the demand for Bosnia's independence
  - b. competition between countries for overseas colonies
  - c. the assassination of Archduke Ferdinand in Sarajevo
  - d. extreme feelings of nationalism by Serbia
  
15. Austria-Hungary declared war on Serbia because \_\_\_\_\_ .
  - a. Serbians wanted their independence
  - b. Serbia was blamed for the murder of Archduke Ferdinand
  - c. Serbia had entered a military alliance with Russia
  - d. the emperor did not want Serbia as a territory of his country



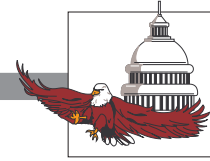


16. The declaration of war against Serbia resulted in \_\_\_\_\_ .
  - a. other countries reducing their militaries
  - b. an immediate attack on Austria-Hungary by the United States
  - c. war between Austria-Hungary and German
  - d. a world war that lasted four years
  
17. An important reason that most of Europe became involved in the war was that \_\_\_\_\_ .
  - a. many of the nations had joined military alliances with each other
  - b. they were angry over the assassination of the Archduke Ferdinand
  - c. they feared Austria-Hungary would conquer all of Europe
  - d. they wanted to help the smaller countries gain their freedom
  
18. The large nations of Europe believed in militarism. This means that \_\_\_\_\_ .
  - a. they worked to limit the size of militaries in Europe
  - b. they hoped to preserve peace between each country
  - c. only a few nations kept a large military
  - d. they believed in building large militaries
  
19. Francis Joseph was \_\_\_\_\_ of Austria-Hungary.
  - a. elected president
  - b. the emperor
  - c. next in line to head the government
  - d. the Archduke
  
20. When war broke out in Europe in 1914, the United States \_\_\_\_\_ .
  - a. immediately entered the war
  - b. joined on the side of the Central Powers
  - c. did not take sides
  - d. was not concerned about the war in Europe



*Classify each **nation** by writing **A** for **Allied Power** or **C** for **Central Power**.*

- \_\_\_\_\_ 21. Germany
- \_\_\_\_\_ 22. France
- \_\_\_\_\_ 23. Austria-Hungary
- \_\_\_\_\_ 24. Great Britain
- \_\_\_\_\_ 25. Russia



## Keys

### Practice (p. 300)

1. Natural resources, markets to sell their products, and key military bases.
2. They distrusted each other.
3. By forming alliances with stronger nations.
4. He was assassinated.
5. 1914

### Practice (p. 301)

1. b
2. a
3. c
4. b
5. c

### Practice (p. 302)

1. b
2. a
3. c
4. b
5. b

### Practice (pp. 303-304)

Correct answers will be determined by the teacher using the map on page 297 of the student book as a reference.

### Practice (p. 305)

#### Allied Powers

Belgium  
France  
Great Britain  
Greece  
Italy  
Montenegro  
Portugal  
Romania  
Russia  
Serbia

#### Central Powers

Austria-Hungary  
Bulgaria  
Germany  
Ottoman Empire

### Practice (p. 306)

Correct answers will be determined by the teacher using the map on page 297 of the student book as a reference.

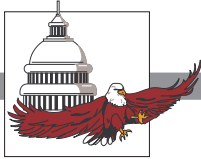
### Practice (pp. 307-308)

1. Russia
2. Great Britain
3. Portugal
4. Mediterranean Sea
5. Austria-Hungary; Germany; France; Italy
6. Ottoman Empire
7. Switzerland; Serbia; Luxembourg
8. from east to west
9. Italy
10. Baltic Sea

### Practice (pp. 309-310)

Answers will vary but should include the following:

1. Germany is located between its two enemies. That means Germany will have to fight on two sides, the east and west. It would be hard to defeat the two enemies in this position.
2. Because Great Britain is on an island and must do much of its fighting at sea, it will need a navy.
3. These countries are separated from the nations at war by the Baltic Sea and North Sea.



## Keys

### Practice (p. 311)

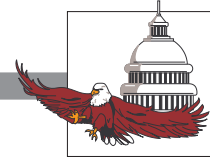
1. D
2. E
3. F
4. G
5. C
6. B
7. A

### Practice (p. 312)

1. F
2. E
3. B
4. A
5. C
6. D

### Unit Assessment (pp. 129-132TG)

1. alliance
2. nationalism
3. Central Powers
4. militarism
5. independent
6. assassinate
7. neutral
8. Allied Powers
9. imperialism
10. colony
11. c
12. a
13. a
14. c
15. b
16. d
17. a
18. d
19. b
20. c
21. C
22. A
23. C
24. A
25. A



## Unit 12: The United States Enters World War I (1915-1918)

This unit emphasizes the reasons the United States entered World War I and the role the United States played in the Allied victory.

### Unit Focus

- reasons behind America's attitudes towards World War I
- early effects of World War I on American trade
- reasons the United States entered World War I during President Woodrow Wilson's administration
- ways war affected life in America
- reasons the United States assisted Allied victory

### Suggestions for Enrichment

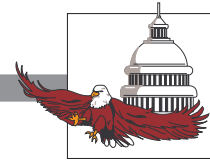
1. Have students bring pictures to class showing what life in World War I was like for soldiers and civilians. Show films such as *All Quiet on the Western Front*.
2. Ask students to research personal accounts of people who served in World War I and share their findings.
3. Ask students to make drawings which show the uniforms and weapons of soldiers in World War I.
4. Have students conduct research to find out (1) why American soldiers were called "doughboys"; (2) what songs were popular during the war; (3) how women helped the war effort; (4) what role African Americans played in the war; and (5) why frankfurters, hamburgers, and sauerkraut (among other foods) underwent a name change during the war.
5. Have students create collages or posters which express their views and feelings about war. Ask students to use forceful images and simple slogans to get their messages across.



6. Discuss the new weapons used in World War I and their effect on the outcome of battles and strategies.
7. Discuss America's involvement in World War I, our reason for becoming involved, our war aims, and our influence on the war's outcome.
8. Discuss the use of propaganda by countries to influence world opinion and to motivate and/or manipulate their own citizens.
9. Have students research the Treaty of Versailles' contribution to continuing world peace or lack of it. Discuss the treaty's affect on the history of the rest of the 20<sup>th</sup> century.
10. Discuss how World War I led to future events in the 20<sup>th</sup> century (e.g., World War II, the Soviet Union and the Cold War, the European Union, and the United States ascendance as the leading nation of the world).
11. Have students create a bulletin board on World War I: The Great War! Ask students to map the principle battles of World War I. Topographical or defensive features can be drawn as well as symbols representing opposing armies and their movements. Have students draw pictures of the new technology and weaponry used for the first time during World War I.

Ask students to explain how inventions such as chemicals, U-boats, machine guns, airplanes, tanks, and dirigibles affected how war was waged and how they contributed to the Allied victory.

12. Ask students to draw an action cartoon strip of major crises that led to World War I, including alliances, nationalistic tensions, imperialist rivalries, and military buildups.
13. Bring recordings or sheet music for songs popular during World War I and read or play some of the songs in class (e.g., *Keep the Home Fires Burning* and *Over There*).
14. Ask students to report on the lives of famous World War I flying aces such as Eddie Rickenbacker, Billy Bishop, or Baron Manfred Von Richthofen (the Red Baron).



15. Have students read newspaper reprints from the public library on famous events during World War I (e.g., the sinking of the *Lusitania*, Russia's withdrawal from the war, the Zimmermann telegram, violation of Belgium's neutrality) and discuss with students how the press affected public opinion.
16. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.







## Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

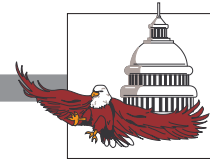
<b>armistice</b>	<b>dogfights</b>	<b>Industrial Revolution</b>
<b>blockade</b>	<b>doughboys</b>	<b>Liberty bonds</b>
<b>Central Powers</b>	<b>espionage</b>	<b>Zimmermann note</b>
<b>contraband</b>		

- \_\_\_\_\_ 1. battles fought in the air between airplanes
- \_\_\_\_\_ 2. a loan to the government to be repaid with interest
- \_\_\_\_\_ 3. a truce or agreement to stop fighting
- \_\_\_\_\_ 4. a German offer to return United States land to Mexico
- \_\_\_\_\_ 5. a nickname for American soldiers in World War I
- \_\_\_\_\_ 6. changed way war was fought
- \_\_\_\_\_ 7. the act of spying on a government
- \_\_\_\_\_ 8. Germany and Austria-Hungary
- \_\_\_\_\_ 9. illegal goods; in time of war, usually ammunition and weapons
- \_\_\_\_\_ 10. surrounding an area with warships to prevent shipping



*Circle the letter of the correct answer.*

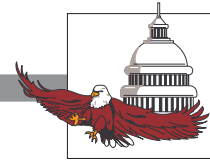
11. The American people who most sympathized with the Central Powers were \_\_\_\_\_ .
  - a. bankers and farmers
  - b. recent immigrants from Germany and Austria-Hungary
  - c. women and African Americans
  
12. A major reason the United States entered World War I was \_\_\_\_\_ .
  - a. its loss of the freedom of the seas
  - b. to try out the many new weapons that had been developed
  - c. the Bolshevik Revolution in Russia
  
13. Many American businesses wanted the United States to enter the war because \_\_\_\_\_ .
  - a. they hoped to sell war goods to the fighting nations
  - b. they had made large loans to the Allies
  - c. Great Britain was taking goods from American ships
  
14. The United States wanted to remain neutral. This means we \_\_\_\_\_ .
  - a. were ready to enter the war
  - b. wanted to fight with the Central Powers
  - c. did not want to enter the war
  
15. The weapon used by the Central Powers that caused great damage to Allied shipping was the \_\_\_\_\_ .
  - a. U-boat
  - b. airplane
  - c. tank



16. The Germans sunk the British ship *Lusitania* in 1915 because they \_\_\_\_\_ .
  - a. hoped it would bring the United States into the war on their side
  - b. believed it was carrying contraband to England
  - c. wanted to show the power of their military
  
17. Americans at home ate less during the war because \_\_\_\_\_ .
  - a. farmers could not produce enough to feed them
  - b. they had less money to buy food
  - c. large amounts of food had to be sent to the soldiers and citizens in Europe
  
18. After the Bolshevik Revolution, Russia \_\_\_\_\_ .
  - a. sent more soldiers to the front
  - b. decided to join the Central Powers
  - c. withdrew from the war
  
19. Germany began to lose the war when \_\_\_\_\_ .
  - a. the United States sent soldiers to fight with the Allies
  - b. Great Britain placed a naval blockade around German ports
  - c. American businesses stopped selling them war goods on credit
  
20. The United States Congress passed the Espionage and Sedition Acts to \_\_\_\_\_ .
  - a. allow the government to draft men into the army
  - b. silence Americans who were against the government's war effort
  - c. recruit Americans to spy on the countries at war



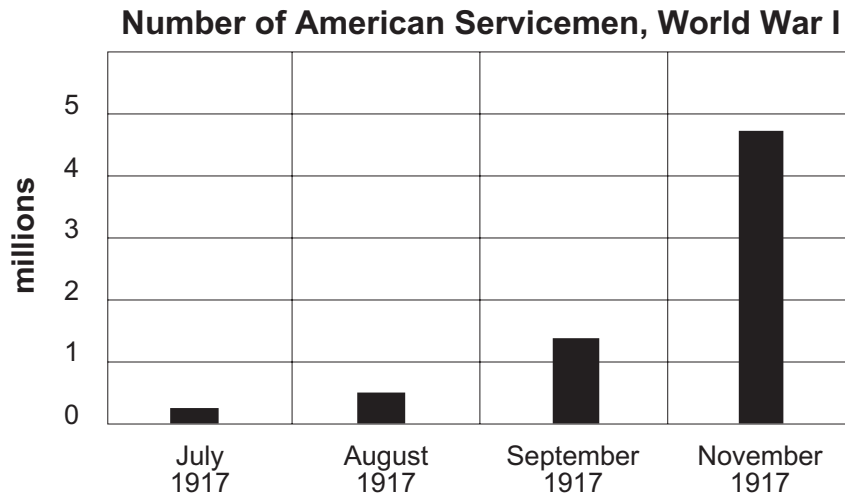
21. American soldiers sent to fight in World War I were under the command of \_\_\_\_\_ .
  - a. Woodrow Wilson
  - b. Arthur Zimmermann
  - c. John J. Pershing
  
22. In the United States government, \_\_\_\_\_ has the authority to declare war.
  - a. the President
  - b. Congress
  - c. the army
  
23. Employment in industry increased for women and African Americans during the war because \_\_\_\_\_ .
  - a. there was a shortage of workers
  - b. Congress passed laws that forced businesses to hire them
  - c. white males refused to do the work
  
24. \_\_\_\_\_ Americans served in the armed forces during the war.
  - a. Almost a million
  - b. Two and a half million
  - c. About five million
  
25. The two main ways the United States government paid for the war were by \_\_\_\_\_ .
  - a. raising taxes and selling bonds
  - b. borrowing from large banks and businesses
  - c. raising prices of goods and borrowing from foreign countries



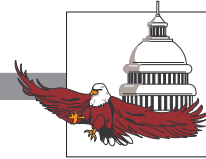
26. The United States fought on the side of each of the following countries except \_\_\_\_\_ .
- France
  - Austria-Hungary
  - Italy
27. During the war, farmers \_\_\_\_\_ .
- lost their farms because prices were too high
  - were unable to produce enough food because there was a shortage of workers
  - were told to grow as much food as possible
28. The many new weapons used in the war were made possible by the \_\_\_\_\_ .
- Industrial Revolution
  - Bolshevik Revolution
  - American Revolution
29. \_\_\_\_\_ asked for a cease-fire.
- The United States
  - Germany
  - Russia
30. An armistice was signed ending fighting in World War I on \_\_\_\_\_ .
- June 7, 1915
  - June 14, 1914
  - November 18, 1918



Use the **graph** below to write **True** if the statement is correct or **False** if the statement is not correct.



