



History and Social Science
Standards of Learning
Enhanced Scope
and Sequence

United States History: 1877 to Present

Commonwealth of Virginia
Department of Education
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Introduction

The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is a resource intended to help teachers align their classroom instruction with the History and Social Science Standards of Learning that were adopted by the Board of Education in March 2001. The History and Social Science Enhanced Scope and Sequence is organized by topics from the original Scope and Sequence document and includes the content of the Standards of Learning and the essential knowledge and skills from the Curriculum Framework. In addition, the Enhanced Scope and Sequence provides teachers with sample lesson plans that are aligned with the essential knowledge and skills in the Curriculum Framework.

School divisions and teachers can use the Enhanced Scope and Sequence as a resource for developing sound curricular and instructional programs. These materials are intended as examples of how the knowledge and skills might be presented to students in a sequence of lessons that has been aligned with the Standards of Learning. Teachers who use the Enhanced Scope and Sequence should correlate the essential knowledge and skills with available instructional resources as noted in the materials and determine the pacing of instruction as appropriate. This resource is not a complete curriculum and is neither required nor prescriptive, but it can be a useful instructional tool.

The Enhanced Scope and Sequence contains the following:

- Units organized by topics from the original History and Social Science Scope and Sequence
- Essential understandings, knowledge, and skills from the History and Social Science Standards of Learning Curriculum Framework
- Related Standards of Learning
- Sample lesson plans containing
 - Instructional activities
 - Sample assessment items
 - Additional activities, where noted
 - Sample resources

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Organizing Topic

Review of U.S. History to 1877 and Geography Skills, with Focus on the Settlement of the Great Plains

Standard(s) of Learning

- USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present;
 - b) make connections between past and present;
 - c) sequence events in United States history from 1877 to the present;
 - f) analyze and interpret maps that include major physical features;
 - g) use parallels of latitude and meridians of longitude to describe hemispheric location.
- USII.2 The student will use maps, globes, photographs, pictures, and tables for
- a) explaining how physical features and climate influenced the movement of people westward;
 - b) explaining relationships among natural resources, transportation, and industrial development after 1877;
 - c) locating the 50 states and the cities most significant to the historical development of the United States.

Essential Understandings, Knowledge, and Skills

Correlation to Instructional Materials

Skills *(to be incorporated into instruction throughout the academic year)*

Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present.

Make connections between past and present.

Sequence events in United States history from 1877 to the present.

Analyze and interpret maps that include major physical features.

Use parallels of latitude and meridians of longitude to describe hemispheric location.

Content

Explain that states are examples of political regions.

Explain that states are grouped by region as follows:

- *Northeast:* Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania
- *Southeast:* Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas
- *Midwest:* Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, North Dakota
- *Southwest:* Texas, Oklahoma, New Mexico, Arizona
- *Rocky Mountains:* Colorado, Utah, Nevada, Montana, Wyoming, Idaho
- *Pacific:* Washington, Oregon, California
- *Noncontiguous:* Alaska, Hawaii

Explain how cities serve as centers of trade and have historically had political, economic, and cultural significance to the development of the United States. Provide examples of cities, including the following:

- *Northeast*: New York, Boston, Pittsburgh, Philadelphia
- *Southeast*: Washington, D.C., Atlanta, New Orleans
- *Midwest*: Chicago, St. Louis, Detroit
- *Southwest*: San Antonio, Santa Fe
- *Western (Rocky Mountains)*: Denver, Salt Lake City
- *Pacific*: San Francisco, Los Angeles, Seattle
- *Noncontiguous*: Juneau, Honolulu.

Explain how people’s perceptions and use of the Great Plains changed following the Civil War.

Identify the physical features and climate of the Great Plains:

- Flatlands that rise gradually from east to west
- Land eroded by wind and water
- Low rainfall
- Frequent dust storms.

Explain how new technologies allowed people to live in more challenging environments. As a result of these technologies, they began to see the Great Plains not as a “treeless wasteland” but as a vast area to be settled.

Recognize major inventions and adaptations related to life on the Great Plains:

- Barbed wire
- Steel plows
- Dry farming
- Sod houses
- Beef cattle raising
- Wheat farming
- Windmills
- Railroads.

Demonstrate how key manufacturing areas were located near centers of population.

Include the following examples:

- Textile industry — New England
- Automobile industry — Detroit
- Steel industry — Pittsburgh.

Explain how major transportation advances linked the following resources, products, and markets:

- Moving natural resources (e.g., copper and lead) to eastern factories
- Moving iron ore deposits to sites of steel mills (e.g., Pittsburgh)
- Transporting finished products to national markets.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

American Memory: Historical Collections for the National Digital Library. Library of Congress.

<<http://www.memory.loc.gov>>. This site is a gateway to rich primary source materials relating to the history and culture of the United States. The site offers more than 7 million digital items from more than 100 historical collections.

EDSITEment: The Best of the Humanities on the Web. National Endowment for the Humanities,

<<http://www.edsiteement.neh.gov>>. This Web site offers an extensive lesson entitled “Life on the Great Plains.” Click on “History and Social Studies,” and scroll down to find the lesson in the alphabetical list.

Fred Hultstrand’s Settling the Land. American Memory Collection. Library of Congress.

<http://memory.loc.gov/ammem/award97/ndfahtml/hult_home.html>. This site provides some 550 images documenting the settlement of the northern Great Plains, particularly northeastern North Dakota.

Pioneer Camera Exhibit. The North Dakota State Library.

<<http://www.lib.ndsu.nodak.edu/ndirs/exhibitions/pioneer/camera/default.htm>>. This site offers a Fred Hultstrand photography exhibit of life on the Great Plains in the late 19th century.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. United States History: 1877 to the Present. Test Blueprint. Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint4USII.pdf>>. This site provides assessment information for the course in United States History: 1877 to the Present.

THE WEST. Public Broadcasting Service. <<http://www.pbs.org/weta/thewest/program>>. THE WEST is an eight-part documentary series which premiered on PBS stations in 1996. This multimedia guided tour proceeds chapter-by-chapter through each episode in the series, offering selected documentary materials, archival images and commentary, as well as links to background information and other resources of the Web site.

Xpeditions Atlas: Maps Made for Printing and Copying. National Geographic.

<<http://www.nationalgeographic.com/xpeditions/atlas/>>. This site offers many maps suitable for use as handouts.

Session 1: Regional Maps of the U.S.

Materials

- Outline map of the United States
- Atlas and other map reference materials
- Colored pencils
- Large flip-chart paper
- “A Physical and Cultural Map of a U.S. Region” worksheet (Attachment A)

Instructional Activities

1. To begin this session, have students draw an outline of the United States from memory. Be sure there are no U.S. maps visible in the room. After students have completed this step, have them draw and label on their “memory” map some of the major topographical features of the United States, such as the Appalachian Mountains, Rocky Mountains, Great Lakes, Grand Canyon, and Mississippi River. Challenge students to indicate the general location of some major cities, such as New York City, Boston, Washington, D.C., Los Angeles, San Francisco, Chicago, Dallas, Denver, and Richmond. Students may feel frustrated by this exercise, but encourage them to persist and do the best they can. This exercise will help students comprehend their knowledge of United States geography.
2. After students have completed their “memory” maps, explain the concept of **regions** as a way to organize and study space. Explain that a region is an area defined by certain unifying characteristics, and remind them that the United States is divided into a series of regions. Ask students what physical characteristics can be used to designate a physical region (climate, vegetation, and physical features). Help students understand that regions have specific boundaries, are different from other regions in a significant way, and can be any size. This session is modified from two lessons offered by National Geographic. The lessons are “Regions: A Hands-On Approach” and “What’s Your Region Really Like?” See also “Defining Regions of the United States” at <http://www.nationalgeographic.com/xpeditions/lessons/04/g912/usregions.html>.
3. Ask students to name the major physical regions of the United States (Northeast, Southeast, Midwest, Southwest, Rocky Mountains, Pacific, and Noncontiguous). Write the names of the regions on the board, and ask students to draw on their “memory” maps the boundaries of two of the above regions, using a different color for each region. Students may need to reference maps or consult an atlas in their texts. After they have finished, have them share and discuss their maps with the class. Explain that boundaries for regions may vary. Prompt discussion by asking the following questions:
 - How well did your memory serve you? Did you have a hard time remembering the outline of the United States? Did you leave out anything significant?
 - How well did you remember the location of major physical features? The locations of cities?
 - Explain why you drew the boundaries for each region where you did? What criteria did you use in determining your boundaries? What features give the boundaries of these regions meaning?
4. Give students an outline map of the United States with the political boundaries. Printable maps can be found on the Internet at the National Geographic’s *Xpeditions Atlas: Maps Made for Printing and Copying* <http://www.nationalgeographic.com/xpeditions/atlas/>. Emphasize to students that political boundaries are formal, often arbitrary boundaries designated by governments or treaties. Have students use an atlas or reference maps in their text to label the states and draw boundaries for the seven regions of the United States. Also, have students label the major cities within each region. Explain that regions are determined not only by physical characteristics but also by cultural characteristics. You may want to use the Southeast as an example. Have them brainstorm physical and cultural characteristics of this area, such as major industries, tourist attractions, or sports teams.

5. Divide students into small groups or pairs, and assign each group one of the seven regions. Instruct students to create a physical and cultural map of their assigned region. Provide students with a large outline map that includes political boundaries for their region. Alternatively, place the regional maps on an overhead and project the image on a large piece of flip-chart paper, allowing the students to trace the projection of the region to create a large map that can be hung in the classroom. See Attachment A for a sample assignment for students.
6. Once students have completed the assignment, have them share their maps with the class. Ask students to consider how they would know when traveling when they leave one region and enter another. What characteristics make one region different from another?

Session 2: Location of States and Cities by Latitude and Longitude _____

Materials

- Outline maps of the United States
- Atlas and other map reference materials
- Colored pencils
- Teacher-generated worksheet

Instructional Activities

1. Explain that location can be described in relative terms, such as “*near* the Atlantic Ocean” or “*west of* the Mississippi River.” Have students practice locating places such as U.S. cities, states, or mountain ranges by using these or other relative terms.
2. A precise description of location is available by using parallels of latitude and meridians of longitude. Create a worksheet that asks students to pinpoint the following regions, states, and cities on a map of the United States, using latitude and longitude. (NOTE: Although the concept of latitude and longitude is introduced in United States History to 1877, additional instruction in working with latitude and longitude may be necessary to allow students to apply their knowledge correctly here and in the activity described in Session 3.)
 - *Northeast*: Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania — New York City, Boston, Pittsburgh, Philadelphia
 - *Southeast*: Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas — Washington, D.C., Atlanta, New Orleans, Richmond
 - *Midwest*: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, North Dakota — Chicago, St. Louis, Detroit
 - *Southwest*: Texas, Oklahoma, New Mexico, Arizona — Dallas, San Antonio, Santa Fe
 - *Rocky Mountains*: Colorado, Utah, Nevada, Montana, Wyoming, Idaho — Denver, Salt Lake City
 - *Pacific*: Washington, Oregon, California — San Francisco, Los Angeles, Seattle
 - *Noncontiguous*: Alaska, Hawaii — Juneau, Honolulu

Session 3: Location of States by Latitude and Longitude and by Regional Characteristics

Materials

- Atlas or reference map of the United States, showing latitude and longitude
- “A Summer Day” handout (See Activity 1 below.)

Instructional Activities

1. This session allows students to continue their work with the concepts of latitude and longitude. Have students work through the lesson “A Summer Day,” located at http://www.nationalgeographic.com/education/lesson_plans/k4summer.html. In this lesson, students are given the coordinates for four different states and must
 - identify the states described by the coordinates
 - decide which one of these states is identified by clues contained in a brief story.Students must use their previous knowledge of the physical and cultural characteristics of regions to derive the correct answer.
2. After students have completed the lesson example, have each student select four other states and identify the coordinates for each. These states may be in the region they researched during Session 1 or outside their region. Then have them write a two-paragraph story that includes references to some of the physical and cultural characteristics of one of the states they chose. Have students share their stories with the class to see if the other students can determine the correct state from the writer’s list of four. Have them explain/defend their answers.

Session 4: Significant Features along a U.S. Travel Route

Materials

- Map of the United States showing latitude and longitude
- Atlas
- Map reference materials
- Internet access
- Colored pencils
- “A U.S. Travel Route” (Attachment B)

Instructional Activities

This session provides students with the opportunity to work with latitude and longitude and to explain the historical, economic, cultural, and geographical significance of various regions of the United States. Students will need an atlas and other map reference materials that offer economic and climatic information about the United States. Teachers also should provide resources that contain general information on the various regions of the United States. Students can access states’ and cities’ Web sites for specific information about tourist attractions, major physical features, and industries.

1. Have the students map a travel route in the United States, using coordinates of latitude and longitude. (NOTE: Teachers may choose to create a set of travel routes to provide to students. Printable maps can be found on the Internet at the National Geographic’s *Xpeditions Atlas: Maps Made for Printing and Copying*. <<http://www.nationalgeographic.com/xpeditions/atlas/>>.) The route must include at least three states from three different regions.
2. Have students devise a travel brochure describing significant historical, economic, cultural, and geographical features of the locations on their route. Encourage them to choose major cities that offer easy access to information. Also, encourage them to look at the historical significance of the locations they have chosen. For example, Chicago was a primary destination for immigrants at the turn of the century and was the center of the meatpacking industry. See Attachment B for a sample assignment sheet.
3. When they have completed their brochures, ask students to share them with their classmates. Hold a discussion about the interdependence of regions, emphasizing, for example, that people in Virginia eat fruit grown in California sent by railroad car or truck. Below are some sample discussion questions:
 - How does climate drive people’s lifestyles in a specific region?
 - How do physical geography and natural resources determine the industries in a region? How do these industries impact people’s lives?
 - How does a region’s or a city’s history influence its role today?

Session 5: Life on the Great Plains

Materials

- Textbook
- Resources related to settlement of the Great Plains
- “Life on the Great Plains” chart (Attachment C)

Instructional Activities

Prior to this session, explain to students that settlement of the Great Plains was a great challenge. Before the Civil War, the Plains were viewed as uninhabitable. With the help of technological advances and the movement of American Indians (First Americans) to reservations, the West became more hospitable to settlement. This session provides students with an opportunity to examine some of the technologies that permitted individuals to live in this challenging environment.

1. Have students work individually or in pairs to complete this activity. Give each student or pair of students a “Life on the Great Plains” chart (Attachment C), and have them research the inventions and agricultural practices listed. Allow students to use their textbooks and other supporting resources to complete their research. Provide additional resources from the library.
2. After students have completed their charts, have them share their answers as part of a class discussion. Prompt discussion with questions such as the following:
 - What invention or agricultural practice do you feel made the biggest impact in settling the Great Plains?
 - What are some possible negative effects of beef-cattle raising to the environment?
 - What were some of the climatic obstacles farmers faced in settling the Great Plains?
 - What impact did the railroad have on the life of those in the Great Plains? On the economy of the nation as a whole?
3. Optional activity: Follow up this session by having students examine poems, photographs, and/or personal accounts of life on the Great Plains at the time. See <http://www.edsitement.neh.gov>, which offers an extensive lesson entitled “Life on the Great Plains.” Click on “History and Social Studies,” and scroll down to find the lesson in the alphabetical list. The lesson is designed for grades 9-12, but can be easily modified for 6th grade. This lesson utilizes resources from *THE WEST* at <http://www.pbs.org/weta/thewest/program> and from the American Memory Collection of the Library of Congress at <http://www.memory.loc.gov>). The American Memory Collection also offers Fred Hultstrand’s *Settling the Land* at http://memory.loc.gov/ammem/award97/ndfahtml/hult_home.html. The North Dakota State Library offers a Hultstrand photography exhibit entitled *Pioneer Camera Exhibit* at <http://www.lib.ndsu.nodak.edu/ndirs/exhibitions/pioneer/camera/default.htm>.

Attachment A: A Physical and Cultural Map of a U.S. Region _____

Directions: Design and create a physical and cultural map of one of the seven regions of the U.S., including the features listed below. Use symbols to represent each of the features, e.g., cover of a Dave Matthews album; guns, planes, soldiers to represent military; fife and drum to represent tourist attraction. Be creative, use color, and label items clearly. You may use the Internet, an atlas, and other map reference materials as resources.

Physical Features

- Mountains
- Lakes
- Rivers
- Plains
- Climate
- Major crops (depend on climate and other physical features)

Cultural Features

- Music
- Sports teams
- Major industries (often depend on physical features of the region)
- Tourist attractions
- Foods
- Pastimes

Attachment B: A U.S. Travel Route

Directions: On a given United States map showing latitude and longitude, trace a travel route through the U.S. that includes at least three states from three different regions. Label important locations along your route with their name and their coordinates of latitude and longitude. After your route has been mapped, design a travel brochure that describes the historical, economic, cultural, and geographical features of the important locations along the route. You may consult an atlas and other map reference materials, and you may use the Internet to help you research specific states, cities, and other features.

Travel Route

Your travel route should contain locations from at least three states in three different regions, for example, Providence, Rhode Island, to St. Louis, Missouri, to San Antonio, Texas. You need to mark important locations on your map, label them, and provide their coordinates.

Brochure

Use a standard brochure format, and include some or all of the following information about your locations:

- Sports teams
- Historical background
- Economic base, industries
- Famous bands or other well known entertainers
- Major physical features (mountains, lakes, etc.)

Be sure to include illustrations, color, and neatly written explanations. *Be creative!*

Attachment C: Life on the Great Plains _____

Inventions/Agricultural Practices	Description/Date Introduced	How did the item help settlement of the Great Plains?	How did the item impact peoples' lives?
Barbed wire			
Steel plows			
Dry farming			
Sod houses			
Beef cattle raising			
Wheat farming			
Windmills			
Railroads			

Organizing Topic

Post Civil War

Standard(s) of Learning

- USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present;
 - b) make connections between past and present;
 - c) sequence events in United States history from 1877 to the present;
 - d) interpret ideas and events from different historical perspectives;
 - f) analyze and interpret maps that include major physical features;
- USII.3 The student will demonstrate knowledge of how life changed after the Civil War by
- a) identifying the reasons for westward expansion;
 - b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;
 - c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans in the post-Reconstruction South;
 - d) explaining the rise of big business, the growth of industry, and life on American farms;
 - e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.;

Essential Understandings, Knowledge, and Skills

Correlation to Instructional Materials

Skills *(to be incorporated into instruction throughout the academic year)*

Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present.

Make connections between past and present.

Sequence events in United States history from 1877 to the present.

Interpret ideas and events from different historical perspectives.

Analyze and interpret maps that include major physical features.

Content

Explain how the following opportunities and technological advances led to westward expansion following the Civil War:

- Opportunities for land ownership
- Technological advances, including the Transcontinental Railroad
- Possibility of wealth created by the discovery of gold and silver
- Adventure
- A new beginning for former slaves.

Explain the following reasons for increased immigration in the post-Civil War era and its related impact on United States society:

- Hope for better opportunities
- Religious freedom
- Escape from oppressive governments
- Adventure.

Explain the following reasons for the growth of cities:

- Specialized industries including steel (Pittsburgh), meat packing (Chicago)
- Immigration from other countries
- Movement of Americans from rural to urban areas for job opportunities.

Identify the interaction and conflict of different cultural groups that were the result of population changes, growth of cities, and new inventions with emphasis on the following:

- Indian policies and wars
 - Reservations
 - Battle of Little Bighorn
 - Chief Joseph
- Discrimination against immigrants
 - Chinese
 - Irish.

Identify the following major inventions that contributed to industrial growth and explain their positive and negative impact on society:

- Lighting and mechanical uses of electricity (Thomas Edison)
- Telephone service (Alexander Graham Bell).

Explain that rapid industrialization and urbanization led to overcrowded immigrant neighborhoods and tenements.

Explain the following outcomes of challenges urban areas faced as the result of population and technological changes:

- Tenements and ghettos
- Political corruption (political machines).

Describe the following efforts to solve the challenges created by immigration and the growth in cities:

- Settlement houses, such as Hull House founded by Jane Addams
- Political machines that gained power by attending to the needs of new immigrants (e.g., jobs, housing).

Explain how the United States was transformed from an agricultural to an industrial nation between the Civil War and World War I.

Explain the following reasons for the rise and prosperity of big business following the Civil War:

- National markets created by transportation advances
- Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Henry Ford, automobile)
- Advertising
- Lower-cost production.

Explain the following factors that led to a growth in industry following the Civil War:

- Access to raw materials and energy
- Availability of work force
- Inventions
- Financial resources.

Describe the following examples of big business:

- Railroads
- Oil
- Steel.

Explain how the following industrial and business changes influenced farm and city life following the Civil War:

- Mechanization (e.g., the reaper) had reduced farm labor needs and increased production.
- Industrial development in cities created increased labor needs.
- Industrialization provided access to consumer goods (e.g., mail order).

Explain the following negative effects of industrialization:

- Child labor
- Low wages, long hours
- Unsafe working conditions.

Explain the effects the following Progressive Movement reforms had on the workplace:

- Improved safety conditions
- Reduced work hours
- Placed restrictions on child labor.

Describe the following outcomes of organized labor due to industrialization:

- Formation of unions — Growth of American Federation of Labor
- Strikes — Aftermath of Homestead Strike.

Describe the following effects of the women’s suffrage movement:

- Increased educational opportunities
- Attained voting rights
 - Women gained the right to vote with passage of the 19th Amendment to the Constitution of the United States of America.
 - Susan B. Anthony worked for women’s suffrage.

Describe the following actions of the supporters of the Temperance Movement:

- Composed of groups opposed to the making and consuming of alcohol
- Supported 18th Amendment prohibiting the manufacture, sale, and transport of alcoholic beverages.

Define *racial segregation*. Include that it is:

- Based upon race
- Directed primarily against African Americans, but other groups also were kept segregated.

Describe how Jim Crow laws legalized discrimination against African Americans following Reconstruction. Include how the laws:

- Made discrimination practices legal in many communities and states
- Were characterized by unequal opportunities in housing, work, education, and government.

Compare the African American response to “Jim Crow” laws as characterized by the following leaders:

- Booker T. Washington — Believed equality could be achieved through vocational education; accepted social separation
- W. E. B. Du Bois — Believed in full political, civil, and social rights for African Americans.

Describe the discrimination African Americans encountered following Reconstruction.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“African Americans after Slavery.” *Digital History*. <<http://www.digitalhistory.uh.edu/historyonline/us22.cfm>>.

This site offers selections from Booker T. Washington and W. E. B. Du Bois, in addition to other information regarding the racial segregation and increased violence against African Americans after Reconstruction.

Cartoons of Thomas Nast: Reconstruction, Chinese Immigration, Native Americans, Gilded Age.

<<http://www.csubak.edu/~gsantos/cat15.html>>. This site offers some of the more famous cartoons by the well-known American political cartoonist of the late 19th century.

“Declaration of Sentiments.” *The National Park Service*. <<http://www.nps.gov/wori/declaration.htm>>. This Web site provides the text of the declaration that was drafted at the first women’s rights convention (Seneca Falls, New York, 1848).

EDSITEment: The Best of the Humanities on the Web. National Endowment for the Humanities,

<<http://www.edsite.net/neh.gov>>. This Web site offers an extensive lesson entitled “Life on the Great Plains.” Click on “History and Social Studies,” and scroll down to find the lesson in the alphabetical list.

Ellis Island Immigration Museum. <<http://www.ellisland.com/index.html/>>. This site is the official Web site of the museum, offering diverse information.

Ellis Island: Through America’s Gateway. <<http://www.internationalchannel.com/education/ellis/>>. This Web site offers audio clips of remembrances of some of the people who were actually processed through Ellis Island so that one can hear the history of these people in their own words.

Exhibits. National Postal Museum. <http://www.postalmuseum.si.edu/exhibits/2_exhibits.html>. This Web site includes samples of letters written by 19th century American immigrants.

The History Place: Child Labor in America 1908–1912, Photographs of Lewis H. Hine.

<www.historyplace.com/unitedstates/childlabor>. This site contains documentary photography from this period.

The Internet Public Library. <<http://www.ipl.org/>>. The Internet Public Library is a public service organization and a learning/teaching environment at the University of Michigan School of Information. This site offers searchable information on all topics.

Jacob Riis. <<http://www.spartacus.schoolnet.co.uk/USARiis.htm>>. This site provides a short biography of Jacob Riis and some sample text and pictures from his book *How the Other Half Lives*.

Masters of Photography: Jacob Riis. <<http://www.masters-of-photography.com/R/riis/riis2.html>>. This site has many documentary photographs of New York City during the Gilded Age.

Museum of the City of the New York. <<http://www.mcny.org>>. This Web site has a full collection of turn-of-the-century photography.

Riordon, William L. “Plunkitt of Tammany Hall.”

<<http://ibiblio.org/pub/docs/books/gutenberg/etext01/plnth10.txt>>. This site provides the complete text of the series of interviews entitled *Plunkitt of Tammany Hall*. N.Y.: McClure, Philipps & Co., 1905.

Riordon, William L. “Plunkitt of Tammany Hall.” <<http://www.uhb.fr/faulkner/ny/plunkitt.htm>>. This site provides an abridged version of the complete series of interviews entitled *Plunkitt of Tammany Hall*. N.Y.: McClure, Philipps & Co., 1905.

“Urban Political Machines.” *Digital History*. <<http://www.digitalhistory.uh.edu/historyonline/us28.cfm>>. This site provides a lesson on urban political machines.

U.S. National Archives and Records Administration. <<http://www.archives.gov/>>. This site offers access to numerous historical documents of the United States.

Views of Immigrants: The Ram's Horn.

<http://history.osu.edu/Projects/Rams_Horn/Views_of_Immigrants.html>. This site offers two political cartoons expressing a desire for immigration restriction, a political movement that was powerful during the Gilded Age and Progressive Era, and which was successful in 1921 and 1924.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning.

United States History: 1877 to the Present. Test Blueprint. Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint4USII.pdf>>. This site provides assessment information for the course in United States History: 1877 to the Present.

Session 1: Illustration of a U.S. Map

Materials

- Textbook
- Atlas of the United States
- Blank physical/political map of the United States during the time period 1865 to 1900
- Colored pencils
- “Sample Grading Rubric: Illustration of a U.S. Map” (Attachment A)

Instructional Activities

1. Give each student (or pair of students) a blank physical/political map of the U.S. during the time period 1865 to 1900 and a question regarding the route of the Transcontinental Railroad, the emerging areas of urbanization, the removal of American Indians (First Americans) to reservations, or the major physical features of the United States. Allow students to use their textbook and/or atlas to research and answer their question. Have students create a symbol(s) for the answer, place the symbol(s) on their map in the appropriate place(s) and include these symbols in a map legend. Some suggested questions for this map activity include the following:
 - What were the major industries of the Northeast region of the United States after the Civil War?
 - What two cities in the northeastern United States became industrial powerhouses after the Civil War?
 - Where did the Central Pacific Railroad and the Union Pacific Railroad meet?
 - In which part of the country was steel manufacturing concentrated?
 - What was the route of the Union Pacific Railroad?
 - What was the route of the Central Pacific Railroad?
 - What raw materials were mined in the western part of the United States?
 - Which industrial city became a center for the meat packing business?
 - What were the primary locations for Indian Reservations by 1890?
 - What states experienced large numbers of Chinese immigrants?
2. After they have answered the first question, give each student or student pair a new question. Check the accuracy of students’ answers as they progress throughout the activity. Encourage students to make their map colorful and to include a title and legend.
3. Once students have answered all the questions and completed their maps, have them use the maps to draw inferences about the historical time period. In a class discussion, prompt them to consider the impact of railroad expansion, growing urbanization, and settlement patterns during this time. Also have them consider what influence physical features of the landscape had on industry, farming, and urbanization.
4. Assessment: A sample grading rubric for this session is found at Attachment A.

Session 2: Documentary Photographs from the Industrialization Period _____

Materials

- Photographs from this time period (See “Sample Resources” for this Organizing Topic.)

Instructional Activities

NOTE: Teachers have at least two options for presenting the photographs used in this session. One is to download photographs from the Internet and print and laminate them for class use. This works well for small-group work. Another option is to design an electronic presentation that uses the downloaded photographs. The latter option works well for a whole-group activity.

1. Review with students the differences between *primary* and *secondary* sources. Write the following quotations on the board, and lead a short discussion on the purpose and importance of documentary photography by having students interpret the meaning of the quotes.

