



History and Social Science
Standards of Learning
Enhanced Scope
and Sequence

Virginia and United States History

Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

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*The CTE Resource Center is a Virginia Department of Education grant project
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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 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

Acknowledgments

Steven W. Guerrier, Ph.D.
James Madison University

Karen A. McPherson, Ph.D.
Newport News City Public Schools

Elaine M. C. Nowinski, Ph.D.
Richmond City Public Schools

Jan Stennette, Ph.D.
Lynchburg College

Organizing Topic

Early European Exploration and Colonization

Standard(s) of Learning _____

VUS.2 The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians (First Americans).

Essential Understandings, Knowledge, and Skills _____

Correlation to Instructional Materials

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

Identify, analyze, and interpret primary and secondary source documents. _____

Formulate historical questions and defend findings, based on inquiry and interpretation. _____

Develop perspectives of time and place. _____

Content

Explain that early European exploration and colonization resulted in the redistribution of the world’s population as millions of people from Europe and Africa voluntarily and involuntarily moved to the New World. _____

Explain that exploration and colonization initiated worldwide commercial expansion as agricultural products were exchanged between the Americas and Europe. In time, colonization led to ideas of representative government and religious toleration that over several centuries would inspire similar transformations in other parts of the world. _____

Using the following characteristics of early exploration and settlements in the New World, summarize the reasons for European settlement in the English colonies. Include an analysis of how their motivations influenced their settlement patterns and colony structures:

- New England was settled by Puritans seeking freedom from religious persecution in Europe. They formed a “covenant community” based on the principles of the Mayflower Compact and Puritan religious beliefs and were often intolerant of those not sharing their religion. They also sought economic opportunity and practiced a form of direct democracy through town meetings. _____
- The Middle Atlantic region was settled chiefly by English, Dutch, and German-speaking immigrants seeking religious freedom and economic opportunity. _____
- Virginia and the other Southern colonies were settled by people seeking economic opportunities. The early Virginia “cavaliers” were English nobility who received large land grants in eastern Virginia from the King of England. Poor English immigrants also came seeking better lives as small farmers or artisans and settled in the Shenandoah Valley or western Virginia, or as indentured servants who agreed to work on tobacco plantations for a period of time to pay for passage to the New World. _____
- Jamestown, established in 1607 by the Virginia Company of London as a business venture, was the first permanent English settlement in North America. The Virginia House of Burgesses, established by the 1640s, was the first elected assembly in the New World. It has operated continuously and is today known as the General Assembly of Virginia. _____

Use the following information to summarize the interaction of European, African, and America Indian (First American) cultures and the consequences of this interaction:

- The explorations and settlements of the English in the American colonies and Spanish in the Caribbean, Central America, and South America, often led to violent conflicts with the American Indians (First Americans). The Indians lost their traditional territories and fell victim to diseases carried from Europe. By contrast, French exploration of Canada did not lead to large-scale immigration from France, and relations with native peoples were often more cooperative.
- The growth of an agricultural economy based on large landholdings in the southern colonies and in the Caribbean led to the introduction of slavery in the New World. The first Africans were brought against their will to Jamestown in 1619 to work on tobacco plantations.

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.

Best of History Web Sites. <<http://www.besthistorysites.net>>. This site offers searchable access to information related to this organizing topic.

Cable News Network. <<http://www.cnn.com>>. This site offers searchable access to information related to this organizing topic.

Educational Resources Information Center (ERIC) and Other Clearinghouses. U.S. Department of Education. <<http://www.ed.gov/about/contacts/gen/othersites/eric.html>>. Select “Search any or all ERIC web sites.” Type in a topic (e.g., Columbus), and then click “Search.”

HistoryChannel.com. <<http://www.historychannel.com>>. This site provides access to Web sites related to this organizing topic.

Outline Maps — Education Place. Houghton Mifflin, 2002. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps related to this organizing topic.

Smithsonian Institution. <<http://www.si.edu/>>. This site provides Web access to the various museums within the Smithsonian Institution.

Virginia Historical Society. <<http://www.vahistorical.org/>>. This site contains multiple resources pertaining to Virginia history for use by teachers.

Virginia Museum of Fine Arts. <<http://www.vmfa.state.va.us/>>. This site contains samples of American art.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History. Virginia Department of Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11vush-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. Virginia and United States History. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint10VUS.pdf>>. This site provides assessment information for the course in Virginia and United States History.

The World Factbook 2002. U.S. Central Intelligence Agency. <<http://www.cia.gov/cia/publications/factbook/>>. This site contains searchable information on all countries.

Session 1: Journeying to the New World in 1700

Materials

- Computer with Internet access
- Census information on ethnicity from *The World Factbook*, found at <http://www.cia.gov/cia/publications/factbook>
- World map
- Small self-stick notes
- Overhead projector
- Blank overhead transparency and marker

Instructional Activities

1. Ask students to imagine what it would be like to move to a foreign country. Instruct them to take a few moments to respond to the following questions placed on an overhead or handout:
 - What country/continent might you move to and why?
 - Who will go with you?
 - What will you take with you?
 - What do you need to know before you go?
 - How long will the trip take?
 - How often will you be able to see those who do not travel with you?
 - Where will you live/work when you arrive?
 - Do you know anyone there already?
 - What do you know about the culture? (e.g., clothing, climate, food, customs, language)
2. Instruct students to make a few written notes to respond to these questions, and then share responses to the questions in an open session. Ask students to indicate whether they would make the journey.
3. Instruct students to use the same questions and imagine that it is approximately the year 1700. Ask them to respond with what they *think* would be correct answers to the same questions for the time period and write them down.
4. Ask students to share their responses. Record some responses on an overhead labeled, “What students *think* are correct answers to questions about how, when, where, and why settlers journeyed to the New World in 1700.” Ask students the following questions:
 - Ask how many would make the journey in 1700.
 - Ask students who say they would make the journey in 2004 but not in 1700 to explain why.
 - Ask students who say they would make the journey in 1700 to explain why. Ask them to guess what country they might be traveling from and to include information regarding life circumstances in that country in 1700. (They may think about where their ancestors came from.) Were they persecuted in that country? Were they poor?Allow five to ten minutes for students to share their thoughts. Remind the class to listen and think about each other’s responses.
5. Explain that the next organizing topic of study is about individuals who came to the United States. Ask the students to share what they know about the first European settlers who came to the New World. Write their responses on an overhead labeled, “What students know or *think* they know about early settlers.” Guide discussion by reminding students of what they learned in previous years.
6. Instruct students to write their name on self-stick notes, and invite each one to place their note on the world map on the country that at least one of their relatives came from. NOTE: Do not make this activity mandatory; only those students who wish to participate should do so. If a student has a parent or family

member who has recently moved to the United States, ask the student whether he/she would like to share the reason for that move.

7. Display the map containing the different self-stick notes. Use information from *The World Factbook* to provide information on the current ethnic breakdown of the United States. Display this information on an overhead or the board. Use a world map to identify the geographic origin of each ethnic group.
8. Explain that during the next two weeks, the class will examine the reasons individuals came to the New World and the long-term impact that exploration has had on the current United States and world situations.
9. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 2: European Exploration and Colonization — Impact _____

Materials

- Chart “Characteristics of Early Exploration and Settlements in the New World” (Attachment A)
- Overhead projector
- Overhead showing chart on next page
- Outline map of the New World for each student

Instructional Activities

1. Briefly review the previous session’s activity, as needed.
2. Display the following prompt on the board or overhead:

European exploration and colonization resulted in the redistribution of the world’s population.

Instruct students to explain the statement. Ask them questions such as the following:

- Where was the majority of the world population located prior to 1500?
- Where did civilization originate?
- What was the population of the Americas prior to 1500?

Encourage students to consider what impact this early redistribution had on the current world situation. Allow about five minutes for discussion about this issue.

3. Display the following prompt on the board or overhead:

Exploration and colonization initiated worldwide commercial expansion as agricultural products were exchanged between the Americas and Europe.” Instruct students to explain the statement. Ask what products were being exchanged.

4. Display the following prompt on the board or overhead:

Colonization led to ideas of representative government and religious toleration that over several centuries would inspire similar transformations in other parts of the world.

Ask students to explain the statement. Then ask questions such as the following:

- What did other countries find attractive about the United States experience?
- What countries have adopted a similar style of government?
- Was the United States government unique? Why or why not?
- What facets of our governmental system might countries find unappealing?

Explain that the students’ study of United States history throughout the year will answer these questions.

During the discussion, turn attention to the British heritage in colonial America (e.g., the Glorious Revolution, the political philosophy of John Locke). Further explain the role of colonial isolation in the rise of self-government (e.g., the difficulty the British encountered in managing the far-away colonies).

5. Remind students of previous class discussions related to moving to the New World. Instruct students to recall the reasons why the class felt individuals moved to the New World. Guide responses to mention communication delays caused by time for transatlantic crossings and how this necessitated a degree of local autonomy in the colonies. Include a discussion of the length of time necessary for a transatlantic crossing in those days.
6. Select entries from the following list to provide a brief review of early exploration of the New World. Provide outline maps for students to identify and annotate the location of the selected entries. Remind students that the

first humans migrated to North America during the pre-historic period of approximately 23,000–13,000 B.C., and that several theories exist on the route these first “Americans” took.

Year	Explorer	Place of Landing or Exploration	Country/Group Represented by Explorer
1001	Leif Ericsson	Newfoundland	Scandinavia
1492	Christopher Columbus	San Salvador	Spain
1493	John Cabot	Nova Scotia	England
1499	Amerigo Vespucci	South America	Spain and then Portugal
1510	Vasco de Balboa	Pacific Coast of America	
1513	Juan Ponce de León	Florida	Spain
1519	Hernando Cortés	southeastern Mexico	Spain
1520	Ferdinand Megellan	Southern tip of South America	Spain
1524	Giovanni da Verrazano	search for the Northwest Passage	France
1534	Jacques Cartier	search for the Northwest Passage	France
1525	Francisco Pizarro	Peru	Spain
1540	Francisco Vásquez de Coronado	southwestern United States	Spain
1540s	Hernando do Soto	region north of Florida to Tennessee	Spain
1587	John White	Roanoke colony	England
1607	John Smith	Virginia	England (the Virginia Company)
1619	Africans arrive aboard a Dutch merchant ship		
1673	Louis Joliet and Jacques Marquette	the Mississippi	France
1682	René-Robert Cavelier de La Salle	follow the Mississippi to the Gulf of Mexico	France

NOTE: Information provided in this chart that is not included in the Virginia and United States History curriculum framework will not be assessed on the Virginia and United States History Standards of Learning test.

- Place the chart found on Attachment A on the overhead or provide as a handout. Instruct students to use their text or Internet sources to complete the chart. Encourage students to include information on who sponsored exploration and why they did so. Information may include what the British, French, and Spanish monarchies wanted out of these voyages.

Session 3: Colonization in New England

NOTE: Prior to this session, have the students complete the chart assigned during the previous session with information deemed essential. Use the curriculum framework to identify the minimum information to be included. The completed chart should serve as a guide during class discussion.

Materials

- Completed chart from session 2 (Attachment A)
- Maps of colonial America
- Overhead or handout of the questions in step #2

Instructional Activities

1. Check students' completed charts, "Characteristics of Early Exploration and Settlements in the New World" (Attachment A).
2. Begin discussion by having the students focus on New England. Students should participate in the discussion, using the information identified in their completed chart. Students should correct or amend their chart during discussion. Examples of questions to guide discussion may include:
 - Where is New England?
 - What group(s) settled in New England?
 - Who were the key individuals associated with the settlement(s)?
 - Where did the groups come from and why? (Include details of the circumstances in which these individuals were living prior to coming to America. Include the length and conditions of the journey and the probable route taken.)
 - When was this region settled?
 - What type of government was established upon arrival? How did this government compare to the one the settlers left? What was the role of religion in the new governments?
 - Who supported or financed the journey? Why?
 - What conditions did the settlers encounter upon arrival in the New World? How did they relate to American Indians (First Americans)?
 - What type of agriculture or commerce was most successful in the area?

NOTE: To assist students who have disabilities or limited English proficiency, these questions may be printed on a handout with space for students to take notes during discussion. Label the handout "Information on New England."
3. Instruct students to imagine that they are settlers in New England. Instruct them to write a letter or diary entry describing one of the following situations: the day they departed for the New World; a day on the ship enroute to the New World; the first full day in the New World. The entry should reflect historical facts and include specific information, such as time, locations, climate, and food.

Session 4: Colonization in the Middle Atlantic Region

Materials

- Completed chart from session 2 (Attachment A)
- Maps of colonial America
- Overhead or handout of the questions for step #2
- Outline map of the colonies

Instructional Activities

1. Briefly review previous session's activities, as needed.
2. Begin discussion by having students focus on the Middle Atlantic region. Students should participate in the discussion, using the information identified in their completed chart. They should correct or amend their chart during discussion. Examples of questions to guide discussion include
 - Where is the Middle Atlantic region?
 - What group settled in the Middle Atlantic region?
 - Who were the key individuals associated with the settlement?
 - Where did they come from and why? (Include details of the circumstances in which these individuals were living prior to coming to America. Include the length and conditions of the journey and the probable route taken.)
 - When was this region settled?
 - What type of government was established upon arrival? How did this government compare to the one in the settlers' previous country?
 - Who supported or financed the journey? Why?
 - What conditions did the settlers encounter upon arrival in the New World? How did they relate to the American Indians (First Americans)?
 - What type of agriculture or commerce was most successful in the area?