- \_\_\_\_\_ 31. The United States had fewer than 500,000 servicemen in July of 1917.
- \_\_\_\_\_ 32. Between July and August of 1917, the number of servicemen declined.
- \_\_\_\_\_ 33. The greatest increase in the number of servicemen occurred between August of 1917 and September of 1917.
- \_\_\_\_\_ 34. Between August and September of 1917, the number of United States servicemen slightly more than doubled.
- \_\_\_\_\_ 35. By the end of the war, there were almost five million American servicemen.



## Keys

### Practice (p. 326)

1. contraband
2. armistice
3. blockade
4. espionage
5. enlisted
6. Liberty bonds
7. Industrial Revolution

### Practice (p. 327)

1. B
2. D
3. A
4. C
5. E

### Practice (p. 328)

1. Germany; Austria-Hungary
2. Great Britain; France; Russia; and later Italy and Japan
3. a German offer to return United States land to Mexico
4. doughboys
5. dogfights

### Practice (pp. 329-330)

1. True
2. False–Mexico
3. False–Central Powers
4. True
5. False–American soldiers
6. True
7. False–not given
8. True
9. False–planes
10. True

### Practice (pp. 331-332)

1. b
2. a
3. c

4. b
5. c
6. a
7. b
8. c
9. b
10. a

### Practice (pp. 333-334)

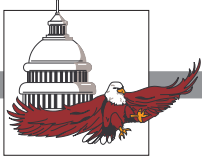
1. Answers will vary but may include the following:  
The U.S., a neutral nation, did not have freedom of the seas.  
Germany attacked American ships and Americans at sea.  
The Zimmermann note angered people.  
The American banks and businesses had made large loans to the Allies.
2. Germany had been badly destroyed after four years of fighting.
3. The war ended on November 11, 1918, when both sides agreed to an armistice.

### Practice (p. 335)

Correct answers will be determined by the teacher.

### Practice (p. 336)

1. E
2. D
3. A
4. F
5. C
6. B



## Keys

### Unit Assessment (pp. 139-144TG)

1. dog fights
2. Liberty bonds
3. armistice
4. Zimmermann note
5. doughboys
6. Industrial Revolution
7. espionage
8. Central Powers
9. contraband
10. blockade
11. b
12. a
13. b
14. c
15. a
16. b
17. c
18. c
19. a
20. b
21. c
22. b
23. a
24. c
25. a
26. b
27. c
28. a
29. b
30. c
31. True
32. False
33. False
34. True
35. True





## Unit 13: Looking for Peace after World War I (1918-1921)

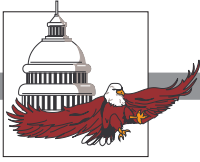
This unit emphasizes how President Woodrow Wilson's Fourteen Points comprised a plan for building a lasting peace between nations and how the Senate wanted to return to its neutral position and avoid problems overseas.

### Unit Focus

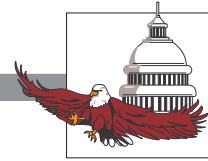
- explanation of President Woodrow Wilson's Fourteen Points program for peace
- description of Treaty of Versailles World War I peace treaty and League of Nations
- reasons United States did not sign Treaty of Versailles or join League of Nations

### Suggestions for Enrichment

1. Ask students to research the main goals of the League of Nations. Divide students into small groups representing those for and against the United States joining the League.
2. Ask students to draw up a list of alternatives to the main points of the Versailles treaty. Students should present the alternatives as if they were writing the treaty.
3. Have students prepare a large map showing the new nations of Europe after World War I. Ask students to conduct newspaper research to find important events that are happening there today.
4. Have students role-play American, British, and French delegates who must reach a decision on the following issues: Should Germany admit guilt for starting World War I? What should be done with Germany's armed forces and colonies or territorial possessions? Should Germany be forced to pay compensation for the cost of the war? If so, how much? Then ask students to compare their responses to the actual terms of the Treaty of Versailles.



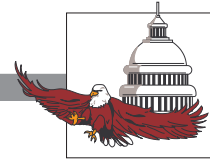
5. Have students assume they are living in a particular historical era (for example, in the antebellum South or Chicago during the Roaring Twenties) or that they have witnessed a specific historical event (the Scopes trial, a wagon train ride over the Oregon Trail, or the Haymarket Affair). Ask students to research the topic and write a letter to a friend or relative describing the experience and firsthand account.
6. Prepare 3" x 5" note cards with the names of a historical person the students have studied. Tape a card to each student's back. The goal is to identify who they are by asking 20 questions that can be answered with a yes or no answer within 20 minutes.
7. Have students research the food, music, and/or dress of a specific time period. They could prepare a meal based on a diet of a specific area; play popular music recordings of a particular period of history; or sketch fashions of a given era or changes in style, such as police uniforms, over time.
8. Have students choose a time period or event of interest and write and/or act out a play depicting the period or event.
9. Have students research specific historical individuals based on accurate historical data to produce a press conference or interview two or three individuals in a "Meet the Press" panel format. Potential interviews could be with well-known individuals like Benjamin Franklin or Andrew Jackson; or people like a Confederate soldier; a worker involved in the Haymarket Affair; a prisoner in Andersonville; a citizen on the east side of the Hudson River near Troy, New York during the American Revolution; two white Southerners in 1850, one proslavery and one antislavery; a Native American Cherokee on the Trail of Tears; a middle-class businessman experiencing the stock market crash in 1929; a rider on the Pony Express; a circuit-rider preacher; a teacher in a one-room schoolhouse; a passenger on the *Mayflower*; a Native American at the battle of Wounded Knee; a flapper in the 1920s; a speakeasy owner and a prohibition official; a naval officer at Manila during Spanish American War; an Irish immigrant in the 1850s; a passenger on the early railroad; a United States soldiers in the Battle of the Bulge; a representative at the Continental Congress; a member of



the Whig party; an early 19<sup>th</sup> century doctor; a witness to the Boston Massacre; a Temperance leader; a worker on the Panama Canal; a South Carolina nullifier in 1832; a child working in a New England mill during the 1810s; a forty-niner California gold miner; a John Brown follower at Harper's Ferry; a Reconstruction Era carpetbagger; a labor union organizer in 1900; a WPA laborer; a Hooverville occupant during the Depression; a supporter of the Marshall Plan).

10. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

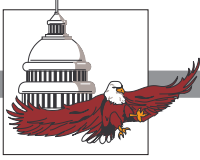




## Unit Assessment

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- \_\_\_\_\_ 1. The Allies defeated Germany in World War I.
- \_\_\_\_\_ 2. A treaty ending the war was signed in the United States.
- \_\_\_\_\_ 3. The European Allies wanted to punish Germany for the war.
- \_\_\_\_\_ 4. President Wilson had no plan to keep the peace.
- \_\_\_\_\_ 5. After the war, Germany regained its land and colonies.
- \_\_\_\_\_ 6. The United States Senate refused to accept the Treaty of Versailles.
- \_\_\_\_\_ 7. The Treaty of Versailles gave Austria-Hungary four new countries.
- \_\_\_\_\_ 8. Few Americans wanted to remain involved in Europe's problems.
- \_\_\_\_\_ 9. President Wilson wanted all nations to be free to trade overseas.
- \_\_\_\_\_ 10. The United States joined the League of Nations.



*Circle the letter of the correct answer.*

11. President Wilson believed that all treaties should be \_\_\_\_\_ .
  - a. kept secret
  - b. made public
  - c. approved by the Senate
  
12. The purpose of the League of Nations was to \_\_\_\_\_ .
  - a. give all countries the right to choose their own governments
  - b. make the United States help pay for the war damage
  - c. provide a congress to help settle problems between nations
  
13. When the Germans arrived at the peace conference, they \_\_\_\_\_ .
  - a. refused to accept the Versailles treaty
  - b. did not participate in writing the treaty
  - c. helped write the treaty
  
14. The peace conference blamed \_\_\_\_\_ for the war.
  - a. Germany
  - b. Austria-Hungary
  - c. Russia
  
15. The United States did not join the League of Nations because \_\_\_\_\_ .
  - a. President Wilson did not think it was a good idea
  - b. the Senate was afraid it might involve the United States in a future war
  - c. the European Allies refused to admit them
  
16. Poland was liberated after the war. This means it was \_\_\_\_\_ .
  - a. given its freedom
  - b. given to Austria-Hungary
  - c. forced to give up land



17. President Wilson hoped the American people would \_\_\_\_\_ .
  - a. refuse to join the League of Nations
  - b. force the Senate to sign the Versailles treaty
  - c. stay out of world affairs
18. After the war, Austria-Hungary \_\_\_\_\_ .
  - a. formed a Communist government
  - b. began to increase its military
  - c. was divided into four new countries
19. The Fourteen Points was a plan to \_\_\_\_\_ .
  - a. punish Germany for starting the war
  - b. help keep world peace
  - c. enter into secret treaties with the Allies
20. After the war, most Americans hoped that the United States would \_\_\_\_\_ .
  - a. join the League of Nations
  - b. help Germany pay for war damages
  - c. stay out of Europe's problems

Number the **events** below in the **order** they occurred. Write the number on the line provided.

- \_\_\_\_\_ 21. The United States refuses to join the League of Nations.
- \_\_\_\_\_ 22. World War I ends.
- \_\_\_\_\_ 23. The Versailles peace treaty is written.
- \_\_\_\_\_ 24. President Wilson urges Americans to support the treaty.
- \_\_\_\_\_ 25. The United States enters World War I.







## Keys

### Practice (pp. 347-348)

- Answers may include the following:  
No secret treaties; reduce militaries and arms; freedom of the seas; remove or lower tariffs; international control over colonies; self-determination of country in which people lived and in choosing their government.
- Paris, France
- 1918
- Germany had to do the following:  
accept blame for war; give up its navy and reduce its army; pay Allied war damages; give up colonies and some of its land.
- To teach Germany a lesson.
- United States; Great Britain; France; Italy
- Germany; Austria-Hungary
- A
- D
- C
- B

### Practice (p. 349)

- a
- c
- b
- b
- 2
- 4
- 1
- 5
- 3

### Practice (pp. 350-351)

- b
- c
- a
- c
- b
- a

- b
- c

### Practice (p. 352)

Correct answers will be determined by the teacher.