“The camera is an instrument that teaches people how to see without a camera.” — Dorothea Lange

“A picture is worth a thousand words.” — Chinese proverb

2. Show students some examples of contemporary documentary photography from a current event, such as September 11th or a natural disaster. Select one of the pictures and without giving them any information about it, have students (1) write a short description of the picture for someone who cannot see it and (2) hypothesize about what event the photograph depicts. Have students share their descriptions. Finally, have students suggest a caption for the photograph. Ask students the following questions: Do documentary photographers usually have a specific message they are trying to convey? Are such pictures objective?
3. Have students examine photographs from the industrialization period. The photography of Lewis Hines, Jacob Riis, and the Bryon Collection (part of the collection at the Museum of the City of New York) offer an excellent cross section of urban life during this period. Choose six or more photographs that offer a representation of life in urban America at the turn of the twentieth century. As students look at the photographs, have them consider and write answers to the following questions:
 - How would you describe these photographs to someone who could not see them? Be very specific. Your description should be detailed enough to enable someone to visualize the image accurately.
 - What emotions is the photographer trying to elicit with the picture?
 - What can you infer from these photographs about life in urban America during the turn of the twentieth century?
 - What are some questions left unanswered by these photographs?
 - What would be a good caption(s) for these photographs?
4. After they have written their own answers to these questions, have students research answers to the questions, using their textbook, the media center, and/or Internet.

Session 3: Ellis Island

Materials

- Internet access
- “Ellis Island Virtual Tour” worksheet (Attachment B)

Instructional Activities

1. Discuss the origin and ethnicity of students’ last names. Explain to students how all Americans, with the exception of American Indians (First Americans), are immigrants to this country. This introduction also permits a brief discussion of immigration patterns over time.
2. Using the *Ellis Island: Through America’s Gateway* Web site at <http://www.internationalchannel.com/education/ellis/>, take students on a virtual tour of the museum. Give students the “Ellis Island Virtual Tour” worksheet (Attachment B) to use as a guide. (NOTE: This worksheet is a sample and will need to be expanded by the teacher.)
3. Optional: Show students part of the video series entitled *Ellis Island*, produced by the History Channel. (DVD can be ordered at <http://store.aetv.com/html/product/index.jhtml?id=70429> for \$24.95.) This video describes the immigrant experience and uses excerpts from the Ellis Island Oral History Project. Below are some sample questions to prompt discussion about the video:
 - What was the goal of the bureaucratic institution known as Ellis Island?
 - What fears did American Indians (First Americans) share concerning the rapid increase in the arrival of new immigrants?
 - How did volunteer organizations help new immigrants adjust to their surroundings?
 - Why is Ellis Island referred to as the “Isle of Hope” but also the “Isle of Tears”?

Session 4: Thoughts of a New Immigrant

Materials

- Letter written in the late 19th century by a newly arrived immigrant to the United States
 - Mary Stevenson’s letter to her family in Sweden
<http://www.postalmuseum.si.edu/exhibits/2a4d_yourlettersread.html>
 - Samples of audio letters from immigrants
<http://www.postalmuseum.si.edu/exhibits/2b1a_explosion.html>
- “Sample Grading Rubric: Thoughts of a New Immigrant” (Attachment C)

Instructional Activities

1. Share an example of a letter written in the late 19th century by a recently arrived immigrant (see U.S. Postal Museum resources listed in materials list above). Ask students to note what they can learn historically from reading the letter. Have them also note the level of emotion in the letter.
2. Have students assume the identity of a recently arrived U.S. immigrant in this time period and compose a letter to a relative back in the “old country.” Have them include information related to the boat trip from the old country, living and working conditions in their new home, job opportunities they may have found, and some of other people they have encountered. Allow students to use the information they have gathered from previous sessions.
3. Assessment: A sample grading rubric for this session is found at Attachment C.

Session 5: Attitudes towards Immigrants at the Turn-of-the Century _____

Materials

- Copies of political cartoons (See “Sample Resources” for this Organizing Topic.)
- Political cartoon worksheet (available from the U.S. National Archives and Records Administration at <http://www.archives.gov/index.html>) or teacher-produced)

Instructional Activities

1. Introduce this session by showing students a contemporary political cartoon. Have the class analyze the cartoon to ascertain its meaning. The U.S. National Archives and Records Administration at <http://www.archives.gov/index.html> has a worksheet to help students understand political cartoons.
2. Show students some period political cartoons that reflect attitudes toward increased immigration at the turn-of-the-century. Sources for historical cartoons can be found at *Cartoons of Thomas Nast: Reconstruction, Chinese Immigration, Native Americans, Gilded Age*, <http://www.csubak.edu/~gsantos/cat15.html>, and *Views of Immigrants: The Ram’s Horn*, http://history.osu.edu/Projects/Rams_Horn/Views_of_Immigrants.html. Have students, working in small groups or as a whole group, analyze the cartoons, using the worksheet from the National Archives or a teacher-generated worksheet with questions that are specific to a particular cartoon.
3. After the analysis is finished, help students make some generalizations regarding discrimination against immigrants. Include the concepts of racism, anti-Semitism, and the fact that in slow economic times, immigrants are seen as a threat to employment. Below are some sample questions to help students make such generalizations:
 - What are some positive points regarding immigrants in the cartoons?
 - What are some negative points regarding immigrants in the cartoons?
 - What general attitudes, as shown in these cartoons, did Americans have on increased immigration during this period?
 - How might these attitudes have differed among different groups, such as businessmen, workers, social reformers, and politicians?
 - How are these attitudes concerning immigration in the early 1900s similar to and/or different from attitudes regarding immigration today? Use some contemporary cartoons to illustrate attitudes today.
5. Students create their own political cartoons that express opinions regarding immigration at the turn of the twentieth century or contemporary attitudes towards immigration.

Session 6: Captains of Industry

Materials

- Internet access
- Research materials on John D. Rockefeller, Andrew Carnegie, and Henry Ford
- “Sample Grading Rubric: Captains of Industry” (Attachment D)

Instructional Activities

1. Ask students to provide a definition of the term *captains of industry*. Write these definitions on the board as they are offered, and hold a class discussion on the meaning of this term. Ask, “Does this term have a positive or a negative connotation?”
2. Provide materials in the classroom for research on the following industrial leaders of the era: John D. Rockefeller, Andrew Carnegie, and Henry Ford. Helpful Internet sites to which to point students are *Internet Public Library* at <<http://www.ipl.org/>> and *EDSITEment: The Best of the Humanities on the Web* at <<http://edsitement.neh.gov/>>. Divide students into small groups, and assign each group one of the individuals mentioned above. Have the groups use the research materials and the Internet to find information about the following aspects of their assigned businessman:
 - His family background
 - Acquisition of his wealth
 - Treatment of his workers; his business ethics/values
 - Philanthropy (his financial donations to individuals and organizations)
3. After they have gathered their information, have each group write a series of interview questions that would be effective in soliciting information on these topics from their assigned businessman.
4. Finally, have one group (the interviewers) interview another group (the interviewees), using the questions prepared by the interviewees. Repeat the process so that each group is interviewed. The students may adopt a talk-show format for these mock interviews. Have students use a note-taking chart during the interviews of leaders they themselves did not research.
4. Assessment: A sample grading rubric for this session is found at Attachment D.

Session 7: Political Machines

Materials

- *Plunkitt of Tammany Hall* and other readings related to political machines (See “Sample Resources” for this Organizing Topic.)

Instructional Activities

1. Ask students what they think society should expect of state and local government, and list these on the board as they are offered. Then, have students read in their text about the political machines that dominated major urban areas in post-Civil War America. NOTE: You may need to provide additional notes on this topic.
2. Have the students read a short selection from *Plunkitt of Tammany Hall*. NOTE: Chapters 1 and 23 are the best examples of the workings of a political machine. Help the students define and understand the terms *ward boss* and *Tammany Hall*. Prompt a class discussion with questions that relate to the primary duties of a ward boss and how political machines operated within a city.
4. Share some dissenting opinions regarding political machines. A sample of these can be found in the article “Urban Political Machines” at <<http://www.digitalhistory.uh.edu/historyonline/us28.cfm>>. Help students understand both the positives and the negatives of political machines.
5. Use a Venn Diagram to compare and contrast “Positive Actions of Urban Political Machines” vs. “Negative Actions of Urban Political Machines.” Have students replicate the diagram in their notebook for future reference. Review the posted student observations regarding society’s expectations of state and local government. Have they changed since the turn of the twentieth century? If so, how? How do these changes help make government less corrupt?

Session 8: The Progressive Movement

Materials

- Progressive Movement Note-Taking Chart (Attachment E)
- Textbook and other resources
- Overhead projector

Instructional Activities

1. Provide students with a blank Progressive Movement Note-Taking Chart (Attachment E), for listing the concerns, reformers, and reforms of the Progressive Movement. This chart may need to be modified depending on the textbook being used and the way in which it details the Progressive Movement.
2. Have students complete the chart, using the textbook and other resources. When students have completed their chart, review it with them by using a transparency to project a blank chart on the board and then calling students to the board to complete the chart, thereby sharing their answers.

Session 9: Rights for Women

Materials

- Copy of the Declaration of Sentiments, drafted at the first women’s rights convention (Seneca Falls, New York, 1848) (available at <<http://www.nps.gov/wori/declaration.htm>>)
- Copy of the Declaration of Independence (usually available in textbook)

Instructional Activities

1. Ask students whether they feel women have achieved equality with men. Have them justify their answers by providing examples. Record responses on the board, grouping answers into categories, such as Elected Political Office, Business, Sports, and Entertainment.
2. After student responses have been recorded, provide information that illustrates women’s progress and defines areas in which improvement is needed.
3. Provide students with a copy of the Declaration of Sentiments, but do not provide any information about the document. Read the document with the students, and ask them if they can identify it. The students should recognize the document as similar to the Declaration of Independence.
4. Have students refer to a copy of the Declaration of Independence in order to compare and contrast the two documents. Sample questions to prompt discussion include:
 - How is this document similar to the Declaration of Independence? How is it different?
 - Why did these women feel their rights were being violated?
 - What rights were denied to women at this time?
 - How are the complaints of the women similar to the complaints of the (male) colonists before the American Revolution?
 - Which complaints have been successfully addressed between the writing of this document and today? Which have not?
5. Explain that the first women’s rights convention was held in Seneca Falls, New York, in 1848, and describe the historical background that led to this event. Tell students that the delegates drafted the “Declaration of Sentiments,” a statement of women’s rights. Then, explain that the Women’s Rights Movement was a part of the broader Progressive Movement in American history. Provide notes on the impact the Progressive Movement had on women’s rights:
 - Women gained increased educational opportunities.
 - Women attained voting rights (women’s suffrage).
 - The 19th Amendment to the U.S. Constitution was passed.
 - Susan B. Anthony worked for women’s suffrage.

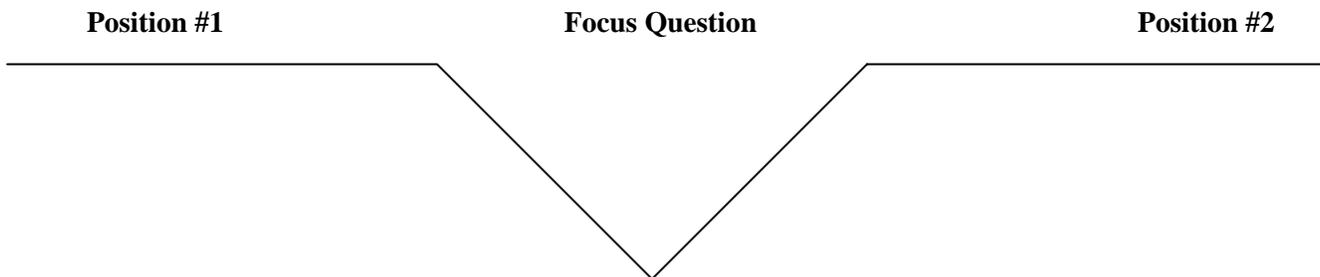
Session 10: The Advancement of African Americans

Materials

- Biographies and sample writings of W. E. B. Du Bois and Booker T. Washington (available at <http://www.digitalhistory.uh.edu/historyonline/us22.cfm>)
- Graphic organizer

Instructional Activities

1. Explain to students how “Jim Crow” laws in the South legalized discrimination against African Americans after Reconstruction. Explain that organizations like the Ku Klux Klan were created after the Civil War to carry out a campaign of terrorism against African Americans and ensure white supremacy. To illustrate the topic, present a notable historical political cartoon by Thomas Nast that illustrates white society’s effort to intimidate African Americans: “Armed White Man’s Leaguer and Ku Klux Klan Member Shake Hands [over] a cowed African American Family” (October 1874) <http://www.csubak.edu/~gsantos/img0053.html>.
2. Have the students read short biographies of African American leaders W. E. B. Du Bois and Booker T. Washington. Then have students read short passages from writings of the two leaders. “African Americans after Slavery” (*Digital History*, <http://www.digitalhistory.uh.edu/historyonline/us22.cfm>) offers selections from Washington and Du Bois, in addition to other information regarding the racial segregation and increased violence against African Americans after Reconstruction.
5. Have students develop a Vee Heuristic (sample below) that focuses on the question: How did Booker T. Washington and W. E. B. Du Bois differ in their perspectives of how African Americans should attempt to gain equal rights?



A sample Vee Heuristic is illustrated above. Students place W. E. B. Du Bois at Position #1 and Booker T. Washington at Position #2. They then list the main points of each leader’s position on the focus question.

Session 11: Assessment

Materials

- Assessment (Attachment F)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment F.

Additional Activities

- Have students graph census figures from the major urban areas of the United States.
- As a follow-up to Session 3, have students draw a picture of a newly arrived immigrant. Using the five senses, have students describe what the immigrant may have seen, smelled, touched, tasted and heard upon his/her arrival in the New World. Have students draw an arrow from the appropriate location on the figure to a short written description to the side of the figure. The student might also wish to indicate what the immigrant may have felt by drawing an arrow from the heart to a short description.

Attachment A: Sample Grading Rubric: Illustration of a U.S. Map _____

Illustrated Map

Questions answered correctly	Possible Points	Points Awarded
Map Quality:		
<ul style="list-style-type: none"> • All items clearly marked 		
<ul style="list-style-type: none"> • Use of color 		
<ul style="list-style-type: none"> • Clear and readable legend 		
<ul style="list-style-type: none"> • Information well presented 		
Group Cooperation (if applicable)		
Total Points		

Attachment B: Ellis Island Virtual Tour

Directions: Click on the following Web address, and answer the questions as you take your virtual tour of Ellis Island: <<http://www.internationalchannel.com/education/ellis/>>

First Stop on Tour: Historical Overview

1. What tests did the immigrants have to pass before they would be admitted into the United States?

Click on the photos below to hear oral history interviews:



2. What problem did this woman have at Ellis Island?
3. What impressions did this immigrant have of Ellis Island?

Second Stop: The Journey

4. Provide three reasons why immigrants came to the United States. Identify these reasons as *push* or *pull* factors.
5. What were the conditions in steerage?

Click on the photos below to hear oral history interviews:



6. What were this traveler's impressions of the trip to America?
7. What curious thing happened to this traveler?

Proceed through the remaining sections of the exhibit, as directed by your teacher.

Attachment C: Sample Grading Rubric: Thoughts of a New Immigrant _____

Name: _____

Date: _____

Elements	Possible Points	Points Awarded
Use of historical information		
Identification of self and others (character description)		
Use of emotion		
Use of correct grammar/spelling		
Total points received		

Teacher Comments:

Attachment D: Sample Grading Rubric: Captains of Industry _____

Name: _____

Date: _____

Elements	Possible Points	Points Awarded
Quality of research for the following categories:		
• Family background		
• Acquisition of wealth		
• Treatment of workers		
• Philanthropy		
Quality of interview questions for the following categories:		
• Family background		
• Acquisition of wealth		
• Treatment of workers		
• Philanthropy		
Quality of presentation (mock interview or talk show) for the following categories:		
• Family Background		
• Acquisition of wealth		
• Treatment of workers		
• Philanthropy		
Quality of group work:		
• Student contributed work to group		
• Student listened to others		
Total points received		

Teacher Comments:

Attachment E: Progressive Movement Note-Taking Chart _____

Name: _____

Date: _____

Problems	Reformers	Legacies Existing Today
Poor working conditions		
Consumer fraud		
Unfair practices by large corporations		
Political corruption		
Destruction of wilderness areas		

Attachment F: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. Which of the following were reasons for immigration to America during the late 1800s and early 1900s?</p> <p>A Religious persecution B Economic opportunity C Religious persecution and political freedom D Economic opportunity and political freedom *</p> <p>2. All of the following were problems faced by cities during industrialization <i>except</i></p> <p>A increase in crime. B scarcity of housing. C increase in outbreaks of diseases. D lack of workers. *</p> <p>3. Which labor union was founded by Samuel Gompers in the early part of the twentieth century?</p> <p>A Knights of Labor B American Federation of Labor * C Congress of Industrial Organizations D United Auto Workers</p> <p>4. Who became the leader of the steel industry in the United States during the late 1800s and early 1900s?</p> <p>A Andrew Carnegie * B John D. Rockefeller C J. P. Morgan D Cornelius Vanderbilt</p> <p>5. Who was best known as a leader of the women's rights movement?</p> <p>A Ida Tarbell B Carrie Nation C Helen Hunt Jackson D Susan B. Anthony *</p>	<p>6. Women gained the right to vote with the passage of which amendment?</p> <p>A 16th B 17th C 18th D 19th *</p> <p>7. After landing at Ellis Island, newly arrived immigrants had to</p> <p>A take a health test. * B prove they could read and write. C pass a citizenship test. D prove they could speak English.</p> <p>8. Steel manufacturing was located in which of the following regions of the United States?</p> <p>A Northeast B Southeast C Mid-Atlantic * D Midwest</p> <p>9. Which of the following cities was the center of the meat packing industry?</p> <p>A Boston B Chicago * C New York D Detroit</p>
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Organizing Topic

Late Nineteenth Century through World War I

Standard(s) of Learning

- USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present;
 - c) sequence events in United States history from 1877 to the present;
 - d) interpret ideas and events from different historical perspectives;
- USII.4 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by
- a) explaining the reasons for and results of the Spanish American War;
 - b) explaining the reasons for the United States' involvement in World War I and its leadership role at the conclusion of the war.

Essential Understandings, Knowledge, and Skills

Correlation to Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present.

Sequence events in United States history from 1877 to the present.

Interpret ideas and events from different historical perspectives.

Content

Explain the following causes and events of the Spanish American War:

- Protection of American business interests in Cuba
- American support of Cuban rebels to gain independence from Spain
- Rising tensions as a result of the sinking of the USS Maine in Havana Harbor
- Exaggerated news reports of events (Yellow Journalism) affected public opinion.

Explain the following results of the Spanish American War:

- The United States emerged as a world power.
- Cuba gained independence from Spain.
- The United States gained possession of the Philippines, Guam, and Puerto Rico.

Identify the following reasons the United States became involved in World War I:

- Inability to remain neutral
- German submarine warfare — sinking of the Lusitania
- United States economic and political ties to Great Britain.

Explain that the United States involvement in World War I ended a long tradition of avoiding involvement in European conflicts and set the stage for the United States to emerge as a global superpower later in the twentieth century.

Explain that there were disagreements about the extent to which the United States should isolate itself from world affairs.

Identify the following Allied countries during World War I:

- Great Britain
- France
- Russia
- Serbia
- Belgium.

Identify the following Central Powers during World War I:

- Germany
- Austria-Hungary
- Bulgaria
- Ottoman Empire.

Explain the following leadership role of the United States at the end of World War I:

- At the end of World War I, President Woodrow Wilson prepared a peace plan that called for the formation of the League of Nations, a peacekeeping organization.
- The United States decided not to join the League of Nations.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Digital History: <<http://www.digitalhistory.uh.edu/>>. This site is a good source for searchable primary documents. Click on the categories under “Primary Sources” on the left.

First World War.Com: Primary Documents – 1919. <<http://www.firstworldwar.com/source/1919.htm>>. This site gives access to a number of primary documents from the year 1919. Other years can also be chosen.

HI 453 Online Primary Sources. <<http://www2.chass.ncsu.edu/slatta/hi453/docs.htm>>. This site offers several news accounts of the explosion of the USS Maine and the politics behind the Spanish American War. Scroll down to the section entitled “The War of 1898 against Spain.” These primary documents also are good examples of yellow journalism.

The Spanish American War Centennial Website. <<http://www.spanamwar.com/>>. This site offers a plethora of information about the war.

“The Spanish-American War: Remember the Maine.” *Small Planet Communications*.

<<http://www.smplanet.com/imperialism/remember.html>>. This site contains pictures and historical background on the explosion of the USS Maine. It also contains historical background on Cuban efforts to gain independence from Spain. The site provides Captain Sigbee’s account of what happened on board the Maine.

U.S. National Archives and Records Administration. <<http://www.archives.gov/>>. This site offers access to numerous historical documents of our country.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning.

United States History: 1877 to the Present. Test Blueprint. Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint4USII.pdf>>. This site provides assessment information for the course in United States History: 1877 to the Present.

“Woodrow Wilson’s Address to Congress – 1919.” *History Central.com*.

<<http://www.multied.com/documents/Wilson1919.html>>. This site offers the text of President Wilson’s speech.

Session 1: The Explosion on the USS Maine and the Spanish American War _____

Materials

- Documents related to the explosion on the USS Maine
- “Remember the Maine!” worksheet (Attachment A)
- “Sample Grading Rubric: The USS Maine” (Attachment B)

Instructional Activities

1. Explain to students reasons the United States was interested in Cuba before the Spanish American War:
 - The U.S. was concerned about protection of American business interests in Cuba (specifically sugar).
 - The U.S. was concerned about human rights abuses by the Spanish in Cuba.
 - The U.S. supported Cuban rebels trying to gain Cuban independence from Spain.

Explain that many in the United States were looking for a reason to go to war with Spain, and the explosion on the USS Maine provided this reason. In this session, students will use primary and secondary documents to discover what actually happened to the USS Maine.
2. Place students in groups of four or five, depending on class size. Give each member of a group a different first-hand account of what happened on the USS Maine. Accounts of the incident can be found at *The Spanish American War Centennial Website* <<http://www.spanamwar.com/>>, which offers accounts from Lt. George Blow, Captain Charles D. Sigsbee, and others.
3. Distribute the “Remember the Maine!” worksheets (Attachment A), and have each student read his/her account and answer a set of questions on the worksheet. Warn students that they may not be able to find some answers because little was actually known at the time and much in the newspaper accounts was conjecture.
4. After students have completed the work on their accounts, have the groups work together to write an account of what really happened, based only on the facts presented. Challenge them to write in the most objective way possible and not make any assumptions.
5. As a whole group, discuss with students what they discovered regarding the incident on the USS Maine. Write their answers on the board, using an outline similar to the one below:
 - What happened on the USS Maine?
 - Who: _____
 - What: _____
 - When: _____
 - Where: _____
 - Results and consequences: _____
6. Share with students the actual cause of the explosion. Then share with them how the event was reported in newspapers at the time. Help students realize the enormous impact of inflammatory newspaper reporting — how it led to war. Is such reporting responsible? Why, or why not? Are there examples of such reporting going on today? If so, what are some examples?
7. Assessment: A sample grading rubric for this session is found at Attachment B.

Session 2: Yellow Journalism and the Spanish American War _____

Materials

- Copy of *The Star* magazine or *The National Enquirer*
- News article on the explosion on the USS Maine (See <http://www.spanamwar.com/>> and click on “Journalism and the War”)
- Student work from Session 1

Instructional Activities

1. Lead the students in defining *yellow journalism*. Students might better understand this concept by using obvious contemporary examples such those found in *The Star* magazine or *The National Enquirer*. *The Spanish American War Centennial Website* <<http://www.spanamwar.com/>> has extensive information on journalism and the war (click on “Journalism and the War”). Explain to students the role of the media and public opinion in influencing President McKinley’s decision to declare war on Spain.
2. Instruct students to write their own yellow journalism story of what happened on the USS Maine. Encourage students to use the basic facts related to the incident but to exaggerate and embellish them in order to inflame opinion against the Spanish. Remind students that Spain was seen as the enemy who reportedly treated the Cubans poorly and would not grant Cuba independence. Encourage students also to write a story that would make people want to buy their newspaper.
3. Encourage students to share their accounts with the class when completed.
4. Discuss with students the outcomes of the war and the territory acquired by the United States.

Session 3: The Causes of World War I; Reasons for U.S. Entry into War _____

Materials

- “Causes of World War I” (Attachment C)
- “Reasons for U.S. Entry into World War I” (Attachment D)
- Video of the film *All Quiet on the Western Front*
- Textbook
- Overhead projector

Instructional Activities

1. Provide students with background on the state of affairs in Europe before the war. Explain that there were long-term and short-term causes for the war. Define for the students the following terms:
 - *Militarism* — the idea that a nation should build up its military forces and use them to reach the nation’s goals
 - *Nationalism* — strong feeling of pride in and loyalty toward one’s country, the belief that the independence and interests of one’s own country should come first, the reluctance to work with other nations toward a common goal
 - *Alliance* — an agreement by two or more nations to act together, especially in time of war
2. To help explain the concepts of militarism and nationalism, show an excerpt from the film *All Quiet on the Western Front*. The opening scene of the movie is a vivid portrait of militarism and nationalism.
3. Have the students use the graphic organizer at Attachment C to take notes on the causes of WWI, either during a guided textbook-reading exercise or during class lecture.
4. Once students have filled in their graphic organizer and answered the questions, use the overhead to project a blank organizer, and solicit student answers to fill it in. Have students add to/correct their organizers as needed. Although students will have gathered a variety of facts, the important facts should be included in some form. An “answer key” for the organizer is shown below:

CAUSES OF WORLD WAR I			
Long Term Causes			Short Term Causes
Nationalism	Militarism	Alliances	Assassination of Archduke Ferdinand
Late 1800s–early 1900s: European ethnic groups devoted to the interests of their own nations, e.g., Germany, Italy. Competition for colonies among European countries. Ethnic minorities desired independence, e.g., Czechs, Slovaks, Poles, Croats, and Serbs.	In order to protect colonies, European nations increased their military strength, e.g., <ul style="list-style-type: none"> • Britain and Germany built a large navy. • Germany and Russia increased the size of their armies. 	As nations increased their military, they formed alliances to protect themselves, e.g., <ul style="list-style-type: none"> • Triple Alliance — Austro-Hungarian Empire, Germany, Italy • Triple Entente — France, Great Britain, and Russia. 	Archduke assassinated by a Serbian terrorist group, the Black Hand, on June 28, 1914. Serbs thought that they might come under control of the Austro-Hungarian Empire. Austro-Hungarian Empire sent demands to Serbian government. Serbia rejected demands. With the help of Germany, Austro-Hungarian Empire declared war on Serbia; Germany declared war on Russia (ally of Serbia), and Great Britain declared war on Germany.

- Who were the Allies? (Britain, France, Russia, Serbia, and Belgium)
- Who were the Central Powers? (Germany, Austro-Hungarian Empire, Bulgaria, and Ottoman Empire)

5. Have the students use the graphic organizer at Attachment D to take notes on the reasons the U.S. finally entered the war. Review the information they gather in an activity similar to that in step 4 above. An “answer key” for the organizer is shown below:

REASONS FOR U.S. ENTRY INTO WORLD WAR I		
Inability to remain neutral in face of increasing threats to U.S. national interests	German unrestricted submarine warfare	Interception of the Zimmerman Telegram
<p>The United States had close economic and political ties to Great Britain. These ties compelled U.S. support for Great Britain.</p>	<p>Feb, 1915: Germans used this strategy to prevent supplies from reaching Britain. They would shoot at <i>any</i> ships without warning — a violation of international law.</p> <p>May, 1915: Lusitania left New York City for England. German embassy warned that travelers were taking a risk. Once the ship was close to Britain, a German U-boat (an <i>Unterseeboot</i> or submarine) launched a torpedo attack, sinking the Lusitania. 128 Americans on board were killed. President Wilson was angry but still kept the United States out of war. Re-elected in 1916 with the slogan: “He kept us out of war.”</p>	<p>Jan. 1917: German foreign secretary, Arthur Zimmerman, sent a telegram* to Mexico asking Mexico to become an ally of Germany. In return, Germany would help Mexico win back lands lost to the United States during the Mexican War.</p> <p>April 1917: Once American were aware of this, they were outraged. President Wilson declared war on Germany.</p>

- Why did the United States delay entering the war? (Because of the U.S.’s long history of isolationism)
- Why did the United States finally enter the war? (Inability to remain neutral — economic and political ties to Great Britain; German unrestricted submarine warfare — sinking of the Lusitania; the Zimmerman Telegram)

*NOTE: The U.S. National Archives and Records Administration offers a lesson plan that uses the Zimmerman Telegram. It can be found at <<http://www.archives.gov/>>: *Digital Classroom — Teaching with Documents — “The Zimmerman Telegram.”*

Session 4: The Changed Political Boundaries after World War I _____

Materials

- Outline maps of Europe during WWI and Europe after WWI
- Textbook
- Colored pencils

Instructional Activities

NOTE: In this exercise, the students will not only develop their own maps, but they draw inferences in order to answer questions related to their maps.