NOTE: To assist students who have disabilities or limited English proficiency, these questions may be printed on a handout with space for students to take notes during discussion. Label the handout "Information on the Middle Atlantic region."
3. Provide each student with an outline map of the colonies. Instruct them to begin color-coding the map with information on New England and the Middle Atlantic region. They should reflect on the map the following information: type of agriculture or commerce (e.g., shipping, wheat, cattle), the groups that settled in the area (e.g., Dutch, Swedish, Puritans, British, German, Jews), and dominant religion. Information on Virginia, Jamestown, and the additional Southern colonies will be added later.
4. Recommend some discussion about ongoing wars involving Great Britain, France, the Netherlands, Spain, etc. in the context of the threat faced by each of these. Also, include a discussion on disease, starvation, climate, hostile natives, etc.

Session 5: Reinforcement

Materials

- To be determined once one of the activities listed below has been selected

Instructional Activities

1. Briefly review previous session's activity, as needed.
2. Select one of the following activities, or assign a teacher-designed activity.
 - Show a video related to the settlement of the colonies.
 - Conduct a class debate on the positive and negative outcomes of exploration of the New World. Specify the groups affected by the positive and negative outcomes. Include a discussion from the American Indian (First American) point of view.
 - Hold a research session in the media center or computer lab. Examples of research topics are 1) the number of people who settled in the New World and 2) descriptions of the passage from Europe/Africa to the New World. Students should develop a poster, graph, journal, or position paper reflecting the data identified through research. The teacher should provide specific instruction on the information students are to locate. One alternative is to assign different regions and different topics within each region to groups of students for them to research and develop a collaborative report or product.
 - Instruct students to develop a newscast about the exploration of the New World. Divide the class into groups of "reporters," and assign each group an area or topic about which to develop a two-minute news report. Allow time at the end of the class for the groups to present their reports, or allow groups a day or two to perfect their report and present it during session 7 or 8. Maps and other props may be used. Students may consider conducting an interview of an individual and having that individual dressed in period attire.
 - Arrange a field trip to Williamsburg, Jamestown Settlement, Jamestown Island, or other relevant site.
 - Arrange for an actor portraying a historical character of the period and place to speak to the class about his/her circumstances.
 - Develop flash cards on this organizing topic to use throughout the year for review. Students can be divided into groups, and each group can prepare five flash cards on a specific topic.
3. Instruct students to complete the session's assignment as homework, or assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 6: Colonization in Virginia

Materials

- Completed chart from session 2 (Attachment A)
- Maps of colonial America at different time periods
- Overhead or handout of the questions for step #2

Instructional Activities

1. Briefly review previous session's activities, as needed.
2. Begin discussion by having students focus on Virginia and Jamestown. Students should participate in the discussion, using the information identified in their completed chart. They should correct or amend their chart during discussion. Examples of questions to guide discussion include:
 - Where is Virginia? Where is Jamestown?
 - What group(s) settled in Virginia? In Jamestown?
 - Who were the key individuals associated with the settlements?
 - Where did the settlers come from and why? (Include details of the circumstances in which these individuals were living prior to coming to America. Include the length and conditions of the journey and the probable route taken.)
 - When was this area/region settled?
 - What type of government was established upon arrival? How did this government compare to the one in the settlers' previous country? How did it change?
 - Who supported or financed the journey? Why?
 - What conditions did the settlers encounter upon arrival in the New World? What threats did they face?
 - What type of agriculture or commerce was most successful in the area? Why?

NOTE: To assist students who have disabilities or limited English proficiency, these questions may be printed on a handout with space for students to take notes during discussion. Label the handout "Information on Virginia and Jamestown."
3. Instruct students to bring their colonial maps up to date, and/or assign a teacher-selected reading, worksheet, or other reinforcement activity.

Session 7: Colonization in the Southern Colonies

Materials

- Completed chart from session 2 (Attachment A)
- Maps of colonial America
- Overhead or handout of the questions for step #2

Instructional Activities

1. Review previous session's activity, as needed.
2. Begin discussion by having students focus on the southern colonies not yet covered. Students should participate in the discussion using the information identified in their completed chart. They should correct or amend their chart during discussion. Examples of questions to guide discussion include:
 - Where are the southern colonies, other than Virginia?
 - What groups settled in the other southern colonies?
 - Who were the key individuals associated with the settlements?
 - Where did they come from and why? (Include details of the circumstances in which these individuals were living prior to coming to America. Include the length and conditions of the journey and the probable route taken.)
 - When were these areas/regions settled?
 - What type of government was established upon arrival? How did this government compare to the one in the settlers' previous country.
 - Who supported or financed the journey? Why?
 - What conditions did the settlers encounter upon arrival in the New World? What threats did they face?
 - What type of agriculture or commerce was most successful in the areas?

NOTE: To assist students who have disabilities or limited English proficiency, these questions may be printed on a handout with space for students to take notes during discussion. Label the handout "Information on the Other Southern Colonies."

Session 8: Review

Materials

- Overhead developed during session 1 discussion, entitled, “What students *think* are correct answers to questions about how, when, where, and why settlers journeyed to the New World in 1700.”

Instructional Activities

1. Briefly review activity from the previous session, as needed.
2. Display the overhead made during the first session, reflecting students’ perceptions of this time period. Ask students to discuss whether their perceptions prior to study of this organizing topic were supported by what they learned or not.
3. Conduct a review. This may be done with flash cards purchased or produced by students. A competition between groups within the class could be used to reinforce content.
4. Instruct students to respond to a writing prompt on the content. (Examples of prompts with rubrics are provided on Attachment B.)
5. Have students complete their colonial map.

Session 9: Assessment

Materials

- Multiple copies of Attachment B

Instructional Activity

1. Have students complete the sample assessment items on Attachment B.

Attachment A: Characteristics of Early Exploration and Settlements in the New World__

Colony or Region	Group(s) (including origin)	Key Information (including reason for settlement; key products or commerce; key individual(s) associated with the settlement; present-day states included in the region.)
New England		
Middle Atlantic		
Virginia		
Jamestown		
Southern Colonies (other than Virginia)		

Attachment B: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. Which of the following groups settled New England? A Puritans* B Cavaliers C Dutch D Germans</p> <p>2. Early European exploration and colonization resulted in A cooperation between European powers for trade with the colonies. B redistribution of the world’s population.* C cooperation between France and England. D England’s intent to transfer power to the colonies.</p> <p>3. Most individuals settling in Virginia were A relocated prisoners. B nobility seeking adventure. C seeking economic opportunities.* D Christian missionaries.</p> <p>4. The Virginia Company of London established the following colony in 1607: A Massachusetts B Jamestown* C Richmond D Maryland</p> <p>5. The Virginia House of Burgesses was A the first elected assembly in the New World.* B appointed by the English king. C an autocratic government. D representative of all British colonies.</p>	<p>6. Explain how European exploration led to a redistribution of the world population. Include specific groups that came to North America. RUBRIC The student response included the following information. (Assign points for each item.) Pts____European countries that sponsored exploration in North America as well as the movement of African slaves to America Pts____Spain Pts____Portugal Pts____England Pts____France Pts____Africa Pts____Explanation of how this exploration redistributed the world population _____Total points earned</p> <p>7. Identify the reasons for European settlement in the Americas. Include the various groups that settled in the different regions of America. RUBRIC The student response included the following information. (Assign points for each item.) Pts____Puritans Pts____English Pts____German Pts____Dutch Pts____New England Pts____Middle Atlantic region Pts____Virginia (Jamestown and other settlements) _____Total points earned</p>
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Organizing Topic

European Economic Influence and Slavery in the Americas

Standard(s) of Learning _____

VUS.3 The student will describe how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas.

Essential Understandings, Knowledge, and Skills _____

Correlation to Instructional Materials

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

Identify, analyze, and interpret primary and secondary source documents, records, and data.

Formulate historical questions and defend findings, based on inquiry and interpretation.

Develop perspectives of time and place.

Explain how relationships between humans and their environment have changed over time.

Content

Identify the following colonial regions, and summarize how the economic activity of each region reflected its geography and the European origins of its settlers:

- The New England colonies developed an economy based on shipbuilding, fishing, lumbering, small-scale subsistence farming, and eventually, manufacturing. The colonies prospered, reflecting the Puritans’ strong belief in the values of hard work and thrift.
- The middle colonies of New York, New Jersey, Pennsylvania, Maryland, and Delaware developed economies based on shipbuilding, small-scale farming, and trading. Cities such as New York, Philadelphia, and Baltimore began to grow as seaports and commercial centers.
- Virginia and the other southern colonies developed economies in the eastern coastal lowlands based on large plantations that grew “cash crops,” such as tobacco, rice, and indigo, for export to Europe. Farther inland, however, in the mountains and valleys of the Appalachian foothills, the economy was based on small-scale subsistence farming, hunting, and trading.

Explain that the economic institutions in the colonies developed in ways that were either typically European or were distinctively American, as climate, soil conditions, and other natural resources shaped regional economic development.

Describe how a strong belief in private ownership of property and free enterprise characterized colonial life.

Summarize the following social characteristics of the colonies:

- New England’s colonial society was based on religious standing. The Puritans grew increasingly intolerant of dissenters who challenged the Puritans’ belief in the connection between religion and government. Rhode Island was founded by dissenters fleeing persecution by Puritans in Massachusetts.

- The middle colonies were home to multiple religious groups, including Quakers in Pennsylvania and Catholics in Maryland, who generally believed in religious tolerance. These colonies had more flexible social structures and began to develop a middle class of skilled artisans, entrepreneurs (business owners), and small farmers.

- Virginia and the other southern colonies had a social structure based on family status and the ownership of land. Large landowners in the eastern lowlands dominated colonial government and society and maintained an allegiance to the Church of England and closer social ties to England than in the other colonies. In the mountains and valleys further inland, however, society was characterized by small-scale subsistence farmers, hunters, and traders of Scotch-Irish and English descent.

- The “Great Awakening” was a religious movement that swept both Europe and the colonies during the mid-1700s. It led to the rapid growth of evangelical religions such as the Methodists and Baptists and challenged the established religious and governmental order. It laid one of the social foundations for the American Revolution.

Describe how the institution of slavery influenced European and African life in the colonies.

Using the following information, explain that the African slave trade and the development of a slave-labor system in many of the colonies resulted from plantation economies and labor shortages.

- The growth of a plantation-based agricultural economy in the hot, humid coastal lowlands of the southern colonies required cheap labor on a large scale. Some of the labor needs, especially in Virginia, were met by indentured servants, who were often poor persons from England, Scotland, or Ireland who agreed to work on plantations for a period of time in return for their passage from Europe or relief from debts.

- Most plantation labor needs eventually came to be filled by the forcible importation of Africans. While some Africans worked as indentured servants, earned their freedom, and lived as free citizens during the Colonial Era, over time larger and larger numbers of enslaved Africans were forcibly brought to the southern colonies (the “Middle Passage”).

- The development of a slavery-based agricultural economy in the southern colonies would lead to eventual conflict between the North and South and the American Civil War.

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.

America's First Look into the Camera: Daguerreotype Portraits and Views 1839–1864. The Library of Congress. <<http://memory.loc.gov/ammem/daghtml/daghome.html>>. This site contains prints and photographs from American history pertaining to this organizing topic.

Archiving Early America. <<http://www.earlyamerica.com/>>. This site contains primary source material for eighteenth-century America.

Best of History Web Sites. <<http://www.besthistorysites.net>>. This site offers access to various Web sites related to this organizing topic. Select “U.S. History,” then “Pre-Colonial,” and then any item.

Bonomi, Patricia U. “The Middle Colonies as the Birthplace of American Religious Pluralism.” *TeacherServe from the National Humanities Center.* <<http://www.nhc.rtp.nc.us/tserve/eighteen/ekeyinfo/midcol.htm>>. This site offers information about the religions of the middle colonists.

Cable News Network. <<http://www.cnn.com>>. For Web sites related to this organizing topic, type the desired topic in the Search box and click “Search.”

Colonial Days Web Adventure. Family Education Network. <http://www.teachervision.com/tv/curriculum/weeklywebadventures/colonial_days/t_home.html#artq>. The site includes sample lessons on colonial America. It is designed for lower level students but may have useful information for teachers of Virginia and United States History.

Colonial Maps. University of Colorado at Colorado Springs: Department of History. <<http://web.uccs.edu/~history/index/151maps.html>>. This site contains maps on colonial America.

Educational Resources Information Center (ERIC) and Other Clearinghouses. U.S. Department of Education. <<http://www.ed.gov/about/contacts/gen/othersites/eric.html>>. Select “Search any or all ERIC web sites.” Type in a topic (e.g., Columbus), and then click “Search.”

Founding the American Colonies — The Time Page. <<http://www.timepage.org/spl/13colony.html>>. This site contains maps and other information on the founding of the 13 original colonies.