### Practice (p. 353)

- C
- F
- D
- A
- G
- E
- B
- H

### Unit Assessment (pp. 151-153G)

- True
- False
- True
- False
- False
- True
- False
- True
- True
- False
- b
- c
- b
- a
- b
- a
- b
- c
- b
- c
- 5
- 2
- 3
- 4
- 1

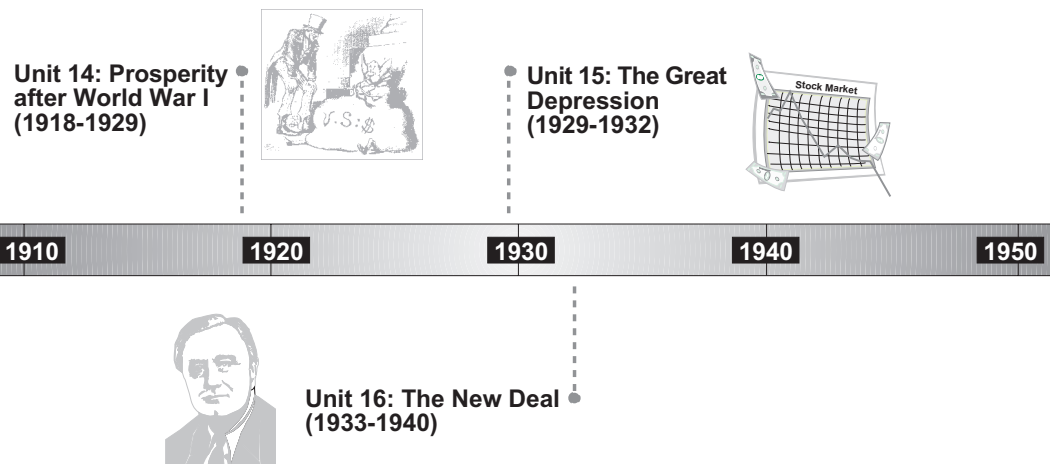


## Section 4: Between Two Wars (1918-1940)

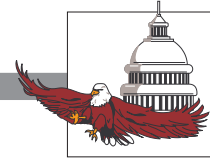
**Unit 14: Prosperity after World War I (1918-1929)**

**Unit 15: The Great Depression (1929-1932)**

**Unit 16: The New Deal (1933-1940)**







## Unit 14: Prosperity after World War I (1918-1929)

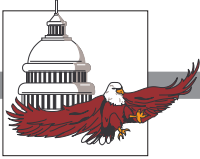
The unit emphasizes how the nation's culture, industry, and technology grew and how, at the decade's close, the wealth that many people had enjoyed suddenly ended in the Great Depression—a period of economic collapse.

### Unit Focus

- economy of 1920s
- reasons behind growth of intolerance
- examples of technological revolution and impact on American culture
- reasons post-war isolationism began and ended
- beginnings of economic collapse

### Suggestions for Enrichment

1. Discuss the connection between World War I and the Roaring 20s. Have students write about what it would have been like being a child during this period and what they would remember most.
2. Ask students to brainstorm a list of all the things they know about the 1920s in the United States.
3. Assign students a category listed below from which to choose an artist from the Harlem Renaissance period during the 1920s and early 1930s to create a display about that artist's life and work.
  - writers: Countee Cullen, Langston Hughes, Zora Neale Hurston, James Weldon Johnson, Claude McKay, Jean Toomer
  - singers or musicians: Louis Armstrong, Josephine Baker, Count Basie, Duke Ellington, Cab Calloway, Coleman Hawkins, Billie Holiday, Bessie Smith, Fats Waller



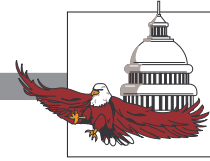
- painters and sculptors: Romare Bearden, Aaron Douglas, Palmer Hayden, Augusta Savage

Have students write down a list of questions to research and answer about their artist: What were the major events of the artist's life, including when and why he or she came to Harlem? What influences shaped him or her? What impact did Harlem have? Have students locate and collect the following items listed below for the display.

- picture of the artist: photocopy of photograph or student's drawing or sketch of artist
- biography: extended caption about the artist under artist's picture, illustrated timeline of major events of artist's life, and annotated map of his or her birthplace and route to Harlem
- representative samples of work: photocopies of book jackets, poems, or photographs of paintings or sculptures, audiotape of artist's music, or recording of a poetry reading
- summary: short caption stating the importance of this artist
- optional, to convey the spirit of the times or artist's personality: typical articles of clothing or musical instrument

Have students set up their displays and allow time for them to explore each other's work. Then discuss the following as a class.

- Why did the Harlem Renaissance happen when and where it did?
- What common styles, themes, elements, or influences are characteristic of the Harlem Renaissance?
- Why do you think white America took a greater interest in the work of African Americans at this time?
- Why did the Harlem Renaissance fade in the 1930s?



- What impact did the works of these artists have on the culture of African Americans? On American culture?

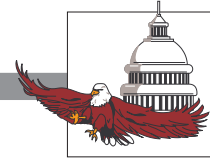
Discuss how the Harlem Renaissance artists continue to influence today's artists (e.g., Alice Walker's novel *The Color Purple* was strongly influenced by Harlem Renaissance writer Zora Neale Hurston's *Mules and Men* and *Their Eyes Were Watching God*; modern poet Nikki Giovanni examines the Harlem Renaissance in *Shimmy, Shimmy, Shimmy Like My Sister Kate: Looking at the Harlem Renaissance through Poems*; the movie *The Blues Brothers* has Cab Calloway, a musical star of the Harlem Renaissance, make a cameo appearance singing "Minnie and the Moocher").

4. Ask students to read and analyze the poems of a Harlem Renaissance poet such as Langston Hughes. Then ask students to write poems in his style. Ask students to share poems with the class and discuss which elements of Hughes' style they chose to emulate.
5. Radio and records in the 1920s played a large part in popularizing the music of Harlem. Have students investigate how early radio sets worked, how the first radio stations broadcast their shows, and how early recording were made.
6. Ask students, "What makes jazz, jazz?" List answers on the board. Then play various selections from Harlem Renaissance musicians and ask students to find the jazz characteristics they had previously listed in the music examples played.
7. Have students prepare a mural, montage, or series of pictures or drawings that depict the goods available as a result of the technological revolution of the 1920s. Try to get prices to match the items such as radios, autos, etc.
8. Ask students to make a list of heroes of the 1920s. Let students research the names and explain why these people were heroes.
9. Show a silent film. Use it as a springboard to discuss technology or entertainment in the United States then and today.



10. Have students conduct newspaper research to find evidence of intolerance to radical ideas today. Look for items about evolution, creation, Ku Klux Klan, skinheads, and neo-Nazis.
11. Today's white-supremacist or neo-Nazis skinheads share the same radical right-wing philosophies and views supporting white supremacy and segregation of the races that had been held by Hitler during World War II and the Ku Klux Klan during the civil rights movement. Ask students to write a persuasive paper detailing if they think today's skinheads are dangerous, and why or why not.
12. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



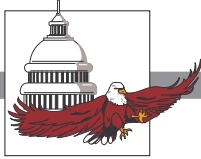


## Unit Assessment

Use the list below to complete the following statements.

<b>18<sup>th</sup> Amendment</b>	<b>Charles Lindbergh</b>	<b>tariff</b>
<b>21<sup>th</sup> Amendment</b>	<b>prosperity</b>	<b>technology</b>
<b>Kellogg-Briand Pact</b>	<b>John Scopes</b>	<b>transformed</b>
<b>Ku Klux Klan</b>		

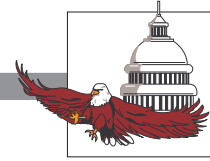
1. Work became easier because of new \_\_\_\_\_ .
2. \_\_\_\_\_ was put on trial in Tennessee for teaching evolution.
3. A \_\_\_\_\_ was a charge on goods entering a country.
4. The production and sale of liquor was made illegal by the \_\_\_\_\_ .
5. The first man to fly from New York to Paris, France, was \_\_\_\_\_ .
6. The technological revolution \_\_\_\_\_ the way Americans lived.
7. Members of the \_\_\_\_\_ were extremely intolerant of some people.



8. The purpose of the \_\_\_\_\_ was to limit military weapons.
9. The sale and production of liquor became legal when the \_\_\_\_\_ was passed by Congress.
10. In the 1920s, many businesses and skilled workers enjoyed \_\_\_\_\_ .

*Circle the letter of the correct answer.*

11. An important effect of the technological revolution was to \_\_\_\_\_ .
  - a. cause farmers to lose their land
  - b. provide prosperity for all Americans
  - c. make life easier and more enjoyable for many people
12. The development of suburbs was a direct result of the \_\_\_\_\_ industry.
  - a. advertising
  - b. automobile
  - c. moving picture
13. Many Americans began to go into debt because \_\_\_\_\_ .
  - a. they bought goods on credit
  - b. skilled workers were unemployed
  - c. the costs of goods rose rapidly
14. The Red Scare referred to the fear of \_\_\_\_\_ .
  - a. the Sacco-Vanzetti Affair
  - b. Russian communism
  - c. American isolation

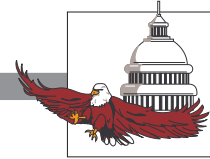


15. In the 1920s, American farmers were \_\_\_\_\_ .
  - a. unable to produce enough food
  - b. very prosperous
  - c. overproducing food
16. A crystal set was \_\_\_\_\_ .
  - a. a radio
  - b. jewelry
  - c. a set of dishes
17. The American tariff affected Europe's economy by \_\_\_\_\_ .
  - a. making European businesses prosper
  - b. making it difficult to sell European goods in the United States
  - c. lowering the price of European goods for American consumers
18. In the 1920s, the United States tried to isolate itself from the world by \_\_\_\_\_ .
  - a. joining with several nations to keep the peace
  - b. refusing to trade with foreign countries
  - c. withdrawing from world affairs
19. The Harlem Renaissance was a period of \_\_\_\_\_ .
  - a. extreme intolerance toward immigrants
  - b. cultural rebirth for African-American writers and musicians
  - c. prohibition on liquor
20. All of the following statements are true of the United States in the 1920s, except \_\_\_\_\_ .
  - a. Government supported big businesses.
  - b. Not all Americans experienced prosperity.
  - c. There was little change in the way people lived.



Classify each statement by writing **P** for **political**, **E** for **economic**, or **C** for **cultural**.

- \_\_\_\_\_ 21. Evolution could not be taught in science classes in Tennessee.
- \_\_\_\_\_ 22. Congress passed laws limiting the number of immigrants to the United States.
- \_\_\_\_\_ 23. Unskilled workers were paid low wages for their work.
- \_\_\_\_\_ 24. The government made the sale of liquor illegal.
- \_\_\_\_\_ 25. Jazz was a popular new form of music in the 1920s.



## Keys

### Practice (p. 372)

America in the 1920s				
	Skilled Worker	Big Businessman	Farmer	Unskilled Worker
1.	yes	yes	no	no
2.	yes	yes	no	no
3.	no	no	yes	yes
4.	no	no	yes	yes
5.	no	no	yes	yes

### Practice (p. 373)

Correct answers will be determined by the teacher.

### Practice (p. 374)

Answers will vary.

### Practice (p. 375)

1. technology
2. transformed
3. suburbs
4. tariffs
5. isolate
6. intolerance

### Practice (p. 376)

1. b, c
2. a, c
3. b, c
4. a, c
5. a, b

### Practice (p. 377)

1. True
2. False
3. True

4. True
5. False
6. False
7. True
8. True
9. False
10. False
11. True

### Practice (p. 378)

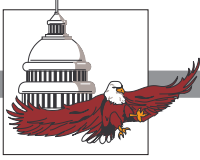
1. P
2. C
3. E
4. E
5. P
6. P
7. C
8. E

### Practice (p. 379)

1. tariff
2. Sacco-Vanzetti Affair
3. 21<sup>st</sup> Amendment
4. prosperity
5. technology
6. anti-Semitic
7. Kellogg-Briand Pact
8. evolution
9. intolerance

### Practice (p. 380)

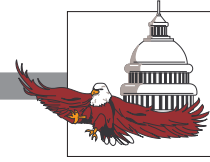
1. H
2. G
3. F
4. A
5. C
6. B
7. D
8. E



## Keys

### Unit Assessment (pp. 163-166TG)

1. technology
2. John Scopes
3. tariff
4. 18<sup>th</sup> Amendment
5. Charles Lindbergh
6. transformed
7. Ku Klux Klan
8. Kellogg-Briand Pact
9. 21<sup>th</sup> Amendment
10. prosperity
11. c
12. b
13. a
14. b
15. c
16. a
17. b
18. c
19. b
20. c
21. P
22. P
23. E
24. P
25. C



## Unit 15: The Great Depression (1929-1932)

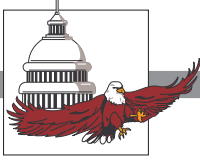
This unit emphasizes social transformations in the 1920s and 1930s and political and economic factors that led to the Great Depression.