1. Explain to the class that map of Europe was drastically altered after WWI. The Treaty of Versailles, which ended the war, dramatically altered the existing political boundaries. Provide students with two historical outline maps: 1) Europe during WWI (Map A) and 2) Europe after WWI (Map B). Students may use their textbooks or an atlas of United States History.
2. Have students color code Map A to show the following:
 - the Allied Powers
 - the Central Powers
 - the Neutral Nations.Instruct students to label their map neatly and clearly and to include a legend.
3. When students have completed their map, have them answer the following questions:
 - Why was the alliance between France and Russia a threat to Germany?
 - Which countries bordered Italy? Based on that information, why do you think Italy sided with the Allies?
 - What was the possible impact on Great Britain, France, and Italy of a German blockade?
 - How does Map A help us see why the United States decided to enter World War I?
4. Have students color code Map B to show the new nations created after the war. Instruct students to label their map neatly and clearly and to include a legend.
5. When students have completed the map, have them answer the following questions:
 - How did the Allied Powers “punish” the Central Powers after the war?
 - What new countries were created as a result of World War I?
 - How does Map B help us to see that entering World War I made the United States a leader on the international level?

Session 5: The League of Nations

Materials

- Primary documents related to United States participation in the League of Nations

Instructional Activities

1. Explain to students that the formation of the League of Nations was President Wilson’s final goal as President; however, he could not gain enough popular support in the U.S. for joining the League. This was because of a long-standing U.S. policy of isolationism. The U.S. Senate refused to ratify the Treaty of Versailles; therefore, the United States did not become a member of the League of Nations.
2. As a class exercise, have students examine documents of the period that support U.S. participation in the League of Nations and documents that speak out against participation. Such documents may be found at the following Web sites: *First World War.Com* at <<http://www.firstworldwar.com/source/1919.htm>> (address by President Wilson supporting the League and one by Henry Cabot Lodge opposing it); *History Central.com*, at <<http://www.multied.com/documents/Wilson1919.html>> (excerpt from (Woodrow Wilson’s Address to Congress in 1919). NOTE: Check the reading level of the documents before using them.
3. After they have read the documents, have students consider the main points that support each position. Create a t-chart on the board, and list the main points as the students point them out.

Arguments for United States participation in the League of Nations	Arguments against United States participation in the League of Nations

4. Once the chart is complete, discuss answers to the following questions:
 - Which argument do you feel is the most convincing?
 - Which argument do you feel is the least convincing?
 - Do you feel the United States made a mistake by not joining the League? (NOTE: Consider revisiting this question after discussion of the causes of WWII.)
 - Do you see the United States as isolationist today? Is it still possible to be isolationist in today’s world?

Session 6: Assessment

Materials

- Assessment (Attachment E)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment E.

Additional Activities

- Have students research the cost of the Spanish American War and compare it to other 20th-century conflicts.
- Have students write a one-to-two paragraph newspaper article on a recent event, using the style of a yellow journalist.
- Have students write an essay defending the United States entry into World War I.
- Have students role play arguments for and against U.S. entry into World War I.

Attachment A: "Remember the Maine!"

Directions: The explosion on the USS Maine is considered the trigger that started the Spanish American War. We are still not absolutely sure what really happened. Your mission is to review the documents and draw some logical conclusions about what happened and how Americans reacted individually and as a nation.

Your group has several primary documents concerning this incident — one from a textbook and others that are letters and other personal accounts. Each student in the group should read one of the accounts. Once you have read your document, answer the following questions as best you can, using only the information from *your* document. You may not have enough information to answer some of the questions.

After everyone in your group is finished, compare your information with other group members. Then write a *group* version of what you think happened to the USS Maine and the events that followed. Try to leave out any *opinions*; draw conclusions based only on *facts*.

1. What happened to the USS Maine?

2. Why was the Maine in the Havana harbor?

3. Who was the commander of the Maine? How did he react to the explosion? What directions did he give his men?

4. On what part of the ship did the explosion occur?

5. When did the explosion take place?

6. What was the condition of the ship after the explosion?

7. How many men were killed and injured in the explosion? How many of the survivors were officers?

8. How were the survivors rescued after the incident? Where were they taken to safety?

9. What were some possible explanations for the explosion?

10. How did the American public respond to this incident?

11. How did the press respond?

12. How did President McKinley respond?

13. What information did you find regarding the feelings of Americans toward the Spanish? Towards the Cubans?

Attachment B: Sample Grading Rubric: The USS Maine _____

Name: _____

Date: _____

Elements	Possible Points	Points Awarded
Analysis of document; completion of worksheet	10	
Creation of news account		
<ul style="list-style-type: none"> Account includes factual information 	10	
<ul style="list-style-type: none"> Spelling/grammar 	10	
Group participation		
<ul style="list-style-type: none"> Worked well with others 	10	
<ul style="list-style-type: none"> Participated in group discussion 	10	
Total points received	50	

Teacher Comments:

Attachment C: Causes of World War I _____

Long Term Causes			Short Term Causes
Nationalism	Militarism	Alliances	Assassination of Archduke Ferdinand

1. Who were the Allies? _____

2. Who were the Central Powers? _____

Attachment D: Reasons for United States Entry into World War I _____

Inability to remain neutral in face of increasing threats to U.S. national interests	German unrestricted submarine warfare	Interception of the Zimmerman Telegram

3. Why did the United States finally enter the war? _____

Attachment E: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. Which of the following was the main goal of the United States during the Spanish-American War?</p> <p>A To rule Spain’s trade routes B To protect American business interests in Spain C To free Cuba from Spain * D To request Cuba to negotiate a treaty for independence with Spain</p> <p>2. Which headline is an example of yellow journalism?</p> <p>A “Spain Responsible for Unprovoked Attack on the USS Maine” * B “The United States Declares War on Spain” C “Cubans Ask Spain for Their Independence” D “Theodore Roosevelt Is Appointed Secretary of the Navy”</p> <p>3. As a result of the Spanish-American War, the United States acquired all of the following territories <i>except</i></p> <p>A Cuba. * B Puerto Rico. C Philippines. D Guam.</p> <p>4. The immediate cause of World War I was the</p> <p>A Attack on the Lusitania. B Sinking of the battleship Maine. C German use of unrestricted submarine warfare. D Assassination of Archduke Ferdinand. *</p>	<p>5. Which were the leading Allied Powers at the start of WWI?</p> <p>A Britain, France, and Russia * B Germany, Austria-Hungary, and Bulgaria C Denmark and the Netherlands D Spain and Switzerland</p> <p>6. Which of the following was <i>not</i> a reason for the United States entering WWI?</p> <p>A German use of unrestricted submarine warfare B Assassination of Archduke Ferdinand * C Sinking of the Lusitania D Discovery of the Zimmerman Telegram</p> <p>7. When WWI broke out in Europe, the United States adopted a policy of</p> <p>A Militarism. B Isolationism. * C Imperialism. D Expansionism.</p> <p>8. President Wilson hoped that the League of Nations would</p> <p>A Enable nations to solve their conflicts without going to war. * B Make the Allied Powers strong. C Help the United States avoid foreign entanglements. D Reduce tariffs throughout the world.</p> <p>9. During WWI, what strategy did Great Britain and Germany use in an attempt to cut off each other’s trade?</p> <p>A Boycott B Embargo C Demonstration D Blockade *</p>
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Organizing Topic

Early Twentieth Century Social, Economic, and Technological Innovations

Standard(s) of Learning _____

- USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present;
 - b) make connections between past and present;
 - c) sequence events in United States history from 1877 to the present;
 - d) interpret ideas and events from different historical perspectives.
- USII.5 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- a) explaining how developments in transportation (including the use of the automobile), communication, and rural electrification changed American life;
 - b) describing the social changes that took place, including prohibition, and the Great Migration north;
 - c) examining art, literature, and music from the 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington, and Georgia O’Keeffe and including the Harlem Renaissance.

Essential Understandings, Knowledge, and Skills _____

Correlation to Instructional Materials

Skills *(to be incorporated into instruction throughout the academic year)*

Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present.

Make connections between past and present.

Sequence events in United States history from 1877 to the present.

Interpret ideas and events from different historical perspectives.

Content

Explain how social and economic life in the early twentieth century was different from that of the late nineteenth century.

Describe the progress in American life as a result of advancements in technology, including neglected rural areas.

Identify the following results of improved transportation brought by affordable automobiles:

- Greater mobility
- Creation of jobs
- Growth of transportation-related industries (road construction, oil, steel, automobile)
- Movement to suburban areas.

Summarize the significance of the invention of the airplane with emphasis on the Wright brothers’ contribution to its development.

Summarize the significance of Henry Ford’s introduction of the assembly line.

Identify the technological advances in the following areas of communication:

- Increased availability of telephones _____
- Development of the radio (role of Guglielmo Marconi) and broadcast industry (role of David Sarnoff) _____
- Development of the movies. _____

Describe the following changes brought about by advancements in electrification:

- Labor-saving products (e.g., washing machines, electric stoves, water pumps) _____
- Electric lighting _____
- Entertainment (e.g., radio) _____
- Improved communications. _____

Explain that reforms in the early twentieth century could not legislate how people behaved. _____

Explain that Prohibition was imposed by a constitutional amendment that made it illegal to manufacture, transport, and sell alcoholic beverages. _____

Summarize the effectiveness of Prohibition. Include the following:

- Speakeasies were created as places for people to drink alcoholic beverages. _____
- Bootleggers smuggled illegal alcohol and promoted organized crime. _____

Explain that economic conditions and violence led to the migration of people. _____

Explain the following reasons for and results of African American migration to northern cities:

- Jobs for African Americans in the South were scarce and low paying. _____
- African Americans faced discrimination and violence in the South. _____
- African Americans moved to northern cities in search of better employment opportunities. _____
- African Americans also faced discrimination and violence in the North. _____

Identify the leaders in art, literature, and music of the 1920s and 1930s that had an impact on the cultural climate of the future. Include the following:

- Art — Georgia O’Keeffe, an artist known for urban scenes and, later, paintings of the Southwest _____
- Literature — F. Scott Fitzgerald, a novelist who wrote about the Jazz Age of the 1920s; John Steinbeck, a novelist who portrayed the strength of poor migrant workers during the 1930s _____
- Music — Aaron Copland and George Gershwin, composers who wrote uniquely American music. _____

Explain how the leaders of the Harlem Renaissance drew upon the heritage of black culture to establish themselves as powerful forces for cultural change. _____

Identify African American artists, writers, and musicians based in Harlem and explain how they revealed the freshness and variety of African American culture. Include the contributions of the following individuals:

- Art — Jacob Lawrence, painter who chronicled the experiences of the Great Migration north through art _____
- Literature — Langston Hughes, poet who combined the experiences of African and American cultural roots _____

- **Music** — Duke Ellington and Louis Armstrong, jazz composers; Bessie Smith, blues singer.

Explain how the popularity of these artists spread to the rest of society.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Aaron The Copeland Collection, ca. 1900–1990. American Memory Collection, Library of Congress.

<<http://memory.loc.gov/ammem/achtml/achome.html>>. This site offers many resources about the great American composer of classical music.

Behrens, David. “F. Scott Fitzgerald Country: With Gold Coast parties and bathtub gin, Long Island epitomizes the Roaring ‘20s.” *LI History.Com*. <<http://www.newsday.com/extras/lihistory/7/hs715a.htm>>. This account of the Roaring ‘20s elite society on Long Island is quite vivid.

“Bernstein Century — Copland: Appalachian Spring.” *Amazon.com*.

<<http://www.amazon.com/exec/obidos/tg/detail/-/B0000029XG/103-9140471-8509440?v=glance#product-details>>. This site offers audio selection’s from Copland’s Appalachian Spring.

Classical.Net. <<http://www.classical.net/>>. Classical Net features more than 3,000 CD/DVD/Book reviews, as well as 6,000 files and over 4,000 links to other classical music Web sites.

Duke Ellington. <<http://www.dukeellington.com/>>. This “official” Web site of the great jazz legend contains a biography, the music, quotes, photos, and other information about him.

“Experiencing the Assembly Line.” *History Alive: Teachers’ Curriculum Institute*.

<http://www.historyalive.com/prodevelopment/EE_assemble.asp>. In this experiential exercise, students assume the roles of assembly-line workers completing different parts of a drawing of a man in order to learn how the specialization of labor and the move to assembly-line production impacted workers around the turn of the century.

Filmsite.org. <<http://www.filmsite.org/>>. This Web site offers background information on and analyses of classic American films.

Garrison, Barbara. *The Poetry of Langston Hughes: Teacher CyberGuide*.

<<http://www.sdcoe.k12.ca.us/score/langhu/langhutg.html>>. This supplemental CyberGuide on the poetry of Langston Hughes was developed by teachers in the Schools of California Online Resources for Educators (SCORE) Project.

George and Ira Gershwin, The Official Web Site. <<http://www.gershwin.com/>>. This site offers audio clips of various great Gershwin songs.

The Georgia O’Keeffe Museum. <<http://www.okeeffemuseum.org/>>. This site offers information about and images by the great American artist.

The Georgia O’Keeffe Online Gallery. <<http://www.happyshadows.com/okeeffe/>>. This Web site provides images of many of O’Keeffe’s great paintings.

Goin’ to Chicago: A Documentary Film from George King & Associates. <<http://www.pbs.org/gointochicago/>>. This site offers lesson plans about a film concerning the Great Migration.

The Great Migration: A Story in Paintings by Jacob Lawrence.

<<http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html>>. This site offers access to Lawrence’s Migration Series in its entirety with captions by Lawrence.

“Jacob Lawrence: Storyteller, Lesson 2: The Great Migration: Telling Stories about Historical Events.”

ArtsEdNet, <<http://www.getty.edu/artsednet/resources/jacoblawrence/2over.htm>> This Web site features a selection of images and accompanying questions about the Great Migration, along with worksheets for students to use.

“Langston Hughes.” *Poets.org*. <<http://www.poets.org/poets/poets.cfm?prmID=84>>. This site offers a short biography, a bibliography, and numerous poems and other writings of “The Poet Laureate of Harlem.”

“Louis ‘Satchmo’ Armstrong (1901-1971).” *Red Hot Jazz.com*. <<http://www.redhotjazz.com/louie.html>>. This site profiles the career of the great trumpeter and entertainer.

“Present at the Creation: *The Grapes of Wrath*.” National Public Radio.

<<http://www.npr.org/programs/morning/features/patc/grapesofwrath/>>. Steinbeck’s great novel is explored in a written essay, an audio report, a song sample, and a clip of the 1940 film.

Speakeasies, Flappers & Red Hot Jazz: Music of the Prohibition.

<<http://www.riverwalk.org/proglist/showpromo/prohibition.htm>>. This site presents information about jazz during the ‘20s, as well as audio clips by many famous jazz musicians.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning.

United States History: 1877 to the Present. Test Blueprint. Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint4USII.pdf>>. This site provides assessment information for the course in United States History: 1877 to the Present.

YesterdayPaper.com. <<http://www.yesterdaypaper.com/>>. This site offers many examples of old magazine advertisements.

Session 1: Technological Advances in the Early Twentieth Century _____

Materials

- Textbook
- Research materials on technological advances
- “Technological Advances in the Early Twentieth Century” worksheet (Attachment A)

Instructional Activities

NOTE: Prior to this session, collect research materials on technological advances in the early twentieth century, or have students do the research in the school media center. The materials should include the inventions listed on the worksheet at Attachment A. Students may use their textbooks to supplement the research materials.

1. To begin the session, ask students to make a list of technological advances introduced in the past 20 to 30 years (e.g., personal computers, Internet, portable CD players, cellular phones, DVD players, high-definition television, electrical cars). Write students’ answers on the board. Have students consider the positive and the negative impact these advances have had on our lives. This introduction will help set the stage for considering the technological advances of the early twentieth century.
2. Have students complete the worksheet (Attachment A), working either individually or in pairs. Then, have students answer questions related to their research, such as those listed below:
 - What related industries have benefited from the introduction of the automobile?
 - What are the reasons for the population shift from urban areas to suburban areas?
 - What impact might this population shift have had on large cities?
 - Which labor-saving device do you feel has had the biggest impact on people’s lives? Explain.
 - Which technological advance do you feel has had the biggest impact overall? Explain.
 - How have these early technological advances been improved since?
 - Can any of the advances of the early twentieth century now be considered obsolete?After students have answered these questions, discuss students’ answers as a class exercise.
3. As a possible follow-up assignment, have students create an advertisement for one of the early twentieth-century technological advances listed on the chart. Prompt students to include pictures and a catchy slogan. *YesterdayPaper.com* at <<http://www.yesterdaypaper.com/>> offers many examples of old magazine advertisements that may help students generate ideas.

Session 2: The Assembly Line and Its Impact on Workers _____

Materials

- Copy of the film *Modern Times*

Instructional Activities

1. Provide students with information regarding Henry Ford's innovative method of mass production, and discuss some of the major features of this method, i.e., division of labor, use of unskilled labor, use of interchangeable parts, and mechanization. Ask students to consider advantages of this method: for example, increased efficiency causes more products to be made in a shorter period of time; lower production costs lead to lower consumer prices and higher profit for the manufacturer. As a result of this production method, more people were able to afford the first Model Ts.
2. Show students a clip from the film, *Modern Times* — approximately the first 15 minutes of the film, showing the “Little Tramp” in the workplace. Ask students to watch for the features of mass production and to write down any examples they see. For background information and analysis of the film, see *Filmsite.org* at <http://www.filmsite.org>.
3. In class discussion of the film, note that the character Chaplin plays shows the impact of industrialization on society and the way machines worked to dehumanize workers. Use a t-chart to discuss the advantages and disadvantages of mass production. Ask the students to identify the symbolism in this film clip (e.g., sheep compared to workers; man as part of the machine).

Session 3: Assembly-Line Simulation

Materials

- Various craft materials (See step 3 below.)
- “Assembly Line Simulation Worksheet” (Attachment B)

Instructional Activities

1. Prior to this session, briefly explain how production of goods changed over time. A good example is the production of shoes:
 - Before the 19th century, shoemaking was the work of a master cobbler and his apprentice. The master would teach the apprentice how to make shoes. The cobbler and the apprentice made the shoe from start to finish. Ask students: Was this a quick or a time-consuming way to make shoes? Was it an interesting process for the shoemaker?
 - With the introduction of mechanization and the assembly line, the process was very different. The master and apprentice relationship was gone. The relationship was now employer and employee. Shoe making was no longer a special skill. Each worker simply learned his small part of the total job and repeated it over and over, e.g., cutting the leather, stitching the soles. Workers who performed some of these tasks were eventually replaced by machinery; the workers then were needed only to operate the machines. Ask: Was this a quick or a time-consuming way to make shoes? Was it an interesting process for the workers?
2. Explain to students that they will participate in an assembly-line simulation. *History Alive: Teachers’ Curriculum Institute* offers such a simulation, entitled “Experiencing the Assembly Line” at http://www.historyalive.com/prodevelopment/EE_assemline.asp. In this experiential exercise, students assume the roles of assembly-line workers completing different parts of a drawing of a man in order to learn how the specialization of labor and the move to assembly-line production impacted workers around the turn of the century. Each student has a task, and the teacher acts as the foreman overseeing the work and evaluating its quality.
3. Another option for simulating an assembly line is as follows:
 - Group students into groups numbering six to eight but no fewer than six.
 - Give each group the following: one glue stick, one glitter stick, 20 craft sticks, two pieces of construction paper, a pair of scissors. (This list may be altered.)
 - Have each group decide what product they will manufacture, using their materials. Encourage them to use their imaginations. The production process must be complicated enough to involve all members of the group. Using the given materials, the students must make at least *five* examples of their product.
 - After deciding on a product, the members of each group discuss the most efficient way to produce that product, considering what the tasks are, how the tasks should be assigned, and how the labor will be organized.
 - After discussing the tasks and organization of labor, have each group begin to manufacture their product at the *same* moment. Observe the assembly lines, and assess which group has the most efficient line and the reasons why. Allow each group time to finish production. As students are completing their tasks, have one group member record information on the worksheet found at Attachment B.
4. Have the students in each group collectively answer the questions on the worksheet. Hold a class discussion about the efficiency of the class assembly lines and the reasons why some were more efficient than others. Ask, “Does this type of mass production reward the workers by making them personally interested in and proud of creating a quality product?” Review the students’ answers to the questions on the worksheet.

Answers to Assembly Line Worksheet Questions

1. How could the production process be made more efficient? (Answers will vary.)

2. How does this form of production (assembly line) favor/disfavor the worker? (Favor: Workers do not need specialized skill. Disfavor: Workers become bored with task, never getting to experience the satisfaction of completing the final product.)
3. How does this form of production (assembly line) favor/disfavor the employer? (Favor: Employees are more easily replaced; employees make more products in a shorter time period; employers make more profit. Disfavor: Employee turnover is high.)
4. How does this form of production (assembly line) favor/disfavor the consumer? (Favor: Consumer pays less for product because production costs are low; there are more products on the market from which to chose. Disfavor: Products may be of poorer quality because workers may take little pride in making them well.)

Session 4: The Great Migration

Materials

- Internet access to or copies of book *The Great Migration*
- Teacher-generated worksheet

Instructional Activities

1. Remind students that African-Americans living in the South in the early twentieth century faced severe discrimination and lack of job and educational opportunities. Laws passed in the South made it almost impossible for African Americans to participate in political life — i.e., to vote or run for political office. African Americans also experienced discrimination in segregated public facilities, such as trains, schools, parks, restrooms, and water fountains. The KKK often enforced such segregation. African Americans had few job opportunities in the South. They went from being slaves to being tenant farmers and sharecroppers. Many wished to come north where it was believed there were more job opportunities and less discrimination.
2. Have students analyze a series of paintings by the artist Jacob Lawrence in order to gain an understanding of the “Great Migration.” Lawrence’s Migration Series can be found in its entirety with captions by Lawrence at *The Great Migration: A Story in Paintings by Jacob Lawrence*, <<http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html>>. Multiple copies of the book *The Great Migration, An American Story* by Jacob Lawrence (New York: HarperCollins Juvenile Books, 1993) may also be used for this exercise. Select a set of images that best represents the challenges faced by African Americans who were part of the migration. All the paintings in the series are numbered for easy reference. Assign the same set of images to every student, or have them look at different sets of images. Alternatively, show a selection of images to the whole class and analyze the paintings as a whole-group exercise.
3. For a selection of images and accompanying questions, see “Jacob Lawrence: Storyteller, Lesson 2: The Great Migration: Telling Stories about Historical Events” at *ArtsEdNet* <<http://www.getty.edu/artsednet/resources/jacoblawrence/2over.htm>> This Web site also features worksheets for students to use.
4. An optional activity is to show the documentary film *Goin’ to Chicago* from George King & Associates. The documentary is accompanied by a Web site, <<http://www.pbs.org/gointochicago/>>, that offers educational resources, including poetry by Langston Hughes and letters from African American Mississippians inquiring about the opportunities in the North.

Session 5: Art, Literature, and Music of the 1920s and 1930s

Materials

- Samples of paintings by Georgia O’Keeffe
- Traditional paintings of flowers
- Music selections by George Gershwin
- Reading selections by F. Scott Fitzgerald and John Steinbeck

Instructional Activities

1. Introduce this session by asking students to identify the music, books, and possibly movies that have had a significant impact on their generation. Students might mention, among other things, rap music and *Harry Potter*. Help students understand that certain cultural contributions span generations (e.g., da Vinci’s *Mona Lisa*), while many others are popular for a time and then fade away. Tell students that this session will introduce them to artists and writers who have made lasting contributions to American culture.
2. Show students a selection of paintings by Georgia O’Keeffe. A short biography of O’Keeffe can be found at *The Georgia O’Keeffe Museum* <<http://www.okeeffemuseum.org/indexflash.php>>. Images of paintings by O’Keeffe can be found at *The Georgia O’Keeffe Online Gallery* <<http://www.happyshadows.com/okeeffe/>>. Have students examine these paintings on the Internet, or use a selection of paintings projected on the overhead projector or in an electronic presentation. As students view the paintings, ask them to consider the following questions:
 - What colors do you see in this painting?
 - What adjectives would you use to describe this painting?
 - From observing O’Keeffe’s paintings, what can you learn about the Southwest region of the United States?
 - How do O’Keeffe’s paintings of flowers differ from traditional flower paintings? (Show a more traditional painting to help students make comparisons.)
3. Have students listen to selections from the music of George Gershwin and Aaron Copland. Biographies of and music selections by George and Ira Gershwin can be found on the Internet at *George and Ira Gershwin, The Official Web Site* <<http://www.gershwin.com/>>. A biography of Aaron Copland can be found at *Classical.Net* <<http://www.classical.net/music/comp.lst/copland.html>>. Selection’s from Copland’s *Appalachian Spring* can be found at <<http://www.amazon.com/exec/obidos/tg/detail/-/B0000029XG/103-9140471-8509440?v=glance#product-details>> (Scroll down to the “Listen to Samples” section). The Library of Congress’s American Memory Collection contains *The Aaron Copland Collection, ca. 1900–1990* at <<http://memory.loc.gov/ammem/achtml/achome.html>>. Stress that these composers wrote original American music, not music purely in the style of European composers. As students listen to specific selections, ask them to consider the following:
 - What is the tone or mood of the music?
 - What imagery does this piece generate for you?
 - Have you heard any of these selections before? If so, where?
4. Have students read short excerpts from the novelists F. Scott Fitzgerald and John Steinbeck. Emphasize that each writer addressed a specific time period in American history: Fitzgerald’s work exemplifies high life during the Jazz Age, while Steinbeck’s work exemplifies human struggle during the Great Depression.
 - F. Scott Fitzgerald: Have students read a passage that exemplifies the decadence of the Jazz Age from the novel *The Great Gatsby* or from one of Fitzgerald’s short stories. This reading offers the opportunity to discuss Prohibition and its impact on American society during the 1920s. Historical background on Prohibition and Fitzgerald’s attitudes regarding it can be found at *Speakeasies, Flappers & Red Hot Jazz: Music of the Prohibition* <<http://www.riverwalk.org/proglist/showpromo/prohibition.htm>> and at *LI History.Com* <<http://www.newsday.com/extras/lihistory/7/hs715a.htm>>.

- **John Steinbeck:** Have students read a short passage from *The Grapes of Wrath*. Present a passage to students that exemplifies the struggles of migrant workers and the effects of the drought during the 1930s. This reading offers an opportunity to introduce this topic before the study of the Great Depression. For information on the writing of *The Grapes of Wrath*, chapter summaries, and other information about the novel, see the NPR Web site *Present at the Creation, The Grapes of Wrath* at <http://www.npr.org/programs/morning/features/patc/grapesofwrath/>.

Session 6: Contributions of the Harlem Renaissance

Materials

- Poetry selections by Langston Hughes
- Music selections by Duke Ellington and Louis Armstrong

Instructional Activities

1. Provide students with historical background on the Harlem Renaissance. Explain that the Harlem Renaissance was a “rebirth” of African American culture centered primarily in Harlem in New York City. During this time, African American artists, writers, and musicians made a lasting contribution to American culture.
2. Have students read poetry selections by Langston Hughes that reflect the obstacles to equality African Americans faced at this time period. These poems can be connected to the earlier session on the Great Migration. Poetry selections can be found on the Internet at *Poetry.org* <<http://www.poets.org/poets/poets.cfm?prmID=84>>. The Web site *Poetry of Langston Hughes: Teacher CyberGuide* <<http://www.sdcoe.k12.ca.us/score/langhu/langhutg.html>> offers creative lesson plans on this topic.
3. Have students listen to song selections by Duke Ellington, Louis Armstrong, and Bessie Smith, emphasizing how these jazz artists influenced many contemporary musicians. The *Official Site of Duke Ellington* <<http://www.dukeellington.com/>> offers a biography, song list, and other information. A biography and an extensive sound-recording archive of Louis Armstrong can be found at *Red Hot Jazz.com* <<http://www.redhotjazz.com/louie.html>>.