George Washington's Mount Vernon. <<http://www.mountvernon.org>>. This Web site offers information on George Washington and his home, Mount Vernon.

Grenet, Phyllis. “American Life: A Comparison of Colonial Life to Today's Life.” *Yale-New Haven Teacher's Institute.* <<http://www.yale.edu/ynhti/curriculum/units/1990/5/90.05.04.x.html>>. This site gives a comparison of family life in colonial America to family life today. The site is intended for first grade teachers, but may have useful information for teachers of Virginia and United States History.

Heyrman, Christine Leigh. “The First Great Awakening.” *TeacherServe from the National Humanities Center.* <<http://www.nhc.rtp.nc.us/tserve/eighteen/ekeyinfo/grawaken.htm>>. Contains information on the Great Awakening.

HistoryChannel.com. <<http://www.historychannel.com>>. This site provides access to Web sites related to this organizing topic. Type a topic in the “Search” box and click “Go.”

The History Net: American History. <<http://americanhistory.about.com>>. This site contains searchable resource information for teachers.

Kid Info. <http://www.kidinfo.com/American_History/Colonization_NE_Colonies.html>. This site contains information on the New England Colonies.

“Lecture Four: The Great Awakening.” Wake Forest University.

<<http://www.wfu.edu/~matthetl/perspectives/four.html>>. This site contains information on the revival of religious enthusiasm in America beginning as early as 1679.

Outline Maps — Education Place. Houghton Mifflin, 2002. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps related to this organizing topic.

Presidential Inaugurations. The Library of Congress. <<http://memory.loc.gov/ammem/pihtml/pihome.html>>. This site contains information on presidential inaugurations.

“Puritans.” *New Advent.* Catholic Encyclopedia. <<http://www.newadvent.org/cathen/12581a.htm>>. This site contains information on the Puritans.

Room 20’s Colonial Webpage. <http://www.esd.k12.ca.us/Cadwallader/Room_20/Colonies/Main.html>. This site, constructed by Mr. Boismier’s 5th grade class at Cadwallader School in San Jose, California, contains information on colonial America.

Smithsonian Institution. <<http://www.si.edu/>>. This site provides Web access to the various museums within the Smithsonian Institution.

“The Terrible Transformation: People & Events: The Middle Passage c. 1600–1800” Public Broadcasting Service. <<http://www.pbs.org/wgbh/aia/part1/1p277.html>>. This site contains the story on the transport of slaves from Africa to the New World.

“The Terrible Transformation: People & Events: Olaudah Equiano, 1745–1797.” Public Broadcasting Service. <<http://www.pbs.org/wgbh/aia/part1/1p276.html>>. This site contains the story of a boy who was captured and sold into slavery at the age of 11 and lived to write his autobiography.

Virginia Historical Society. <<http://www.vahistorical.org/>>. This site contains multiple resources pertaining to Virginia history for use by teachers.

Virginia Museum of Fine Arts. <<http://www.vmfa.state.va.us/>>. This site contains samples of American art.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History. Virginia Department of Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11vush-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. Virginia and United States History. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint10VUS.pdf>>. This site provides assessment information for the course in Virginia and United States History.

The World Factbook 2002. U.S. Central Intelligence Agency. <<http://www.cia.gov/cia/publications/factbook/>>. This site contains searchable information on all countries.

Session 1: The Economies of the Original Colonies

Materials

- Various primary sources and artifacts from the Colonial Period, such as journal entries, diaries, artwork, posters, etc.
- Blank overhead transparency
- List of notes for students (on an overhead if possible)
- Newsprint or other paper for students to create a pictorial map

Instructional Activities

1. Introduce primary sources and artifacts that illustrate the economy, religion, and/or social structure of the colonies. An actor portraying a historical character, a brief video, or a tape may provide an interesting introduction to study of this organizing topic. Check the resources included in the scope and sequence as well as the prescribed textbook and other local resources for items that can be used for this purpose.
2. Instruct students to examine the item(s) for a few minutes and then write down their thoughts on
 - the description of the artifact
 - what the artwork or writings reflects
 - a description of everyday events during the Colonial Period.Ask students to identify the language structure, references to government and climate, as well as additional indicators that provide clues to colonial life.
3. After the students have had a few minutes to reflect on the items, ask them to share their impressions with the class. Write down a sample of their impressions on an overhead for use as a reference in a later session.
4. Explain that students will be examining the original colonies. Similarities and differences between the colonies will be defined. Display the following on the board or overhead:

Each colonial region had an economy determined, in part, by the geography and climate of the region. For example, the climate and soil of some southern colonies promoted an agricultural economy.

Prompt students to discuss the current economies of the states that comprised the original thirteen colonies. Has the southern economy changed from an agrarian economy? Ask the same about the states in what were the Middle Atlantic and New England colonies. If students feel the economies have changed, ask them to explain why and to give the circumstances that contributed to the change.

5. Explain that the students will use the chart created in the previous organizing topic along with information discussed in the study of this organizing topic to create a pictorial map that reflects the geography, economy, religion, and social structure of each colony. If possible, provide a prototype for students to get a better idea of the assignment. (For special needs students, consider restricting this activity to one colony.) NOTE: If the chart has not already been completed during study of the previous organizing topic, distribute it and have the students complete it now. Provide butcher paper or newsprint for students to complete this assignment. Explain that they may use magazine pictures, computer generated pictures, or their own artwork to develop this poster. Instruct them that the due date will be the beginning of session 8 (provide that date). Provide a few minutes each class period, when possible, for students to work on this project.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 2: The Economy the New England Colonies

Materials

- An atlas for each student or for each group of two or three students
- List of countries with different economic situations
- Maps of colonial and present-day America
- Computer with Internet access

Instructional Activities

1. Review the previous session's content, as needed.
2. Explain that colonial economies were either similar to that of Europe or distinctively American, depending on the geography and national resources of the area. Divide the class into groups of 2 or 3 students. Provide to each group atlases that reflect climate regions, biomes, economies, etc. Instruct each group to develop a list of four or five regions of the world where they think the geography drives the economy. Each student should contribute one region to the group list. Allow time for the groups to share their responses and explain their reasons for selecting those regions. They should not be restricted to the United States or to the past: an understanding of the concept is the goal.
3. Explain that colonists had a strong belief in *private ownership of property* and *free enterprises*. Ask students to explain what these two terms mean. Provide examples of private versus public ownership. Provide examples of free enterprise versus a command type of economy.
4. Begin discussion of the New England colonies from the perspective of its economy. Remind students that this information should be added to the chart they began during study of the previous organizing topic (or the previous session, if not done earlier).
5. Instruct students to review the present-day states (Maine, New Hampshire, Massachusetts, Connecticut, Rhode Island, and portions of Vermont) that were considered part of the New England colonies. Use maps to illustrate this. Provide the students with outline maps they can color code.
6. Display the following prompt on the board or overhead:

The economy of the New England colonies was based on shipbuilding, fishing, lumbering, small-scale subsistence farming, and manufacturing.

Display a period map of the New England colonies or a present-day map reflecting their location, and stimulate student discussion with questions that will identify what geographic and cultural characteristics contributed to the facts in the statement. Sample questions to prompt student responses may include:

- What geographic features contributed to an economy based on shipbuilding?
- What geographic features contributed to an economy based on fishing? What type of fishing developed?
- What geographic features contributed to an economy based on lumbering? In what specific region was lumbering developed? What type of lumber was involved?
- What geographic features contributed to an economy based on small-scale subsistence farming? What is the meaning of the term *small-scale subsistence farming*?
- What geographic features contributed to an economy based on manufacturing? When did manufacturing begin? What types of manufacturing (e.g., clothing) were developed? What was the difference between household production and factory production?
- Did the origin of the New England colonists contribute to the economic structure of the colonies? Why, or why not? For example, did the New England colonists come from areas where shipbuilding or fishing was prominent? For assistance identifying the origin of the settlers, see <http://web.uccs.edu/~history/index/151maps.html>.

- What were the dominant religions in the New England colonies during colonial times? Did the religious beliefs of the New England colonists contribute to the economic structure of these colonies?
 - To whom did the New England colonist sell their products? (Great Britain) What are some examples of products they sold? (lumber and furs) What products did they get in exchange? (cloth, tools, and luxury item). See <<http://web.uccs.edu/~history/index/151maps.html>> for maps that explain the various colonial trade routes.
7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 3: The Economy of the Middle Colonies

Materials

- Maps of colonial and present-day America
- Computer with Internet access

Instructional Activities

1. Briefly review the previous session's activity, as needed.
2. Begin discussion of the middle colonies from the perspective of their economy. Remind students that this information should be added to the chart they began during study of the previous organizing topic.
3. Instruct students to identify the present-day states (New York, New Jersey, Delaware, Pennsylvania, and Maryland) that were considered part of the middle colonies. Use maps to illustrate this. Provide students with an outline map they can color code. NOTE: Some resources place Maryland in the southern colonies; the curriculum framework places Maryland in the middle colonies.
4. Display the following prompt on the board or overhead:

The economy of the middle colonies was based on shipbuilding, small-scale farming, and trading. Maryland had some plantation agriculture.

Display a period map of the middle colonies or a present-day map reflecting their location, and stimulate student discussion with questions that will identify what geographic and cultural characteristics contributed to the facts in the statement. Sample questions to prompt student responses may include:

- How did the middle colonies contribute to the economic structure of the colonies?
 - Did the origin of the middle colonists contribute to the economic structure of the colonies? Why, or why not? For example, did the middle colonists come from areas where shipbuilding or small-scale farming was prominent? For assistance identifying the origin of settlers, see <http://web.uccs.edu/~history/index/151maps.html>.
 - What were the dominant religions in the middle colonies, and especially in Pennsylvania and Maryland? How did the religious beliefs of the middle colonists contribute to the economic structure of these colonies?
 - To whom did the middle colonist sell their products? (Great Britain and Spain) What are some examples of products they sold? (wheat, corn, and tobacco) What products did they get in exchange? (manufactured goods from Great Britain and Spain and wine from Spain). See <http://web.uccs.edu/~history/index/151maps.html> for maps that explain the various colonial trade routes.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 4: Reinforcement

Materials

- Materials appropriate to selected activity

Instructional Activities

1. This session should be used for a content-appropriate video, guest speaker, research session in the media center, computer lab activity, field trip, or student presentations.
2. If a video is selected, prepare a pre-viewing guide and post-viewing questions for the main points, and conduct discussions about these main points.
3. If you have access to a computer lab, instruct the students to locate information about colonial life and to document at least one facet of colonial life, e.g., food, clothing, houses, furniture, transportation, church life, politics, etc. Some Web sites to help students begin are listed in session 6.

Session 5: The Economy of Virginia and the Other Southern Colonies _____

Materials

- Maps of colonial and present-day America
- Outline map of the southern colonies for each student
- Computer with Internet access

Instructional Activities

1. Briefly review the previous session's activities, as needed.
2. Begin discussion of Virginia and the other southern colonies from the perspective of the region's economy. Remind students that this information should be added to the chart they began during study of the previous organizing topic.
3. Instruct students to identify the present-day states (Virginia, North Carolina, South Carolina and Georgia) that were considered part of the southern colonies. Use maps to illustrate this. Provide students with an outline map that they can color code.
4. Display the following prompt on the board or overhead:

The economy of Virginia and the other southern colonies in the eastern coastal lowlands was based on the agriculture of large plantations that grew “cash crops” such as tobacco, rice, and indigo.

Display a period map and a present-day map of Virginia and the other southern colonies reflecting their location, and stimulate student discussion with questions that will identify what geographic and cultural characteristics contributed to the facts in the statement. Sample questions to prompt student responses may include

- What geographic features contributed to an economy based on the agriculture of large plantations?
 - What geographic features contributed to an economy based on cash crops such as tobacco, rice, and indigo?
 - What geographic features contributed to an economy based on small-scale subsistence farming, hunting, and trading?
 - Did the origin of Virginians and other southern colonists contribute to the economic structure of the colonies? Why, or why not? For example, did the Virginia and other southern colonists come from areas where large plantations were normal? For assistance identifying the origin of settlers, see <<http://web.uccs.edu/~history/index/151maps.html>>.
 - What were the dominant religions in Virginia and the other southern colonies during colonial times? Did the religious beliefs of the Virginia and other southern colonists contribute to the economic structure of these colonies?
 - To whom did Virginians and the other southern colonists sell? (Great Britain, Spain, and Africa) What are some examples of products they sold? (wheat, corn, tobacco, rice, indigo, and rum) What products/items did they get in exchange? (manufactured goods from Great Britain and Spain, wine from Spain, slaves from Africa) See <<http://web.uccs.edu/~history/index/151maps.html>> for maps that explain the various colonial trade routes.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available teacher resources.