### Unit Focus

- description of Great Depression and 1929 Stock Market Crash
- causes of Great Depression
- reactions of government during administration of President Herbert C. Hoover
- reasons President Hoover lost election to Franklin D. Roosevelt

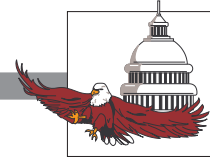
### Suggestions for Enrichment

1. Invite a speaker from a local investment or stock company to discuss the problems of the stock market then and now. Provide certificates and forms for record keeping. Students may “invest” in stocks and follow their returns for a period of time.
2. Have students create a model of a business cycle. Provide them with the basic ideas, and let them draw the interrelationships between supply, demand, production, and distribution.
3. Ask students to relate the problems of the unemployed and homeless in 1930 to those today. Students could present reports orally or in writing. They might gather information by reading papers, watching news programs, and interviewing managers of homeless shelters.
4. Have students role-play individuals from economic groups, such as farmers, unskilled workers, or businessmen. Debate the issue of direct government relief as opposed to “rugged individualism.”

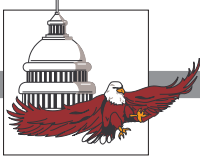


5. Prepare paper copies of slides depicting the Great Depression, with captions for each picture on the back of the slides. Assign one slide for each group of three and give groups several minutes to create a written dialogue for their slide to present to the class.
6. Have students discuss what it would have been like to be a young teen during the Great Depression.
7. Have students research the effect of the Depression on their community through newspapers, official employment records, or interviews.
8. Have students identify key factors that contributed to the 1929 Stock Market Crash and the Great Depression and how these factors affected the economy.
9. Have students write a research paper about the impact of the Great Depression on the state of Florida.
10. Have students write an essay describing how the Depression may have affected a fictional family in a specific part of the United States and how specific government policies designed to counteract the effects of the Depression impacted this family.
11. Ask students to reflect on the events of the late 1920s and early 1930s and whether they think public confidence is important to the health of the economy.
12. Have students compare what happened to city dwellers and to farmers during the Great Depression.
13. Have students create a graphic organizer and list at least three different groups of people and the effects the Great Depression had on them; for example, American women, African Americans, Mexican Americans, Native Americans, unionized workers, and urban Americans.
14. Have students create a graphic organizer to show how the Dust Bowl affected the entire country.

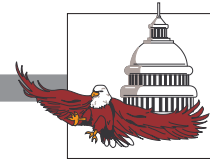




15. Ask students to research what President Herbert Hoover said and did in response to the Depression. Have students list the responses on a cluster diagram and then put a plus by the most helpful response and a minus by the least helpful.
16. Have students create an illustration or political cartoon that depicts an aspect of life radically changed by the 1929 Stock Market Crash with a caption that expresses the change.
17. Have students create a collage representing life during the Great Depression.
18. Have students chart groups of European immigrants during the Depression. Ask students to include dates, main reasons for immigrating, where they settled, financial status, and types of communities they developed.
19. Have students find articles about new immigrants to the United States. Discuss what life might be like for these new Americans, with a new language, new schools, new jobs, and the day-to-day problems they might face. Have students write a letter to a new American discussing cultural changes to expect and offer suggestions on how to help them adjust.
20. Arrange for recent immigrants to speak to the class about what it was like to leave one country for another or invite a representative from a local immigration department to talk about challenges faced by new immigrants.
21. Ask students to create collages that would teach non-Americans about American culture (e.g., attitudes, beliefs, behaviors of a group of people).
22. Have students research the Chinese experience in building the transcontinental railroad. Ask students to put themselves in the role of a worker and write a letter to their family in China describing the work, the life, and the dangers. Encourage the inclusion of drawings showing the methods of tunneling through the mountains, maps showing the route from Sacramento through the mountains to Utah, a map of the Central Pacific Railroad, and maps tracing the route from China to California (compare it in distance to routes from Missouri to California).



23. Have students research why the Chinese chose to come to the United States in the 1800s; their difficulties in coming to the United States; treatment of the Chinese immigrants; contributions of Chinese workers to the building of the railroad; hardships endured by Chinese railroad workers; the contrast in the working conditions of Chinese railroad workers and the safeguards available to workers today (such as workers' compensation, death benefits, equal opportunity for minorities, safety requirements, overtime pay).
24. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

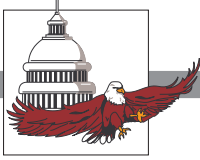


## Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

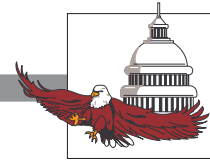
<b>Black Tuesday</b>	<b>hunger marches</b>
<b>business cycle</b>	<b>public works project</b>
<b>drought</b>	<b>rugged individualism</b>
<b>economic depression</b>	<b>stock exchange</b>
<b>economist</b>	<b>surplus</b>

- \_\_\_\_\_ 1. a place where people buy and sell shares of stock in a company
- \_\_\_\_\_ 2. a long period when there is no rain
- \_\_\_\_\_ 3. a person who studies the way people make a living
- \_\_\_\_\_ 4. the belief that people are responsible for themselves
- \_\_\_\_\_ 5. a name given to October 29, 1929, when stock prices fell sharply
- \_\_\_\_\_ 6. jobs where people work for and are paid by the government
- \_\_\_\_\_ 7. an activity people organized to show their desperation
- \_\_\_\_\_ 8. a set of economic events that recur over a period of time
- \_\_\_\_\_ 9. what occurs when a country has little economic or business activity
- \_\_\_\_\_ 10. an excess of goods produced by factories and farmers



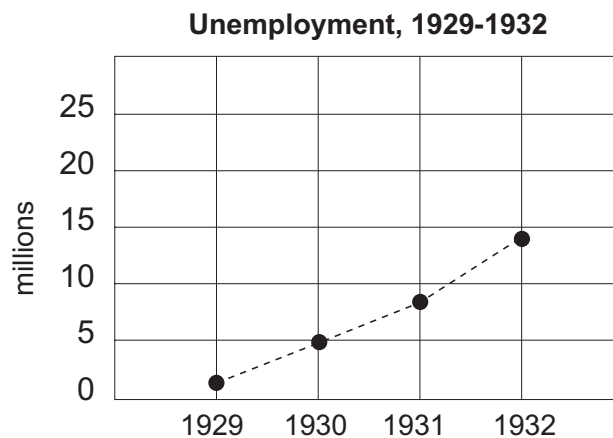
*Circle the letter of the correct answer.*

11. Some Americans who did not enjoy the prosperity of the 1920s were \_\_\_\_\_ .
  - a. bankers and government leaders
  - b. farmers and unskilled workers
  - c. business and factory owners
  
12. Many people lost their savings when \_\_\_\_\_ .
  - a. banks went out of business
  - b. the stock market crashed
  - c. all of the above
  
13. One of the major reasons for the Great Depression was \_\_\_\_\_ .
  - a. businesses had created a surplus of goods they could not sell
  - b. banks refused to loan businesses any money
  - c. farmers were unable to produce enough crops to meet the demand
  
14. The President many people blamed for the Great Depression was \_\_\_\_\_ .
  - a. Franklin D. Roosevelt
  - b. Herbert Hoover
  - c. Woodrow Wilson
  
15. Some people, including President Hoover, thought that direct government relief would \_\_\_\_\_ .
  - a. end the Depression quickly
  - b. create further unemployment
  - c. cause people to become weak
  
16. The purpose of the Reconstruction Finance Corporation was to \_\_\_\_\_ .
  - a. loan money to businesses so they could hire workers
  - b. help people pay the mortgages on their homes
  - c. buy the crops that farmers could not sell

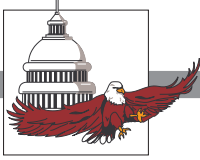


17. Government began to hire people \_\_\_\_\_ .
- to work on roads and buildings owned by the government
  - to take jobs in private industry
  - to improve the farm lands that had suffered from drought
18. The Depression affected world trade by \_\_\_\_\_ .
- causing prices of trade goods to rise
  - increasing the sale of goods between countries
  - causing trade to almost stop
19. By 1930 most people believed that the Depression \_\_\_\_\_ .
- was over
  - was getting worse
  - had nearly ended
20. The election of 1932 showed that American voters \_\_\_\_\_ .
- supported President Hoover's policies
  - wanted a change by electing Franklin Roosevelt
  - were no longer worried about the Great Depression

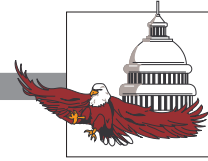
Use the **chart** below to circle the letter of the correct answer.



21. Unemployment increased to about 5 million between \_\_\_\_\_ .
- 1929–1930
  - 1930–1931
  - 1931–1932



22. The largest increase occurred between \_\_\_\_\_ .
- a. 1929–1930
  - b. 1930–1931
  - c. 1931–1932
23. From 1929 to 1930, unemployment \_\_\_\_\_ .
- a. increased more than 100 percent
  - b. increased about 50 percent
  - c. increased less than 50 percent
24. By 1932 about \_\_\_\_\_ Americans were unemployed.
- a. 5 million
  - b. 10 million
  - c. 15 million



## Keys

### Practice (p. 392)

1. C
2. E
3. A
4. D
5. B

### Practice (pp. 393-394)

1. c
2. b
3. b
4. c
5. b
6. c

### Practice (pp. 395-398)

1. It was the worst Depression in America's history.
2. Some banks made poor investments; others failed because people rushed to withdraw their money.
3. They had lost their jobs, they were unemployed, and they were in debt.
4. The price of stocks fell rapidly and the stock market crashed.
5. A series of recurring economic events.
6. He believed each person should be responsible for taking care of himself or herself; that government help made people weak.
7. Ways to Help:  
Federal Farm Board  
Purpose: Buy surplus crops.  
Reconstruction Finance Corp.  
Purpose: Loan businesses money.  
Federal Home Loan Bank Act  
Purpose: Loans to help people pay their home mortgages.  
Public Works Act  
Purpose: Government hired

people to work on public properties and earn money to spend on goods, thus helping businesses expand.

8. The depression spread to other nations.
9. They felt he had done too little, too late.  
They blamed him for the Depression.
10. Franklin D. Roosevelt

### Practice (p. 399)

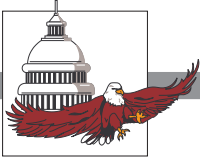
1. True
2. False
3. True
4. True
5. True
6. False
7. True
8. False
9. True
10. False

### Practice (p. 400)

1. E
2. A
3. F
4. J
5. G
6. I
7. C
8. D
9. B
10. H
11. K

### Unit Assessment (pp. 173-176TG)

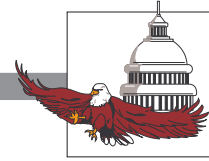
1. stock exchange
2. drought
3. economist
4. rugged individualism
5. Black Tuesday
6. public works projects



## Keys

7. hunger marches
8. business cycle
9. economic depression
10. surplus
11. b
12. c
13. a
14. b
15. c
16. a
17. a
18. c
19. b
20. b
21. a
22. c
23. a
24. c





## Unit 16: The New Deal (1933-1940)

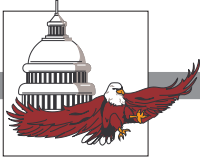
This unit emphasizes how President Franklin D. Roosevelt tried to end the Depression by creating many new programs and how the federal government could play an active role in the economy.