Session 7: Assessment

Materials

- Assessment (Attachment C)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment C.

Attachment A: Technological Advances in the Early Twentieth Century _____

Categories/ Inventions	Inventor(s)	How invention was introduced to society	How invention impacted society
Transportation			
<ul style="list-style-type: none"> Automobiles 			
<ul style="list-style-type: none"> Airplanes 			
Communications			
<ul style="list-style-type: none"> Telephone 			
<ul style="list-style-type: none"> Radio 			
<ul style="list-style-type: none"> Movies 			
Electrification			
<ul style="list-style-type: none"> Electric lighting 			
<ul style="list-style-type: none"> Washing machine 			
<ul style="list-style-type: none"> Electric stove 			
<ul style="list-style-type: none"> Water pump 			

Attachment B: Assembly-Line Simulation Worksheet _____**Group members:** _____
_____**Product produced:** _____

Steps in production process. Describe each step, including the name of the person in charge of each step.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Following the exercise, answer these questions:

1. How could the production process be made more efficient?
2. How does this form of production (assembly line) favor/disfavor the *worker*?
3. How does this form of production (assembly line) favor/disfavor the *employer*?
4. How does this form of production (assembly line) favor/disfavor the *consumer*?

Attachment C: Sample Assessment Items

Asterisk () indicates correct answer.*

1. Which of the following is correctly paired with a development in technology in the late nineteenth century?

- A Henry Ford – assembly line *
- B Wright Brothers – automobile
- C Guglielmo Marconi – steel
- D David Sarnoff – electricity

2. The Great Migration of the early 20th Century involved the movement of

- A Mexicans to Texas.
- B African Americans to northern cities. *
- C women from working at home to paying jobs.
- D Japanese to Silicone Valley.

3. F. Scott Fitzgerald is to John Steinbeck as Aaron Copland is to

- A Jacob Lawrence.
- B Langston Hughes.
- C Georgia O’Keeffe.
- D George Gershwin. *

Organizing Topic

The Great Depression

Standard(s) of Learning

- USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- b) make connections between past and present;
 - c) sequence events in United States history from 1877 to the present.
- USII.5 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills (to be incorporated into instruction throughout the academic year)

Make connections between past and present.

Sequence events in United States history from 1877 to the present.

Content

Explain the following causes of the Great Depression:

- People overspeculated on stocks, using borrowed money that they could not repay when stock prices crashed.
- The Federal Reserve failed to prevent the collapse of the banking system.
- High tariffs strangled international trade.

Explain how the optimism of the 1920s concealed problems in the American economic system and attitudes about the role of government in controlling the economy.

Describe the widespread, severe impact the Great Depression had on Americans. Include the following:

- A large numbers of banks and businesses failed.
- One-fourth of workers were without jobs.
- Large numbers of people were hungry and homeless.
- Farmers’ incomes fell to low levels.

Identify the following features of Franklin Roosevelt’s New Deal and how it used government programs to help the nation recover from the depression:

- Social Security
- Federal work programs
- Environmental improvement programs
- Farm assistance programs
- Increased rights for labor.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

American Memory: Historical Collections for the National Digital Library. Library of Congress.

<<http://www.memory.loc.gov>>. This site is a gateway to rich primary source materials relating to the history and culture of the United States. The site offers more than seven million digital items from more than 100 historical collections.

“The Crash of 1929.” *The Jazz Age Page*. <<http://www.btinternet.com/~drek/ind/thecrash.htm>>. This Web site offers sound clips as well as an account of the Stock Market Crash.

“The Great Depression and the New Deal.” *Digital History*.

<<http://www.digitalhistory.uh.edu/historyonline/us34.cfm>>. This handout contains interesting information as well as questions that will engage students in thought and analysis of this topic.

“The Great Depression: Graphing Economic Data on the Great Depression.” *History Alive*.

<<http://www.historyalive.com/curriculum/ush-122-8.asp>>. This site offers lessons ideas related to “The Roaring Twenties and the Great Depression.”

Historical Census Browser. University of Virginia Library. <<http://fisher.lib.virginia.edu/census/>>. The data presented here describe the population and economy of U.S. states and counties in 10-year increments from 1790 to 1960.

Studs Terkel: Conversations with America. <<http://www.studsterkel.org/>>. This Web site offers information about and excerpts from the radio broadcasts of the great American oral historian.

U.S. History — Topic: Great Depression. Best of History Web Sites.

<http://www.besthistorysites.net/USHistory_GreatDepression.shtml>. This helpful site offers 14 articles and numerous lesson plans, teacher guides, student activities, and more on the topic of the Great Depression.

U.S. National Archives and Records Administration. <<http://www.archives.gov/>>. This site offers access to numerous historical documents of our country.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning.

United States History: 1877 to the Present. Test Blueprint. Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint4USII.pdf>>. This site provides assessment information for the course in United States History: 1877 to the Present.

Session 1: The Crash of 1929

Materials

- Copies of game money and stock certificates
- “Stock Expenditures” (Attachment A: Remove sample data before making student copies.)

Instructional Activities

1. Remind students that the decade of the 1920s was a time of unbridled optimism. The economy was healthy and the average person was investing and making money in the stock market. A good resource for information on this topic is “The Crash of 1929” found at <http://www.btinternet.com/~dreklind/Jazzhome.htm>. Divide the class into three equal groups. Distribute to the students the “Stock Expenditures” worksheet (Attachment A) and game money as follows: Each student in group 1 gets \$500, each student in group 2 gets \$700, and each student in group 3 gets \$1,000. Tell the students that the different dollar amounts represent the different income levels of individuals and that they will be using their money to buy stock in the latest hot investment, Scooter, Inc., Because Scooter, Inc., experienced record profits last year, the price of their stock is sure to go up.
2. On the first round of trading, stock in Scooter, Inc. will sell for \$5.00/share. Students are permitted to buy up to three shares only at this low price. In the first round, stock will be purchased from the teacher. Warn students that the price of the stock could rise in the next round. NOTE: This session can be done over a series of days or compacted into one/two class periods.
3. As indicated on the worksheet, the stock increases to \$10.00/share in round two of trading. Students may sell stock to each other for *no more* than \$9.00/share, as indicated on the worksheet. Rounds can be as short as 7 minutes and as long as 10 minutes. It is helpful to use a signal (e.g., a bell, a flashing of the lights) to indicate to students when the round is over. Emphasize to students that they want to buy low and sell high — this is how they will make money. Also emphasize that the more stocks a student owns, the more control he/she has in the company and the higher his/her dividend at the end of the year. (NOTE: The teacher may need to explain the concept of dividends.) Some students, of course, will be constrained by their income.
4. With each round, the stock price continues to rise or decline, but only slightly. Before round nine, explain to students that the economy is starting to take a turn for the worse. Consumer confidence is fading, and business investment is declining. Sales of scooters slowed in the past year. Therefore, shares of Scooter, Inc. are declining in value. After round nine is completed, ask students what their first instinct was when the price of their stock dropped. The students should answer that their inclination was to sell off what they could. Explain to students that this situation was similar to that of the Crash of 1929. Stock prices became inflated — the stocks were being sold at much higher prices than they were actually worth. When the economy began to falter, stock prices fell, and people panicked. People began selling off their stocks at considerably lower prices than those at which they were purchased. Needless to say, people lost money.
5. At this point, you may choose to explain to students how people also lost money by buying stocks on margin. “The Crash of 1929” provides a clear explanation of the way buying on margin worked. This session also provides an opportunity to discuss the role of the Federal Reserve, prevailing attitudes regarding the role of the government in controlling the economy, and high tariffs on imports. NOTE: A helpful aid in explaining the mechanics of bank failure is a scene from Frank Capra’s film *It’s a Wonderful Life*, in which the “run on the bank” at the Savings and Loan illustrates the lack of government control of banking procedures.

Session 2: Contributing Factors

Materials

- Textbook
- “The Great Depression: Causes and Effects” transparency (Attachment B)

Instructional Activities

1. Prior to the session, review the terms *overspeculation*, *tariff*, and *stock*.
2. Explain that the optimism of the 1920s covered up many problems in the American economy. Some groups of people, such as unskilled laborers and many African Americans, did not share in the widespread prosperity. Also, some types of businesses, such as the textile industry, did not thrive at that time.
3. Display the transparency at Attachment B, covering the answers in the Effect column on the right. Ask pairs of students to work together to complete the Effect column, using the textbook and the information from the previous session.
4. Reveal the answers on the transparency. Solicit the students’ answers and discuss them. Show that the listed causes did have more than one effect. Discuss the importance of the government’s inaction during this crisis.

Session 3: Economic Statistical Data and Graphs

Materials

- Statistical information on the Great Depression
- Teacher-generated worksheet
- Colored pencils

Instructional Activities

NOTE: History Alive offers a similar lesson in their unit “The Great Depression: Graphing Economic Data on the Great Depression” at <<http://www.historyalive.com/curriculum/ush-122-8.asp>>.

1. Explain to students that after the “boom” in the economy during the 1920s, the economy in the 1930s saw a “bust.” Provide students with American economic statistical data from the 1920s and 1930s (for example, “Unemployment as a Percentage of the Labor Force 1920–1939” and “Business Investment 1920–1939”), and have them graph these data with colored pencils on a teacher-produced worksheet. (NOTE: It will probably be necessary to do one sample graph with students as an example.) A variety of economic data can be found on the Web site *Digital History* at <<http://www.digitalhistory.uh.edu/historyonline/us34.cfm>>; additional data can be found at *Historical Census Browser* at <<http://fisher.lib.virginia.edu/census/>>.
2. Once students have completed their graphs, have them write questions based on their graphs that ask for factual information and questions that require inferences or generalizations to be made. You may choose to modify this lesson by creating the questions for the students in advance. Some examples of such questions are as follows:
 - In what year was the Great Depression at its worst?
 - How did the increase in business investment in the 1920s contribute to the “boom” economy of those years?
 - What accounts for the increase in federal spending during the 1930s?
 - Did increases in federal funding help create a recovery in the economy?
3. Have students share their questions in a class discussion, or, if questions were generated in advance, ask students to share their answers.
4. At the end of the session, discuss with the students the social impact of the Great Depression, pointing out that this crucial aspect of the Depression is only distantly reflected in the economic statistics just examined.

Session 4: Social Effects

Materials

- Internet access
- Presentation software (e.g., PowerPoint)
- “The Great Depression in Pictures” student instruction sheet (Attachment C)
- Sample Grading Rubric: Electronic Presentation (Attachment D)

Instructional Activities

1. Explain that this session is a follow up to the previous session. By examining photographs from the 1930s, students will begin to understand the human costs of the Great Depression that are not reflected through statistics and graphs. Help students recognize some of the major social effects of the Great Depression, such as homelessness, bread lines, farm foreclosures, sharecropping, and migrant workers. Point out that the unfortunate drought and the subsequent Dust Bowl compounded these hardships.
2. Tell students that they will be creating electronic presentations, using documentary photography from the period of the Great Depression. Form groups of three to four students and distribute the student instruction sheet (Attachment C) to each group. Have the students review the instructions, and answer questions they may have. Give specific instructions about things that should be included in the presentation.
3. Point the students to sources for photographs. The following Web sites provide such resources:
 - *American Memory: Historical Collections for the National Digital Library.*
<<http://memory.loc.gov/ammem/amhome.html>>.
 - *U.S. History — Topic: Great Depression. Best of History Web Sites.*
<http://www.besthistorysites.net/USHistory_GreatDepression.shtml>.
4. Have the groups present their presentation to the class. Each group might print out their presentation in the handout format for each member of the class so that everyone will have a printed version to attach to his/her notes taken during the presentation.
5. Optional activity: The teacher may modify this session by creating the electronic presentation in advance. During the presentation, the teacher would then lead students to analyze the photographs and write questions. The U.S. National Archives and Records Administration offers a photo-analysis worksheet for students at <http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/photo.html>.
6. Assessment: A sample grading rubric for this session is found at Attachment D.

Session 5: Oral Histories of the Great Depression

Materials

- Internet access
- Audio excerpts of interviews from the Studs Terkel archives
- “Oral Histories Student Instruction Sheet” (Attachment E)

Instructional Activities

1. Introduce students to the purposes of oral history by asking the following questions:
 - What can a historian learn from an oral history that cannot be learned from reading a secondary account?
 - What are some advantages to using oral histories to do historical research?
 - What are some possible problems with using this method for gathering historical information on a topic?
2. After this discussion, introduce one of America’s great oral historians, Studs Terkel. *Studs Terkel: Conversations with America* at <<http://www.studsterkel.org/>> offers information about him and excerpts from his radio broadcasts. Explain to students that they will listen to a series of short oral histories from *Hard Times*, a collection of oral histories related to the Great Depression. Many of the interviews will follow up on the themes from the previous session.
3. Provide students with the “Oral Histories Student Instruction Sheet” (Attachment E) before they begin. You may choose to assign all students the same interviews or to assign a variety of interviews. If you do not have access to computers with the capability of playing the interviews, hard copies of these interviews can be found in Terkel’s book, *Hard Times*. (NOTE: Even if the audio interviews are used, some students may benefit from being able to read along.)
4. After the students have finished listening to the interviews and answering the questions, ask some follow-up questions in a whole-group discussion. Some sample questions are as follows:
 - Was there something you did not understand in the interviews?
 - What was your general reaction to the interviews?
 - What emotions did you sense among the people you interviewed?
 - Did you agree with the actions of the farmers?
 - Why do you think people blamed themselves for the Great Depression?
 - What interview made the biggest impression on you?
5. Optional activity: As a follow-up activity to this session, have students conduct their own oral-history interview of someone who remembers life during the Great Depression.

Session 6: New Deal Programs and Their Legacies

Materials

- Textbook
- Other resources on the New Deal
- “New Deal Programs” worksheet (Attachment F)

Instructional Activities

1. Explain to students the purpose and goals of the New Deal programs, including the concept that the programs were based on the idea of relief, recovery, and reform. It is important for students to understand that the New Deal constituted a shift in the role of the federal government in the economy and in peoples’ lives. Whereas the government had previously adopted a “hands off” policy regarding the economy, the New Deal programs sought to regulate the stock market, reform the banking industry, and bring people relief through work programs and economic aid.
2. Give each student (or each small group of students) a worksheet (Attachment F). Have students complete the second column of the chart, using the textbook and other resources.
3. After students have completed the second column, help the students complete the third column, which addresses the legacies of these New Deal programs.

Session 7: Assessment

Materials

- Assessment (Attachment G)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment G.

Attachment A: Stock Expenditures

Directions: Record your stock expenditures on the worksheet below. (NOTE: The numbers in brackets are examples of how students should complete the form.)

Round	Dollar amount at the beginning of each round	Shares purchased each round	Shares sold each round	Share price per round	Profit/Loss for the round
One	[\$500] *	[3]	[0]	[\$5.00]	[485]
Two	[\$485]	[5@ \$5]	[3@\$9]	[\$10.00/\$9 max]	[487]
Three				[\$12/11 max]	
Four				[\$16/15 max]	
Five				[\$24/23 max]	
Six				[\$40/39 max]	
Seven				[\$36/35 max]	
Eight				[\$50/49 max]	
Nine				[\$1]	

Started with \$ _____ and _____ stock certificates worth \$ _____ a share.

Ended with \$ _____ and _____ stock certificates worth \$ _____ a share.

Profit of \$ _____. Loss of \$ _____.

*This number will vary depending on student’s income level.

Attachment B: The Great Depression: Causes and Effects _____

The optimism of the 1920s concealed problems in the American economic system.

Cause	Effect
<p>People overspeculated on stocks, using borrowed money.</p>	<p>People could not pay the borrowed money back when stock prices began to go down.</p>
<p>The Federal Reserve System was not able to regulate banks or keep the value of money stable.</p>	<p>The banking system failed.</p>
<p>The United States placed high tariffs on goods coming into the United States.</p>	<p>Other countries put high tariffs on U.S. goods that they imported. International trade declined.</p>

Attachment C: The Great Depression in Pictures

Directions: Work with your group to design an electronic presentation according to the following guidelines:

- **Titles:** Your slide show should have a title slide that includes the title and the names of your group members who produced it.
- **Number of slides:** 7 to 10 slides (Note: You may discover that it is hard to choose which pictures to include.)
- **Subjects of slides:** Your slide show should have pictures illustrating the following topics:
 - Bread lines
 - Homelessness
 - Farm foreclosures
 - Migrant workers
 - Drought and the Dust Bowl
- **Written material on slides:** *After* the photograph appears on each slide, the following should then appear: (1) a brief explanatory caption for the photograph (for example, “Bread line in New York City, ca. 1932”) and (2) a sentence or two of historical information related to the topic depicted in the picture (for example, “Free food distributed in New York City was provided through *private* funds to the large numbers of unemployed.”). When it comes time to explain your pictures, you should have this information available before it appears on screen, so be sure to record it on paper.
- **Questions related to slides:** Work with your group to generate 3 to 5 questions related to each picture in your slide show. These questions will be used during presentation of your show to ask your classmates to think about and answer *before* you present the written information on each slide. Some sample questions are
 - How are the people in this photograph dressed?
 - What does the clothing tell you about their financial situation?
 - Why do you think these people are on foot?
 - Where do you think these people are going?
 - What would you do if you lost everything you owned?Make the questions about each photo more difficult as they progress — that is, put them in order of difficulty.

Attachment D: Sample Grading Rubric: Electronic Presentation _____

Name: _____

Date: _____

Total points: 25 points 1 = lowest 5 = highest	1	2	3	4	5
Does the presentation include pictures that cover all the topics?					
Does the presentation include questions that address the subject matter of the slide?					
Does the presentation include enough information on the slide topic to answer students' questions?					
Did the group effectively present their work and answer students' questions?					
Did all the group members use time wisely and contribute equally to the group?					
Total points received					

Teacher Comments:

Attachment E: Oral Histories Student Instruction Sheet

Directions: This activity will allow you to listen to various individual experiences during the Great Depression.

1. Log onto *Studs Terkel: Conversations with America* at <<http://www.studsterkel.org/>>.
2. Click on “Hard Times” (to the right of the screen).
3. Scroll down and locate the oral histories listed below.
4. Listen to the audio clip, and answer the questions that follow.

Virginia Durr

- Whom did people blame for the effects of the Great Depression?
- Why did people feel shame during the Great Depression?
- What were people’s two main responses to the Great Depression?

Ward James

- What did James do when he lost his job?
- Why was it so hard for him to ask for help from the government?
- What types of questions did the government ask James when he went to apply for relief (money)?

Emma Tiller (sharecropper in East Texas)

- Why did the government slaughter so many cattle?
- Why was Tiller so upset by the killing of the cattle?
- What did Tiller think the moaning of the cows sounded like?

Mary Owsley (widow living on welfare)

- Why did Mary Owsley’s husband quit the coal mine?
- Why did she have to buy her water?
- How did the Owsleys lose their furniture?

Oscar Heline (farmer in Marcus, Iowa)

- What happened to Heline’s father’s farm?
- What happened at a farm “sell off”?
- What actions did the farmers take against the judge who was taking their farms?
- What actions did the farmers take to keep food from going to market?
- What does Heline think ended the Great Depression?

Emil and Ruth Loriks (farmers)

- How much did farm produce, such as corn, wheat, and barley, cost during the Great Depression?
- Why did farmers burn wheat and corn to keep warm in the winter?
- What actions did farmers take to protect their farms?
- What was it like to be in a dust storm?

Attachment F: New Deal Programs

Program	Ways the program affected society during the Great Depression	Ways the program influences society today
Works Progress Administration		
Social Security Administration		
Agricultural Adjustment Administration		
Federal Deposit Insurance Corporation		
Security and Exchange Commission		

Attachment G: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. Which of the following best describes the Great Depression?</p> <p>A High unemployment rates *</p> <p>B Lack of food</p> <p>C Shortage of men willing to work</p> <p>D Increase in the purchase of stocks</p> <p>2. What actions did farmers take to protest the “sell off” of their farms?</p> <p>A Farmers refused to pay their mortgages.</p> <p>B Farm families helped rural banks collapse.</p> <p>C Farmers destroyed their crops rather than take them to market. *</p> <p>D Farm families combined their households to save money.</p> <p>3. What was the name of President Roosevelt’s program to help provide relief during the Great Depression?</p> <p>A Square Deal</p> <p>B New Way</p> <p>C New Deal *</p> <p>D Fair Deal</p> <p>4. The Social Security program provides for all of the following <i>except</i></p> <p>A unemployed people. *</p> <p>B disabled people.</p> <p>C dependent children.</p> <p>D pensions for the elderly.</p> <p>5. Which program had the biggest impact on the banking system?</p> <p>A Works Progress Administration</p> <p>B Federal Deposit Insurance Corporation *</p> <p>C Social Security Act</p> <p>D Civilian Conservation Corps</p>	<p>6. What finally brought the Great Depression to an end?</p> <p>A The New Deal Program</p> <p>B Lower tariffs</p> <p>C World War II *</p> <p>D Recovery of the stock market</p> <p>7. One important change resulting from the New Deal was that it</p> <p>A increased the government’s responsibility for social welfare. *</p> <p>B ended the “selling off” of farmland.</p> <p>C reduced the national debt.</p> <p>D gave equal rights to African Americans.</p> <p>8. All of the following are probable causes of the Great Depression <i>except</i></p> <p>A high tariffs that hindered the New Deal Program.</p> <p>B overspeculation in the stock market.</p> <p>C failure of the Federal Reserve to help prevent the collapse of the banking system.</p> <p>D labor shortages and lack of consumer goods on the market. *</p> <p>9. Farmers who lived in the Dust Bowl were often forced to</p> <p>A auction off their farms.</p> <p>B become migrant workers.</p> <p>C accept government aid.</p> <p>D all of the above. *</p> <p>10. Who was President at the beginning of the Great Depression?</p> <p>A Franklin D. Roosevelt</p> <p>B Harry Truman</p> <p>C Herbert Hoover *</p> <p>D Theodore Roosevelt</p>
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Organizing Topic

World War II

Standard(s) of Learning

- USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- b) make connections between past and present;
 - c) sequence events in United States history from 1877 to the present;
 - d) interpret ideas and events from different historical perspectives;
 - f) analyze and interpret maps that include major physical features.
- USII.6 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by
- a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
 - b) describing the major events and turning points of the war in Europe and the Pacific;
 - c) describing the impact of World War II on the homefront.

Essential Understandings, Knowledge, and Skills

Correlation to Instructional Materials

Skills *(to be incorporated into instruction throughout the academic year)*

Make connections between past and present.

Sequence events in United States history from 1877 to the present.

Interpret ideas and events from different historical perspectives.

Analyze and interpret maps that include major physical features.

Content

Explain how the following political and economic conditions in Europe following World War I led to the rise of fascism and to World War II:

- Political instability and economic devastation in Europe resulting from World War I
 - Worldwide depression
 - High war debt owed by Germany
 - High inflation
 - Massive unemployment.

Explain how the rise of fascism threatened peace in Europe and Asia. Include the following:

- Fascism is a political philosophy in which total power is given to a dictator and individual freedoms are denied.
- Fascist dictators included Adolf Hitler (Germany), Benito Mussolini (Italy), and Hideki Tojo (Japan).
- These dictators led the countries that became known as the Axis Powers.

Describe the evolution of American foreign policy from neutrality to direct involvement as conflict grew in Europe and Asia. Include the following:

- Isolationism (Great Depression, legacy of World War I)
- Economic aid to Allies
- Direct involvement in the war.

Identify the countries and their leaders that became the Allied Powers. Include the following:

- Democratic nations (the United States, Great Britain, Canada) were known as the Allies. The Soviet Union joined the Allies after being invaded by Germany.
- Allied leaders included Franklin D. Roosevelt and later Harry S. Truman (United States), Winston Churchill (Great Britain), Joseph Stalin (Soviet Union).

Describe the following key events of World War II in the Pacific:

- Rising tension developed between the United States and Japan because of Japanese aggression in East Asia.
- On December 7, 1941, Japan attacked the United States at Pearl Harbor without warning.
- The United States declared war on Japan.
- Germany declared war on the United States.

Identify the following major events and turning points of World War II:

- Germany invaded Poland, setting off war in Europe. The Soviet Union also invaded Poland and the Baltic nations.
- Germany invaded France, capturing Paris.
- Germany bombed London and the Battle of Britain began.
- The United States gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean.
- Japan bombed Pearl Harbor.
- After Japan bombed Pearl Harbor, Germany declared war on the United States.
- The United States declared war on Japan and Germany.
- The United States was victorious over Japan in the Battle of Midway. This victory was the turning point of the war in the Pacific.
- Germany invaded the Soviet Union. The Soviet Union defeated Germany at Stalingrad, marking the turning point of the war in Eastern Europe.
- American and Allied troops landed in Normandy, France, on D-Day to begin the liberation of Western Europe.
- The United States dropped two atomic bombs on Japan (Hiroshima and Nagasaki) in 1945, forcing Japan to surrender and ending World War II.

Summarize that, despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan.

Define the Holocaust as an example of prejudice and discrimination taken to the extreme.

Summarize the following viewpoints and tactics of Holocaust leaders and their followers:

- Viewpoints
 - Anti-Semitism
 - Aryan supremacy
 - Systematic attempt to rid Europe of all Jews.
- Tactics
 - Boycott of Jewish stores
 - Threats
 - Segregation
 - Imprisonment and killing of Jews and others in concentration camps.

Describe the liberation by Allied forces of Jews and others in concentration camps.

Describe the impact World War II had on American life on the home front. Emphasize that every aspect of American life was affected. Identify the sacrifices Americans were asked to make to support the war effort. Include the following:

- American involvement in World War II brought an end to the Great Depression. Factories and workers were needed to produce goods to win the war. _____
- Thousands of American women took jobs in defense plants during the war (e.g., Rosie the Riveter). _____
- Americans at home supported the war by conserving and rationing resources. _____

Describe the effect World War II had on race relations in America. Include the following:

- The need for workers temporarily broke down some racial barriers (e.g., hiring in defense plants) although discrimination against African Americans continued. _____
- While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and many were forced into internment camps. _____

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

A-Bomb WWW Museum. <<http://www.csi.ad.jp/ABOMB/>>. This site provides information concerning the impact the first atomic bomb had on Hiroshima, as well as the context for a constructive discussion of what the world can learn from this event.

“Antisemitism.” *The United States Holocaust Memorial Museum*.

<<http://www.ushmm.org/wlc/en/index.php?lang=en&ModuleId=10005175>>. This site explains the history of anti-Semitism in Germany and the issue as a part of the Nazi’s agenda.

Carnes, Jim. “Home Was a Horse Stall.” *Tolerance.org*.

<<http://www.tolerance.org/teach/expand/act/activity.jsp?p=0&ar=248&pa=1>>. This site offers a short story about a young Japanese American woman in 1942 pondering the meaning of freedom behind barbed wire in an internment camp in California.

“A Date That Will Live in Infamy’: FDR Asks for a Declaration of War.” *History Matters*.

<<http://historymatters.gmu.edu/d/5166/>>. This site offers the text of the speech.

“Human Needs Analysis: An Introductory Activity to the Holocaust.” *Educator’s Reference Desk*

<http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/World_History/Holocaust/HOL0200.html>. This site provides a lesson that is intended to help students understand the emotional and psychological effects that occurred through the dehumanization of individuals.

The Japanese-American Internment. <<http://www.oz.net/~cyu/internment/main.html>>. This Web site is devoted to information about and pictures of this topic.

Nazi and East German Propaganda Guide Page: German Propaganda Archive. Calvin College.

<<http://www.calvin.edu/academic/cas/gpa/index.htm>>. This Web site offers access to various materials used by the enemy as propaganda.

Pearl Harbor: Remembered. <<http://my.execpc.com/~dschaaf/mainmenu.html>>. This Web site gives access to a numbers of resources.

“Suffering Under a Great Injustice.” *Ansel Adams’s Photograph’s of Japanese-American Internment at Manzanar*. American Memory Collection, Library of Congress.