Session 6: Colonial Society

Materials

- Computer with Internet access
- Research materials and lessons from the following sites. NOTE: These sites have information and suggested lesson plans to help students develop an understanding of life during the Colonial Period.
 - “America’s First Look into the Camera: Daguerreotype Portraits and Views 1839–1864.” *The Library of Congress*. <<http://memory.loc.gov/ammem/daghtml/daghome.html>>. This site contains prints and photographs from American history pertaining to this organizing topic.
 - *Archiving Early America*. <<http://www.earlyamerica.com/>>. This site contains primary source material for eighteenth-century America.
 - “Colonial Days Web Adventure.” *Family Education Network*. <http://www.teachervision.com/tv/curriculum/weeklywebadventures/colonial_days/t_home.html#artq>. The site includes sample lessons on colonial America. It is designed for lower level students but may have useful information for teachers of Virginia and United States History.
 - “Founding the American Colonies.” *The Time Page*. <<http://www.timepage.org/spl/13colony.html>>. This site contains maps and other information on the founding of the 13 original colonies.
 - *George Washington’s Mount Vernon*. <<http://www.mountvernon.org/>>. This Web site offers information on George Washington and his home, Mount Vernon.
 - “Presidential Inaugurations.” *The Library of Congress*. <<http://memory.loc.gov/ammem/pihtml/pihome.html>>. This site contains information on presidential inaugurations.
 - “Yale-New Haven Teacher’s Institute. American Life: A Comparison of Colonial Life to Today’s Life.” <<http://www.yale.edu/ynhti/curriculum/units/1990/5/90.05.04.x.html>>. This site gives a comparison of family life in colonial America to family life today. Site is intended for first grade teachers, but may have useful information for teachers of Virginia and United States History.

Instructional Activities

1. Briefly review previous session’s activities, as needed.
2. Ask students the following questions:
 - What do you do for “fun” after school?
 - What contributes to your interpretation of “fun” activities? “Appropriate” activities?
 - Does your family’s history or culture have anything to do with the activities that you enjoy today? If so, explain.
 - How might your parent’s occupation have something to do with the activities in which you participate?
 - How does the region in which you live contribute to the activities in which you may be involved?
3. Explain that “social characteristics” include:
 - ways in which members of societies interact
 - the social hierarchy within a society and what determines the placement of individuals in the hierarchy (e.g., occupation, religion, ancestry, wealth)
 - the degree of permanence of ones social position in a society.

Allow students to share examples of various societies they have observed through either personal experience or research. Provide examples to prompt discussion. For example, explain the strict caste system of India, the social structure of a native American tribe, or a the social structure of a monarchy.
4. Display the following prompts on the board or overhead:

The colonies of the New World had distinctive social characteristics, determined in part by the origin of the colonists, their religion, their occupation, and their ancestors.

The “Great Awakening,” a religious movement in Europe and the colonies in the mid-1700s, led to the beginning of Protestant religious groups, such as Methodists and Baptist. This movement, in part, laid the social foundations for the American Revolution.

Have the students examine these Web sites for further information on the “Great Awakening”:

- <<http://www.nhc.rtp.nc.us/tserve/eighteen/ekeyinfo/grawaken.htm>>
- <<http://www.wfu.edu/~matthetl/perspectives/four.html>>.

Instruct students to be prepared to complete the Social Characteristics column on their colonist information chart.

5. Display the following prompt on the board or overhead:

New England colonial society was based on the colonists’ Puritan religion. The colonists were intolerant of those that did not support the Puritan belief in a connection between religion and government.

Ask students to identify the beliefs of the Puritans. NOTE: Refer to <<http://www.newadvent.org/cathen/12581a.htm>> for information on the Puritans.

6. Display the following prompt on the board or overhead:

Rhode Island was founded by dissenters fleeing persecution in Massachusetts.

Lead a discussion of the irony of the Puritans causing others to flee Massachusetts because of religious persecution after they themselves fled Europe because of religious persecution.

7. Display the following prompt on the board or overhead:

Followers of several religions settled in the middle colonies, including Quakers in Pennsylvania and Catholics in Maryland. These colonies had comparatively flexible social structures. A middle class of skilled artisans, entrepreneurs, and small farmers developed here.

Have the students visit <<http://www.nhc.rtp.nc.us/tserve/eighteen/ekeyinfo/midcol.htm>> for information on these religions in order to facilitate a class discussion on the differences between the two.

8. Display the following prompts on the board or overhead:

Family status and land ownership shaped the social structure of Virginia and other southern colonies. Large landowners controlled much of the colonial government in the eastern lowlands of the southern colonies.

The Church of England was the dominant religion in the eastern lowlands of the southern colonies.

Society in the mountains and valleys regions of the southern colonies was characterized by small-scale subsistence farming, hunting, and trading. Many from this region were of Scotch-Irish and English descent.

Instruct the students to reflect this information on charts and maps.

9. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 7: Slavery

Materials

- Computer with Internet access

Instructional Activities

1. Briefly review the previous session's activities, as needed.
2. Display the following prompt on the board or overhead:

The climate of the southern coastal lowlands contributed to the development of an agrarian society in which large plantations flourished. The operation of the plantations required cheap labor. Initially, immigrants from England, Scotland, and Ireland came to the New World as indentured servants, agreeing to work for a period of time in exchange for their passage. Some indentured servants were forced to come: they were given the choice of going to the New World or going to prison.

Point out England, Scotland, and Ireland on a map, and discuss why indentured servants from these countries would make the journey.

3. The number of indentured servants coming to the New World began to decline. The demand for labor on plantations was eventually filled by the capture and importation of Africans, who were sold into slavery. This journey is often referred to as the "Middle Passage." Explain the Triangle Trade and the reasons that the Middle Passage was so named. Also point out the presence of slavery in the Caribbean and South America. Read some descriptions of the Middle Passage to the class. See <http://www.pbs.org/wgbh/aia/part1/1p277.html> for information to guide student discussion
4. The American Civil War was a conflict between the Northern and Southern states, caused in part by the development of slavery. Show a short video or provide a reading selection about the Middle Passage. The Web site <http://www.pbs.org/wgbh/aia/part1/1p276.html> provides information on Olaudah Equiano and his journey during the Middle Passage.
5. Have the students write a letter or diary entry describing the slaves' journey, including details of a typical day, information on their past, and knowledge about their future.

Session 8: Reinforcement and Review

Materials

- Video or class presentation on religion in the colonies and/or the slave trade

Instructional Activities

1. Review content from previous session(s), as needed.
2. Take this opportunity to show a video or have a class presentation on religion in the colonies and/or the slave trade.
3. Review for assessment.

Session 9: Assessment

Materials

- Multiple copies of Attachment A

Instructional Activity

1. Have students complete the sample assessment items on Attachment A.

Attachment A: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. The economy of the New England colonies was partially based on</p> <p>A mining and cotton. B large livestock ranches. C plantation agriculture. D shipbuilding and fishing.*</p> <p>2. The economy of the Appalachian foothills was based primarily on small-scale subsistence farming and</p> <p>A hunting and trading.* B tobacco and rice. C mining and fishing. D sugar cane and cotton.</p> <p>3. The colony of Rhode Island was established as a result of</p> <p>A persecution by Puritans in Massachusetts.* B Spain’s economic interests. C overpopulation of Massachusetts. D a desire to spread the Quaker religion.</p> <p>4. Select one of the following three colonial regions and explain how geography contributed to its economy: New England, middle colonies, Virginia and other southern colonies. Include the geographic location of the region, the origin of the people who settled the region and how that may have impacted their economic decisions, the specific economy of the region and the affect location and climate had on economic decisions or possible trading partners.</p> <p>RUBRIC The student response included the following information. (Assign points for each item.) Pts____Geographic location of region Pts____Origin of settlers and its impact on decision-making Pts____Impact location and climate had on economic decisions Pts____Possible trading partners</p> <p>_____Total points earned</p>	<p>5. Explain the impact religion had on the social structure of colonial life. Include a discussion of the various religious beliefs and movements that were prevalent in the colonies during the early Colonial Period and the primary location of each religion.</p> <p>RUBRIC The student response included the following information. (Assign points for each item.) Pts____Puritans and their views Pts____Location(s) of the Puritans Pts____Identification of dissenters Pts____Quakers and their views Pts____Location(s) of the Quakers Pts____Catholics and their views Pts____Location(s) of followers of the Church of England Pts____An explanation of the Great Awakening Pts____Outcome of the Great Awakening (growth of Methodists and Baptists)</p> <p>_____Total points earned</p>
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Organizing Topic

American Revolution

Standard(s) of Learning _____

- VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by
- a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;
 - b) describing the political differences among the colonists concerning separation from Britain;
 - c) analyzing reasons for colonial victory in the Revolutionary War.

Essential Understandings, Knowledge, and Skills _____

Correlation to Instructional Materials

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

Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States. _____

Evaluate the authenticity, authority, and credibility of sources. _____

Formulate historical questions, and defend findings, based on inquiry and interpretation. _____

Develop perspectives of time and place. _____

Apply geographic skills, and reference sources to understand how relationships between humans and their environment have changed over time. _____

Interpret the significance of excerpts from famous speeches and other documents. _____

Content

Explain how new political ideas about the relationship between people and their government helped to justify the Declaration of Independence. _____

Summarize the following ideas of John Locke, and explain their influence on Thomas Jefferson’s writings in the Declaration of Independence. The period known as the “Enlightenment” in Europe during the seventeenth and eighteenth centuries saw the development of new ideas about the rights of people and their relationship to their rulers. John Locke was an Enlightenment philosopher whose ideas, more than any others, influenced the American belief in self-government. Locke wrote that:

- All people are free, equal, and have “natural rights” of life, liberty, and property that rulers cannot take away. _____
- All original power resides in the people, and they consent to enter into a “social contract” among themselves to form a government to protect their rights. In return, the people promise to obey the laws and rules established by their government, establishing a system of “ordered liberty.” _____
- Government’s powers are limited to those the people have consented to give to it. Whenever government becomes a threat to the people’s natural rights, it breaks the social contract and the people have the right to alter or overthrow it. _____

Locke’s ideas about the sovereignty and rights of the people were radical and challenged the centuries-old practice throughout the world of dictatorial rule by kings, emperors, and tribal chieftains. _____

Summarize the following ideas of Thomas Paine, and explain their influence on Thomas Jefferson’s writings in the Declaration of Independence:

- Thomas Paine was an English immigrant to America who produced a pamphlet known as *Common Sense* that challenged the rule of the American colonies by the King of England. *Common Sense* was read and acclaimed by many American colonists during the mid-1700s and contributed to a growing sentiment for independence from England.
-

Compare the following excerpts from the Declaration of Independence to illustrate how the eventual draft, authored by Thomas Jefferson of Virginia, reflected the ideas of Locke and Paine:

- “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.”
 - “That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed....”
 - “That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government....”
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-
-

Explain that in the draft of the Declaration of Independence, Jefferson detailed many of the grievances against the King of England that Paine had earlier described in *Common Sense*.

Describe how the revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which we live.

Describe how the American Revolution was inspired by ideas concerning natural rights and political authority, and how its successful completion affected people and governments throughout the world for many generations.

Explain how the ideas of the Enlightenment and the perceived unfairness of British policies provoked debate and resistance by the American colonists.

Summarize the following aspects of the Anglo-French rivalry that lead to conflict with the colonies:

- The rivalry in North America between England and France led to the French and Indian War, in which the French were driven out of Canada and their territories west of the Appalachian Mountains.
 - As a result of the war, England took several actions that angered the American colonies and led to the American Revolution. These included The Proclamation of 1763, which prohibited settlement west of the Appalachian Mountains, a region that was costly for the British to protect.
 - New taxes on legal documents (the “Stamp Act”), tea, and sugar to pay costs incurred during the French and Indian War and for British troops to protect colonists.
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-

Summarize the following events at the beginning of the American Revolution:

- Resistance to British rule in the colonies mounted, leading to war. The Boston Tea Party was staged.
 - The First Continental Congress was called, to which all of the colonies except Georgia sent representatives. This was the first time most of the colonies had acted together. The Boston Massacre took place when British troops fired on anti-British demonstrators.
-

- War began when the “Minutemen” in Massachusetts fought a brief skirmish with British troops at Lexington and Concord.

Summarize the following differences among the three main divisions of colonists concerning separation from Great Britain:

Patriots

- Believed in complete independence from England
- Were inspired by the ideas of Locke and Paine and the words of Virginian Patrick Henry (“Give me liberty, or give me death!”)
- Provided the troops for the American Army, led by George Washington, also of Virginia

Loyalists (Tories)

- Remained loyal to Britain, based on cultural and economic ties
- Believed that taxation of the colonies was justified to pay for British troops to protect American settlers from Indian attacks

Neutrals

- The many colonists who tried to stay as uninvolved in the war as possible.

Explain that the American rebels won their independence because the British government grew tired of the struggle soon after the French agreed to help the Americans. Explain how the following factors lead to this victory:

Diplomatic

- Benjamin Franklin negotiated a Treaty of Alliance with France.

Military

- George Washington, general of the American army, avoided any situation that threatened the destruction of his army, and his leadership kept the army together when defeat seemed inevitable.
- Americans benefited from the presence of the French army and navy at the Battle of Yorktown, which ended the war with an American victory.

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.

“Action of Second Continental Congress, July 4, 1776: The unanimous Declaration of the thirteen United States of America.” *THOMAS: Legislative Information on the Internet*. Library of Congress.