### Unit Focus

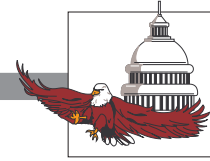
- economic conditions during Great Depression
- explanation of President Franklin D. Roosevelt's New Deal
- steps to improve economy
- criticism by businessmen of New Deal
- results of President Roosevelt's reelection
- effects of the Great Depression on social conditions

### Suggestions for Enrichment

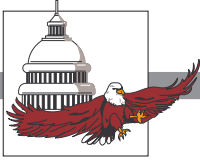
1. Show a film such as *Grapes of Wrath*, *Wild at Heart*, or others that show life during the Great Depression.
2. Have students interview a person who lived through the Great Depression. Have students ask questions about living conditions—jobs, income, school, entertainment, and race relations—and present the report orally.
3. Invite a bank employee to relate problems of the banks in the 1930s to conditions today, or take a tour of a local bank to see it in operation.
4. Have students survey their parents to learn how many have used the FHA mortgage plan and some of the benefits of this program today.
5. Have students research the CCC and PWA to determine whether these programs could ease unemployment problems in the country today.



6. Ask students to select dates and events from the 1920s and 1930s. Have students create symbols for each event and arrange them on a timeline.
7. Discuss the presidential campaign platform of Franklin D. Roosevelt. Ask students what, if they were voting for the first time during those years, might have been the issues they would have cared about most.
8. Discuss the relationship of the United States with European countries during the administration of Franklin D. Roosevelt. Ask students what their personal view might have been during that time.
9. Have students research and compare how liberals and conservative critics differed in their opposition to the New Deal.
10. Ask students to list in a two-column chart problems Franklin D. Roosevelt confronted as President and how he tried to solve them. Ask students to write a paragraph to explain which problems they felt was most critical and why.
11. Discuss why the Social Security Act might be considered the most important achievement of the New Deal. Discuss today's issues concerning Social Security and ask students to collect and summarize current news articles about the topic.
12. Discuss the purpose movies and radio programs served during the Great Depression.
13. Ask students to create a chart to list three important movie stars, radio performers, painters, and writers from the 1930s and then tell what contributions each made.
14. Have students find the lyrics to a song from the 1930s and analyze how the song relates the events or personalities during that time period.
15. Discuss what significant progress women have made toward equality from the 1930s to now.



16. Discuss what federal programs instituted in the 1930s, and later discontinued, might be of use today.
17. Have students examine diaries and read first-hand experiences about the Great Depression at <http://ipad.mcsc.k12.in.us/mhs/social/madedo/>.
18. Choose three issues in the unit and have students choose one to create a political cartoon, decide their point of view, make a list of facts supporting their viewpoint, and then create the political cartoon (using techniques such as irony, stereotyping, symbolism, satire, or distortion).
19. Ask students what major national and international events have occurred recently, and record responses on the board. Direct students to [www.cagle.com](http://www.cagle.com) and select the editorial cartoons page. (Web addresses change frequently, so check addresses before assigning them.) Ask students for opinions on the events the cartoons depict. Compare with the list of events on the board. Have students look at all the pages of editorial cartoons and record the events depicted or write a general description if they are not aware of specific event. Compare and contrast generated lists and speculate on the differences in the lists. Have students write about the significance of an event depicted in the editorial cartoon. Ask students to predict the next recurring topic of editorial cartoons based on their perceptions of important current news stories.
20. Ask students to name common symbols, such as flag or dollar sign. Direct students to [www.cagle.com](http://www.cagle.com) on the Internet and select the editorial cartoons page. Ask what symbols students see in an editorial cartoon, why they think the symbols were chosen, and what these symbols represent. Have students list all the symbols they find in the editorial cartoons. Have students research the origins of iconic symbols such as Uncle Sam, the Republican elephant, the Democratic donkey, or the hammer and sickle.

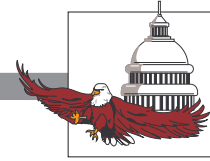


21. Have students look at today's editorial pages and analyze the political cartoons by discussing the following: What issues do the political cartoons depict? What symbols do the cartoonists use? What other techniques, such as caricature or stereotyping, can be identified? Are there other articles in today's paper related to the political cartoons? What other topics in today's news could be depicted in political cartoons?
22. Ask students their opinion about a current news story. Direct students to [www.cagle.com](http://www.cagle.com) on the Internet and select the editorial cartoons page. Have students look at the same cartoon. Discuss the event portrayed and opinion expressed. Ask students to find a cartoon portraying a point of view different from their own. Have students create a cartoon in response to the one they have chosen.
23. Have students use the form below to analyze editorial cartoons.

#### Editorial Cartoon Analysis

1. List the media source and date of publication.	
2. What event or issue inspired the cartoon?	
3. Are there any real people depicted in the cartoon?	
4. Are there symbols? What are they and what do they represent?	
5. What is the cartoonist's opinion of the event or issue?	
6. Do you agree or disagree with the cartoonist's opinion? Why? Explain.	

24. Have students create a cartoon on a current news topic.
25. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

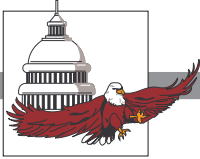


## Unit Assessment

Use the list to complete the following statements.

<b>AAA</b>	<b>New Deal</b>
<b>CCC</b>	<b>Okies</b>
<b>currency</b>	<b>sharecropper</b>
<b>hoboes</b>	<b>Social Security</b>
<b>inaugurated</b>	<b>soup kitchens</b>

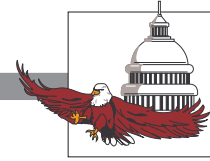
1. President Roosevelt called his programs to end the Great Depression the \_\_\_\_\_ .
2. Unemployed people called \_\_\_\_\_ rode the rails looking for jobs.
3. The government placed more \_\_\_\_\_ , or money, into circulation.
4. \_\_\_\_\_ were farmers from the Great Plains who went to California.
5. The \_\_\_\_\_ put unemployed young men to work in the nation's forests.
6. Hungry city people often got free food at \_\_\_\_\_ .
7. President Roosevelt was \_\_\_\_\_ , or sworn into office, on March 4, 1933.
8. People called \_\_\_\_\_ worked other people's land in return for a share of the crops.



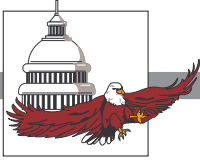
9. The \_\_\_\_\_ persuaded farmers to grow fewer crops.
10. The \_\_\_\_\_ Act passed in 1935 helped people who were unemployed or retired, people with disabilities, and dependent mothers with children.

*Circle the letter of the correct answer.*

11. President Roosevelt enforced a Bank Holiday in order to \_\_\_\_\_ .
- a. allow bank workers to take some time off
  - b. give people back the money banks had lost
  - c. investigate which banks were safe
  - d. prevent any new banks from opening
12. By 1932, about \_\_\_\_\_ percent of Americans were unemployed.
- a. 5
  - b. 10
  - c. 15
  - d. 25
13. The government agency that loaned people money to pay their home mortgages was the \_\_\_\_\_ .
- a. FHA
  - b. FERA
  - c. PWA
  - d. TVA
14. Many farmers refused to harvest their crops because \_\_\_\_\_ .
- a. the government would not pay them for their work
  - b. there were not enough workers to help with the harvest
  - c. the prices for crops were too low
  - d. the tenant farmers demanded too much pay



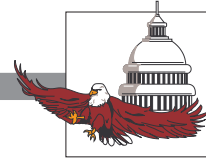
15. Under the Wagner Act, the government made it legal for \_\_\_\_\_ .
- labor to organize and bargain for better working conditions
  - alcoholic beverages like beer and wine to be produced and sold
  - the President to take office in January instead of March
  - Congress to spend money on public works construction
16. The major purpose of the Social Security Act was to \_\_\_\_\_ .
- provide money to be paid directly to the poor
  - provide a government retirement plan for people who retired
  - assist poor Southerners to get electricity in their homes
  - enable African Americans and white Americans to mix socially
17. The first woman Secretary of Labor was \_\_\_\_\_ .
- Eleanor Roosevelt
  - Mary McLeod Bethune
  - Zora Neale Hurston
  - Frances Perkins
18. The government paid for the new relief programs by \_\_\_\_\_ .
- taking money from businessmen and rich people
  - borrowing from foreign governments
  - raising taxes on everyone
  - selling national parks and forests
19. Many people who opposed government relief programs said that \_\_\_\_\_ .
- giving direct handouts would destroy people's self-respect
  - government was becoming too powerful
  - government was spending too much money
  - all of the above
20. What effect did the government programs have on the problems caused by the Depression? They \_\_\_\_\_ .
- ended the problem of unemployment
  - brought the United States out of the Depression
  - were unsuccessful at ending the Depression
  - caused the marriage rate to go down



Read this generalization: **During the Depression, many Americans moved around the country looking for work.** Write **Yes** by each statement that **supports** this generalization. Write **No** by each statement that does **not support** this generalization.

- \_\_\_\_\_ 21. Okies and Arkies went to find jobs in California.
- \_\_\_\_\_ 22. A major war broke out in Europe in the 1930s.
- \_\_\_\_\_ 23. The President appointed African Americans and women to government jobs.
- \_\_\_\_\_ 24. Thousands of farmers loaded into broken-down vehicles and headed west.
- \_\_\_\_\_ 25. Many people rode the rails or walked the highways looking for work.
- \_\_\_\_\_ 26. Young people had to return home to live with their families.
- \_\_\_\_\_ 27. The government began to regulate the stock market.
- \_\_\_\_\_ 28. Many tenant farmers were forced off their lands.
- \_\_\_\_\_ 29. Soup kitchens were run by charity organizations.
- \_\_\_\_\_ 30. President Roosevelt asked advisers for ways to end the Depression.





## Keys

### Practice (p. 414)

1. Bank Holiday
2. soup kitchens
3. inaugurated
4. New Deal
5. currency
6. hoboes
7. dust storms
8. Sharecroppers
9. Okies; Arkies

### Practice (p. 415)

1. Insured deposits and regulated banking.
2. Helped people who are unemployed or retired, people with disabilities, and dependent mothers with children.
3. Paid farmers not to grow crops.
4. Built dams on Tennessee River and its tributaries.

### Practice (p. 416)

1. b
2. c
3. a
4. c
5. b

### Practice (p. 417)

1. D
2. F
3. B
4. A
5. C
6. E

### Practice (p. 418)

Answer will vary but may include the following:  
The names of many of his programs were acronyms. The acronyms used many letters of the alphabet.

### Practice (pp. 419-420)

1. It put young men to work.
2. Homes would have been lost because people couldn't pay their mortgages.
3. By reducing the supply, the prices would rise.
4. People could enjoy electric lights, refrigerators, radios, etc.
5. PWA because they employed people to build.
6. Answers will vary but will include the following:  
People with higher incomes had to pay higher taxes.  
The programs caused people to lose their self-respect.  
The government was spending too much money.

### Practice (pp. 421-422)

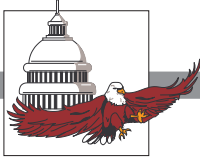
1. False—The purpose was to help people who are unemployed or retired, people with disabilities, and dependent mothers with children.
2. True
3. False—Worked to conserve lakes, forests, and national parks.
4. True
5. False—It made it legal.
6. False—Money came from taxes.
7. True

### Practice (p. 423)

Answers will vary.

### Practice (p. 424)

Answers will vary but may include the following:  
United States might have become a very poor nation.  
Many more people would have been unemployed and broke.



## Keys

People might have lost faith in the government.

### Practice (p. 425)

1. Yes
2. No—This is not a true statement.
3. Yes
4. No—This does not indicate people suffered.
5. Yes
6. Eleanor Roosevelt
7. Mary McLeod Bethune
8. Frances Perkins

### Practice (pp. 426-427)

1. c
2. d
3. a
4. c
5. b
6. a
7. c
8. d
9. b
10. c

### Practice (p. 428)

1. D
2. F
3. E
4. H
5. G
6. B
7. C
8. A

### Practice (p. 429)

1. sharecroppers
2. soup kitchens
3. dust storms
4. hoboes

5. Bank Holiday
6. currency
7. New Deal
8. inaugurated
9. segregate
10. Okies

### Unit Assessment (pp. 183-186TG)

1. New Deal
2. hoboes
3. currency
4. Okies
5. CCC
6. soup kitchens
7. inaugurated
8. sharecroppers
9. AAA
10. Social Security
11. c
12. d
13. a
14. c
15. a
16. b
17. d
18. c
19. d
20. c
21. Yes
22. No
23. Yes
24. Yes
25. Yes
26. Yes
27. No
28. Yes
29. No
30. Yes

# Appendices



## Instructional Strategies

Classrooms include a diverse population of students. The educator's challenge is to structure the learning environment and instructional material so that each student can benefit from his or her unique strengths. Instructional strategies adapted from the Florida Curriculum Frameworks are provided on the following pages as examples that you might use, adapt, and refine to best meet the needs of your students and instructional plans.