<<http://memory.loc.gov/ammem/aamhtml/>>. This site provides access to Adams’s superb and moving images.

“Teaching Tolerance: Pioneering Anti-Bias Education.” *Southern Poverty Law Center*.

<<http://www.splcenter.org/center/tt/teach.jsp>>. This site provides teachers with various materials that promote respect for differences and an appreciation of diversity.

“Teaching with Documents Lesson Plan: ‘A Date Which Will Live in Infamy’ — The First Typed Draft of Franklin D. Roosevelt’s War Address.” *U.S. National Archives and Records Administration — Digital Classroom*. <http://www.archives.gov/digital_classroom/lessons/day_of_infamy/day_of_infamy.html>.

This site provides the background of this speech, the full text, and various classroom activities incorporated into a full lesson plan.

“Teaching with Documents Lesson Plan: Powers of Persuasion — Poster Art of World War II.” *U.S. National Archives and Records Administration — Digital Classroom*.
<http://www.archives.gov/digital_classroom/lessons/powers_of_persuasion/powers_of_persuasion.html>. This site features an entire lesson plan on this topic.

The United States Holocaust Memorial Museum. <<http://www.ushmm.org>>. This Web site offers numerous materials concerning the Holocaust.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. United States History: 1877 to the Present. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint4USII.pdf>>. This site provides assessment information for the course in United States History: 1877 to the Present.

Women Come to the Front: Journalists, Photographers, and Broadcasters during World War II — Dorothea Lange. <<http://www.loc.gov/exhibits/wcf/wcf0013.html>>. This site provides information about and examples of the work of the famous wartime photojournalist.

World War II Poster Collection. Northwestern University Library. <<http://www.library.northwestern.edu/govpub/collections/wwii-posters/>>. This site offers images of about 300 posters.

Zimbalist, Alison. “Daily Lesson Plan: ‘I’ Witness to History.” *New York Times of the Web Learning Network*. <http://www.nytimes.com/learning/teachers/lessons/19981207monday.html?searchpv=learning_lessons>. In this lesson, students read a first-hand account of the Japanese attack on Pearl Harbor as a springboard for researching a significant historic event and writing a set of diary entries from the perspective of a person involved in that event.

Session 1: Fascism; The Political and Economic Situation before the War _____

Materials

- Textbook
- Transparency: “Fascism and the Axis Powers” (Attachment A)

Instructional Activities

1. Provide students with a definition of *fascism* — a political philosophy that advocates giving total power to a dictator and denying individual freedoms. Display the transparency at Attachment A, and have the students note the country associated with each of the three fascist dictators. Explain that these countries made up the Axis Powers during World War II. Ask, “Why was the word *axis* used for the alliance of these three countries?”
2. Explain that Adolph Hitler and Benito Mussolini were elected to power by their countries’ people. Ask, “Why would a country elect a leader who believes in fascism?”
3. Note-taking tip: Ask students to take two-column notes in their notebooks by dividing a page lengthwise with a line so that two-thirds of the page is on the right side of the line, and one-third is on the left. Have students write main ideas on the left side and then fill in details opposite the main idea on the right side. Emphasize that it is a good idea to write main ideas in the form of a question to use later as a study guide.
4. Display the following Main Idea prompt on the board or overhead, and solicit students’ ideas for details to put into the column on the right side:

<p>Main Idea</p> <p>What political and economic conditions in Europe following World War I led to the rise of fascism and eventually to World War II?</p>	<ul style="list-style-type: none"> • Worldwide depression • High war debt owed by Germany • Extremely high inflation • Massive unemployment
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Discuss with students that conditions were so poor in Germany and to a certain extent in Italy after WWI that the people were looking for a very different type of government.

Session 2: War Timeline

Materials

- Textbook
- Colored pencils

Instructional Activities

1. Before beginning this activity, ask students to list significant events that are connected to World War II. The length of the list will depend on students' previous knowledge. List students' answers on the board.
2. After completing the list, use the information to review some of the major economic and political conditions in Europe that made the rise of fascism possible. Students should understand the meaning of the word *fascism* and be familiar with the major fascist dictators of the period.
3. Have the students create an illustrated timeline of the time period, which includes significant events of World War II. Refer back to the list students created on the board. The timeline should include the following for each event:
 - Event name: short event description
 - Date(s)
 - Small illustration or symbol.

For example: Germany and the Soviet Union invade Poland:
after Germany and the Soviet Union marched into
Poland, Great Britain declared war on Germany.
1939
(Small illustration of a German tank rolling over the
outline of Poland)

Sample events to be included in the timeline are

- Hitler becomes Chancellor of Germany
 - Germany and the Soviet Union invade Poland
 - Germany invades France
 - Battle of Britain
 - Japan bombs Pearl Harbor
 - Battle of Midway
 - Battle of Stalingrad
 - Battle of Normandy (D-Day)
 - United States drops two atomic bombs
4. When students have completed their timelines, discuss what the United States and/or its allies might have done to prevent certain events that led to war from happening. Have students consider what the United States might have done earlier to help stop Hitler. How did the United States' isolationist policy help lead the world into war?

Session 3: War Map

Materials

- Outline maps of Europe and Asia during World War II
- Colored pencils
- Textbook
- Atlas maps
- “Sample Grading Rubric: Map of World War II” (Attachment B)

Instructional Activities

1. Have students create maps of Europe and Asia that reflect the opposing sides in the war and the significant battle sites. Remind them to use color and to include a legend. Allow students to use their textbooks and an atlas as a reference. Be certain that students include the following, among others:
 - On the Europe and North Africa map:
 - Main Axis powers, 1942
 - Areas of Axis control, 1942
 - Neutral nations, 1942
 - Allied territory, 1942
 - Sites: Normandy beaches (D-Day), Blitzkrieg of Poland, Battle of Stalingrad
 - On the Pacific map:
 - Areas/countries under Japanese control, 1942
 - Sites: Midway, Pearl Harbor, Hiroshima and Nagasaki

2. After students have completed their maps, discuss and have students take notes on the following:

<p>What were some possible problems Germany might have faced after declaring war on the Soviet Union?</p> <p>What obstacles did Germany face when invading Great Britain?</p> <p>What were some possible strategies the U.S. could have used to regain control of the South Pacific? What were some possible obstacles?</p>	
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3. Assessment: A sample grading rubric for this session is found at Attachment B.

Session 4: Pearl Harbor

Materials

- Internet access
- Copies of *New York Times* news article
- Textbook

Instructional Activities

1. Before beginning the session, stress that the United States was reluctant to become involved in World War II, maintaining a policy of neutrality and isolationism. However, as the conflict escalated in Europe and Britain was increasingly threatened by Germany, the United States offered economic and material aid to her ally under the Lend-Lease Program. The Japanese directly involved the United States in the war when they attacked Pearl Harbor. With this provocation, the United States could no longer maintain a policy of isolationism. President Roosevelt declared war on Japan and its ally, Germany.
2. Have the students read a first-hand account of the attack on Pearl Harbor. The *New York Times of the Web Learning Network* offers a related lesson titled “Daily Lesson Plan: ‘I’ Witness to History,” together with a related article titled “Pearl Harbor Diary: A Calm Sunday Abruptly Shattered,” at http://www.nytimes.com/learning/teachers/lessons/19981207monday.html?searchpv=learning_lessons. The article includes excerpts from the diary of Henry Lachenmayer, who was aboard the USS *Pennsylvania* that day. Use or adapt the lesson plan, which offers questions related to the article and asks students to analyze the details of Lachenmayer’s diary entries.
3. After students have completed the work above, refer students to other personal accounts related to Pearl Harbor. *Pearl Harbor: Remembered* at <http://my.execpc.com/~dschaaf/mainmenu.html> offers general information about the attack, battle maps, and a number of personal accounts (click on “Survivors’ Remembrances”).
4. After students have read additional personal accounts, you may choose to have them create their own “You Are There” diary entries based on these personal accounts. The entries should include accurate historical information and depict the emotions and horror of the event as if the writer were there.

Session 5: Declaration of War on Japan

Materials

- Copy of Franklin D. Roosevelt’s speech declaring war on Japan
- Internet access
- Written Document Analysis Worksheet (from Web site listed below)
- Sound Recording Analysis Worksheet (from Web site listed below)

Instructional Activities

1. Explain to students that President Franklin D. Roosevelt’s War Address before Congress is one of the most significant speeches in American history.
2. Have the students read, and if possible listen to, the speech. Ask, “What are the important points the President makes in his speech? Do you think the speech is convincing?” The National Archives and Records Administration’s *Digital Classroom* Web site offers a lesson that provides an opportunity for students to examine this speech closely: “Teaching with Documents Lesson Plan: ‘A Date Which Will Live in Infamy’ — The First Typed Draft of Franklin D. Roosevelt’s War Address” at http://www.archives.gov/digital_classroom/lessons/day_of_infamy/day_of_infamy.html. The lesson provides a Written Document Analysis Worksheet, a Sound Recording Analysis Worksheet, and an opportunity to hear a portion of the speech. The text and audio of the speech can be found at the *History Matters* Web site <http://historymatters.gmu.edu/d/5166/>. Have the students use one or both of the two worksheets to evaluate the speech.
3. Ask students what similarities, if any, they see between the attack on Pearl Harbor and the attack on September 11, 2001, of the Twin Towers in New York City. Explain to students that political leaders and the media discussed many similarities between the two events.

Session 6: Wartime Propaganda Posters

Materials

- Copies of World War II propaganda posters
- Propaganda Poster Analysis Worksheet (Attachment C)

Instructional Activities

1. Gather a selection of magazine ads to display to the class, or have each student find and bring an ad. Ask students to consider the primary objective of a selected ad. What strategies or devices are being used in the ad to reach this objective? Have students share their answers with the class. Explain that advertising and propaganda are very similar in that both attempt to influence individuals by promoting ideas and beliefs that further either a product or a cause. Propaganda also attempts to damage any opposing ideas.
2. Work with students to help them identify some primary *objectives of wartime propaganda*. Emphasize that wartime propaganda is created and disseminated by the federal government, not by private advertising agencies. Some common objectives are
 - Recruitment of soldiers
 - Funding the war efforts (primarily through the sale of war bonds)
 - Conservation of resources, such as food, rubber, gasoline, steel
 - Unifying the country around the war effort — persuading them to take part in home-front efforts or organizations.
3. Have students refer to their ads and consider some possible *strategies used by wartime propaganda* to reach the objectives listed above:
 - Patriotism: using patriotic symbols, slogans, and colors
 - Fear: using people’s emotions to encourage resolve and action.
 - Name-calling or demonization: using negative stereotypes and name-calling or portraying the enemy as evil
 - Half-truths and lies: misrepresenting information to the public to put the enemy in a more negative lightYou may wish to write this information on the board and create a handout for students to use as a reference.
4. Put students into small groups, and provide each group with a set of WWII propaganda posters to examine and analyze. Be careful to choose a broad cross section of images that cover all the objectives mentioned above. Include some posters that appealed to the many women on the home front. Many propaganda posters can be found at http://www.archives.gov/digital_classroom/lessons/powers_of_persuasion/powers_of_persuasion.html and <http://www.library.northwestern.edu/govpub/collections/wwii-posters/>. Give every group the same set, or vary them. Assign a number or create a title for each poster to make it easier to reference the posters in class discussion. Have the students use the worksheet found at Attachment C as they work.
5. Optional: Have students create their own propaganda posters related to World War II.

NOTE: Teachers also may consider showing propaganda posters from the opposing side, especially some from Germany. A large poster collection can be found at German Propaganda Archive of Calvin College at <http://www.calvin.edu/academic/cas/gpa/index.htm>. This lesson can also be used to discuss the use of propaganda in World War I.

Session 7: The Atomic Bomb Decision

Materials

- Teacher-generated worksheet
- Internet access
- “The Atomic Bomb Decision” handout (Attachment D)
- Graphic organizer (Attachment E)

Instructional Activities

1. Provide students with some historical background on the ending of World War II. Explain that the dropping of two atomic bombs on Japan effectively ended the war.
2. Have students read the handout at Attachment D; alternatively, paraphrase and discuss this handout with students. After students have absorbed this information, have them consider what options were available to President Truman and what possible pressures and concerns he had to consider. Have students work in small groups, or hold a whole-class discussion on this topic. Have students use the graphic organizer at Attachment E to assist the process. Have students share their work with the class once they have completed their graphic organizer.
4. Have students compose diary entries expressing reactions to the dropping of the atomic bomb. Various points of view should be used, such as the following:
 - An American GI preparing to invade Japan
 - A Japanese civilian
 - A scientist who worked on creating the bomb
 - An American student at the time
5. To provide students with a better understanding of these perspectives, have students read personal accounts of atomic bomb survivors. A selection of accounts can be found in the book *World War II, A Historical Reader* in the Nexttext series published by McDougal Littell. (See <http://www.nexttext.com/index.cfm?fuseaction=books.view&target=ww2&filetype=int>) for information about this text.) Other accounts can be found at <http://www.csi.ad.jp/ABOMB/>, *A-Bomb WWW Museum*. This site also has historical information and photographs regarding the atomic bomb.

Session 8: Dehumanization

Materials

- Teacher-generated worksheet (See step 3 below.)

Instructional Activities

NOTE: To prepare students for the sensitive and complex nature of the Holocaust history, be careful to use lessons and materials that are age appropriate. The United States Holocaust Memorial Museum Web site has a downloadable teacher's resource guide called *Teaching about the Holocaust: A Resource Book for Educators* at <http://www.ushmm.org/education/foreducators/>. This 133-page book offers historical background on the Holocaust, guidelines for teaching, and an extensive bibliography of books and videos about the topic. The Web site also offers a helpful online workshop for teachers and sample lessons.

1. Before discussion of the Holocaust, review definitions of terms that are most commonly used with this topic:
 - **the Holocaust:** the state-sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945. Other victims of the Holocaust were Gypsies, the handicapped, and those who disagreed with Hitler's politics. The Hebrew word for Holocaust is *Shoah*, which means "destruction by fire."
 - **genocide:** the systematic killing of a nation or race of people.
 - **Final Solution:** the Nazi term for their plan to murder every Jew in Europe.
 - **concentration camp:** a prison in which "enemies of the German nation" were concentrated. Before the end of WWII, more than 100 such camps had been set up.
 - **ghetto:** the part of a city in which Jews were forced to live.
 - **anti-Semitism:** prejudice against Jews.
2. Students can readily understand the physical effects that the Holocaust had on people, but the purpose of this session is to help them understand the gradual emotional and psychological effects that occurred through the Nazi dehumanization of individuals during the Holocaust. This lesson is adapted from an Educator's Reference Desk lesson: "Human Needs Analysis: An Introductory Activity to the Holocaust" at http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/World_History/Holocaust/HOL0200.html. Have students write brief personal responses to the following questions:
 - What do you need to live?
 - What do you need to live happily?Ask for student responses, and write them on the board in order to make a master list of the essentials for all people. Have students rank these needs, starting with the most important or most basic to survive, and continue from there.
3. Distribute a handout to students asking them to consider their rights and freedoms. A copy of this handout can be found at the Web site listed above. You may choose to update the handout with more contemporary examples, such as the right to own a Playstation 2, DVD player, or cell phone. After students have completed their handouts, have them share their answers with the class, discussing their reasons for their choices.
5. Display and discuss with students the laws passed by the Nazis that revoked many of the rights of individuals. A chronology is included with the online lesson mentioned above. A more detailed chronology, published by the United States Holocaust Memorial Museum, can be found online at <http://www.ushmm.org/education/foreducators/resource/chronology.pdf>. Discuss with students how these laws slowly dehumanized Jews and others over time. Expand this discussion by considering how concentration camps furthered this process of dehumanization.

Session 9: Anti-Semitism

Materials

- Copy of *The Toadstool* (<http://www.calvin.edu/academic/cas/gpa/thumb.htm>)

Instructional Activities

1. Explain to students that the Holocaust was predicated on a long history of anti-Semitism in Germany. A short history of anti-Semitism can be found online at the United State Holocaust Memorial Museum <<http://www.ushmm.org/wlc/en/index.php?lang=en&ModuleId=10005175>>. Tell students that Hitler was able to build on the existing anti-Semitism within Germany and throughout Europe and that he was successful in making the Jews scapegoats for the ills plaguing Germany because of these preexisting sentiments. Explain to students that Hitler introduced scientific theories to justify anti-Semitism: Hitler and his collaborators saw Jews as an inferior race of people needing to be destroyed. Explain that although this view is totally incorrect (remind students that Judaism is a religion), many Germans bought it because Nazi propaganda played a large role in perpetuating and strengthening Germans' feelings of anti-Semitism. Children under the Third Reich were taught at an early age to hate the Jews. The Nazi Youth program indoctrinated the young into Nazi goals and beliefs. Children were taught anti-Semitic beliefs in school. NOTE: It is of utmost important to remind students that even though anti-Semitic beliefs are under discussion in class, such beliefs are false, are based on hate, and are totally unacceptable in our society.
2. Have students examine an example of propaganda used by the Nazis — a children's storybook called *Der Giftpiltz (The Toadstool)*. A copy of the book can be found at the Calvin College's *German Propaganda Archive* <<http://www.calvin.edu/academic/cas/gpa/thumb.htm>>. This book was read to German children. Choose an appropriate portion of the story to show students. Refer to the propaganda posters investigated earlier: *The Toadstool* utilizes similar strategies of fear, half-truth and lies, and demonization. Show this story to students as a group, and encourage students to ask questions and discuss what they perceive. Below are possible discussion questions:
 - What do you feel was the purpose of this children's story?
 - What anti-Semitic examples are illustrated in the story?
 - How responsible for the Holocaust was the author, Julius Streicher?
 - How responsible were parents who read this story to their children?
 - How responsible were teachers who read the story to their students?
 - How was this piece of propaganda used to manipulate Germans?

NOTE: Other useful resources for the teaching of the Holocaust are:

- Bachrach, Susan. *Tell Them We Remember, The Story of the Holocaust*. Little, Brown & Company, 1994. ISBN 0316074845. Available through the United States Holocaust Memorial Museum.
- Adler, David. *We Remember the Holocaust*. Henry Holt & Company, 1995. ISBN 0805037152.

Session 10: Japanese-American Internment

Materials

- Copy of “Home Was a Horse Stall” by Jim Carnes
- Colored pencils

Instructional Activities

1. Provide some historical background on Japanese internment in the United States. Explain to students that after the attack on Pearl Harbor, all Japanese in the U.S., even Japanese Americans, were seen as the enemy by the American public and the federal government. By Executive Order 9066, signed by President Roosevelt on February 19, 1942, all Japanese (*Issei*) and Americans of Japanese ancestry (*Nisei*) were to be removed from Western coastal regions and put into guarded camps in the interior.
2. To understand the personal toll that internment took on individuals and families, have students read “Home Was a Horse Stall” by Jim Carnes, one of 14 stories of intolerance in America found in the magazine *Us and Them*, distributed by the Southern Poverty Law Center. Access the story online at the Web site of *Tolerance.org* <<http://www.tolerance.org/teach/expand/act/activity.jsp?p=0&ar=248&pa=1>>. This short story is about a young Japanese American woman in 1942 pondering the meaning of freedom behind barbed wire in an internment camp in California.
3. After students have read the story, hold a class discussion, using the following questions:
 - What are some historical examples of discrimination against Japanese that are mentioned in the story?
 - What often caused racial tensions to surface since the early 1800s?
 - What was white Americans’ typical response to the attack on Pearl Harbor?
 - How did the Kataokas prepare for evacuation?
 - What example in the story explains that not all whites saw the Japanese as the enemy?
 - What were the conditions in the camps?
 - How did the Japanese respond to internment?
 - If you were a Japanese American, would you have fought for the United States in the army upon President Roosevelt’s request?
 - Do you feel the President made the right decision?
4. Following the discussion, have students create a historical marker for one of the Japanese internment camps. Additional information on the internment camps can be found at
 - *The Japanese-American Internment* <<http://www.oz.net/~cyu/internment/main.html>>)
 - “Suffering Under a Great Injustice.” Ansel Adams’s *Photographs of Japanese-American Internment at Manzanar* <<http://memory.loc.gov/ammem/aamhtml/>>
 - *Women Come to the Front: Journalists, Photographers, and Broadcasters during World War II — Dorothea Lange*. <<http://www.loc.gov/exhibits/wcf/wcf0013.html>>.
 On their historical marker, students should include an illustration with an inscription that discusses the historical significance of the site.
5. Have students read the article “Wartime and the Bill of Rights: The Korematsu Case” found on the Web site *The Bill of Rights in Action* of The Constitutional Rights Foundation at <http://www.crf-usa.org/bria/bria18_3.htm>. This article discusses the constitutional challenge to President Roosevelt’s executive order. The article also provides students with an opportunity to discuss current civil liberty issues related to the USA Patriotic Act.

Session 11: Assessment

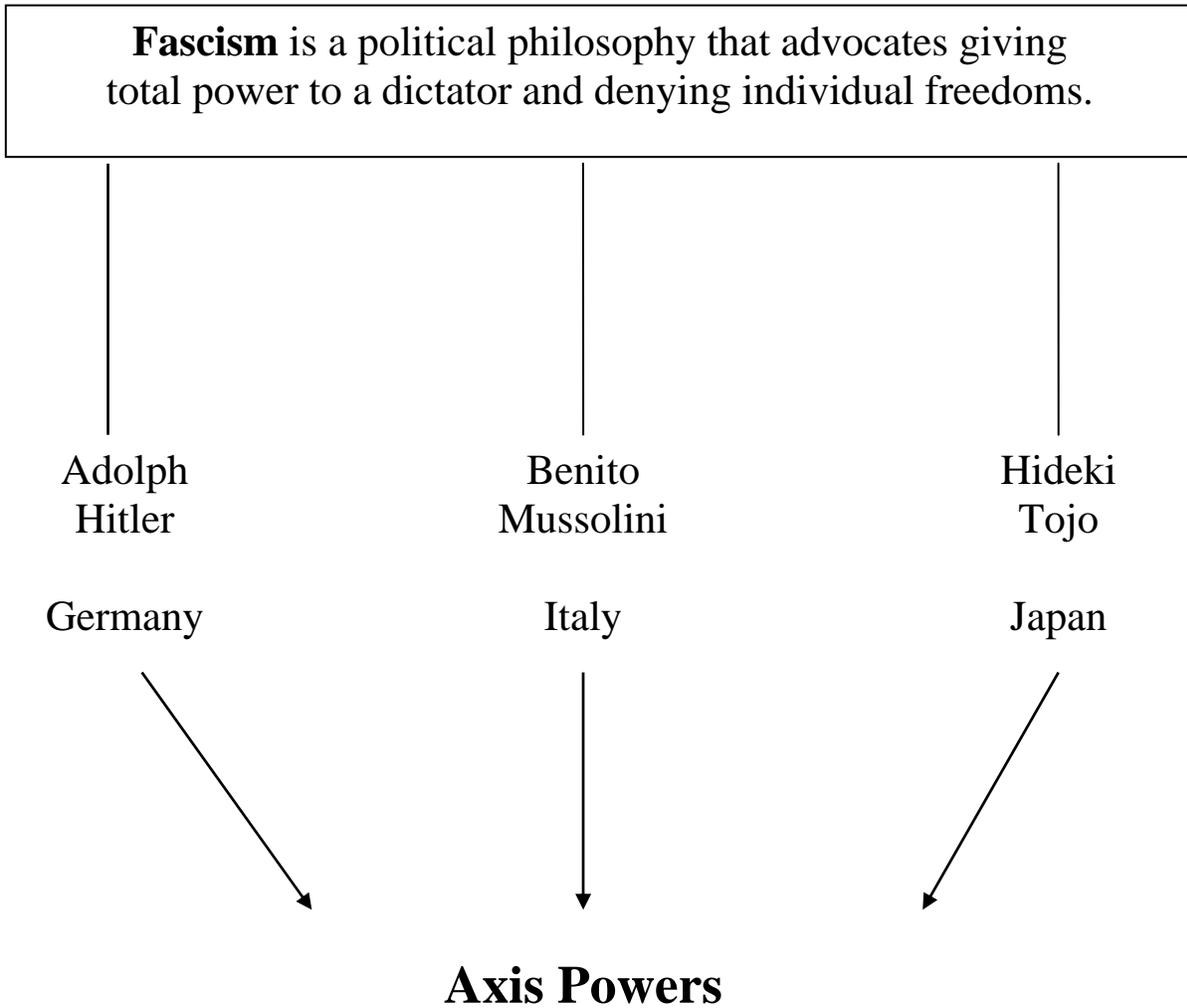
Materials

- Assessment (Attachment F)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment F.

Attachment A: Fascism and the Axis Powers



Attachment B: Sample Grading Rubric: Map of World War II _____

Name: _____

Date: _____

Total points: 15 points 1 = lowest 5 = highest	1	2	3	4	5
Map is colorful and neatly presented.					
All countries and major battle sites are clearly labeled.					
Legend is clear and well organized.					
Total points received					

Teacher Comments:

Attachment C: Propaganda Poster Analysis Worksheet _____

Number/Title of Poster: _____

1. What is the primary **objective** of this poster?

2. What **strategies** were used to reach this objective? Provide a specific example that illustrates each strategy used. Many posters use more than one strategy.

Strategy: _____ Example: _____

Strategy: _____ Example: _____

Strategy: _____ Example: _____

3. Are the messages in the poster primarily visual, verbal, or both?

4. Who is the intended audience for the poster?

5. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? Why, or why not?

This worksheet was adapted from the Poster Analysis Worksheet created by the U.S. National Archives and Records Administration.

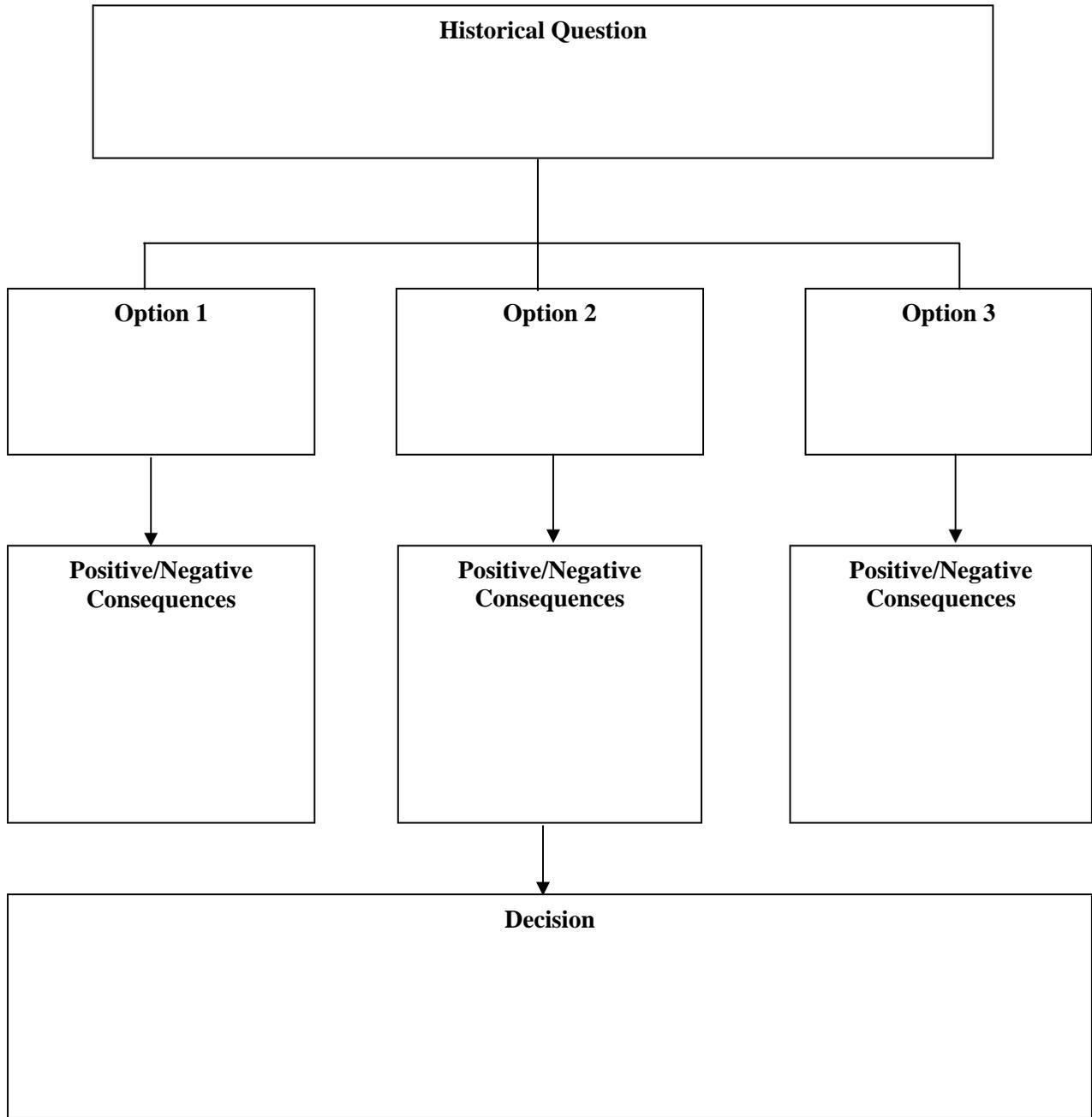
Attachment D: The Atomic Bomb Decision

Did the United States have no choice but to drop the bomb?