<<http://memory.loc.gov/const/declar.html>>. This site contains a copy of the Declaration of Independence that can be printed and cut up for use in session 7.

Best of History Web Sites. <<http://www.besthistorysites.net>>. This site offers searchable access to information related to this organizing topic.

Colonial Williamsburg. <<http://www.history.org/Almanack/people/bios/biohen.cfm>>. The CW site contains information about Patrick Henry and other prominent Virginians of the Colonial Period.

C-SPAN.org: Public Affairs on the Web — Classroom. <<http://www.c-span.org/classroom/>>. This site offers numerous classroom activities concerning topical and historical events.

Documents of American History. <<http://www.pen.k12.va.us/VDOE/Instruction/AmericanDoc99.pdf>>. This site offers an 88-page Virginia Department of Education publication containing important American history documents and tips for classroom teaching of their contents.

Educational Resources Information Center (ERIC) and Other Clearinghouses. U.S. Department of Education. <<http://www.ed.gov/about/contacts/gen/othersites/eric.html>>. Select “Search any or all ERIC web sites.” Type in a topic (e.g., Columbus), and then click “Search.”

“Give me liberty or give me death.” *LibertyOnline*. <<http://libertyonline.hypermall.com/henry-liberty.html>> This site gives the full text of Patrick Henry’s famous speech.

GovSpot. <<http://www.govspot.com>>. This site contains a wealth of information about the federal government today and yesterday. The pages devoted to historical documents are especially valuable for History and Social Science teachers.

“John Locke.” *Stanford Encyclopedia of Philosophy*. Stanford University. <<http://plato.stanford.edu/entries/locke/>>. This site offers a biography of John Locke.

National Geographic.com. <<http://nationalgeographic.com/>>. The Web site of the National Geographic Society provides searchable information and copies of maps.

NCHE: National Council for History Education. <<http://www.history.org/nche/>>. This site provides history teachers with helpful information and links to valuable sites.

Outline Maps — Education Place. Houghton Mifflin, 2002. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps related to this organizing topic.

“The Paris Peace Treaty of 1783.” *Carrie – A Full-text Electronic Library*. <http://www.ku.edu/carrie/docs/texts/paris_treaty.html>. This site provides of copy of the Treaty of Paris of 1783.

Smithsonian Institution. <<http://www.si.edu/>>. This site provides Web access to the various museums within the Smithsonian Institution.

socialstudies.org. National Council for the Social Studies. <<http://www.socialstudies.org>>. This site allows visitors to search for information on a multitude of social studies subjects.

Teaching with Documents Lesson Plan: Images of the American Revolution — Digital Classroom. U.S. National Archives & Records Administration.

<http://www.archives.gov/digital_classroom/lessons/american_revolution_images/revolution_images.html>

This site offers a summary of the conflict and access to related pictures and documents.

THOMAS: Legislative Information on the Internet. Library of Congress. <<http://thomas.loc.gov/>>. This site focuses on federal legislation, the Congressional Record, and the status of current bills in Congress.

Thomas Paine National Historical Association. <<http://www.thomaspaine.org/>>. This site provides information about the life, times, and works of Thomas Paine.

Virginia Historical Society. <<http://www.vahistorical.org/>>. This site contains multiple resources pertaining to Virginia history for use by teachers.

Virginia Museum of Fine Arts. <<http://www.vmfa.state.va.us/>>. This site contains samples of American art.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History. Virginia Department of Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11vush-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. Virginia and United States History. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint10VUS.pdf>>. This site provides assessment information for the course in Virginia and United States History.

The World Factbook 2002. U.S. Central Intelligence Agency. <<http://www.cia.gov/cia/publications/factbook/>>. This site contains searchable information on all countries.

Session 1: A Revolutionary War Study Project

Materials

- Handout with project instructions and guidelines
- Overhead projector
- Blank overhead transparency
- Short video about the American Revolution

Instructional Activities

1. Explain to students that over the next few sessions, they are going to study the Revolutionary War. Ask students to identify a few things they already know about the Revolutionary time period. Prompt discussion by asking, who, when, key places, reasons, etc. Record their responses on an overhead transparency for future reference.
2. Explain to students that they are going to develop a project on the Revolutionary time period. They will select one of the following topics to develop into their project:
 - A pictorial timeline of events from 1650 through 1783 related to the Revolution
 - A graphic organizer that depicts the chain of events leading up to the signing of the Declaration of Independence
 - A chart that identifies key colonial leaders and their contributions. At least 20 leaders spanning the time period from 1650 through 1783 should be identified.
 - A table that identifies the acts (with their dates) related to the colonies that were passed by the British government, the reason for each act, and the colonists' reaction. The table should also include, if applicable, the response to each act as written later in the United States Constitution.
 - A newspaper article (at least three pages) written from the point of view of a Patriot or a Loyalist that defends your position on whether or not the colonies should revolt. The paper should reflect knowledge of the historical events surrounding the American Revolution.Show samples of each possible project. Provide a handout that briefly explains the scope, format, limitations, specific requirements, and due date for each project. Provide a rubric to assist the students in preparing their project. Arrange research time in a computer lab or media center.
3. Show a video clip on the American Revolution to stimulate interest.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 2: Project Research

Materials

- Computer lab or media center

Instructional Activity

1. Hold a class session in the media center or computer lab for students to conduct research for their selected project. Session order should be adjusted to accommodate the availability of research facilities.

Session 3: Steps Leading to Revolution

Materials

- Outline map of the colonies

Instructional Activities

1. Explain that as the colonists began to have concerns with the way England governed the colonies, the English were having problems with France that would ultimately increase the tension between the king and the colonists.
2. Display the following prompt on the board or overhead:

Both the French and the English viewed the Ohio River Valley as valuable. Virginians built a fort in present day Pittsburgh. The French, considering this area their territory, drove them off. These events contributed to the start of the French and Indian War.

Point out this area on a map, and provide a brief overview of the war, including a discussion on the French desire for revenge.

3. Display the following prompt on the board or overhead:

In 1763, the Treaty of Paris granted Canada and all French holdings east of the Mississippi River except New Orleans to the British. Britain also acquired Florida from Spain.

Explain the significance of Pontiac's Rebellion. Distribute an outline map of the colonies, and instruct the students to shade or color the map to illustrate British territory as it was in 1749. Instruct them to use a different color to reflect the territory gained as a result of the Treaty of Paris.

4. Display the following prompt on the board or overhead:

In an attempt to prevent conflict between the colonists and the Indians, Britain issued the Proclamation of 1763. This act prohibited settlement west of the Appalachian Mountains. Colonists were angered by it and ignored the Proclamation.

Illustrate on a map the area the colonists were prohibited to settle as a result of the Proclamation of 1763. Explain that the reason for the Proclamation was to avoid the high cost of protecting colonists in Indian territory.

5. Encourage the students to share their opinions of the British motive behind the Proclamation of 1763 and the colonists' response. Ask, Who was right? Why? Discussion may be guided by asking students if adults often set rules or restrictions to *protect children*. Discuss some of those rules. Prompt students to think about possible consequences, other than punishment, that can happen when children or adults break rules designed to protect them. Encourage them to keep those thoughts in mind as you continue the session on the American Revolution.
6. Display the following prompt on the board or overhead:

To help cover the costs of the French and Indian War, the British imposed taxes on the colonists. The Stamp Act, imposed in 1765, was a tax on legal documents: it required that a stamp be bought for all legal documents and other items, such as cards.

Explain that opposition to the Stamp Act marked the beginning of organized opposition to British rule. Encourage students to share their knowledge of other laws the British imposed on the colonists (Townshend

Acts, Quartering Acts, Tea Act, Intolerable Acts) and the steps the colonists began to take (Boston Tea Party, attacking customs officials, smashing British ships) as they became more defiant of British laws.

7. Display the following prompt on the board or overhead:

The Boston Massacre, a skirmish between British and colonists that left five colonists dead, occurred in 1770.

Explain that the massacre was not unprovoked. Discuss the role of Boston radicals. Ask, Was the Boston Massacre exaggerated to gain support for rebellion? Ask students to comment on whether such acts and the colonists' responses were justified. Remind them that a main complaint of the colonists was "taxation without representation." Ask students to explain what this means. Explain that colonists accepted that tariffs were necessary for regulation of imperial trade but that Parliament's actions threatened the colonists' "habit of self-government."

8. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 4: The First Continental Congress, Lexington, Concord, and Patrick Henry _____**Materials**

- Computer with Internet access
- Copy of Patrick Henry’s speech, available at <<http://libertyonline.hypermall.com/henry-liberty.html>>

Instructional Activities

1. Briefly review the previous session’s activities.
2. Review with students the information from previous sessions on the American Revolution. Ask specific questions to check for understanding. For example, ask
 - What were some actions the British government took that angered the colonist?
 - Why did these actions make the colonists angry?
 - What was a main complaint against taxation?
 - What actions did the colonists commit in response to British action? (Include the Boston Tea Party.)
3. After students have demonstrated an understanding of the major issues and events, Display the following prompts on the board or overhead:

All colonies, except Georgia, sent representatives to the First Continental Congress in Philadelphia in 1774. This Congress issued as its final resolution The Declaration of Resolves. King George III ordered British troops to put down the rebellion.

Discuss with the class the actions of the colonists and of the king. Ask them to examine the issue from both sides. Include in the discussion that the Coercive Acts and Intolerable Acts were reasons for the First Continental Congress. Ask, Were both sides acting responsibly? What other actions could have taken place that would have avoided war? Use current events to examine possible alternatives to war. For example, what possible alternatives to war existed when the Japanese bombed Pearl Harbor, North Korea invaded South Korea, the communists took over Vietnam, Iraq invaded Kuwait, or Saddam Hussein refused to give up power in Iraq in 2003.

4. Display the following prompts on the board or overhead:

On April 19, 1775, Minutemen and British troops met in Lexington, Massachusetts. Shots were fired, and eight colonists were killed. More fighting broke out as the British moved on to Concord. At least 273 British soldiers were killed or wounded on the march back to Boston.

Briefly review the battles of Lexington and Concord. Mention that the initial shot fired in Lexington is referred to as “the shot heard round the world.” Discuss with the students what this phrase means. Ask, Did this one shot become a catalyst for future events? If so, why?

6. Explain that not all colonists were in favor of independence from England. Display the following sentences on the overhead, and have students describe each one. NOTE: Provide a brief biography of Patrick Henry (John Locke will be covered in the next session). The following Web sites may be helpful:
 - <<http://libertyonline.hypermall.com/henry-liberty.html>> (text of the speech)
 - <<http://www.history.org/Almanack/people/bios/biohen.cfm>>

Patriots wanted complete independence from England. They were inspired by Locke, Paine, and Patrick Henry (“Give me liberty, or give me death”) and served as troops for the American Army led by George Washington.

***Loyalist (Tories)* remained loyal to Britain and agreed with taxation as a means of Britain providing protection for settlers from Indian attacks, covering the cost of administering the Empire, and defending against a French comeback.**

***Neutrals* attempted to stay as uninvolved as possible.**

Conduct a discussion of conflicting points of view. Have students comment on current events where Americans expressed differing points of view. For example, during the 2003 war with Iraq, Americans protested for and against the war.

6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 5: John Locke and Natural Rights

Materials

- Computer with Internet access

Instructional Activities

1. Briefly review the previous session's activities, as needed. The review should include:
 - First Continental Congress
 - Lexington and Concord
 - Patriots, Loyalist, Neutrals
 - Patrick Henry
2. Display the following prompt on the board or overhead:

John Locke, an Enlightenment philosopher, influenced the colonists in their pursuit of independence.

Emphasize that The Enlightenment, a revolution of ideas in Europe in the 1700s, pursued reason in the issue of the rights of people and their relationship with government. Take a moment to provide a brief biography of John Locke. Explain that Locke also challenged the institutional authority of the Church of England. The following Web site may be of assistance: <<http://plato.stanford.edu/entries/locke/>>

3. Display the following prompt on the board or overhead:

John Locke stated that all people have certain “natural rights” of life, liberty, and property that cannot be taken away. John Locke also stated that:

- **The citizens maintain the power and consent to a government to protect their rights.**
- **The people consent to follow laws established by their government.**
- **Government's powers are limited by the governed.**
- **The people have the right to alter or overthrow a government when it threatens natural rights.**

Locke's view challenged existing government systems. Guide discussion by asking if Locke's philosophy advocated revolution (overthrow of the government). Explain that his statements were made during the Glorious Revolution. Ask students to restate the above statements in a way that demonstrates their understanding. Ask them to provide examples of life, liberty, and property. Ask why people would consent to laws. What would happen if we had no laws? Use examples of recent current events that may demonstrate the dilemma of a lawless society. For example, during the 2003 Gulf War when Saddam Hussein's government collapsed, the people in the cities began widespread looting. Use this example or a more recent one, to prompt discussion on what happens when anarchy exists.