### **Cooperative Learning Strategies—to promote individual responsibility and positive group interdependence for a given task.**

**Jigsawing:** each student becomes an “expert” on a topic and shares his or her knowledge so eventually all group members know the content.

Divide students into groups and assign each group member a numbered section or a part of the material being studied. Have each student meet with the students from the other groups who have the same number. Next, have these new groups study the material and plan how to teach the material to members of their original groups. Then have students return to their original groups and teach their area of expertise to the other group members.

**Corners:** each student learns about a topic and shares that learning with the class (similar to jigsawing).

Assign small groups of students to different corners of the room to examine and discuss particular topics from various points of view. Have corner teams discuss conclusions, determine the best way to present their findings to the class, and practice their presentation.

**Think, Pair, and Share:** students develop their own ideas and build on the ideas of other learners.

Have students reflect on a topic and then pair up to discuss, review, and revise their ideas. Then have the students share their ideas with the class.

**Debate:** students participate in organized presentations of various viewpoints.

Have students form teams to research and develop their viewpoints on a particular topic or issue. Provide structure in which students can articulate their viewpoints.

**Brainstorming—to elicit ideas from a group.**

Have students contribute ideas about a topic. Accept all contributions without initial comment. After a list of ideas is finalized, have students categorize, prioritize, and defend their contributions.

**Free Writing—to express ideas in writing.**

Allow students to reflect on a topic, then have them respond in writing to a prompt, a quotation, or a question. It is important that they keep writing whatever comes to mind. They should not self-edit as they write.

**K–W–L (Know–Want to Know–Learned)—to provide structure for students to recall what they know about a topic, deciding what they want to know, and then after an activity, list what they have learned and what they still want or need to learn.**

Before engaging in an activity, list on the board under the heading “What We Know” all the information students know or think they know about a topic. Then list all the information the students want to know about a topic under, “What We Want to Know.” As students work, ask them to keep in mind the information under the last list. After completing the activity, have students confirm the accuracy of what was listed and identify what they learned, contrasting it with what they wanted to know.

**Learning Log—to follow-up K–W–L with structured writing.**

During different stages of a learning process, have students respond in written form under three columns:

“What I Think”

“What I Learned”

“How My Thinking Has Changed”

**Interviews—to gather information and report.**

Have students prepare a set of questions in interview format. After conducting the interview, have students present their findings to the class.

**Dialogue Journals—to provide a way to hold private conversations with the teacher or share ideas and receive feedback through writing (this activity can be conducted by e-mail).**

Have students write on topics on a regular basis. Respond in conversational writing to their writings with advice, comments, and observations.

**Continuums—to indicate the relationships among words or phrases.**

Using a selected topic, have students place words or phrases on the continuum to indicate a relationship or degree.

**Mini-Museums—to create a focal point.**

Have students work in groups to create exhibits that represent, for example, the setting of a novel.

**Models—to represent a concept in simplified form.**

Have students create a product, like a model of a city, or a representation of an abstract idea, like a flow chart of governmental procedures.

**Reflective Thinking—to reflect on what was learned after a lesson.**

Have students write in their journals about a concept or skill they have learned, comment on the learning process, note questions they still have, and describe their interest in further exploration of the concept or skill. Or have students fill out a questionnaire addressing such questions as: Why did you study this? Can you relate it to real life?

**Problem Solving—to apply knowledge to solve problems.**

Have students determine a problem, define it, ask a question about it, and then identify possible solutions to research. Have them choose a solution and test it. Finally, have students determine if the problem has been solved.

**Predict, Observe, Explain—to predict what will happen in a given situation when a change is made.**

Ask students to predict what will happen in a given situation when some change is made. Have students observe what happens when the change is made and discuss the differences between their predictions and the results.

**Literature, History, and Storytelling—to bring history to life through the eyes of a historian, storyteller, or author, revealing the social context of a particular period in history.**

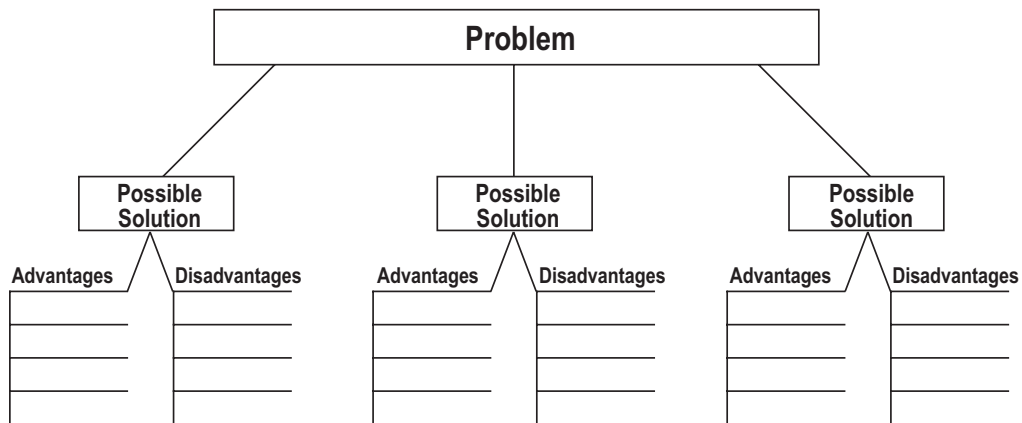
Have students locate books, brochures, and tapes relevant to a specific period in history. Assign students to prepare reports on the life and times of famous people during specific periods of history. Ask students to write their own observations and insights afterwards.



**Graphic Organizers—to transfer abstract concepts and processes into visual representations.**

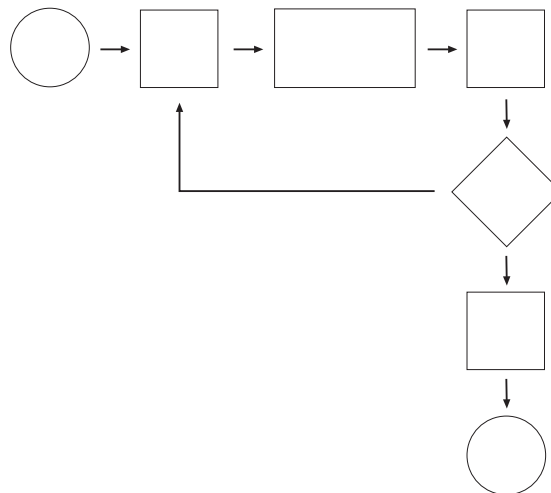
**Consequence Diagram/Decision Trees:** illustrates real or possible outcomes of different actions.

Have students visually depict outcomes for a given problem by charting various decisions and their possible consequences.



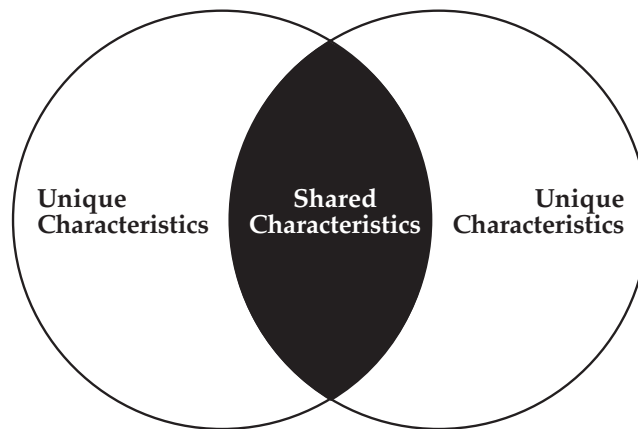
**Flowchart:** depicts a sequence of events, actions, roles, or decisions.

Have students structure a sequential flow of events, actions, roles, or decisions graphically on paper.



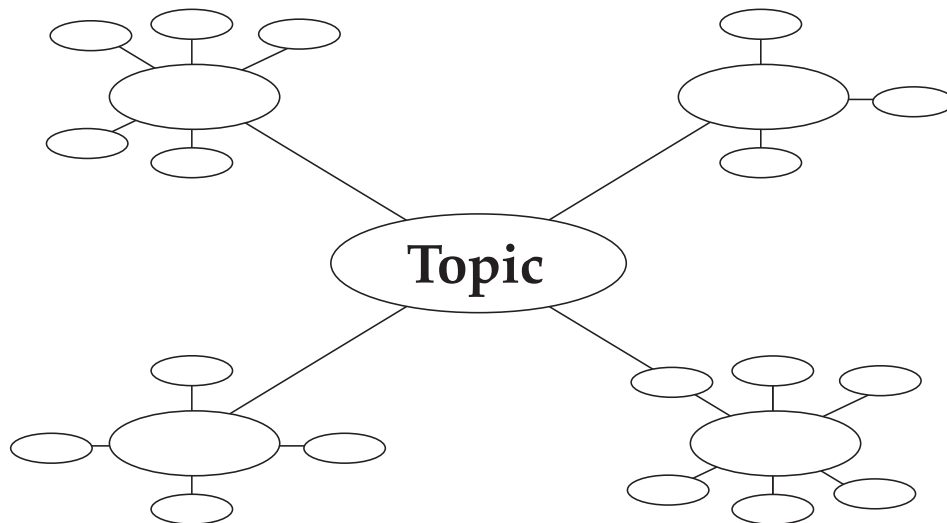
**Venn Diagram:** creates a visual analysis of the similarities and differences among, for example, two concepts, objects, events, and people.

Have students use two overlapping circles to list unique characteristics of two items or concepts (one in the left part of the circle and one in the right); in the middle have them list shared characteristics.



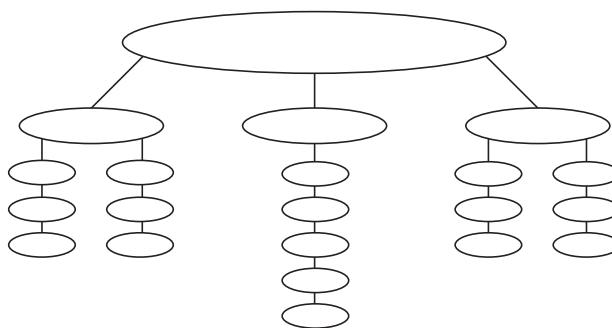
**Webbing:** provides a picture of how words or phrases connect to a topic.

Have students list topics and build a weblike structure of words and phrases.



**Concept Mapping:** shows relationships among concepts.

Have students select a main idea and identify a set of concepts associated with the main idea. Next, have students rank the concepts in related groups from the most general to most specific. Then have students link related concepts with verbs or short phrases.



**Portfolio—to capture the extent of students’ learning within the context of the instruction.**

Elements of a portfolio can be stored in a variety of ways; for example, they can be photographed, scanned into a computer, or videotaped. Possible elements of a portfolio could include the following selected student products:

**Written Presentations**

- expressive (diaries, journals, writing logs)
- transactional (letters, surveys, reports, essays)
- poetic (poems, myths, legends, stories, plays)

**Representations**

- maps
- graphs
- dioramas
- models
- mock-ups
- displays
- bulletin boards
- charts
- replicas

**Oral Presentations**

- debates
- addresses
- discussions
- mock trials
- monologues
- interviews
- speeches
- storytelling
- oral histories
- poetry readings
- broadcasts

**Visual and Graphic Arts**

- murals
- paintings
- storyboards
- drawings
- posters
- sculpture
- cartoons
- mobiles

**Performances**

- role playing, drama
- dance/movement
- reader's theater
- mime
- choral readings
- music (choral and instrumental)

**Media Presentations**

- films
- slides
- photo essays
- print media
- computer programs
- videotapes and/or audiotapes

**Learning Cycle—to engage in exploratory investigations, construct meanings from findings, propose tentative explanations and solutions, and relate concepts to our lives.**

Have students explore a concept, behavior, or skill with a hands-on experience and then explain their exploration. Through discussion, have students expand the concept or behavior by applying it to other situations.

**Field Experience—to use the community as a laboratory for observation, study, and participation.**

Before the visit, plan and structure the field experience with the students. Engage in follow-up activities after the trip.