- The few decision makers who knew about the Manhattan Project always assumed that the atomic bomb would be used against Germany or Japan. Some, like Major General Groves, who was the head of the project, thought it could be decisive in ending the war.
- Harry S. Truman, who was sworn in as President after Roosevelt's death, had no knowledge of the atomic bomb. He was in office fewer than three months when he was confronted with the decision of whether to use the bomb or not. He saw the atomic bomb principally as a means to end the war quickly and save American lives.
- In Japan, a peace faction in the military-dominated Japanese government had begun to realize that a way had to be found to negotiate an end to the war. However, the Allied demand for "unconditional surrender" was regarded as unacceptable.
- While many Americans hated Emperor Hirohito, Undersecretary of State Joseph Grew nonetheless argued that the Japanese might surrender if allowed to retain their Emperor. He also asserted that the Emperor would be "the sole stabilizing force" capable of making the Japanese armed forces accept a surrender order. Truman ultimately did not accept Grew's advice because he foresaw much resistance to modifying the Allied policy.
- Tensions grew between the Soviet Union and the United States, especially in terms of Soviet domination of Poland and other Eastern European countries (Spring 1945). Secretary of War Stimson hoped that American possession of the atomic bomb might help make the Soviets "play ball" in Europe and elsewhere.
- Some Manhattan Project scientists felt that the bomb project had been a response to a threat from Germany. Attacking Japan without first providing a warning and an opportunity to surrender, they felt, would weaken, "our moral position...in the eyes of the world." They also were concerned that without telling the Soviets first, the use of the bomb would increase the chances of an uncontrolled nuclear arms race. These concerns did not reach Truman because all the scientists' messages were blocked by Secretary of State Byrnes, Major General Groves, and others.
- The decision to drop the bomb was made in an effort to save American lives. Estimates of the number of American casualties that the planned invasion of Japan would have cost varied widely. One estimate set the number at 31,000, while other estimates were more proportional to the losses at Okinawa. Truman was concerned that a Japanese invasion would result in another Okinawa. Added to the American losses would be many Japanese casualties, both military and civilian. To prevent an invasion and to save as many lives as possible, Truman chose to use the atomic bomb.
- Based on information available after the war, the United States Strategic Bombing Survey concluded in 1946 that, "Certainly prior to 31 December 1945, and in all probability prior to 1 November 1945, Japan would have surrendered even if the atomic bombs had not been dropped, even if Russia had not entered the war, and even if no invasion has been planned or contemplated." The United States naval blockade was strangling Japan, which depended totally on imported fuel, while conventional bombing was destroying its infrastructure. Stimson and other post-war observers, however, doubted that Japan's rulers would have accepted unconditional surrender if the home islands had not been invaded or if the atomic bomb had not been dropped.

Attachment E: Graphic Organizer — Consider Your Options _____

Consider three options for resolving a historical question. Discuss the positive and negative consequences of each option. Place your answers on the chart below.



Attachment F: Sample Assessment Items

Asterisk () indicates correct answer.*

1. What event in 1939 started World War II?

- A Germany's invasion of Poland *
- B Japan's attack on Pearl Harbor
- C Hitler's killing Jewish people
- D The sinking of American ships by German submarines

2. Which wartime leader is *incorrectly* matched with his country?

- A Mussolini – Italy
- B Stalin – Russia
- C Hitler – Germany
- D Churchill – France *

3. Which event in 1941 caused the United States to enter World War II?

- A Germany's invasion of Poland
- B Japan's attack on Hawaii *
- C Hitler's killing of Jewish people
- D The sinking of American ships by German submarines

4. Who was the commanding general of the United States forces in Europe during World War II?

- A General Dwight D. Eisenhower *
- B General Douglas MacArthur
- C General Bernard Montgomery
- D General John Pershing

5. Which of the following events of 1945 happened *first*?

- A Hitler committed suicide
- B The United States dropped two atomic bombs
- C The Battle of Normandy *
- D Japan surrendered

6. Which of the following was part of the United States strategy to defeat Japan?

- A Island hopping *
- B Tank attacks in north Africa
- C Convoy supply lines in southwest Asia
- D Kamikaze attacks

7. Which statement of opinion best describes fascism?

- A "Germans are the master race."
- B "A strong dictatorship is the best form of government." *
- C "Government should own all farms and factories."
- D "The purpose of government is to protect people's rights."

8. Which famous battle fought on Russian soil halted the German advance in WWII?

- A Alamein
- B Gallipoli
- C Normandy
- D Stalingrad *

9. By the end of 1940 in an attempt to help Britain, the United States began sending it supplies through the

- A Berlin Airlift.
- B Lend-Lease Program. *
- C Good Neighbor Policy.
- D New Deal.

10. President Truman defended his decision to drop the A-bomb by arguing that it would

- A avoid huge U.S. troop casualties. *
- B prolong the war.
- C punish the Japanese.
- D reduce civilian deaths.

Organizing Topic

Post World War II Recovery

Standard(s) of Learning

- USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present;
 - b) make connections between past and present;
 - c) sequence events in United States history from 1877 to the present;
 - d) interpret ideas and events from different historical perspectives;
 - f) analyze and interpret maps that include major physical features.

- USII.7 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;
 - b) describing the conversion from a wartime to a peacetime economy.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills *(to be incorporated into instruction throughout the academic year)*

Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present.

Make connections between past and present.

Sequence events in United States history from 1877 to the present.

Interpret ideas and events from different historical perspectives.

Content

Describe Europe following World War II. Explain how much of Europe was in ruins and that Soviet forces occupied most of Eastern and Central Europe and the eastern portion of Germany.

Summarize the role of the United States as a superpower following World War II.

Explain how it helped rebuild postwar Europe and Japan. Include the following:

- The United States felt it was in its best interest to rebuild Europe and prevent political and economic instability.
- The United States instituted George C. Marshall’s plan to rebuild Europe (the Marshall Plan), which provided massive financial aid to rebuild European economies and prevent the spread of communism.

Summarize the governments of Germany and Japan following World War II. Include the following information:

- Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of American, British, and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions.
- Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States.

Describe the United Nations and the role the United States had in its establishment. Include that the United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars.

Identify the following elements that contributed to the rapid growth of the American economy following World War II:

- With rationing of consumer goods over, business converted from production of war materials to consumer goods.
- Americans purchased goods on credit.
- The workforce shifted back to men, and most women returned to family responsibilities.
- Labor unions merged and became more powerful; workers gained new benefits and higher salaries.
- As economic prosperity continued and technology boomed, the next generation of women re-entered the labor force in large numbers.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Classroom-tested Handouts and Fact Sheets. Digital History:

<<http://www.digitalhistory.uh.edu/historyonline/handouts.cfm>>. This site is a good source for classroom handouts.

Cold War. Turner Learning: The Educational Division of CNN and Turner Broadcasting.

<http://www.turnerlearning.com/cnn/coldwar/cw_start.html>. This Web site offers lesson plans to accompany the 24-part CNN TV special about the Cold War as told by those who lived it.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning.

United States History: 1877 to the Present. Test Blueprint. Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint4USII.pdf>>. This site provides assessment information for the course in United States History: 1877 to the Present.

Session 1: Post-World War II Map of Europe

Materials

- Outline maps of post-World War II Europe
- Colored pencils
- Textbook
- Atlas

Instructional Activities

1. Provide a short lecture on the immediate changes that occurred in Europe and the Pacific after World War II. Explain to students that as the United States emerged as a “superpower,” the country developed a plan to help rebuild Europe and bring economic and political stability to the war-torn area. The U.S. launched the Marshall Plan to provide financial aid to Europe and prevent the spread of communism. Show students a sampling of the aid packages for various European nations. The Web site http://www.turnerlearning.com/cnn/coldwar/cw_start.html offers an interactive map that shows which countries accepted U.S. aid under the Marshall Plan and in what dollar amounts. Additionally, point out that the U.S. also oversaw the establishment of a democracy in Japan and took an active role in the establishment of the United Nations.
2. Distribute outline maps of post-World War II Europe. Have students illustrate their map, including the following:
 - Countries that came under the control of the Soviet Union (Highlight the division of Germany into East Germany and West Germany.)
 - The “free” or capitalist countries of the West
 - Countries that benefited from the Marshall Plan
 - Names of major cities, such as London, Paris, and Berlin.Remind students to label all countries and include a legend. Encourage students to use color, and allow them to use resources such as atlases and textbooks.
3. After students have completed their map, prompt them to think about the foreign policy concerns of the Cold War by answering the following questions:
 - How does this map illustrate the Soviet Union’s attempt to protect itself from the capitalist countries of the West?
 - Why might the United States have been concerned about the spread of communism of Europe?
 - What possible strategies might the United States have pursued to protect itself against the Soviet Union?
 - How does this map illustrate the importance of the Marshall Plan?
 - What possible problems could have arisen from a divided Germany and Berlin?
 - What role might the United Nations have played in a divided Europe?.

Session 2: The Post-World War II American Economy

Materials

- Statistical information (See Activity 2 below)

Instructional Activities

1. Explain to students that World War II had a major impact on the United States economy. Remind students that before World War II the world suffered from an economic depression. Wartime production corrected this problem in the U.S. and stimulated a healthy economy. This economic improvement continued after the soldiers returned home, took jobs, and started spending.
2. Have students examine a set of statistics that demonstrates the impact of World War II on the United States economy. This sample set of statistics is taken from the *Digital History* Web site at <http://www.digitalhistory.uh.edu/historyonline/us35.cfm>. These statistics give numbers for Distribution of Family Income, Labor Force Participation, Average Earnings, and Personal Savings.

Distribution of Family Income		
	1941	1944
Wealthiest 5%	24	20.7
Wealthiest 20%	48.8	45.8
Second Wealthiest 20%	22.3	22.2
Middle 20%	15.3	16.2
Second Poorest 20%	9.5	10.9
Poorest 20%	4.1	4.9

Personal Savings	
1940	\$ 4.2 billion
1941	11.1 billion
1942	27.7 billion
1943	33.0 billion
1944	36.9 billion
1945	28.7 billion
1946	13.5 billion
1947	4.7 billion

Labor Force Participation		
	Males	Females
1940	55 %	28 %
1944	62 %	37 %
1947	57 %	31 %

Average Earnings	
1940	\$1,300
1944	\$2,108
1947	\$2,589

Prompt student thinking by asking the following questions for student discussion, either in small groups or as a whole class:

- What impact did WWII have on women’s participation in the workforce?
- What information can be gathered from the statistics regarding the economic health of the average family?
- What are some possible explanations for the decrease in personal savings over the course of the 1940s?
- How does the information in the text refute or confirm the statistical information?

Session 3: Assessment

Materials

- Assessment (Attachment A)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment A.

Attachment A: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. After World War II, the Marshall Plan provided A economic aid to European countries recovering from the war. * B pardons to all former spies. C reparations to formerly interned Japanese. D United States military protection for Japan’s emperor.</p> <p>2. The two superpowers that emerged after World War II were A Japan and Germany. B United States and Great Britain. C the Soviet Union and India. D United States and the Soviet Union. *</p> <p>3. What is the primary goal of the United Nations? A To stop communism B To stop the Far East from building weapons C To prevent future wars * D To replace all nations’ governments with a single world government</p> <p>4. By joining the United Nations, the United States adopted a long-term foreign policy of A isolationism. B imperialism. C internationalism. * D capitalism.</p>	<p>5. The United States economy after WWII can be characterized as A prosperous. * B stagnant. C unstable. D none of the above.</p> <p>6. Using the map of post-World War II Europe, identify which part of Germany was under Soviet control.</p> <p>7. After World War II, the Soviet Union took possession of most of Eastern Europe. Using the map of post-World War II Europe, locate Poland.</p> <p>8. What caused a shortage of consumer products, such as appliances and automobiles, after WWII? A America was still suffering from the Great Depression. B The war had depleted American’s natural resources. C Many American factories had not yet converted back to peacetime production. * D America’s factories were greatly damaged after the war.</p>
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Organizing Topic

Cold War Conflicts

Standard(s) of Learning

- USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present;
 - b) make connections between past and present;
 - c) sequence events in United States history from 1877 to the present;
 - d) interpret ideas and events from different historical perspectives;
 - f) analyze and interpret maps that include major physical features.

- USII.7 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- c) identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges.

Essential Understandings, Knowledge, and Skills

Correlation to Instructional Materials

Skills *(to be incorporated into instruction throughout the academic year)*

Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present.

Make connections between past and present.

Sequence events in United States history from 1877 to the present.

Interpret ideas and events from different historical perspectives.

Analyze and interpret maps that include major physical features.

Content

Explain that the United States and the Soviet Union emerged from World War II as world powers, triggering a rivalry over ideology and national security.

Define the Cold War as a state of tension between the United States and the Soviet Union without actual fighting that divided the world into two camps.

Explain the origins of the Cold War. Include the following:

- Differences in goals and ideologies between the United States and the Soviet Union (the two superpowers) — The United States was democratic and capitalist; the Soviet Union was dictatorial and communist.
- The Soviet Union’s domination over Eastern European countries
- American policy of containment (to stop the spread of communism)
- North Atlantic Treaty Organization (NATO) versus Warsaw Pact.

Explain the following major conflicts the United States has been directly involved in since World War II that reflect the division created by Cold War tensions and hostilities:

- South Korea and the United States resisted Chinese and North Korean aggression. The conflict ended in a stalemate.
- The Cuban Missile Crisis occurred when the Soviet Union placed missiles in Cuba. The Soviets removed the missiles in response to a United States blockade.
- The United States intervened to stop the spread of communism into South Vietnam (Domino Theory). Americans were divided over whether the United States should be involved militarily in Vietnam. The conflict ended in a cease-fire agreement in which United States troops withdrew.

Describe how the Cold War tensions between the free world and the communist world caused divisiveness at home and abroad.

Explain that the Cold War was the central organizing principle in foreign affairs for 40 years.

Describe the following events that demonstrated the collapse of communism in Europe:

- Breakup of the Soviet Union into independent countries
- Destruction of the Berlin Wall.

Explain how the end of the Cold War presented challenges different from earlier challenges. Include the following:

- Role of United States military intervention
- Environmental challenges
- Global issues, including trade, jobs, diseases.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Cartoon Analysis Worksheet.” *U.S. National Archives and Records Administration — Digital Classroom*. <http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/cartoon.html>. This worksheet is a useful tool to use in analyzing political cartoons.

Cold War, CNN Interactive. <<http://www.cnn.com/SPECIALS/cold.war/>>. This Web site offers transcripts and audio of a meeting President Kennedy held with ExCom members, and Kennedy’s speech to the American people during the Cuban Missile Crisis.

Cold War. Turner Learning: The Educational Division of CNN and Turner Broadcasting. <http://www.turnerlearning.com/cnn/coldwar/cw_start.html>. This Web site offers lesson plans to accompany the 24-part CNN TV special about the Cold War as told by those who lived it.

“Cuban Missile Crisis.” Cybersleuth-kids.com. <http://www.ibiblio.org/pjones/russian/Cold_War_Cuban_Missile_Crisis.html>. This site contains a brief history of the event, as well as translations of letter by Kennedy and Khrushchev.

Dear Home: Letters from WWII. HistoryChannel.com. <<http://www.historychannel.com/dearhome/>>. This site gives access to a letter describing an American’s first-hand account of the horrors of the Dachau concentration camp near Munich.

Herblock’s History: Political Cartoons from the Crash to the Millennium. <<http://www.loc.gov/rr/print/swann/herblock/intro-jhb.html>>. This site provides access to numerous important political cartoons, together with commentary about each.

“Life Under Communism in Eastern Europe.” *The Bill of Rights in Action*. Constitutional Rights Foundation. <http://www.crf-usa.org/bria/bria19_1a.htm>.

Vietnam Veterans Home Page. <<http://vietvet.org>>. This site offers information about the Vietnam War.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. United States History: 1877 to the Present. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint4USII.pdf>>. This site provides assessment information for the course in United States History: 1877 to the Present.

The Virtual Wall. Vietnam Veterans Memorial. <<http://virtualwall.org>>. The Virtual Wall ® Vietnam Veterans Memorial contains personal remembrances of letters, photographs, poetry, and citations honoring those women and men named on the Vietnam Veterans Memorial in Washington, DC.

Session 1: Goals and Ideologies — United States vs. the Soviet Union _____

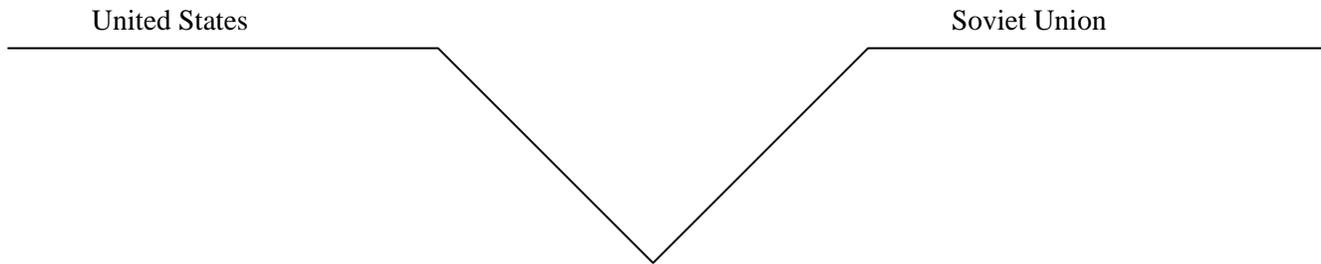
Materials

- Textbook

Instructional Activities

1. Remind the students that during World War II, the Soviet Union and the United States were allies, united in their common goals of defeating Germany. After the war, tensions arose due to different perspectives on how to order the world. The goals and ideologies of the two countries differed greatly. Tensions between the two nations continued over the course of more than 40 years — the Cold War.
2. Have student investigate the differences in the goals and ideologies of the Soviet Union and those of the United States, using the textbook and additional teacher-provided resources. A good resource is “Life Under Communism in Eastern Europe,” *The Bill of Rights in Action*, Constitutional Rights Foundation <http://www.crf-usa.org/bria/bria19_1a.htm>.
3. After students have completed the reading, ask them to create a graphic organizer to help them review the information. An example of the graphic organizer is pictured below:

Focus Question: How did the goals and ideologies of the United States differ from those of the Soviet Union?



4. After students have completed the graphic organizer, have them discuss some of the advantages and disadvantages to the two systems.

Session 2: The Arms Race

Materials

- Copy of *Butter Battle Book* by Dr. Seuss

Instructional Activities

1. Explain that the Cold War was “cold” primarily because of the threat of nuclear weapons. The Soviet Union launched its first nuclear weapon in 1949, an event that started an “arms race” between the United States and the Soviet Union. At the height of the Cold War, the combined weapons of both countries were enough to destroy the world six times over. The two “superpowers” used their weapons as a deterrent against nuclear war.
2. Read to students the *Butter Battle Book*, by Dr. Seuss. (Older students really enjoy this book.) After you have finished the story, discuss with students how the story parallels some of the major features of the Cold War. Teachers might want to use a t-chart to help students draw comparisons. (See sample below.) The development of this chart provides an opportunity to review concepts important to the Cold War, as well as a time to discuss the analogy of the Iron Curtain and the building of the Berlin Wall.

Butter Battle Book	Cold War
<ul style="list-style-type: none"> • Yooks/Zooks • Butter side up/Butter side down • Wall • Parades • Building of bigger and bigger weapons • Grandpa sitting on the war 	<ul style="list-style-type: none"> • Americans/Russians • Democracy/Communism • Iron Curtain – Berlin Wall • Support of American people to contain communism • Arms race • Deterrence/Mutual Assured Destruction

Session 3: Map of West vs. East

Materials

- Outline maps
- Colored pencils
- Textbook
- Atlas

Instructional Activities

1. Distribute to students an outline map of the world during the Cold War or, alternatively, two separate maps — one of Europe and one of Asia. Explain to students that they will develop their map so that it will
 - offer them additional information about what regions of the world were under communist control
 - provide information on how the countries of the West worked together to protect themselves from the communist threat by forming military alliances, such as NATO
 - show three of the major trouble spots of the Cold War.
2. Have students use their textbooks and other resources, such as an atlas of history, to do the following:
 - Color and label the communist bloc countries of the Soviet Union.
 - Color and label China (fell to communism in 1949 under Mao Tse-Tung).
 - Color and label the member countries of the North Atlantic Treaty Organization (formed in 1949).
 - Indicate the countries that were members of the Warsaw Pact.
 - Indicate the location of the Iron Curtain.
 - Color and label North Korea (communist) and South Korea.
 - Color and label North Vietnam (communist) and South Vietnam.
 - Color and label Cuba (fell to communism in 1959 under Fidel Castro).
 - Include a map legend.
3. After students have completed their maps, have students answer the following questions, working in pairs or as a group:
 - What year was NATO organized?
 - From your map and considering past historical events, why did countries in the West feel that they needed to protect themselves?
 - What year was the Warsaw Pact organized?
 - What problems could have been foreseen for the countries of North and South Korea? For North and South Vietnam?
 - Why was the United States concerned about the fall of Cuba and China to communism?
 - What role do you see the United States playing in the effort to address the growing influence of the Soviet Union?
4. To conclude this session, explain to students the principle that shaped American foreign policy during the Cold War. Explain the importance of the Truman Doctrine and the policy of “containment” that it promoted. Emphasize that the goal of American foreign policy was to contain communism, *not* to “liberate” countries from communist rule.

Session 4: The Cuban Missile Crisis

Materials

- Internet access
- Textbook
- “The Cuban Missile Crisis” (Attachment A)
- “Consider Your Options Decision-Making Chart” (Attachment B)

Instructional Activities

1. Have the students locate Cuba on the map, and explain to students that the United States was concerned about having a communist country so close to its shores. Explain that for fourteen days in October of 1962, the United States was at the brink of nuclear war with the Soviet Union. The Soviets, with the cooperation of Cuba, were shipping nuclear missiles to the island and building launching sites. President Kennedy and his advisors had to decide how they would respond to this act of aggression.
2. Explain to students that they will be examining documents and letters related to the crisis. By examining this information, they will attempt to identify the options open to President Kennedy and the possible consequences of carrying out each option. They will then decide which option they believe was the best. Have students work in groups of three or four. Provide each group with materials and resources, including the worksheets at Attachments A and B. Have students use their textbooks and other resources to learn more about the situation. The Web site *Cold War, CNN Interactive* at <<http://www.cnn.com/SPECIALS/cold.war/>> offers transcripts and audio of a meeting Kennedy held with ExCom members, as well as Kennedy’s speech to the American people. *Cybersleuth-kids.com* at <http://www.ibiblio.org/pjones/russian/Cold_War_Cuban_Missile_Crisis.html> offers copies of letters exchanged between Khrushchev and Kennedy during the crisis.
3. After the students have completed the decision-making exercise on the attachments, discuss the outcome of the crisis: Khrushchev removed the missiles in return for the United States ending the blockade, removing U.S. missiles from Turkey, and promising not to invade Cuba again. Point out that publicly, however, the removal of the missiles from Turkey was not part of the deal, because Kennedy was concerned about negative reactions from U.S. allies in Europe. Why?

Session 5: Fear of Nuclear War; McCarthyism

Materials

- Internet access
- Cartoon analysis worksheet (See step 2 below.)

Instructional Activities

1. Explain that when the Soviets tested their atomic bomb in 1949, Americans became gravely concerned about nuclear war and Soviet aggression. Many Americans began to fear communist infiltration of the U.S. government. Senator Joseph McCarthy started an effort to hunt down American communists within the government and the entertainment industry. Anti-communist hysteria, known as McCarthyism, was fueled by books and movies, and it swept across the United States. Many U.S. citizens were unjustly labeled communists and blacklisted, and their careers were destroyed.
2. Have students work in small groups to examine a set of political cartoons. A cartoon analysis worksheet designed by the U.S. National Archives and Record Administration and found at http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/cartoon.html may be helpful to students as they evaluate the cartoons. A set of political cartoons that addresses these subjects can be found at *Herblock's History: Political Cartoons from the Crash to the Millennium* at <http://www.loc.gov/rr/print/swann/herblock/intro-jhb.html>. The cartoons in the group "Tick-Tock, Tick-Tock" deal with the threat of atomic warfare after WWII. The cartoons in the group "Fire!" address anti-communist hysteria in post-WWII America.

Session 6: Letters Home from Vietnam

Materials

- Internet access
- Letters from soldiers in Vietnam
- “A Letter Home” assignment sheet (Attachment C)

Instructional Activities

1. Some students may have family who fought in the Vietnam War. Ask students the following: “What do you know already about the Vietnam War from movies and television?” “What do you know about Vietnam from listening to your family?” Write students’ responses on the board.
2. Using the responses on the board as a point of departure, provide students with some basic information about the conflict. Have students find Vietnam on the maps they developed in session 3. Explain to students the reasons the United States intervened in Vietnam and the United States’ goals. Explain that U.S. political leaders were afraid that if South Vietnam fell to communism, so would the rest of Southeast Asia — the Domino Theory. Finally, explain to students that the fighting in Vietnam was unique. The U.S. was not prepared to fight a guerilla war, in which tanks and traditional air strikes were not effective. Explain that U.S. soldiers often did not know how to identify the enemy: many South Vietnamese sympathetic to the communist cause (Viet Cong) appeared to be civilians, yet they launched attacks on U.S. troops.
3. Have students read aloud in class and discuss a selection of letters written by U.S. soldiers in Vietnam. These letters will provide information about the soldiers’ experience in Vietnam and the controversy that was (and still is) associated with that war. Selections of letters can be found in the book *Dear America: Letters Home from Vietnam*, edited by Bernard Edelman and published by W.W. Norton & Company in May 2002. (See <http://www.amazon.com/exec/obidos/tg/detail/-/0393323048/103-4737576-1741423?v=glance#product-details> for information about this book.) Teachers will need to be selective and choose age appropriate letters. The book *The Vietnam War: A Historical Reader* in the Nexttext series published by McDougal Littell offers a selection of letters in Part II: “United States Soldiers at War.” (See <http://www.nexttext.com/index.cfm?fuseaction=books.view&target=vietnam&filetype=int> for information about this text.) This text also offers a selection of other primary documents (e.g., poetry, speeches, and journalistic accounts) related to the war. Teachers will need to clarify points in the letters and translate slang associated with the war.
4. After the letter-reading activity, use the following sample questions to prompt a class discussion:
 - What do the letters have in common?
 - How are the letters different?
 - How might the individuals to whom the letters were written have reacted?
 - How is the tone of the letters similar/different from letters written during other wars? (Teachers will need to find some letters for comparison. A WWII letter home can be found at *Dear Home: Letters from World War II* at www.historychannel.com/dearhome/.)
 - What might have influenced the soldiers who wrote these letters?
 - Did the soldiers’ attitudes affect the way they performed their duties? If so, how?
5. Following the discussion, assign each student a soldier whose name appears on the Vietnam War Memorial. Direct students to go to the Web site *The Virtual Wall, Vietnam Veterans Memorial* at <http://virtualwall.org> to research their soldier. Have students use information from the letters read in class and their research to write a letter home to a loved one from the point of view of their assigned soldier. Have students use the sample instruction sheet at Attachment C

Session 7: The Vietnam War Era in Music

Materials

- Music from the 1960s and '70s (See Activity 3, below.)