4. Encourage students to identify what rights they have. Make a list of them on the board. Ask, Are these rights? Are they privileges? Responsibilities? Wants? Allow a few minutes for discussion of these questions. Guide the discussion to begin to distinguish between the four categories listed above. Conclude by having the students identify from their list the top three *rights* they believe they have.
5. Explain that the American colonists also believed they had rights and that this belief in basic rights contributed to the American Revolution. Explain that several factors were taking place that would eventually lead to the revolution.
6. Display the following prompt on the board or overhead:

John Locke's and others' ideas related to the relationship between the people and government provided justification for the Declaration of Independence.

7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 6: Writings of Thomas Paine and John Locke

Materials

- Computer with Internet access
- Excerpts of Paine's and Locke's work

Instructional Activities

1. Take a few minutes to review the discussions thus far on this organizing topic. Check for understanding. As students respond, ask them to identify what happened first, next, etc. Prompt students on the following topics:
 - Growing discontent among colonist for British rule
 - French and Indian War
 - Proclamation of 1763
 - Stamp Act & Congress
 - Townshend Acts
 - Boston Tea Party
 - Coercive Acts
 - Boston Massacre
 - Taxation without representation
 - First Continental Congress
 - John Locke
2. Display the following prompt on the board or overhead. "Thomas Paine produced *Common Sense* in January of 1776. This pamphlet challenged the King of England's rule of the colonies. It also shifted the focus of colonial anger from the Parliament to the Crown." Use the Web site below to provide a brief biography on Thomas Paine: <<http://www.thomaspaine.org/>>.
3. Display the following prompt on the board or overhead:

The writings of John Locke and Thomas Paine contributed to a desire for independence from England.

Use the Web sites identified above to obtain excerpts from Paine and Locke's works. Put these excerpts on handouts or overheads for students. Read through the excerpts with the students, offering no explanations, or play a recording of someone reading them. Instruct the students to write, in their own words, what they think Locke or Paine meant in the passages. After a brief period for students to work alone, put them into small groups of three or four, and have each group develop a consolidated interpretation of what the passages mean.

5. Bring the class back together and have a spokesperson from each group share their interpretation of the passages. After all groups have shared, conduct a discussion to identify a "class" interpretation. Use an overhead to take notes for the class, and have them record the final product.

6. Display the following prompt on the board or overhead:

The Declaration of Independence is...

If time permits, allow students to complete the statement. Explain that they are going to complete the statement as a class in the next few sessions. Assign this as homework as necessary.

Session 7: The Declaration of Independence – Part 1

Materials

- A copy of the Declaration of Independence, cut into strips (See #7 below for instructions about cutting the strips. You will need a separate copy of the Declaration for each class. It can be downloaded from the Web site: <<http://memory.loc.gov/const/declar.html>>.
- Computer with Internet access

Instructional Activities

1. Briefly review the previous session's activities, as needed.
2. Instruct students to think about *rules* at school, work, sports, etc. Ask the students if they like the rules. Tell them that they are going to get an opportunity to express their opinions of the rules.
3. Instruct them to write a letter to the person, persons, or organization that has established the rules they think are unjust. Explain that they need to be specific about the rules and why they feel they are unfair. Have them make a list of the rules they feel are unjust and list their reasons for these feeling. Then have them list steps they have already taken to try to correct the situation and note what the outcome may have been. They should also identify what additional steps they will take against the unjust rules. Allow time for students to write the letter.
4. Tell the students that they can keep or destroy their letters after this activity. Ask the students to share some of their grievances, and list them on an overhead. Ask them to share some of the things they have done to address their grievances, and list the constructive ones on the overhead. Ask the students to identify possible solutions to their complaints, and list the constructive ones.
5. Ask the students to respond to the possible actions that have been listed on the board. Do they think some of the reactions are reasonable? Why, or why not?
6. Refer students to their list of responses to “The Declaration of Independence is....” Remind them that the Declaration of Independence is a list of grievances against the King of England. It listed the complaints the colonists had against the king, the steps the colonists had taken to attempt to resolve the complaints, and their recourse as a result of the complaints not being addressed. Explain that the class is going to develop a chart of the colonists' complaints, attempts at redress, and final action.
7. Pass out the strips of the Declaration of Independence to the class. Explain that their task will be to “translate” their portion of the Declaration into contemporary language. Allow them to use a dictionary, if they wish. NOTE: The first two paragraphs can be assigned to two students. These paragraphs establish the justification for the Declaration. There are 27 paragraphs that list the grievances the colonists had against the king. Each student can do four or five paragraphs, depending on the length and the student's ability. There are two paragraphs that list the redress the colonists feel they have taken to request relief from the king, and the last paragraph declares the colonies' independence. If time permits, allow the students to begin.
8. Homework: Give the students the assignment to finish their “translations” and to prepare a presentation of their interpretation in writing at the next session.

Session 8: The Declaration of Independence – Part 2

Materials

- Teacher-developed form for groups to enter their interpretations
- A display copy of the Declaration of Independence (available in textbooks or at <http://memory.loc.gov/const/declar.html>)

Instructional Activities

1. Briefly review previous session's activities, as needed.
2. Divide the class into groups of three or four students. Explain that each student should present their homework from the previous session to his/her group. The group should determine if each student's interpretation is accurate. Corrections should be made if necessary, and each group should devise a group interpretation and put it on a teacher-provided form. This interpretation will be presented to the whole class at the end of the session.
3. Monitor student progress throughout the session. If possible, provide computers for students to record their work so that copies can be made for the entire class.
4. Students should complete this assignment in one session. If they finish before the session is complete, begin presentation of their interpretations to the class. Students should have a copy of the Declaration in front of them as the groups present their interpretations. Guide the presentations with further explanations or corrections if necessary. Address student's questions. Highlight words within the document that may need definition. NOTE: Do not read the entire Declaration to the class. The student's work is probably going to be much shorter. You need only refer to the Declaration if the students had difficulty with a specific portion.
5. If students did not complete the assignment in class, explain that each student will be responsible for submitting a final, neat copy of his/her assignment at the next session.

Session 9: The Declaration of Independence – Part 3

Materials

- Class textbook
- Copies of the students' interpretations of the Declaration
- Overhead projector
- Blank overhead transparency

Instructional Activities

1. Finish the presentations on the Declaration of Independence, if necessary. Prepare on an overhead a final Declaration in the students' words, to be used during the study of the Constitution. Explain that the class will revisit their interpretation of the Declaration when they study the Constitution.
2. Remind students that the main purpose of the Declaration of Independence was to win support for the independence movement.
3. Display the following prompts on the board or overhead:

The American Revolution lasted from April 1775 until October 1781 with the British defeat at the Battle of Yorktown. This defeat was made possible, in part, by the presence of the French army and navy. George Washington served as the commanding general of the American Army.

NOTE: Using the class textbook and other resources, briefly review key events of the American Revolution. Stress the role of the French in providing covert aid, diplomatic support and overt military assistance.

4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 10: The Treaty of Paris, 1783

Materials

- Outline map of the United States and colored markers for each student
- Atlases of the United States
- Computer with Internet access

Instructional Activities

1. Briefly review the previous session's activities, as needed.
2. Display the following prompt on the board or overhead:

The Treaty of Paris, signed on September 3, 1783, was negotiated by Benjamin Franklin.

The terms of the treaty were:

- **United States independence was recognized.**
- **Land from the Atlantic coast westward to the Mississippi River and from the Great Lakes south to Florida was granted to the United States.**
- **The United States received fishing rights in the Gulf of St. Lawrence and off the coast of Newfoundland.**
- **Americans should pay any debts owed to the British.**
- **British should evacuate posts in United States territory (not completed until 1796).**

Discuss the terms of this treaty. Encourage students to examine the long-term impact of this treaty. Ask,

- Why did the British give up?
- What would it have been like in the colonies if the British had won the war.
- Based on the outcome of the American Revolution, why does the United States have such a positive relationship with Great Britain today?
- Did the United States experience encourage future revolutions? If so, what are a few examples (French Revolution, Spanish-American War)

The following Web sites may be of assistance:

- <http://www.ku.edu/carrie/docs/texts/paris_treaty.html> (the Treaty of Paris of 1783)
- <http://www.archives.gov/digital_classroom/lessons/american_revolution_images/revolution_images.html>

3. Distribute outline maps of the United States. Instruct students to color code the maps to reflect the territory that belonged to the United States as a result of this treaty. Have atlases available to guide students.
4. Remind students of the due date for their project. Allow time in class to work on the project, if possible.

Session 11: Reinforcement

Materials

- Materials appropriate to selected activity

Instructional Activities

1. Review content from previous session(s), as needed.
2. Use this session to provide reinforcement activities that will assist students to prepare for their exam. These activities may include:
 - a video
 - a guest speaker/historical re-enactors
 - class presentations
 - a class debate between Loyalists, Patriots, and Neutrals, with students taking and defending various positions.

Session 12: Review

Materials

- Overhead used in session 1
- Overhead projector

Instructional Activities

1. Put on the overhead projector the session 1 list of things the students knew about the American Revolution. Determine whether their thoughts have been proved or disproved.
2. Review the essential knowledge of this organizing topic through discussion, a jeopardy-style game, or a debate. At a minimum, include the following essential knowledge in this process:
 - John Locke
 - Enlightenment
 - French and Indian War
 - Proclamation of 1763
 - Stamp Act
 - Stamp Act Congress
 - Boston Tea Party
 - First Continental Congress
 - Minutemen
 - Lexington and Concord
 - Thomas Paine
 - Thomas Jefferson
 - Declaration of Independence
 - Patriots
 - Loyalists
 - Neutrals
 - General George Washington
 - French involvement in the American Revolution
 - Battle of Yorktown
 - Benjamin Franklin and the Treaty of Paris, 1783

Session 13: Assessment

Materials

- Multiple copies of Attachment A

Instructional Activity

1. Have students complete the sample assessment items on Attachment A.

Attachment A: Sample Assessment Items

Asterisk () indicates correct answer.*

1. **The Enlightenment philosopher, John Locke, influenced the American belief in self-government through his writing that**
 - A encouraged the British government to permit the American colonists to vote.
 - B kings ruled through divine right.
 - C people need the elite to determine the best form of government.
 - D power resides in the people and they consent to a form of government.*

2. **The following English immigrant challenged the rule of the American colonies by the King of England in a pamphlet known as *Common Sense*.**
 - A Patrick Henry
 - B Thomas Paine*
 - C Benjamin Franklin
 - D Paul Revere

3. **The French and Indian War was the result of rivalry between**
 - A France and Great Britain.*
 - B France and Canada.
 - C France and Spain.
 - D France and the Native Americans (First Americans).

4. **The American Revolution began with a battle between British and colonial troops at**
 - A Bunker Hill.
 - B Lexington and Concord.*
 - C Saratoga.
 - D Boston and Yorktown.

5. **The contribution of the following country's army and navy helped the colonists win the American Revolution:**
 - A Germany
 - B France*
 - C Portugal
 - D Russia

Organizing Topic

United States Constitution

Standard(s) of Learning

- VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by
- explaining the origins of the Constitution, including the Articles of Confederation;
 - identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;
 - describing the conflict over ratification, including the Bill of Rights and the arguments of the Federalists and Anti-Federalists;
 - examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights.

Essential Understandings, Knowledge, and Skills

Correlation to Instructional Materials

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

Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States.

Formulate historical questions and defend findings, based on inquiry and interpretation.

Develop perspectives of time and place.

Interpret the significance of excerpts from famous speeches and other documents.

Content

Explain that during the Constitutional Era, the Americans made two attempts to establish a workable government based on republican principles.

Explain that American political leaders, fearful of a powerful central government like England's, created the Articles of Confederation that were adopted at the end of the war.

Summarize the following weaknesses of the Articles of Confederation that led to the effort to draft a new constitution:

- Provided for a weak national government
- Gave Congress no power to tax or regulate commerce among the states
- Provided for no common currency
- Gave each state one vote regardless of size
- Provided for no executive or judicial branch

Explain that the Constitution of the United States of America established a government that shared power between the national government and state governments, protected the rights of states, and provided a system for orderly change through amendments to the Constitution itself.

Use the following information to summarize how the delegates to the Constitutional Convention balanced competing interests:

- Made federal law the supreme law of the land, but otherwise gave the states considerable leeway to govern themselves
- Balanced power between large and small states by creating a Senate (where each state has two senators) and a House of Representatives (with membership based on population)
- Placated the southern states by counting the slaves as three-fifths of the population when determining representation in the United States House of Representatives
- Avoided a too-powerful central government by establishing three co-equal branches — legislative, executive, and judicial — with numerous checks and balances among them
- Limited the powers of the federal government to those identified in the Constitution

Describe the following key leaders of the Constitutional Convention, and explain their role:

George Washington, Chairman of the Convention

Washington presided at the Convention and, although seldom participating in the debates, lent his enormous prestige to the proceedings.

James Madison, “Father of the Constitution”

- Madison, a Virginian and a brilliant political philosopher, often led the debate and kept copious notes of the proceedings — the best record historians have of what transpired at the Constitutional Convention.
- At the Convention, Madison authored the “Virginia Plan,” which proposed a federal government of three separate branches (legislative, executive, judicial) and became the foundation for the structure of the new government.
- He later authored much of the Bill of Rights.

Explain that ratification of the Constitution did not end debate on governmental power or how to create “a more perfect union.” Economic, regional, social, ideological, religious, and political tensions spawned continuing debates over the meaning of the Constitution for generations — a debate that continues today.