## Teaching Suggestions

The standards and benchmarks of the Sunshine State Standards are the heart of the curriculum frameworks and reflect Florida's efforts to reform and enhance education. The following pages provide samples of ways in which students could demonstrate achievement of specific benchmarks through the study of American History.

### Time, Continuity, and Change

1. Have small groups of students research the way in which the Roman Empire was viewed during a particular time period (e.g., the Italian Renaissance and 18<sup>th</sup>-century America) and report their findings in a presentation. (SS.A.1.4.1.a)
2. Have students analyze the failure of institutions over time to adequately confront serious problems resulting from the relocation of peoples. (SS.A.1.4.2.a)
3. Have students analyze a major global trend, such as immigration, by identifying connections among individuals, ideas, and events within and across a region or a span of time. (SS.A.1.4.2.b)
4. Have students examine foreign newspapers or magazines (in translation) that report on the same event. (SS.A.1.4.3.a)
5. Have students research and report on alternative systems of recording time (e.g., Egyptian, Indian, Mayan, Muslim, and Jewish), and the astronomical systems upon which they are based (e.g., solar, lunar, or semilunar). Have students provide an example for comparison, such as how the same astronomical event might have been recorded in each system. (SS.A.1.4.4.a)
6. Have students compare the economic and cultural characteristics of Native American tribes and the motives and strategies of the explorers and settlers. (SS.A.4.4.1.a)
7. Have small groups of students discuss the impact of European settlement on different native American tribes and the legacies of contact, cooperation, and conflict from that period and present their findings in a report to the class. (SS.A.4.4.1.b)

8. Have students prepare material for a documentary about the interaction of Native American tribes and European explorers and settlers prior to 1880. In order to present a comprehensive and unbiased account, have the students analyze the perspectives of European explorers, European settlers, and various Native American tribes. Have students use a variety of primary and secondary sources to address the following questions: How did each group view the interaction? How did each group's way of life change? Have students identify areas in which the different groups disagreed about what took place and explain how each group influenced the other. (SS.A.4.4.1.c)
9. Have students choose a group of immigrants to the colonies and research the problems they encountered once they arrived in the colonies. Have students write a paper that discusses how this group overcame the problems faced and how or if it evolved to the present day. (SS.A.4.4.2.a)
10. Have small groups of students discuss changes in British policies concerning the colonies and the debate over separation. (SS.A.4.4.3.a)
11. Have students write a paper that discusses the Declaration of Independence and its relevance in past and present society. (SS.A.4.4.3.b)
12. Have small groups of students plan a historical-society exhibit that highlights the causes of the American Revolution. Have students analyze different primary and secondary sources to portray the perspectives of a variety of people who were involved in this event, including military leaders, soldiers, and women, in order to present a well-rounded exhibit. (SS.A.4.4.3.c)
13. Have students compare and contrast the Articles of Confederation with a selected state constitution. Next, have students make an oral presentation in which they discuss how this state constitution has evolved. (SS.A.4.4.4.a)
14. Have students describe the issues and policies affecting relations among existing and future states, including the Northwest Ordinance. (SS.A.4.4.4.b)

15. Have students write a research paper in which they analyze the Constitutional Convention, including the leadership of James Madison and George Washington; the struggle for ratification, the Federalist Papers and the arguments of the Anti-Federalists; and the addition of the Bill of Rights. (SS.A.4.4.4.c)
16. Have small groups of students prepare an oral presentation in which they compare the early national government under the Constitution to the present government and also present their interpretations of the Constitution on a significant issue such as states rights or judicial review. Have students identify the issues that define each period and trace how the Constitution has evolved since that time. (SS.A.4.4.5.a)
17. Have students examine and explain major domestic and foreign issues during the administrations of the first Presidents including the development of political parties, the War of 1812 and the Monroe Doctrine, and the Louisiana Purchase and the acquisition of Florida. (SS.A.4.4.5.b)
18. Have students assume the role of Supreme Court Justices in discussing decisions that affected the interpretation of the Constitution, including *Marbury v. Madison* and *McCulloch v. Maryland*. (SS.A.4.4.5.c)
19. Have students work in small groups and discuss events leading to the Civil War such as slavery, States' Rights Doctrine, tariffs and trade, the settlement of the West, and succession. Have each group make a presentation to the class. (SS.A.4.4.6.b)
20. Have students write a research paper in which they construct an argument for why the South lost the Civil War and why the North won. Have students use a variety of resource materials to back up this argument. (SS.A.4.4.7.b)
21. Have students write a research paper that discusses the types of problems and obstacles freed slaves faced during Reconstruction and how or if they overcame those obstacles. (SS.A.4.4.7.c)

22. Have students choose one of the following economic, political, and/or cultural effects of the Industrial Revolution listed below and present an oral report that describes how it changed life around the turn of the century and how it continues to affect life in our society now. (SS.A.5.4.1.a)
- new inventions and industrial production methods
  - new technologies in transportation and communication
  - incentives for capitalism and free enterprise
  - the impact of immigration on the labor supply and the movement to organize workers
  - government policies affecting trade, monopolies, taxation, and the money supply
  - expansion of international markets
  - the impact of industrialism, urbanization, and immigration on American society
23. Have students choose and research a specific immigrant group and prepare an oral presentation on the contributions and impacts this group has had on American society since 1880. (SS.A.5.4.2.a)
24. Have students describe ethnic conflict and discrimination as it has affected a particular immigrant group. (SS.A.5.4.2.b)
25. Have students explain the reasons for the end of the Ottoman Empire and describe the creation of new states in the Middle East. (SS.A.5.4.3.a)
26. Have students explain reasons for the declining role of Great Britain and the expanding role of the United States in world affairs. (SS.A.5.4.3.b)



27. Have students select one of the topics listed below and present an oral report in which they explain the topic's significance to society in the 1920s and 1930s and present society. (SS.A.5.4.4.a)
- music, dance, and entertainment
  - the Harlem Renaissance
  - the automobile
  - prohibition, speakeasies, and bootlegging
  - women's suffrage
  - racial tensions and labor strife
  - urban and rural electrification
28. Have students identify key factors that contributed to the 1929 Stock Market Crash and the Great Depression and explain how these factors affected the economy leading up to the Depression. (SS.A.5.4.4.b)
29. Have students write an essay describing how the Depression affected a family (real or imaginary) in a specific part of the United States and explaining how specific government policies designed to counteract the effects of the Depression impacted this family. (SS.A.5.4.4.c)
30. Have students write a research paper about the impact of the Great Depression on the state of Florida (e.g. in terms of social, political, economic, environmental, or cultural impacts), present their findings in an oral presentation, and field questions from the class. (SS.A.5.4.4.d)
31. Have students research and write a report in which they construct an argument regarding the significance of a topic to World War II and society in the United States during that time. Have the students use a variety of sources to support their findings. Some suggested research topics are listed below. (SS.A.5.4.5.a)
- the rise and aggression of totalitarian regimes in Germany, Italy, and Japan
  - the role of the Soviet Union

- appeasement, isolationism, and the war debates in Europe and the United States
  - the impact of mobilization for war at home and abroad
  - major battles, military turning points, and key strategic decisions
  - the Holocaust and its impact
  - the reshaping of the role of the United States in world affairs
32. Have students construct an argument that supports or critiques the decision to use the atomic bomb on Hiroshima at the close of World War II. Have students identify the criteria upon which to base the argument, gather information from a variety of sources to support the ideas, and address a variety of different perspectives on this event. (SS.A.5.4.5.b)
33. Have students research the impact of World War II on the state of Florida and trace the legacy of the war to the present, including the significance of the Cold War and the space age, or the tourist industry. Next, have students make a presentation to the class, using a variety of visual aids, such as photographs, to illustrate how the war affected Florida. (SS.A.5.4.5.c)
34. Have students use the following topics listed below to debate the effectiveness of United States foreign policy since World War II. (SS.A.5.4.6.a)
- the origins of both foreign and domestic consequences of the Cold War
  - Communist containment policies in Europe, Latin America, and Asia
  - the strategic and economic factors in Middle East Policies
  - political and economic relationships with South Africa and other African nations
  - the collapse of communism and the end of the Cold War

35. Have students analyze and describe *Brown v. Board of Education*, reapportionment cases, and voting rights legislation, and the influence these have had on political participation and representation and affirmative action. (SS.A.5.4.7.a)
36. Have students examine and describe civil rights demonstrations and related activities leading to desegregation of public accommodations, transportation, housing, and workplaces. (SS.A.5.4.7.b)
37. Have students compare conservative and liberal economic strategies. (SS.A.5.4.8.a)
38. Have students explain current patterns in Supreme Court decisions and evaluate the impact of these patterns. (SS.A.5.4.8.b)
39. Have students compare the positions of major and minor political parties and interest groups on major issues. (SS.A.5.4.8.c)

### **People, Places, and Environment**

1. Have students develop maps to illustrate how population density varies in relationship to resources and types of land use. (SS.B.1.4.1.a)
2. Have students develop maps, tables, and charts to depict the geographic implications of current world events. (SS.B.1.4.1.b)
3. Have small groups of students discuss how maps developed by the media, business, government, industry, and the military might differ in their depictions of how a recently closed military installation could be used for civilian purposes. (SS.B.1.4.2.a)
4. Have students prepare maps that indicate the approximate locations of different political cultures in the United States in order to predict voting patterns. (SS.B.1.4.3.a)
5. Have students select appropriate maps to analyze world patterns of the diffusion of contagious diseases and compare these maps to their own mental maps of these patterns. (SS.B.1.4.3.b)

6. Have students gather and present examples of how language, ethnic heritage, religion, political philosophies, social and economic systems, and shared history contribute to unity and disunity in regions. (SS.B.1.4.4.a)
7. Have students find examples of how various technologies have been used to reinforce nationalistic or ethnic elitism, cultural separateness and/or independence in different places in the world and discuss with others how these factors have led to the division of geographic regions. (SS.B.1.4.4.b)
8. Have students develop and conduct a survey to illustrate how differences in life experiences, age, and gender influence people's housing preferences or their view of public transportation in a city and post the results. (SS.B.1.4.5.a)
9. Have students examine the characteristics of regions that have led to regional labels and how they have changed over time and present their findings to the class. (SS.B.2.4.1.a)
10. Have students write a short report on how regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events. (SS.B.2.4.1.b)
11. Have students participate in a group discussion about how technological advances have led to increasing interaction among regions. (SS.B.2.4.1.c)
12. Have pairs of students examine how social, economic, political, and environmental factors have influenced migration and cultural interaction in a selected area and organize the information into a written report including illustrative charts, graphs, or tables where appropriate. (SS.B.2.4.2.a)
13. Have students use world maps to examine how control of various areas on Earth has affected free-trade agreements. (SS.B.2.4.3.a)
14. Have students participate in a debate regarding how human activities have or have not led to tropical soil degradation, habitat destruction, air pollution, or global warming. (SS.B.2.4.4.a)

15. Have students investigate how people who live in naturally hazardous regions use technology and other adaptation techniques to thrive in their environments and compare their findings with those of other students. (SS.B.2.4.5.a)
16. Have students conduct research to investigate the abundance of fur, fish, timber, and gold in Siberia, Alaska, and California and the settlement of these areas by the Russians and organize the information into a written report. (SS.B.2.4.6.a)
17. Have pairs of students research some of the consequences of mining the rutile sands along the coast of eastern Australia near the Great Barrier Reef and develop some possible solutions to this problem. (SS.B.2.4.7.a)
18. Have small groups of students discuss some of the consequences of cutting the rain forests in Indonesia in response to a demand for lumber in foreign markets and brainstorm possible solutions to this problem. (SS.B.2.4.7.b)

### **Government and the Citizen**

1. Have students outline the development of political parties in the United States and evaluate their role in resolving or contributing to conflict between majority and minority groups. (SS.C.1.4.4.a)
2. Have students evaluate the extent to which popular media influence, and are influenced by, the political system. (SS.C.1.4.4.b)
3. Have students develop generalizations about the sources of political power in the community, state, and nation. (SS.C.2.4.3.a)
4. Have students use generalizations about sources of political power to explain an issue at each of the levels of government. (SS.C.2.4.3.b)

## Production, Distribution, and Consumption

Using the following scale—A = very positive; B = somewhat positive; C = neutral; D = somewhat negative; E = very negative—have students evaluate the effect the following policy changes would have on the economy of Florida and on the economy of Kentucky.