Instructional Activities

1. Write the following two slogans on the board:

“My Country Right or Wrong”

“What if they gave a war and nobody came?”

Ask students what these slogans mean, and who would have used them during the Vietnam War. A follow-up question might be about current slogans with a protest message for today.

2. Explain to students that as the Vietnam War continued, people in the U.S. began to question the reasons we were engaged there. The mounting tensions in the U.S. over the war in Vietnam caused a sizable and vocal minority to protest the war. Protests took the forms of marches, sit-ins, and burning of draft cards. Sometimes the protests turned violent, as in the case of Kent State in Ohio. Most protesters belonged to the younger generation, but as veterans returned home, they too questioned the war. Emphasize to students that people in the U.S. witnessed the Vietnam War nightly on their televisions, and this persistent immediacy fueled their alarm.

3. Have the students listen to some music from the Vietnam era. Distribute lyrics so they can follow along as they listen. Explain that music played an important role in expressing people’s concerns about the war. Song lyrics are easily found on the Internet. Some possible songs are

- “The Ballad of the Green Berets,” Barry Sadler and Robin Moore
- “Fortunate Son,” Credence Clearwater Revival/John Fogarty
- “Where Have All the Flowers Gone,” Peter Paul and Mary
- “I-Feel-Like-I’m-Fixin’-to-Die Rag,” Country Joe McDonald
- “What’s Going On,” Marvin Gaye
- “For What It’s Worth,” Buffalo Springfield

As they listen to the music, ask students specific questions related to a particular song and/or the following general questions:

- What is the tone or mood of the song?
- What was the target audience for the song?
- What does the song tell you about life in the United States during this time?

4. Optional: As an extension of this activity, ask students to bring in protest music (appropriate for classroom listening) of their era. Have students introduce their song and explain what message it is trying to convey.

Session 8: Assessment

Materials

- Assessment (Attachment D)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment D.

Attachment A: The Cuban Missile Crisis: A Lesson in Decision Making _____

Group Members: _____

October 16, 1962 President John F. Kennedy

- On October 16, 1962, you are informed by your presidential advisors that American U-2 spy planes have just taken aerial photographs showing the construction of missile launch sites in Cuba. When completed, these launch pads will give the Soviets, who are supplying the missiles, the ability to fire nuclear weapons into the U.S. within a range of 1,000 miles and with little warning! These missiles will put the lives of 80 million American at great risk.
- The Premier of the Soviet Union, Nikita Khrushchev, had made a promise to the United States that he would not put offensive weapons in Cuba. You do not know why Khrushchev would break his promise and take this action. After all, the Soviet Union already has enough weapons positioned in their own county to destroy the United States. Your advisors speculate that possibly Khrushchev is upset about living under the threat of the U.S. medium-range nuclear weapons in Turkey. The placement of nuclear weapons in Turkey gives the U.S. a distinct advantage. Your advisors are also concerned that Khrushchev might be trying to trade Cuba for West Berlin — that is, the Soviets will remove missiles from Cuba if they can take possession of West Berlin.
- While the United States’ arsenal of ICBM weapons is double that of the Soviet Union, the government is very concerned about close proximity of nuclear weapons to the United States. However, at this time, the missile sites are still under construction and not operational.

Brainstorming Session: List some possible options that you as President might consider in responding to the missile threat in Cuba.

1. _____
2. _____
3. _____
4. _____

Days Later... (October 1962) President John F. Kennedy

- The Soviets have continued their missile buildup in Cuba. It is only a short time before the launch sites will become operational. Once they are operational, the United States will have only two to three minutes of warning of a nuclear attack. The missiles installed by the Soviets will be able to reach major cities across the United States. The only major city outside their range will be Seattle.
- The primary goals of the United States are to get the missiles out of Cuba, avoid a nuclear attack, and stand strong against Soviets. The U.S. must also consider that her decision in this crisis will affect other countries.
- Your presidential advisors have offered three possible responses:
 1. A naval blockade of Cuba to prevent ships from bringing more supplies to Cuba
 2. A full-scale invasion of Cuba
 3. A conventional air strike against the missile sites

Brainstorming Session: Use the “Consider Your Options Decision-Making Chart” at Attachment B to evaluate each option, and list your conclusions about each.

1. _____
2. _____
3. _____

**The Final Days of the Crisis
President John F. Kennedy**

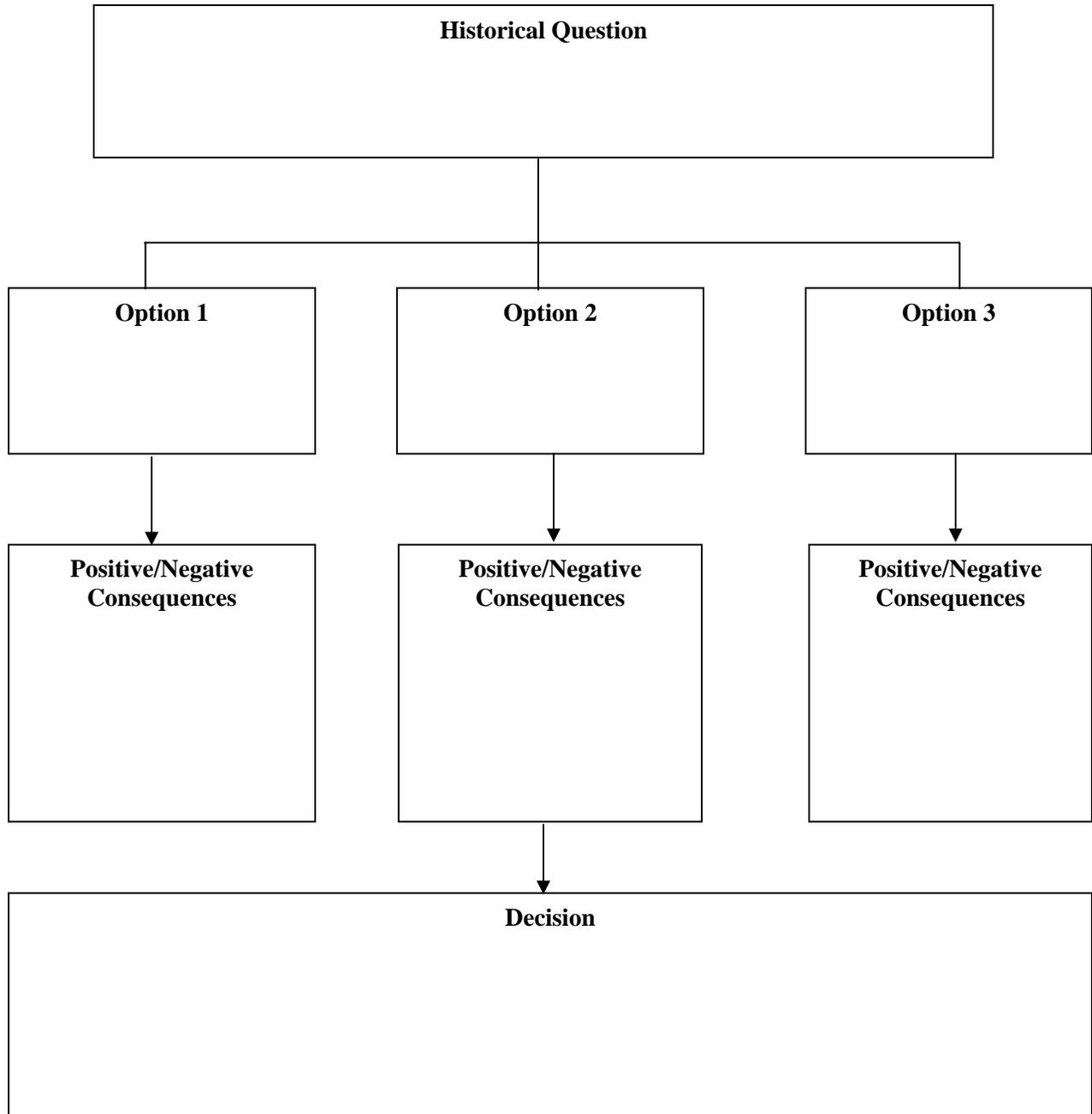
- You have decided to undertake a naval blockade of the island of Cuba. You fear that a more aggressive form of action would put the country in danger of war, or worse, of a nuclear attack. As President, you feel that a surprise attack against Cuba might destroy the moral position of the United States throughout the world.
- On October 22, 1962, you address the American people on television about the circumstances in Cuba. You explain to the American people that a missile launched from Cuba would be considered an act of war. The United States would respond violently to such an attack.
- Now, you and your advisors must wait to see what the Soviet Union will do. There has been an ugly exchange of letters between you and Khrushchev. He has declared that the United States has issued an ultimatum by establishing the blockade. In addition, a United States U-2 spy plane has been shot down over Cuba by a Soviet missile and the pilot was killed.
- You must now consider what you will do if the crisis escalates. What should you do if the following occurs?
 1. The Soviets fire on American vessels enforcing the blockade
 2. The Soviets attempt to run the blockade

Brainstorming Session: Consider some possible scenarios.

1. _____
2. _____
3. _____

Attachment B: Consider Your Options Decision-Making Chart _____

Consider three options for resolving a historical question. Discuss the positive and negative consequences of each option. Place your answers on the chart below.



Attachment C: "A Letter Home": An American Soldier in Vietnam _____**Assigned Soldier's Name:** _____**Directions**

1. Use the following Web sites to research information on your assigned soldier and on conditions and experiences of soldiers in Vietnam.
 - *The Virtual Wall. Vietnam Veterans Memorial.* <<http://virtualwall.org>>. Locate the name of your soldier by clicking on the first letter of his last name.
 - *Vietnam Veterans Home Page.* <<http://vietvet.org>>. Select "Remembrance" and then "Peruse the Wall." You may also find useful information in the "Glossary," "Letters from Vietnam," and other sections available on this site.
2. Take notes from these sites to assist you in getting to know your soldier and the conditions/circumstances that soldiers endured during their time in Vietnam.
3. Try to get inside the mind of a soldier: What would he be thinking? Feeling? Worrying about? Be careful and ***do not plagiarize*** (copy) information for your letter. Absorb the ideas presented, and then use your own words.

Requirements

1. **Research:** Use the recommended Web sites, notes, and letters read in class to get information. Information included in your letter must be historically accurate.
2. **Writing:** Your letter will be a form of historical fiction. You will be writing about an actual historical event, but you will be creating your own story line. You must write under the pen name assigned to you.
 - Your letter may be typed or handwritten.
 - If typed, your letter must be double-spaced in 10–12 point font and have one-inch margins.
 - Your letter must contain a minimum of 100 words.

Attachment D: Sample Assessment Items

Asterisk () indicates correct answer.*

- | | |
|---|---|
| <p>1. The Cuban Missile Crisis began when</p> <ul style="list-style-type: none"> A the Soviet navy ran the United States blockade of Cuba. B a United States spy plane was shot down over Cuba. C the Soviets began to build missile launching sites in Cuba. * D the Cubans began an invasion of the United States missile site. <p>2. The Cuban Missile Crisis ended when</p> <ul style="list-style-type: none"> A the Soviets agreed to remove missiles from Cuba. * B the United States bombed Soviet missile sites. C the United States negotiated with Castro to destroy the missile sites. D the U.N. forced the two sides to compromise on missiles. <p>3. The United States policy to hold communism within the Soviet Union and Eastern Europe is known as</p> <ul style="list-style-type: none"> A the Domino Theory. B the Open Door Policy. C mutual assured destruction. D containment. * <p>4. Which of these events came last?</p> <ul style="list-style-type: none"> A Korean War B Cuban Missile Crisis C Vietnam War * D The formation of NATO | <p>5. Who was responsible for continuing anti-communist hysteria?</p> <ul style="list-style-type: none"> A Lyndon B. Johnson B Joseph McCarthy * C John F. Kennedy D Fidel Castro <p>6. Which economic system rewards individual achievement and competition?</p> <ul style="list-style-type: none"> A Socialism B Fascism C Communism D Capitalism * <p>7. The purpose of the North Atlantic Treaty Organization was to</p> <ul style="list-style-type: none"> A help Europe rebuild after the damage of WWII. B find peaceful uses for nuclear energy. C promote democracy in European countries. D protect member countries from Soviet aggression. * <p>8. Which event in 1950 made the Cold War “hot”?</p> <ul style="list-style-type: none"> A Vietnam War B Korean War * C Cuban Missile Crisis D World War II <p>9. The Viet Cong were</p> <ul style="list-style-type: none"> A South Vietnamese who were sympathetic to the communist cause. * B North Vietnamese who were sympathetic to the communist cause. C United States soldiers fighting for the communists. D South Vietnamese who were fighting with the Americans. |
|---|---|

Additional Activities

- Have students analyze statistics related to the cost of the buildup of arms between the two super powers.
- Have students write a letter from the perspective of a soldier in a Cold War conflict (e.g., North Korea v. South Korea, 1950; Suez Crisis, 1956; Cuban Missile Crisis, 1962).
- Have students create a timeline showing the sequence of events leading to the Cold War.

Organizing Topic

Civil Rights

Standard(s) of Learning

- USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- b) make connections between past and present;
 - c) sequence events in United States history from 1877 to the present.
- USII.8 The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by
- a) examining the Civil Rights Movement and the changing role of women.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

Skills (to be incorporated into instruction throughout the academic year)

Make connections between past and present.

Sequence events in United States history from 1877 to the present.

Content

Identify some effects of segregation on American society. Include the following:

- Separate educational facilities and resources for white and African American students
- Separate public facilities (e.g., restrooms, drinking fountains, restaurants)
- Social isolation of races.

Describe how the African American struggle for equality became a mass movement.

Include the following:

- Opposition to *Plessy v. Ferguson* — “Separate but equal”
- *Brown v. Board of Education*, desegregation of schools
- Martin Luther King, Jr. — Passive resistance against segregated facilities; “I have a dream...” speech
- Rosa Parks — Montgomery bus boycott
- Organized protests, Freedom Riders, sit-ins, marches
- Expansion of the National Association for the Advancement of Colored People (NAACP)

Describe the following legislation resulting from the Civil Right Movement that ensured constitutional rights to all citizens regardless of race:

- Civil Rights Act of 1964
- Voting Rights Act of 1965

Identify how women were disadvantaged in the work place. Include the following:

- Discrimination in hiring practices against women
- Lower wages for women than for men doing the same job.

Explain how women activists were inspired by the achievements of the Civil Rights Movement and took action to gain equality for themselves, particularly in the workplace. Include the following improvements in women’s conditions that resulted from this action:

- National Organization for Women (NOW)
- Federal legislation to force colleges to give women equal athletic opportunities
- The Equal Rights Amendment, despite its failure, and a focus on equal opportunity employment created a wider range of options and advancement for women in business and public service.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Center for American Women and Politics. Eagleton Institute for Politics. Rutgers, The State University of New Jersey. <<http://www.rci.rutgers.edu/~cawp/>>. This site provides much searchable information.

Dusharme, Dirk. "2002 Salary Survey: Are you getting what you're worth?" *Quality Digest*, May 2002. <<http://www.qualitydigest.com/pdfs/2002salsurvey.pdf>>. This document contains salary statistics for various job in various regions.

Gender Equity in Sports. University of Iowa. <<http://bailiwick.lib.uiowa.edu/ge/>>. This site provides much searchable information.

"Highlights of Women's Earnings in 2001." United States Department of Labor, Bureau of Labor Statistics, May 2002. <<http://www.bls.gov/cps/cpswom2001.pdf>>. This Web site offers a 38-page document on the topic.

The History of Jim Crow. <<http://www.jimcrowhistory.org/home.htm>>. This site enables the user to explore the complex African American experience from the 1870s through the 1950s.

Little Rock Central High 40th Anniversary. <<http://www.centralhigh57.org/>>. This Web site provides information about the desegregation crisis that centered on Little Rock Central High School in 1957–58.

"Martin Luther King, Jr., and the Power of Nonviolence," *EDSITEment*, National Endowment for the Humanities <http://edsitement.neh.gov/view_lesson_plan.asp?id=326>. This Web site offers a lesson plan on Dr. King's philosophy of nonviolence the teachings of Mohandas K. Gandhi that influenced Dr. King's views.

National Organization for Women. <<http://www.now.org/>>. This site provides much searchable information.

"Ordinary People, Ordinary Places: The Civil Rights Movement." *EDSITEment*, The National Endowment of the Humanities. <http://edsitement.neh.gov/view_lesson_plan.asp?id=353>. This Web site offers a lesson plan on the Civil Rights Movement.

The Rise and Fall of Jim Crow. Public Broadcasting Service. <<http://www.pbs.org/wnet/jimcrow/index.html>>. This site offers much information about the Jim Crow era, including lessons plans and student activities.

Smith, Stephen, Kate Ellis, and Sasha Aslanian. *Remembering Jim Crow.* <<http://www.americanradioworks.org/features/remembering/index.html>>. This site offers information about and excerpts from the documentary *Remembering Jim Crow*.

"Teaching with Documents Lesson Plan: Documents Related to *Brown v. Board of Education*" *U.S. National Archives and Records Administration — Digital Classroom.* <http://www.archives.gov/digital_classroom/lessons/brown_v_board_documents/brown_v_board.html>. This site offers a lesson plan based on the landmark Supreme Court civil rights case.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. United States History: 1877 to the Present. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint4USII.pdf>>. This site provides assessment information for the course in United States History: 1877 to the Present.

We Shall Overcome: Historic Places of the Civil Rights Movement. <<http://www.cr.nps.gov/nr/travel/civilrights/index.htm>>. This site gives a travel itinerary of national historic places related to the Civil Rights Movement.

womenssportsfoundation.org. <<http://www.womenssportsfoundation.org/cgi-bin/iowa/index.html>>. This site provides information about women and sports.

Session 1: Historic Places of the Civil Rights Movement

Materials

- Internet access
- Teacher-prepared research worksheet (See Activity 3 below.)
- “Picture Postcards from Historic Civil Rights Movement Places” worksheet (Attachment A)
- Colored pencils

Instructional Activities

1. Display the following statements on the board or overhead, and have students discuss them:

Are these examples of unfair discrimination? Why, or why not?

- Your city fire department will not hire women as firefighters.
- Your state has a law that says all students of the one race must attend separate schools from the other students in their community.
- Two people of a different race or gender work for the state at the same jobs, and one is paid less than the other.
- The Supreme Court has decided that state universities cannot consider the race of a student when deciding whether to admit him or her.
- Your city has a regulation that states that your family cannot live in some sections of the city because of your religious beliefs.

Be careful to guide the discussion and encourage respect. Point out that many of these statements were considered valid at one time or are considered valid today.

2. After the discussion, have the students consider some of the people, places, and strategies closely associated with the Civil Rights Movement. Have students take a virtual tour of historic places connected with the Civil Rights Movement, which can be found at <http://www.cr.nps.gov/nr/travel/civilrights/index.htm>. Have students begin their tour by reading the Introduction and, possibly, the other sections on the site found at the bottom of the Introduction page: “Players,” “Strategies,” “Cost,” and “Prize.”
3. Provide students with a list of relevant Civil Rights Movement places to research. Have each of them select a place and research it, using a worksheet with a set of questions, such as that found at http://edsitement.neh.gov/view_lesson_plan.asp?id=353. Listed below is a sample selection of places that fit well with Virginia Standards of Learning:
 - King’s march from Selma to Montgomery, Alabama
 - The Sixteenth Street Baptist Church, in Birmingham, Alabama, that was bombed by the KKK
 - The MLK Historic Site in Atlanta, Georgia
 - The F.W. Woolworth Building in Greensboro, North Carolina (site of the “sit in” at the lunch counter)
 - New Kent and George W. Watkins School in Virginia (sites of controversy related to desegregation of public schools)
 - Little Rock Central High School (site of school desegregation)
4. After students have finished their research, have them compare their findings as a whole group.
5. Have each student create a picture postcard from the historic site he or she researched. The postcard should depict the setting and provide information on the historical significance of the site, as shown on Attachment A.

Session 2: Martin Luther King's Philosophy of Nonviolent Action _____

Materials

- Internet access

Instructional Activities

1. Ask students what they know about Martin Luther King, Jr. and his philosophy of nonviolence. Provide students with a short biography on Dr. King.
2. Use the lesson plan “Martin Luther King, Jr., and the Power of Nonviolence” at http://edsitement.neh.gov/view_lesson_plan.asp?id=326 to provide students with a selection of King’s writings on nonviolent action. This lesson also provides links to a set of photographs that can be used in the session. Have the students read and note the writings and view the photographs. Point out Dr. King’s admiration for and use of the teachings of the great *mahatma* (“great soul”) Mohandas K. Gandhi.
3. Hold a class discussion on Dr. King’s philosophy, using the set of discussion questions included with the lesson:
 - How does King characterize the choice between violence and nonviolence in the struggle for freedom? What does he predict violence will lead to? What does he promise nonviolence will lead to? Looking back, was he a reliable forecaster?
 - How does nonviolence work? What are the stages of the process, as King describes it? What role does “tension” play in this process? To what extent is violence part of the process? How does public awareness contribute to making nonviolence a success? Would it work in a society without freedom of speech and freedom of the press?
 - What kind of person takes part in nonviolent action, according to Dr. King? To what extent are nonviolent protestors fighters? To what extent are they peacemakers? What part do politics and religion play in their thinking? What part do hatred and love play in their decision to act? Can you see yourself joining in a nonviolent protest? Why or why not?

Session 3: Remembering Jim Crow

Materials

- Internet access
- “The Impact of Jim Crow Laws on American Society” worksheet (Attachment B)
- “Sample Grading Rubric: Remembering Jim Crow” (Attachment C)

Instructional Activities

1. Ask students what they already know about Jim Crow laws and whether they can give any examples of Jim Crow laws. Using the students’ responses, define *Jim Crow*, and offer some examples, which can be found at the Web site *Remembering Jim Crow*, located at <http://www.americanradioworks.org/features/remembering/index.html>. Help students make connections with rights that are guaranteed under the Constitution of the United States to all citizens. How did Jim Crow laws violate the constitutional rights of African Americans?
2. Have students work in small groups to research the effects of Jim Crow laws on the African American population and the white population in the South. Hand out Attachment B to each group to help guide their research efforts. Begin by having students listen to and read historical accounts related to Jim Crow laws. These documents can be found at the *Remembering Jim Crow* Web site mentioned above. This site is well organized and offers multiple resources; it provides students with the opportunity to listen to short oral histories, examine photographs, and read short personal histories. Other Web sites that offer information and lessons regarding Jim Crow are *The Rise and Fall of Jim Crow* at <http://www.pbs.org/wnet/jimcrow/index.html> and *The History of Jim Crow* at <http://www.jimcrowshistory.org/home.htm>.
3. After they complete their research, have students, acting as citizen advocates for the African American community, write a report to be presented before a “legislative committee.” This report will argue reasons that the Jim Crow laws should be repealed. Encourage students to take on the role of stakeholder in their community. What detrimental effects does a segregated system have on a community? Why?
4. Encourage students to share their reports with the class. Ask students what part of their research made the biggest impact on them.
5. Assessment: A sample grading rubric for this session is found at Attachment C.

Session 4: School Desegregation

Materials

- Video or short summary of *Brown v. Board of Education*
- Teacher-generated worksheet
- Colored pencils

Instructional Activities

1. Provide historical background on the 1896 Supreme Court decision *Plessy v. Ferguson*, which declared that separate but equal facilities were the law of the land. Students should be familiar with the case and understand the impact of the court decision on American society.
2. View a video or read a summary of the 1954 Supreme Court decision *Brown v. Board of Education*, in which the court unanimously declared that state-sanctioned segregation of public schools was a violation of the 14th Amendment and was therefore unconstitutional. This historic decision marked the end of the “separate but equal” policy approved by the Supreme Court nearly 60 years earlier, and it served as a catalyst for the expanding Civil Rights Movement during the 1950s. A summary and lesson plan called “Teaching with Documents Lesson Plan: Documents Related to *Brown v. Board of Education*” is available at http://www.archives.gov/digital_classroom/lessons/brown_v_board_documents/brown_v_board.html. Explain to students that the issue of school desegregation was very controversial; the southern states did not readily agree to integrate public schools.
3. Review with students the characteristics of historical markers they have seen, reminding them that historical markers contain some general information about the event and a tribute to the individuals involved. Direct students to create a historical marker commemorating the Supreme Court case. Encourage students to be creative and to use color and pictures, if possible. Direct them to the U.S. National Archives and Records Administration Web site at http://www.archives.gov/digital_classroom/lessons/brown_w_board_documents/brown_v_board.html and other appropriate sites.

Session 5 (optional): Central High School and “The Little Rock Nine”

Materials

- Copy of the video *Eyes on the Prize: Fighting Back*, volume 2
- Colored pencils

Instructional Activities

NOTE: This session goes beyond the Curriculum Framework and is an option for extension of the desegregation topic and enrichment of student learning about it. The events at Central High School are important and interesting. Although not directly related to the Standards of Learning, the session contains a valuable lesson, if time permits.

1. If you have not already done so, provide historical background on the two Supreme Court cases that are closely connected to the issue of school desegregation: *Plessy v. Ferguson* and *Brown v. Board of Education*. Students should be familiar with both cases and understand the impact of these court decisions on American society. One of the first test cases for school desegregation took place at Central High School in Little Rock, Arkansas, in the fall of 1957.
2. Have the students watch the video *Eyes on the Prize: Fighting Back (1957–62)*. This segment of the video series concerns the desegregation of Central High School and the University of Mississippi.
 - Review the historical background of the film: The Jim Crow system in the South had been officially in place since 1896 when the famous *Plessy v. Ferguson* Supreme Court decision declared that separate but equal facilities were the law of the land. This precedent was overturned by the 1954 *Brown v. Board of Education* court decision. However, old ideas die hard. In 1957, nine African American students were chosen to integrate Central High School in Little Rock, Arkansas. Their efforts to integrate the high school were met with resistance.
 - List the important people in the film:
 - Governor Orval Faubus — the governor of Arkansas
 - L. C. Bates and Daisy Bates — heads of the local chapter of the NAACP
 - Thurgood Marshall — lawyer for the NAACP and future Supreme Court Justice
 - Minnijean Brown, Elizabeth Eckford, Melba Patillo, and Ernest Green — four of the nine African American students who integrated Central High School
 - Prompt and guide student thought by displaying these questions for students to consider while watching and respond to in writing after viewing:
 - What was Governor Faubus’ purpose in using the National Guard troops at Central High School? What were the reactions to this decision?
 - Describe President Eisenhower’s role during the crisis. Did he act decisively? Explain why you agree or disagree with his actions regarding Little Rock.
 - Describe the students’ reactions as they were escorted into Central High School by federal troops for their “first day of school” in October 1957.
 - How did the white students treat the “Little Rock Nine”? What evidence is there for changes in attitudes among the white students in the film?
 - How did the “Little Rock Nine” respond to their white classmates? What resources or help did these nine students have to make it through the school year?
 - What were your reactions to the film? What about this event made the biggest impact on you?
3. Discuss with students their answers to these questions. After this discussion, direct students to create a historical marker commemorating the desegregation of Central High School. Review with students the characteristics of historical markers they have seen, reminding them that historical markers contain some general information about the event and a tribute to the individuals involved. Encourage students to be creative and to use color and pictures, if possible. Direct students to *Little Rock Central High 40th Anniversary* Web site at <<http://www.centralhigh57.org/>>. This site has a link to the *Arkansas Democrat-Gazette* that provides news accounts, pictures, and editorials from the time.