Explain that the Constitution and the Bill of Rights gave Americans a blueprint for successful self-government that has become a model for the rest of the world.

Summarize the following positions and arguments for and against the ratification of the Constitution:

Federalist position (pro-ratification)

- The Federalists favored a strong national government that shared some power with the states. They argued that the checks and balances in the Constitution prevented any one of the three branches from acquiring preponderant power. They believed that a strong national government was necessary to facilitate interstate commerce and to manage foreign trade, national defense, and foreign relations.
- They argued that a republic could survive in a territory as large as the United States because the numerous political factions would check each other, thereby preventing any one faction from gaining too much power. They also argued that a national Bill of Rights would be redundant, because the Constitution itself protected basic rights, and because most states already had bills of rights that clearly defined basic rights that the governments could not abolish.

Anti-Federalist position (anti-ratification)

- The Anti-Federalists believed a strong national government would tend to usurp the powers of the state governments, thereby concentrating too much power at the national level and too little at the state and local levels. They believed that notwithstanding the Federalists’ arguments, a national Bill of Rights was necessary and, during the ratifying conventions in several states, forced the Federalists to pledge that a Bill of Rights would be the first order of business of the new government established by the Constitution.

Explain that the major principles of the Bill of Rights of the Constitution were based on earlier Virginia statutes.

Explain that James Madison, a Virginian, consulted the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom when drafting the amendments that eventually became the United States Bill of Rights.

Summarize the following information and how it influenced the Bill of Rights:

Virginia Declaration of Rights (George Mason)

- Reiterated the notion that basic human rights should not be violated by governments

Virginia Statute for Religious Freedom (Thomas Jefferson)

- Outlawed the established church — that is, the practice of government support for one favored church

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.

Ben's Guide to U.S. Government for Kids. U.S. Government Printing Office. <<http://bensguide.gpo.gov/9-12/index.html>>. This site provides information on the documents of the United States government.

Best of History Web Sites. <http://www.besthistorysites.net/USHistory_Constitution.shtml>. This site provides access to various Web sites about the United States Constitution.

Center for Civic Education. <<http://www.civiced.org>>. This site provides access to information on civic education in order to promote an enlightened and responsible citizenry.

Charters of Freedom. The National Archives Experience. <http://www.archives.gov/national_archives_experience/constitution_founding_fathers.html>. This site provides information on America's Founding Fathers, who were delegates to the Constitutional Convention.

Documents of American History. <<http://www.pen.k12.va.us/VDOE/Instruction/AmericanDoc99.pdf>>. This site offers an 88-page Virginia Department of Education publication containing important American history documents and tips for classroom teaching of their contents.

Madison, James. "Federalist Papers: Federalist 10." The Library of Congress. <http://memory.loc.gov/const/fed/fed_10.html>. This site provides the text of James Madison's paper on "The Union as a Safeguard Against Domestic Faction and Insurrection."

National Geographic.com. <<http://nationalgeographic.com/>>. The Web site of the National Geographic Society provides searchable information and copies of maps.

NCHE: National Council for History Education. <<http://www.history.org/nche/>>. This site provides history teachers with helpful information and links to valuable sites.

Outline Maps — Education Place. Houghton Mifflin, 2002. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps related to this organizing topic.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History. Virginia Department of Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11vush-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. Virginia and United States History. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint10VUS.pdf>>. This site provides assessment information for the course in Virginia and United States History.

Session 1: The Articles of Confederation

Materials

- Computer with Internet access (It is recommended to consult the Web site
- <<http://bensguide.gpo.gov/6-8/documents/articles/>> to gain more information about this topic before teaching it.)
- Class textbook

Instructional Activities

1. Display the following prompt on the board or overhead:

Have you ever been in a situation where the leader of an organization tried to run things like a dictator? Have you even been in a situation where the leader didn't exert enough control over the organization? What was the result in each of these situations?

After students have had a few minutes to write about their experiences in such situations, let them share their responses with each other in pairs and then share with the whole class.

2. Tell the students that this was exactly the problem faced by the people of the United States after the Revolution — i.e., people disagreed over how much power the new government should have. Explain that for the next couple of days the class will be examining how the United States was governed immediately after the Revolution and how this experience led to the writing of a new Constitution.
3. Have the students use their textbooks to take notes on how America was governed during the Revolution and the 1780s. Their notes should include the following points:
 - The Second Continental Congress drafted the Articles of Confederation in 1777.
 - The Articles of Confederation were ratified in 1781. Two key issues delayed ratification:
 - How each state was going to be represented
 - The disposition of western land claims
 - The government under the Articles of Confederation had the following characteristics:
 - There was only a legislature — no executive or judicial branch.
 - Nine of the 13 states had to approve legislation for it to take effect.
 - A unanimous vote was required to amend the Articles.
 - The government under the Articles of Confederation had no power to regulate commerce or collect taxes to run the government.
 - Power was retained by the states — the central government had little power to control state actions.
4. Ask the students to speculate about problems that this form of government might cause in a new nation like the United States.

Session 2: Government between the Revolution and the Constitutional Convention_____**Materials**

- “Window Notes” Template for note-taking (Attachment A)
- Class textbook

Instructional Activities

1. Display the following prompt on the board or overhead:

Think of something in your life that was generally a negative experience. Were there any good aspects of it? Did anything good come of it?

After students have had a few minutes to write about their experiences, let them share their responses with each other in pairs and then share with the whole class.

2. Tell the students that this was the situation in the United States during the 1780s. Although we generally do not look back at the accomplishments of the Confederation government with a great deal of pride, some of the accomplishments were good.
3. Have the students use their textbooks to take “window notes” on major events that happened between the end of the Revolution and the Constitutional Convention. (A “window notes” template is provided at the end of this lesson.) Their notes should include the following points:
 - **The Land Ordinance of 1785:**
 - The ordinance authorized the surveying of the Northwest Territory.
 - The ordinance divided the Northwest Territory into townships six miles square, each composed of 36 “sections” of 640 acres.
 - The ordinance stipulated that surveyed land would be sold at auction, starting at a dollar an acre.
 - The ordinance provided for the proceeds from the sale of one section to be used to fund public education.
 - **Shays’ Rebellion (1786):**
 - The American economy was in deep depression in the 1780s.
 - The shortage of currency made it difficult for people to pay their debts and taxes.
 - Farmers feared foreclosure (the bank’s seizure of mortgaged property if payments are not made).
 - In 1786, a group of farmers in western Massachusetts, under the leadership of Daniel Shays, blockaded the courthouse to keep it from doing business and then attacked the federal arsenal in Springfield, Massachusetts.
 - The inability of the central government to put down this rebellion convinced many people that a stronger central government was needed.
 - This was one factor that led to the Constitutional Convention.
 - **The Northwest Ordinance of 1787:**
 - The ordinance authorized that three to five states could be created out of the Northwest Territory.
 - The ordinance authorized the admittance of new states as full equals to the original 13 states.
 - The ordinance set up stages that an area would go through on its way to statehood:
 - Congress would appoint a governor and a council to rule until the population reached 5,000.
 - At that point, settlers could elect an assembly to pass laws until the population reached 60,000.
 - At that point, settlers could adopt their own constitution and petition Congress for statehood.
 - The ordinance protected civil liberties, made provision for public education, and prohibited slavery within the Northwest Territory.

Session 3: Compromises

Materials

- Worksheet on the Compromises of the Constitution (Attachment B)
- Class textbook

Instructional Activities

1. Display the following prompt on the board or overhead:

Think of a situation in which you had to compromise with either friends or family members. How did you arrive at the compromise? Did the compromise work out as you expected?

After students have had a few minutes to write about their experiences, let them share their responses with each other in pairs and then share with the whole class.

2. Tell the students that the Constitution of 1787 involved a series of compromises between competing interests. Although delegates disagreed about many issues, the following two compromises demonstrate the most significant differences of opinion that occupied the Constitution Convention for much of the summer of 1787. Provide students with a chart like the one on Attachment B to use in recording notes.
3. Tell the students to use their textbooks to locate and record information about the following two compromises. Their charts should contain the following information:
 - **Representation** — The “Great Compromise” (also known as the “Connecticut Compromise”)
 - One point of view (the Virginia Plan [large-state plan])
 - a. There would be a bicameral (two-house) legislature, with representation in both houses based on population.
 - b. The legislature would choose the executive and judiciary.
 - c. The legislature would have the power to veto state legislation.
 - Another point of view (the New Jersey Plan [small-state plan])
 - a. There would be a unicameral legislature.
 - b. Powers of the existing Congress would be expanded to enable it to levy import duties, levy a stamp tax, and regulate trade.
 - c. Each state would have one vote.
 - Compromise
 - a. Bicameral legislature
 - b. Lower house (House of Representatives) based on population
 - c. Upper house (Senate) based on equal representation for every state
 - d. This is spelled out in Article I, Sections 2 and 3 of the Constitution.
 - **Counting of Slaves** — The 3/5 Compromise
 - One point of view
 - a. Slaves should not be counted as part of the population for purposes of taxation and representation.
 - b. This point of view was favored by the North because it would decrease the power of the South in Congress
 - Second point of view
 - a. Slaves should be counted just like free men.
 - b. This point of view was favored by the South, because it would increase their representation in Congress.
 - Compromise
 - a. Slaves would be counted as 3/5 of a person for purposes of taxation and representation.
 - b. This was spelled out in Article I, Section 2 of the Constitution; it is nullified by the Fourteenth Amendment.

Session 4: Checks and Balances in the Constitution

Materials

- Class textbook with a copy of the United States Constitution (downloadable at http://www.besthistorysites.net/USHistory_Constitution.shtml)
- Computer with Internet access

Instructional Activities

1. Display the following prompt on the board or overhead:

Have you ever played a team sport? Describe how “scouting” of the other team’s strengths and weaknesses helps your team prepare for an upcoming game.

After students have had a few minutes to write about their experiences, let them share their responses with each other in pairs and then share with the whole class.

2. Explain that the process of anticipating another person’s action and developing a strategy to counter it is just what the framers of the Constitution were engaged in. They were establishing a new government and creating government branches with new powers. However, many people were concerned that a “too-powerful” government would trample on people’s rights, just as the king and Parliament had done. They decided to write into the Constitution a set of “checks and balances” — a kind of game plan — that would keep any one part of the government from becoming too powerful.
3. Have the students use their textbooks to take notes on the checks and balances found in the Constitution. Have them record their data on a chart.

Session 5: Correcting Weaknesses in the Articles of Confederation _____

Materials

- Class textbook
- United States Constitution (found in most textbooks; downloadable at http://www.besthistorysites.net/USHistory_Constitution.shtml)
- Computer with Internet access

Instructional Activities

1. Display the following prompt on the board or overhead:

In your opinion, is the United States government too strong, too weak, or just about right? Support your opinion with examples from recent history.

After students have had a few minutes to write their opinions, let them share their responses with each other in pairs and then share with the whole class.

2. Have students use a copy of the United States Constitution (annotated version found in the appendix of most textbooks) to construct a brief chart that illustrates the focus of each article.
3. For each identified weakness in the Articles of Confederation listed below, have the students identify the article, section, and clause in the Constitution that addressed the weakness. The weaknesses students should examine are the following:
 - There was only a legislature — no executive or judicial branch.
 - Nine of the 13 states had to approve legislation for it to take effect.
 - A unanimous vote was required to amend the Articles.
 - The government under the Articles of Confederation had no power to regulate commerce or collect taxes to run the government.
 - Power was retained by the states — the central government had little power to control state actions.

Teacher Key

- No executive or judicial branch — solved by the creation of Articles II and III
- Nine states required to pass legislation — solved in Article I, section 7
- Unanimous vote required for amendment — solved in Article V
- No power to regulate commerce or collect taxes — solved by Article I, section 8
- Power retained by states — solved by Article I, section 8, elastic clause

Session 6: George Washington and James Madison

Materials

- Class textbook

Instructional Activities

1. Display the following prompt on the board or overhead:

What do you think of when you think of George Washington? Of James Madison?

After students have had a few minutes to write about this, let them share their responses with each other in pairs and then share with the whole class. Most of the students will have a number of responses to George Washington; most will have very little response to James Madison. This can be a part of the discussion — i.e., why one of these men is so much better known than the other.

2. Instruct the students to use their textbooks to research information about these two men. If time and resources permit, have the students use Internet resources or the school library to do additional research.
3. Divide the students into groups and have each group use the information they have gathered to make a poster that illustrates key events in each man's life. The poster will be graded on the basis of accuracy, completeness, neatness, and creativity.

Session 7: The Federalist Papers: Federalist 10

Materials

- Text of Federalist 10 (available at <http://memory.loc.gov/const/fed/fed_10.html>)
- Computer with Internet access
- Class textbook

Instructional Activities

1. Display the following prompt on the board or overhead:

Can you think of a situation where your opinion on a topic has been influenced by someone else? Which is more effective in changing someone's opinion — reason or emotion? Provide examples to support your assessment.

After students have had a few minutes to write about this, let them share their responses with each other in pairs and then share with the whole class. Introduce the concept of propaganda during this discussion, and encourage students to discuss both the power and limitations of propaganda.