- federal government greatly increases military spending
- federal government decreases aid to schools in large urban areas
- federal government stops tobacco exports to another country
- federal government loosens restrictions on illegal immigrant workers

Have students explain their reasoning for the rating chosen and describe the effects of these policy changes on the economy of Florida and Kentucky. (SS.D.2.4.3.a)

## **Accommodations/Modifications for Students**

The following accommodations/modifications may be necessary for students with disabilities and other students with diverse learning needs to be successful in school and any other setting. Specific strategies may be incorporated into each student's individual educational plan (IEP) or 504 plan, or academic improvement plan (AIP) as deemed appropriate.

### **Environmental Strategies**

- Provide preferential seating. Seat student near someone who will be helpful and understanding.
- Assign a peer tutor to review information or explain again.
- Build rapport with student; schedule regular times to talk.
- Reduce classroom distractions.
- Increase distance between desks.
- Allow student to take frequent breaks for relaxation and small talk, if needed.
- Accept and treat the student as a regular member of the class. Do not point out that the student is an ESE student.
- Remember that student may need to leave class to attend the ESE support lab.
- Additional accommodations may be needed.

### **Organizational Strategies**

- Help student use an assignment sheet, notebook, or monthly calendar.
- Allow student additional time to complete tasks and take tests.
- Help student organize notebook or folder.
- Help student set timelines for completion of long assignments.
- Help student set time limits for assignment completion.
- Ask questions that will help student focus on important information.
- Highlight the main concepts in the book.
- Ask student to repeat directions given.
- Ask parents to structure study time. Give parents information about long-term assignments.
- Provide information to ESE teachers and parents concerning assignments, due dates, and test dates.
- Allow student to have an extra set of books at home and in the ESE classroom.
- Additional accommodations may be needed.

## Motivational Strategies

- Encourage student to ask for assistance when needed.
- Be aware of possibly frustrating situations.
- Reinforce appropriate participation in your class.
- Use nonverbal communication to reinforce appropriate behavior.
- Ignore nondisruptive inappropriate behavior as much as possible.
- Allow physical movement (distributing materials, running errands, etc.).
- Develop and maintain a regular school-to-home communication system.
- Encourage development and sharing of special interests.
- Capitalize on student's strengths.
- Provide opportunities for success in a supportive atmosphere.
- Assign student to leadership roles in class or assignments.
- Assign student a peer tutor or support person.
- Assign student an adult volunteer or mentor.
- Additional accommodations may be needed.

## Presentation Strategies

- Tell student the purpose of the lesson and what will be expected during the lesson (e.g., provide advance organizers).
- Communicate orally and visually, and repeat as needed.
- Provide copies of teacher's notes or student's notes (preferably before class starts).
- Accept concrete answers; provide abstractions that student can handle.
- Stress auditory, visual, and kinesthetic modes of presentation.
- Recap or summarize the main points of the lecture.
- Use verbal cues for important ideas that will help student focus on main ideas. ("The next important idea is....")
- Stand near the student when presenting information.
- Cue student regularly by asking questions, giving time to think, then calling student's name.
- Minimize requiring the student to read aloud in class.
- Use memory devices (mnemonic aids) to help student remember facts and concepts.
- Allow student to tape the class.
- Additional accommodations may be needed.



## Curriculum Strategies

- Help provide supplementary materials that student can read.
- Provide *Parallel Alternative Strategies for Students (PASS)* materials.
- Provide partial outlines of chapters, study guides, and testing outlines.
- Provide opportunities for extra drill before tests.
- Reduce quantity of material (reduce spelling and vocabulary lists, reduce number of math problems, etc.).
- Provide alternative assignments that do not always require writing.
- Supply student with samples of work expected.
- Emphasize high-quality work (which involves proofreading and rewriting), not speed.
- Use visually clear and adequately spaced work sheets. Student may not be able to copy accurately or fast enough from the board or book; make arrangements for student to get information.
- Encourage the use of graph paper to align numbers.
- Specifically acknowledge correct responses on written and verbal class work.
- Allow student to have sample or practice test.
- Provide all possible test items to study and then student or teacher selects specific test items.
- Provide extra assignment and test time.
- Accept some homework papers dictated by the student and recorded by someone else.
- Modify length of outside reading.
- Provide study skills training and learning strategies.
- Offer extra study time with student on specific days and times.
- Allow study buddies to check spelling.
- Allow use of technology to correct spelling.
- Allow access to computers for in-class writing assignments.
- Allow student to have someone edit papers.
- Allow student to use fact sheets, tables, or charts.
- Tell student in advance what questions will be asked.
- Color code steps in a problem.
- Provide list of steps that will help organize information and facilitate recall.
- Assist in accessing taped texts.
- Reduce the reading level of assignments.
- Provide opportunity for student to repeat assignment directions and due dates.
- Additional accommodations may be needed.

## Testing Strategies

- Allow extended time for tests in the classroom and/or in the ESE support lab.
- Provide adaptive tests in the classroom and/or in the ESE support lab (reduce amount to read, cut and paste a modified test, shorten, revise format, etc.).
- Allow open book and open note tests in the classroom and/or ESE support lab.
- Allow student to take tests in the ESE support lab for help with reading and directions.
- Allow student to take tests in the ESE support lab with time provided to study.
- Allow student to take tests in the ESE support lab using a word bank of answers or other aid as mutually agreed upon.
- Allow student to take tests orally in the ESE support lab.
- Allow the use of calculators, dictionaries, or spell checkers on tests in the ESE support lab.
- Provide alternative to testing (oral report, making bulletin board, poster, audiotape, demonstration, etc.).
- Provide enlarged copies of the answer sheets.
- Allow copy of tests to be written upon and later have someone transcribe the answers.
- Allow and encourage the use of a blank piece of paper to keep pace and eliminate visual distractions on the page.
- Allow use of technology to check spelling.
- Provide alternate test formats for spelling and vocabulary tests.
- Highlight operation signs, directions, etc.
- Allow students to tape-record answers to essay questions.
- Use more objective items (fewer essay responses).
- Give frequent short quizzes, not long exams.
- Additional accommodations may be needed.

## Evaluation Criteria Strategies

- Student is on an individualized grading system.
- Student is on a pass or fail system.
- Student should be graded more on daily work and notebook than on tests (e.g., 60 percent daily, 25 percent notebook, 15 percent tests).
- Student will have flexible time limits to extend completion of assignments or testing into next period.
- Additional accommodations may be needed.

## Correlation to Sunshine State Standards

### Course Requirements for American History-Course Number 2100310

These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

<b>1. Demonstrate understanding of the early historical development of the United States.</b>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>SS.A.4.4.1</b> Understand the economic, social, and political interactions between Native American tribes and European settlers during the Age of Discovery.	5	
<b>SS.A.4.4.2</b> Understand how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.	1	
<b>SS.A.4.4.3</b> Understand the significant military and political events that took place during the American Revolution.	2	
<b>SS.A.4.4.4</b> Understand the political events that defined the Constitutional period.	2, 3	
<b>SS.A.4.4.5</b> Understand the significant political events that took place during the early national period.	3, 4	
<b>SS.A.4.4.6</b> Understand the military and economic events of the Civil War and Reconstruction.	4	

## Correlation to Sunshine State Standards

### Course Requirements for American History-Course Number 2100310

<b>2. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in the United States.</b>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>SS.A.5.4.1</b> Know the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.	6, 7, 8, 10, 12, 14	
<b>SS.A.5.4.3</b> Understand significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.	11, 12, 14, 15, 16, American History– Part 2	
<b>SS.A.5.4.4</b> Understand social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.	14, 15, 16	
<b>SS.A.5.4.5</b> Know the origins and effects of the involvement of the United States in World War II.	15, 16, American History– Part 2	
<b>SS.A.5.4.6</b> Understand the political events that shaped the development of United States foreign policy since World War II and know the characteristics of that policy.	American History– Part 2	
<b>SS.A.5.4.7</b> Understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.	American History– Part 2	
<b>SS.A.5.4.8</b> Know significant political events and issues that have shaped domestic policy decisions in contemporary America.	8, 9, 10, 15, 16, American History– Part 2	
<b>SS.D.2.4.3</b> Understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions.	7, 8, 9, 10, 14, 15, 16, American History– Part 2	

## Correlation to Sunshine State Standards

### Course Requirements for American History-Course Number 2100310

<b>3. Demonstrate understanding of the significance of physical and cultural geography on the development of the United States society.</b>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>SS.B.1.4.3</b> Use mental maps of physical and human features of the world to answer complex geographic questions.	1, 2, 5, 8, 9, 10, 11, 12, 13, American History–Part 2	
<b>SS.B.1.4.4</b> Understand how cultural and technological characteristics can link or divide regions.	1, 2, 3, 4, 5, 6, 7, 8, 9, 14, 15, American History–Part 2	
<b>SS.B.1.4.5</b> Understand how various factors affect people's mental maps.	1, 2, 5, 8, 9, 10, 11, 12, 13, American History–Part 2	
<b>SS.B.2.4.1</b> Understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.	1, 2, 3, 4, 5, 6, 7, 8, 9, 15, American History–Part 2	
<b>SS.B.2.4.2</b> Understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.	1, 2, 5, 6, 7, 15, American History–Part 2	
<b>SS.B.2.4.3</b> Understand how the allocation of control of the Earth's surface affects interactions between people in different regions.	1-16, American History–Part 2	
<b>SS.B.2.4.5</b> Know how humans overcome "limits to growth" imposed by physical systems.	1-16, American History–Part 2	
<b>SS.B.2.4.6</b> Understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.	1, 5, 6	
<b>SS.B.2.4.7</b> Understand the concept of sustainable development.	1, 2, 3, 4, 5, 6, 7, 8, American History–Part 2	

## Correlation to Sunshine State Standards

### Course Requirements for American History-Course Number 2100310

<p><b>4. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including slavery, the passage of slaves to America, abolition, and the contributions of African Americans to society.</b></p>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>SS.A.1.4.2</b> Identify and understand themes in history that cross scientific, economic, and cultural boundaries.	1, 2, 3, 4, 5, 6, 7, 8, 9, 14, 15, 16, American History–Part 2	
<b>SS.A.5.4.2</b> Understand the social and cultural impact of immigrant groups and individuals on American society after 1880.	7, 14, American History–Part 2	
<b>SS.C.1.4.4</b> Understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts in the development of public policy and the political process.	14, 15, 16, American History–Part 2	
<b>SS.C.2.4.3</b> Understand issues of personal concern: the rights and responsibilities of the individual under the United States Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.	1, 2, 3, 4, 5, 6, 7, 14, 16, American History–Part 2	

<p><b>5. Demonstrate understanding of the processes used to create and interpret history.</b></p>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>SS.A.1.4.1</b> Understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.	1-16, American History–Part 2	
<b>SS.A.1.4.3</b> Evaluate conflicting sources and materials in the interpretation of a historical event or episode.	1-16, American History–Part 2	
<b>SS.A.1.4.4</b> Use chronology, sequencing, patterns, and periodization to examine interpretations of an event.	1-16, American History–Part 2	

## Correlation to Sunshine State Standards

### Course Requirements for American History-Course Number 2100310

<b>Standards</b>		
6. Demonstrate understanding of the interactions among science, technology, and society within the context of the historical development of the United States.		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>SS.A.1.4.2</b> Identify and understand themes in history that cross scientific, economic, and cultural boundaries.	1, 2, 3, 4, 5, 6, 7, 8, 9, 14, 15, 16, American History–Part 2	
<b>SS.B.2.4.4</b> Understand the global impacts of human changes in the physical environment.	1-16, American History–Part 2	

<b>Standards</b>		
7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>SS.B.1.4.1</b> Use a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.	American History–Part 2	
<b>SS.B.1.4.2</b> Understand the advantages of using maps from different sources and different points of view.	1, 2, 5, 8, 9, 10, 11, 12, 13, American History–Part 2	





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## **Production Software**

Adobe PageMaker 6.5. Mountain View, CA: Adobe Systems.

Adobe Photoshop 5.0. Mountain View, CA: Adobe Systems.

Macromedia Freehand 8.0. San Francisco: Macromedia.

Microsoft Word 98. Redmond, WA: Microsoft.