Session 6: Discrimination against Women in American Society

Materials

- Internet access

Instructional Activities

1. Inquire of students what they see as the biggest gains for women in, say, the past 20 years. Encourage students to consider various categories, such as employment, politics, sports, and even the military. Write students' responses on the board or on a flip chart for future reference. Another option to begin the session is to have the class as a whole respond to a series of true/false statements, e.g., "Currently more women attend college than men." As students declare these statements true or false, discuss their responses and record the consensus for future reference.
2. Have students investigate and gather information pertaining to men and women in the categories of employment, politics, and sports. The following reports and Web sites will provide students with a starting point:
 - Employment
 - "Highlights of Women's Earnings in 2001." United States Department of Labor, Bureau of Labor Statistics, May 2002. <<http://www.bls.gov/cps/cpswom2001.pdf>>.
 - Dusharme, Dirk. "2002 Salary Survey: Are you getting what you're worth?" *Quality Digest*, May 2002. <<http://www.qualitydigest.com/pdfs/2002salsurvey.pdf>>.
 - Politics
 - *Center for American Women and Politics*. Eagleton Institute for Politics. Rutgers, The State University of New Jersey. <<http://www.rci.rutgers.edu/~cawp/>>.
 - *National Organization for Women*. <<http://www.now.org/>>.
 - Sports
 - *Gender Equity in Sports*. <<http://bailiwick.lib.uiowa.edu/ge/>>.
 - *womenssportsfoundation.org*. <<http://www.womenssportsfoundation.org/cgi-bin/iowa/index.html>>.
3. Have students do research in all categories, or assign different categories to groups of students. As students research their topic(s), have them look for data that show change over time, and challenge students to make comparisons over a course of years. You may choose to have students create a database using the information they discover. Below are some examples of questions to use for information gathering:
 - How has the number of women senators changed in the past five years? Are these women mostly Democrats or Republicans?
 - How much does a man earn in a particular occupation (choose one) as compared to a woman? Has the gender gap increased or decreased in relation to pay? Does it vary according to occupation? Does it vary according to educational level?
 - How many women participate in college sports? How has Title IX impacted college sports?
4. In addition to examining statistics, students could speak to people in the community to find out about issues such as gender equity in employment, the goal being to gain a sense of how the data reflect the actual human experience.
5. After students have completed their research, have them share their findings with the class. Refer back to the initial discussion before the research. Did the students' research validate their answers, or prove them incorrect?

Session 7: Assessment

Materials

- Assessment (Attachment D)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment D.

Attachment A: Picture Postcards from Historic Civil Rights Movement Places _____

Directions: Use information from your research of a historic Civil Rights Movement place and from the class discussion about it to create a picture postcard from the site. Your postcard must contain the following:

- The name of the place
- The significant event that occurred there and the date it took place
- A short paragraph providing a summary of the event
- A picture of the place where the event took place

Example:

Side One

<p><i>Name of the place</i> <i>Significant event and its date</i></p> <p>Greeting and short message to a friend or loved one, summarizing the event and describing your visit to the place.</p>	<p>Name Address</p>
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Side Two

(Picture of the place where the event took place)

Attachment B: The Impact of Jim Crow Laws on American Society _____

Directions

- You are citizens of a community that wishes to repeal the Jim Crow laws. You will need to make an effective argument to your elected representatives.
- Use the Web site *Remembering Jim Crow* at <http://www.americanradioworks.org/features/remembering/index.html> to research one of the topics listed below. Be sure to gather and note specific examples during your research.
- After you have completed your research, your group will compose a report that argues why Jim Crow laws in the South should be repealed. Your report must be at least two pages of typed information (double-spaced, 12-point font, 1-inch margins) and must include specific examples. If you or your family members have had any personal experiences with discrimination and Jim Crow laws, include them.

Topics for Research

- Economic impact of Jim Crow laws — e.g., employment, access to higher paying jobs, educational opportunities
- Political impact of Jim Crow laws — e.g., voting rights, running for elected office
- Social impact of Jim Crow laws — e.g., marriage, interaction with the white community
- Resistance to Jim Crow laws — e.g., strategies used by African Americans

Attachment C: Sample Grading Rubric: Remembering Jim Crow _____

Name: _____

Date: _____

Total points: 35 points 1 = lowest 5 = highest	1	2	3	4	5
Arguments in report were clear and well organized.					
Report used specific examples from the Web site to strengthen arguments.					
Report discussed the economic impacts of Jim Crow laws, e.g., <ul style="list-style-type: none"> • on employment • on access to higher paying jobs • on educational opportunities. 					
Report discussed the political impacts of Jim Crow laws, e.g., <ul style="list-style-type: none"> • on voting rights • on running for elected office. 					
Report discussed the social impacts of Jim Crow laws, e.g., <ul style="list-style-type: none"> • regarding marriage • regarding interaction with the white community. 					
Report discussed resistance to Jim Crow laws — strategies used by African Americans.					
Format of the paper followed specifications.					
Total points received					

Teacher Comments:

Attachment D: Sample Assessment Items

Asterisk () indicates correct answer.*

- | | |
|--|---|
| <p>1. Which Supreme Court decision legalized Jim Crow segregation in the South?
 A <i>Dred Scott v. Sanford</i>
 B <i>Gideon v. Wainwright</i>
 C <i>Plessy v. Ferguson</i> *
 D <i>Brown v. Board of Education</i></p> <p>2. What was the result of the Supreme Court decision in <i>Brown v. Board of Education</i>?
 A Desegregation of public schools *
 B Integration of all public facilities
 C Equal voting rights
 D Abolition of the poll tax</p> <p>3. Which of the following methods of protest would Martin Luther King, Jr. have disapproved?
 A Boycotts
 B Public demonstrations
 C Sit-ins
 D Setting fire to a business *</p> <p>4. The result of the Montgomery Bus Boycott in 1955 was
 A greater restrictions for African Americans on public transportation.
 B full desegregation of public transportation. *
 C the end of bus service in cities.
 D that African Americans still had to sit at the back of the bus.</p> <p>5. The Jim Crow laws passed in the South
 A forced African Americans to take low-paying jobs.
 B forced African Americans to move north.
 C segregated African Americans from white society. *
 D made it a crime for African Americans to attend school.</p> | <p>6. The use of poll taxes was outlawed by the
 A Voting Rights Act of 1965. *
 B Civil Rights Act of 1964.
 C 13th Amendment to the Constitution of the United States.
 D Patriot Act.</p> <p>7. The National Organization for Women was created to
 A work against gender discrimination in employment. *
 B elect more women to public office.
 C ensure that mothers have access to affordable daycare.
 D ensure that women receive the right to vote.</p> <p>8. Which of the following is <i>not</i> true about women in American society by the mid 1990s?
 A Most women worked for pay outside the home.
 B Most women were paid less than men.
 C Women had achieved full economic equality with men. *
 D Women were underrepresented in the area of elected public office.</p> <p>9. All of the following promoted the growth of the suburbs <i>except</i>
 A expanded highway construction.
 B increased automobile production.
 C low-cost government loans.
 D lack of employment opportunities in the city. *</p> |
|--|---|

Additional Activities

- Have students prepare cards containing various actions and events of the Civil Rights Movement and the people involved. Conduct a quiz game using the cards.
- Have students make a collage using pictures and words from magazines and newspapers to depict women's rights before and after certain federal legislation.
- Have students write a diary entry from the point of view of an African American student of the 1950s.
- Have students select what they feel is the most important outcome of the modern Civil Rights Movement and defend their view.

Organizing Topic

Key Domestic Issues of the Second Half of the Twentieth Century

Standard(s) of Learning _____

- USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
 - b) make connections between past and present;
 - c) sequence events in United States history from 1877 to the present;
 - d) interpret ideas and events from different historical perspectives;
 - h) interpret patriotic slogans and excerpts from notable speeches and documents.

- USII.7 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
 - d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.

- USII.8 The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by
 - a) examining the Civil Rights Movement and the changing role of women;
 - b) describing the development of new technologies and their impact on American life.

Essential Understandings, Knowledge, and Skills _____

Correlation to Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

Make connections between past and present. _____

Sequence events in United States history from 1877 to the present. _____

Interpret ideas and events from different historical perspectives. _____

Interpret patriotic slogans and excerpts from notable speeches and documents. _____

Content

Identify the factors leading to changing patterns in United States society following World War II that changed the way most Americans lived and worked. Include the following:

- Strong economy (healthy job market, increased productivity, increased demand for American products) _____
- Greater investment in education _____
- “The Baby Boom,” which led to changing demographics _____
- Interstate highway system _____
- Evolving role of women (expected to play supporting role in the family, but increasingly working outside the home) _____
- Role of Eleanor Roosevelt in expanding women’s rights _____

Identify the factors leading to changing patterns in United States society following World War II that changed the way most Americans lived and worked. Include the following:

- African Americans’ aspirations for equal opportunities _____
- Changes in make-up of immigrants after 1965 (e.g., Hispanic Americans, Asian Americans). _____

Identify the following policies and programs that expanded educational and employment opportunities for the military, women, and minorities:

- G.I. Bill of Rights gave educational, housing, and employment benefits to World War II veterans. _____
- Truman desegregated the armed forces. _____
- Civil Rights legislation led to increased educational, economic, and political opportunities for women and minorities. _____

Identify some effects of segregation on American society. Include the following:

- Separate educational facilities and resources for white and African American students _____
- Separate public facilities (e.g., restrooms, drinking fountains, restaurants) _____
- Social isolation of races _____

Describe how the African American struggle for equality became a mass movement.

Include the following:

- Opposition to *Plessy v. Ferguson* — “Separate but equal” _____
- *Brown v. Board of Education*, desegregation of schools _____
- Martin Luther King, Jr. — Passive resistance against segregated facilities; “I have a dream...” speech _____
- Rosa Parks — Montgomery bus boycott _____
- Organized protests, Freedom Riders, sit-ins, marches _____
- Formation of the National Association for the Advancement of Colored People (NAACP) _____

Describe the following legislation resulting from the Civil Right Movement that ensured constitutional rights to all citizens regardless of race:

- Civil Rights Act of 1964 _____
- Voting Rights Act of 1965 _____

Identify how women were disadvantaged in the work place. Include the following:

- Discrimination in hiring practices against women _____
- Lower wages for women than for men doing the same job. _____

Explain how women activists were inspired by the achievements of the Civil Rights Movement and took action to gain equality for themselves, particularly in the workplace. Include the following improvements in women’s conditions that resulted from this action:

- National Organization for Women (NOW) _____
- Federal legislation to force colleges to give women equal athletic opportunities _____
- The Equal Rights Amendment, despite its failure, and a focus on equal opportunity employment created a wider range of options and advancement for women in business and public service _____

Explain how, after World War II, Americans turned their energies to the development of peacetime technologies.

Identify the industries that benefited the most from the new technologies of the second half of the twentieth century. Include the following:

- Airline industry — Jets _____
- Automobile industry and interstate highway system _____
- Entertainment and news media industry _____
- Exploration of space _____
- Computer industry _____

- Satellite system — Telecommunications (pagers, cell phones, television)
- Internet

Explain the impact the new technologies of the twentieth century had on American life. Include the following:

- Increased domestic and international travel for business and pleasure
- Greater access to news and other information
- Cheaper and more convenient means of communication
- Greater access to heating and air-conditioning
- Decreased regional variation resulting from nationwide access to entertainment and information provided by national television and radio programming, Internet services, and computer games

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

Center for American Women and Politics. Eagleton Institute for Politics. Rutgers, The State University of New Jersey. <<http://www.rci.rutgers.edu/~cawp/>>. This site provides much searchable information.

Dusharme, Dirk. "2002 Salary Survey: Are you getting what you're worth?" *Quality Digest*, May 2002. <<http://www.qualitydigest.com/pdfs/2002salsurvey.pdf>>. This document contains salary statistics for various job in various regions.

Gender Equity in Sports. University of Iowa. <<http://bailiwick.lib.uiowa.edu/ge/>>. This site provides much searchable information.

Hales, Peter Bacon. *Levittown: Documents of an Ideal American Suburb.* <<http://tiger.uic.edu/~pbhales/Levittown.html>>. This site offers a critical look at the history and significance of this American cultural icon.

"Highlights of Women's Earnings in 2001." United States Department of Labor, Bureau of Labor Statistics, May 2002. <<http://www.bls.gov/cps/cpswom2001.pdf>>. This Web site offers a 38-page document on the topic.

The History of Jim Crow. <<http://www.jimcrowhistory.org/home.htm>>. This site enables the user to explore the complex African American experience from the 1870s through the 1950s.

Hobbs, Frank, and Nicole Stoops. "Demographic Trends in the Twentieth Century: Census 2000 Special Reports." U.S. Census Bureau. <<http://landview.census.gov/prod/2002pubs/censr-4.pdf>>. This Web site offers a 222-page document outlining trends in the U.S. throughout the 20th century.

Levittown at Fifty. *Newsday.com.* <<http://www.newsday.com/extras/lihistory/specsec/levmain.htm>>. This site looks at the life and times of William J. Levitt, the man who planted the seeds of modern suburbia in a Long Island potato field.

Little Rock Central High 40th Anniversary. <<http://www.centralhigh57.org/>>. This Web site provides information about the desegregation crisis that centered around Little Rock Central High School in 1957–58.

"Martin Luther King, Jr., and the Power of Nonviolence," *EDSITEment*, National Endowment for the Humanities <http://edsitement.neh.gov/view_lesson_plan.asp?id=326>. This Web site offers a lesson plan on Dr. King's philosophy of nonviolence the teachings of Mohandas K. Gandhi that influenced Dr. King's views.

National Organization for Women. <<http://www.now.org/>>. This site provides much searchable information.

"Ordinary People, Ordinary Places: The Civil Rights Movement." *EDSITEment*, The National Endowment of the Humanities. <http://edsitement.neh.gov/view_lesson_plan.asp?id=353>. This Web site offers a lesson plan on the Civil Rights Movement.

The Rise and Fall of Jim Crow. Public Broadcasting Service. <<http://www.pbs.org/wnet/jimcrow/index.html>>. This site offers much information about the Jim Crow era, including lessons plans and student activities.

Smith, Stephen, Kate Ellis, and Sasha Aslanian. *Remembering Jim Crow.* <<http://www.americanradioworks.org/features/remembering/index.html>>. This site offers information about and excerpts from the documentary *Remembering Jim Crow*.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. United States History: 1877 to the Present. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint4USII.pdf>>. This site provides assessment information for the course in United States History: 1877 to the Present.

We Shall Overcome: Historic Places of the Civil Rights Movement.

<<http://www.cr.nps.gov/nr/travel/civilrights/index.htm>>. This site gives a travel itinerary of national historic places related to the Civil Rights Movement.

womenssportsfoundation.org. <<http://www.womenssportsfoundation.org/cgi-bin/iowa/index.html>>. This site provides information about women and sports.

Session 1: Demographic Trends in the Second Half of the Twentieth Century _____

Materials

- Teacher-generated worksheet with graphs showing major demographic trends (See Activity 2 below.)

Instructional Activities

1. Explain that United States society underwent many changes as a result of WWII. Many of these changes manifested themselves in the ways individuals lived and worked. One important demographic shift was the “baby boom” of the 1950s. As young soldiers returned from war, many people felt they needed to make up for lost time. People married, hurried off to college, and started a family all at once. Many returning soldiers benefited from the G.I. Bill to help them pay for education and homes. Many families also moved from the city to the suburbs.
2. In order to examine these trends, have students analyze a set of graphs charting major demographic trends in the twentieth century. As students analyze the data, have them answer a series of questions, working in pairs, small groups, or as a whole class. Graphs for this session can be found in “Demographic Trends in the Twentieth Century: Census 2000 Special Reports” published by the U.S. Census Bureau and found at <http://landview.census.gov/prod/2002pubs/censr-4.pdf>. Print the graphs for students’ use, or show the graphs in an electronic presentation. A sample selection of graphs to use are noted below with accompanying questions:
 - **Figure 1-2. Population Increase by Decade: 1900 to 2000**, found on page 13 of document.
 - In what decade was there a decrease in the growth of the population? What accounted for this decrease?
 - In what decade was the highest percentage increase in the population? What accounted for this increase?
 - What has been the trend in population growth since the 1950s? What are some long-range societal and economic problems that might occur as a result of this trend?
 - **Figure 1-14. Total Population by Metropolitan Status: 1910 to 2000**, found on page 32.
 - **Figure 1-15. Percent of Total Population Living in Metropolitan Areas in Their Central Cities and Suburbs: 1910 to 2000**, found on page 33.
 - In what decade was the biggest shift from living in metropolitan areas to living in the suburbs? What accounted for this shift?
 - What is the trend in American living patterns?
 - What information is not represented by these graphs? How might this missing information increase understanding about American society during these time periods?
 - **Figure 2-4. Percent Distribution of the Total Population by Age: 1900 to 2000**, found on page 56.
 - What happened to the age of the American population since 1950?
 - When was the largest percentage of the population under the age of 15? What explains this circumstance?
 - What accounts for the aging of the American population? What are some long-range problems associated with having an aging population?
 - **Figure 3-4. Percentage Races Other than White or Black by Race: 1900 to 2000**, found on page 77.
 - What are the trends in the racial make-up of the American population?
 - What impact will this trend have on American society?
4. After students have analyzed the graphs and answered the questions, discuss their answers, and help them draw some possible conclusions regarding the data. Ask students how the data might affect future legislation concerning education, health care, affirmative action, and other social issues.

Session 2: The Development of the Suburbs in the 1950s: Levittown _____

Materials

- Internet access
- Colored pencils
- Paper
- Scissors
- Glue
- “Bubble Map” (Attachment A)
- “Levittown: Building the American Dream” worksheet (Attachment B)
- “Sample Grading Rubric: Levittown Real Estate Brochure” (Attachment C)

Instructional Activities

1. Explain to students that with increasing dependence on the automobile and the construction of the Interstate highway system, people began to move out of cities into the suburbs. Review with students the characteristics of a suburban versus an urban setting. Explain that immediately after World War II, there was a housing shortage. As a result of this shortage, construction companies attempted to find innovative ways to build suburban housing in a fast and efficient manner. The most successful of these efforts were “Levittowns,” named after Levittown, Pennsylvania, one of the first planned suburban housing developments in the United States.
2. Distribute to students a blank “Bubble Map” (Attachment A), or draw one on the board and have students reproduce it. The essential concept for their bubble map will be “Suburbs: Levittown.” Also distribute the worksheet “Levittown: Building the American Dream” (Attachment B) to guide student research. Have students research information on Levittown, using the following Web sites:
 - *Levittown: Documents of an Ideal American Suburb*. <<http://tigger.uic.edu/~pbhales/Levittown.html>>
 - *Levittown at Fifty*. *Newsday.com*. <<http://www.newsday.com/extras/lihistory/specsec/levmain.htm>>.As students gather information about Levittown, they should fill it in on their “Bubble Map.”
4. After the students have completed their bubble maps, divide students into small groups, and have each group design a real estate brochure that will attract residents to Levittown. Encourage students to be creative and use colors and pictures. The brochure should highlight the following:
 - Benefits of living in the suburbs
 - Special features of the houses
 - Community features
 - Affordability
5. Display the groups’ brochures, and have the class look critically at each to decide which one would be most effective in convincing a family to move out of the city and buy a house in Levittown.
6. For assessing the Levittown brochures, see “Sample Grading Rubric: Levittown Real Estate Brochure” (Attachment C).

Session 3: Changing Patterns of Life Following World War II _____***Materials***

- Textbook
- “Changing Patterns of Life Following World War II” transparency (Attachment D)

Instructional Activities

1. Display the transparency, and have the students consider the phrases shown. Ask students to use their texts to write a one-sentence summary of the importance of each phrase to the time period.
2. After the students have completed their summaries, hold a class discussion about each phrase.

Sessions 4–9: Civil Rights (additional options) _____

NOTE: Sessions 1–6 under the Civil Rights Organizing Topic above are applicable to this Organizing Topic. You may choose to modify and repeat those sessions to reinforce learning.

Session 10: Assessment

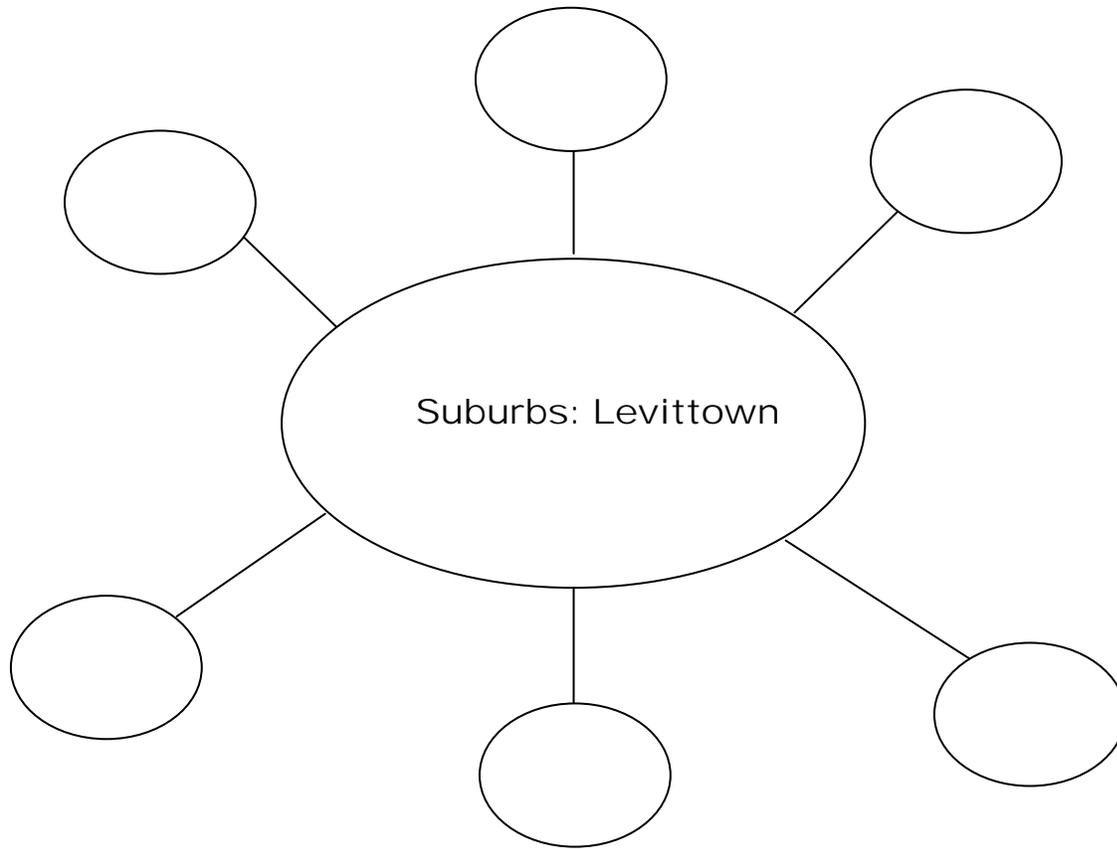
Materials

- Assessment (Attachment E)

Instructional Activities

1. Administer assessment. Sample assessment items are contained in Attachment E.

Attachment A: Bubble Map



Attachment B: Levittown: Building the American Dream

Directions: Research the development of Levittown by using the following Web sites:

- *Levittown: Documents of an Ideal American Suburb*. <<http://tigger.uic.edu/~pbhales/Levittown.html>>
- *Levittown at Fifty*. *Newsday.com*. <<http://www.newsday.com/extras/lihistory/specsec/levmain.htm>>.

Be sure you address the following topics:

- Location of Levittown
- Main features of the house design
- Reasons behind the house design
- Building methods used to construct the houses, and the purpose of these methods
- Costs of the houses
- Description of who went to live in Levittown
- The features that made Levittown feel like a community
- Major problems with Levittown
- Issues of racism related to Levittown

Attachment C: Sample Grading Rubric: Levittown Real Estate Brochure _____

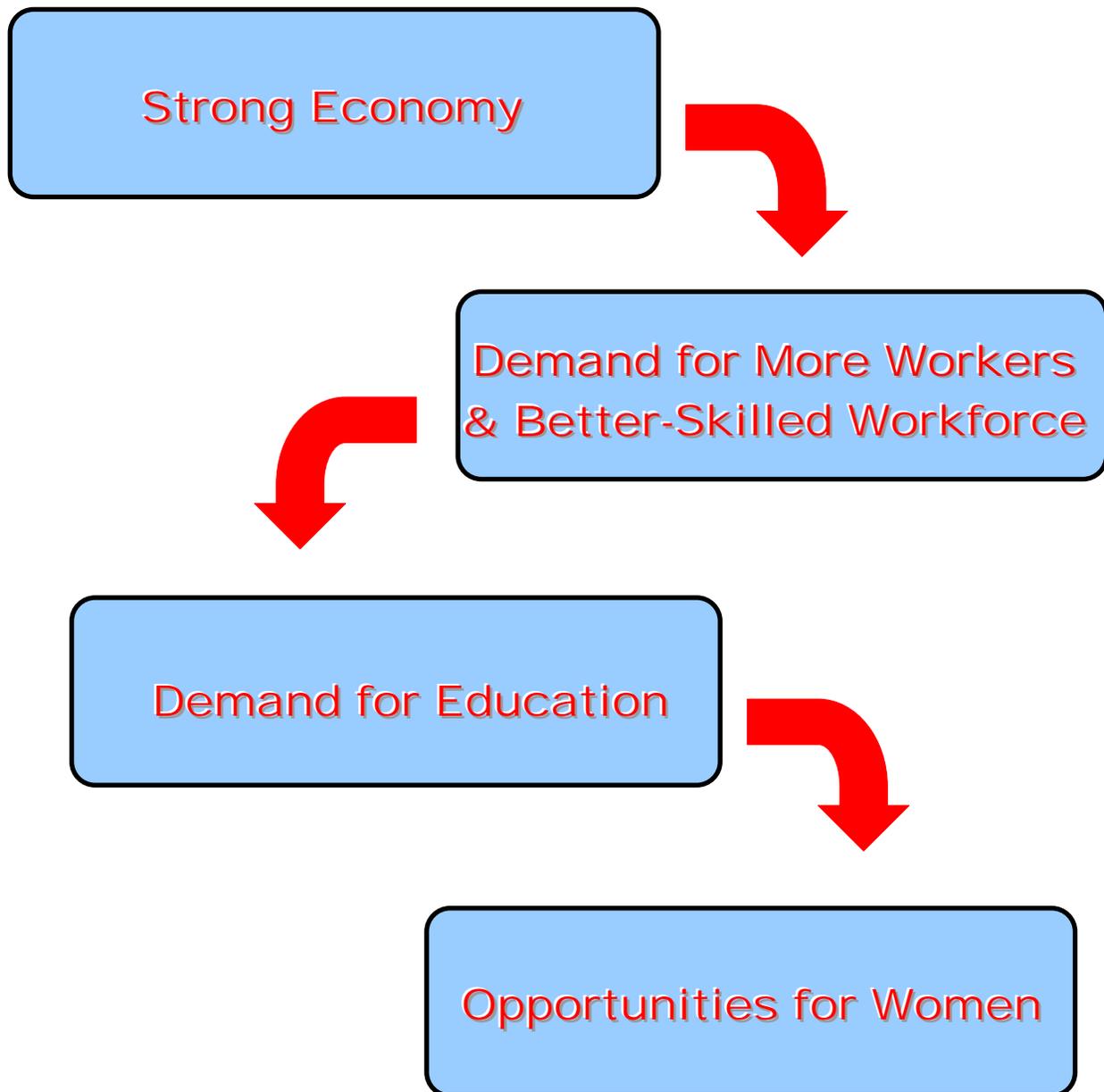
Names of group members: _____

Date: _____

Elements	Possible Points	Points Awarded
Benefits of living in the suburbs	10	
Special features of the houses	10	
Community features	10	
Affordability	10	
Presentation: colorful, neat, clear writing	10	
Total points received	50	

Teacher Comments:

Attachment D: Changing Patterns of Life Following World War II _____



Attachment E: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. What type of civil disobedience did African Americans use in 1961 to end desegregation in the South? A Riots B Jim Crow segregation C The March on Washington D Sit-ins *</p> <p>2. Which Supreme Court decision legalized Jim Crow segregation in the South? A <i>Dred Scott v. Sanford</i> B <i>Gideon v. Wainwright</i> C <i>Plessy v. Ferguson</i> * D <i>Brown v. Board of Education</i></p> <p>3. What was the result of the Supreme Court decision in <i>Brown v. Board of Education</i>? A Desegregation of public schools * B Integration of all public facilities C Equal voting rights D Abolition of the poll tax</p>	<p>4. The use of poll taxes to prevent African Americans from voting was outlawed by A the Voting Rights Act of 1965. * B the Civil Rights Act of 1964. C the 13th Amendment to the Constitution of the United States. D the Patriot Act.</p> <p>5. The National Organization for Women was created to A work against gender discrimination in employment. * B elect more women to public office. C ensure that mothers have access to affordable daycare. D ensure that women receive the right to vote.</p> <p>6. Which of the following is <i>not</i> true about women in American society by the mid 1990s? A Most women worked for pay outside the home. B Most women were paid less than men. C Women had achieved full economic equality with men. * D Women were underrepresented in the area of elected public office.</p>
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