2. Tell the students to use their textbooks to find information about the process of ratifying the Constitution. Make sure they include information about the impact of the Federalist Papers, particularly Federalist 10.
3. Provide students with the text of Federalist 10. Divide the students into groups, and assign each group to rewrite one-to-two paragraphs in Federalist 10 in modern English.
4. Have the groups put the main ideas of their sections on large pieces of paper, and place them in order in the front of the room.
5. Lead a discussion of the main ideas in Federalist 10.
6. Tell the students to write a paragraph on whether the original or modern version of Federalist 10 is more persuasive to them.

Session 8: Religious Freedom

Materials

- Texts of Virginia Statute of Religious Freedom, the Virginia Bill of Rights, and the First Amendment to the United States Constitution (available by searching the Internet and downloading)
- Class textbook
- Computer with Internet access

Instructional Activities

1. Display the following prompt on the board or overhead:

How important is religious freedom to the United States? Can you think of an example of how religious freedom is threatened in America today?

After students have had a few minutes to write about this, let them share their responses with each other in pairs and then share with the whole class.

2. Provide students with copies of the Virginia Statute of Religious Freedom, the 16th article of the Virginia Bill of Rights, and the 1st Amendment to the Constitution of the United States. Help them read and understand the Virginia Statute of Religious Freedom.
3. Place the students in small groups, and have each group complete a three-column chart listing the important elements of each document. When the groups have finished their work, construct a summary chart on the board, using the input from the groups.
4. Assign the students to write an essay comparing and contrasting these three documents.

Session 9: The Bill of Rights: Amendments 1 and 4

Materials

- Text of the Bill of Rights (available in students' textbook or by searching the Internet and downloading)
- Class textbook
- Computer with Internet access

Instructional Activities

1. Display the following prompt on the board or overhead:

Americans are very aware of the rights they have as citizens. Which of our rights is most important, in your opinion? Why?

After students have had a few minutes to write about this, let them share their responses with each other in pairs and then share with the whole class.

2. Provide the students with a copy of the Bill of Rights, and tell them that they will be examining Amendments 1 and 4.
3. Place the students in small groups, and ask them to discuss these amendments within their group. They should be prepared to answer the following questions in a general discussion later in the class period: What rights are protected by each amendment? What is an example of a way in which each right could be violated? Is it ever permissible to violate any of these rights?
4. After the students have finished their group work, conduct a general discussion in which they share the results of their group discussion.
5. Tell the students to select one of these rights and write a paragraph describing ways that American society would be different if this right were *not* guaranteed by the Constitution.

Session 10: The Bill of Rights: Amendments 5, 6, and 8 _____***Materials***

- Text of the Bill of Rights (available in students' textbook or by searching the Internet and downloading)
- Class textbook
- Computer with Internet access

Instructional Activities

1. Display the following prompt on the board or overhead:

On television crime shows, police often “read rights” to someone they are arresting. Can you remember and write down the words that are used? To help you out, the phrase begins: “You have the right to remain...”

After students have had a few minutes to write about this, have them read in unison what they wrote. Then lead a general discussion about why these rights are read. Do the students think that people need to be told their rights in a situation like this?

2. Divide the students into groups to examine the rights guaranteed in amendments 5, 6, and 8. As they examine the amendments, have them take notes on the rights that are protected in each amendment, what the impact would be of a violation of these rights, and whether there is ever a justification for violating these rights. Are there parts of the amendments that do not seem to agree with the rest?
3. If time and resources permit, have the students do research on the application of these rights in the wake of the September 11, 2001 attacks. Tell them to be prepared to write on the question of whether a national crisis justifies suspending these rights.

Attachment A: "Window Notes" Template _____

<p>Land Ordinance of 1785</p>	<p>Shays' Rebellion</p>
<p>Northwest Ordinance of 1787</p>	<p>Questions</p>

Attachment B: Compromises in the Constitution _____

Issue	One Point of View	Second Point of View	Compromise
Representation			
Counting of Slaves			

Attachment C: Sample Assessment Items

Asterisk () indicates correct answer.*

1. The Articles of Confederation was unsuccessful as a government system because

- A It established a common currency.
- B It established a balance of power between national and state governments.
- C It established a weak national government.*
- D It established state representation in the national legislature by population.

2. The Three-Fifths Compromise was established to

- A satisfy the concern of New England states.
- B ensure representation for western territories.
- C allow for representation of new immigrants.
- D address the concern of southern states.*

3. The author of the Bill of Rights and the “Virginia Plan” proposing a federal government with three branches was

- A Thomas Jefferson.
- B George Washington.
- C James Madison.*
- D Patrick Henry.

4. The concepts used when drafting the Bill of Rights were derived from which of the following documents?

- A Virginia Declaration of Rights and Virginia* Statute of Religious Freedom
- B Magna Carta and Mayflower Compact
- C Declaration of Independence and *Common Sense*
- D Articles of Confederation and Proclamation of 1763

5. Which of the following groups opposed the Bill of Rights because it was believed the Constitution protected basic rights?

- A Patriots
- B Anti-Federalists
- C Loyalist
- D Federalists*

Organizing Topic

1800 to 1850

Standard(s) of Learning

- VUS.6 The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
- a) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (First Americans);
 - b) describing the key features of the Jacksonian Era, with emphasis on federal banking policies;
 - c) describing the cultural, economic, and political issues that divided the nation, including slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union.

Essential Understandings, Knowledge, and Skills

Correlation to Instructional Materials

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

Identify, analyze, and interpret primary and secondary source documents, records, and data.

Formulate historical questions and defend findings, based on inquiry and interpretation.

Develop perspectives of time and place.

Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.

Interpret the significance of excerpts from famous speeches and other documents.

Content

Explain that economic and strategic interests, supported by popular beliefs, led to westward expansion to the Pacific Ocean.

Explain that the new American republic prior to the Civil War experienced dramatic territorial expansion, immigration, economic growth, and industrialization. Americans, stirred by their hunger for land and the ideology of “Manifest Destiny,” flocked to new frontiers.

Describe the conflict between American settlers and Indian (First American) nations in the Southeast and the old Northwest that resulted in the relocation of many Indians (First Americans) to reservations.

Summarize the following political developments in the Early National Period:

- After George Washington’s presidency ended in the late 1790s, the first political parties emerged:

The Federalists, led by John Adams and Alexander Hamilton, believed in a strong national government and industrial economy and were supported by bankers and business interests in the Northeast.

The Democratic Republicans, led by Thomas Jefferson, believed in a weak national government and an agricultural economy. They were supported by farmers, artisans, and frontier settlers in the South.

- The election of 1800, won by Thomas Jefferson, was the first American presidential election in which power was peacefully transferred from one party to another.
- Key decisions by the Supreme Court under Chief Justice John Marshall of Virginia established the power of the federal courts to declare laws unconstitutional (“judicial review” — *Marbury v. Madison*) and prohibited the states from taxing agencies of the federal government (“the power to tax is the power to destroy” — *McCulloch v. Maryland*).

Summarize the following expansion resulting from the Louisiana Purchase and War of 1812:

- Jefferson as president in 1803 purchased the huge Louisiana Territory from France, which doubled the size of the United States overnight. He authorized the Lewis and Clark expedition to explore the new territories that lay west of the Mississippi River. Sacajawea, an Indian (First American) woman, served as their guide and translator.
- The American victory over the British in the War of 1812 produced an American claim to the Oregon Territory and increased migration of American settlers into Florida, which was later acquired by treaty from Spain.
- The Monroe Doctrine (1823) stated:
 - The American continents should not be considered for future colonization by any European powers.
 - Nations in the Western Hemisphere were inherently different from those of Europe — republics by nature rather than monarchies.
 - The United States would regard as a threat to her own peace and safety any attempt by European powers to impose their system on any independent state in the Western Hemisphere.
 - The United States would not interfere in European affairs.

Summarize the following westward movement and economic development of the first half of the nineteenth century:

- American settlers poured westward from the coastal states into the Midwest, Southwest, and Texas, seeking economic opportunity in the form of land to own and farm.
- The growth of railroads and canals helped the growth of an industrial economy and supported the westward movement of settlers. Eli Whitney’s invention of the cotton gin led to the spread of the slavery-based “cotton kingdom” in the Deep South.
- American migration into Texas led to an armed revolt against Mexican rule and a famous battle at the Alamo, in which a band of Texans fought to the last man against a vastly superior force. The Texans’ eventual victory over Mexican forces subsequently brought Texas into the Union.
- The American victory in the Mexican War during the 1840s led to the acquisition of an enormous territory that included the present-day states of California, Nevada, Utah, Arizona, and parts of Colorado and New Mexico.

Describe the following impact of westward expansion on the American Indians (First Americans):

- The belief that it was America’s “Manifest Destiny” to stretch from the Atlantic to the Pacific provided political support for territorial expansion.
- During this period of westward migration, the American Indians were repeatedly defeated in violent conflicts with settlers and soldiers and forcibly removed from their ancestral homelands. They were either forced to march far away from their homes (the “Trail of Tears,” when several tribes were relocated from Atlantic Coast states to Oklahoma) or confined to reservations.

- The forcible removal of the American Indians (First Americans) from their lands would continue throughout the remainder of the nineteenth century as settlers continued to move west following the Civil War.
-

Summarize the following information related to the era of Andrew Jackson:

- The Age of Jackson ushered in a new democratic spirit in American politics. The election of Andrew Jackson came at a time when the mass of American people, who had previously been content with rule by the “aristocracy,” participated in the electoral process.
 - The distinction between “aristocrat” and common man was disappearing as new states provided for universal manhood suffrage, while the older states were lowering property requirements for voting.
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Summarize the impact that Jackson’s veto had on legislation:

- Jackson’s veto of legislation to recharter the bank of the United States made the presidential veto part of the legislative process, as Congress, from then on, was forced to consider a presidential veto when proposing legislation.
-

Define the following terms in the context of the Jackson Era:

- *Aristocracy*: A government in which power is given to those believed to be best qualified
 - *Aristocrat*: A member of an aristocracy
 - *Presidential veto*: Power granted to the president to prevent passage of legislation
 - *“Spoils System”*: A practice of using public offices to benefit members of the victorious party
 - *Panic of 1837*: The economic situation that resulted from reckless speculation that led to bank failures and dissatisfaction with the use of state banks as depositories for public funds
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Summarize the following information on how political participation changed in the early nineteenth century:

- The number of eligible voters increased as previous property qualifications were eliminated. Prior to the election of 1828, the majority of the American people had been satisfied to have “aristocrats” select their president.
 - By 1828, Americans began to see themselves as equals and were more eager to participate in the electoral process. Delegates from states chose candidates for president at nominating conventions.
 - Once elected, President Andrew Jackson employed the spoils system (rewarding supporters with government jobs).
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Summarize the following views and actions of Andrew Jackson toward the Bank of the United States:

- Distrusting the bank as an undemocratic tool of the Eastern elite, Jackson vetoed the rechartering of the bank in 1832. Jackson’s bank veto became the central issue in the election of 1832, as Henry Clay, the National Republican candidate, supported the bank.
 - Jackson’s re-election brought an end to the bank, as Jackson withdrew government money and deposited it in state banks. His actions caused a major economic depression, resulting in the Panic of 1837.
-
-

Explain that the nation struggled to resolve sectional issues, producing a series of crises and compromises during the first half of the nineteenth century.

Summarize the following descriptions of economic divisions during the first half of the nineteenth century:

- The Northern states developed an industrial economy based on manufacturing. They favored high protective tariffs to protect Northern manufacturers from foreign competition.
- The Southern states developed an agricultural economy consisting of a slavery-based system of plantations in the lowlands along the Atlantic and in the Deep South, and small-scale subsistence farmers in the foothills and valleys of the Appalachian Mountains. The South strongly opposed high tariffs, which made the price of imported manufactured goods much more expensive.

Explain that during the first half of the nineteenth century, crises took place over the admission of new states into the Union during the decades before the Civil War. The issue was always whether the number of “free states” and “slave states” would be balanced, thus affecting power in the Congress.

Summarize the following information on the growing division over slavery and states’ rights:

- As the United States expanded westward, the conflict over slavery grew more bitter and threatened to tear the country apart.
- The abolitionist movement grew in the North, led by William Lloyd Garrison, publisher of *The Liberator*, an antislavery newspaper, and many New England religious leaders, who saw slavery as a violation of Christian principles.
- Harriet Beecher Stowe, wife of a New England clergyman, wrote *Uncle Tom’s Cabin*, a best-selling novel that inflamed Northern abolitionist sentiment. Southerners were frightened by the growing strength of Northern abolitionism.
- Slave revolts in Virginia, led by Nat Turner and Gabriel Prosser, fed white Southern fears about slave rebellions and led to harsh laws in the South against fugitive slaves. Southerners who favored abolition were intimidated into silence.
- The admission of new states continually led to conflicts over whether the new states would allow slavery (“slave states”) or prohibit slavery (“free states”). Numerous compromises were struck to maintain the balance of power in Congress
 - The Missouri Compromise (1820) drew an east-west line through the Louisiana Purchase, with slavery prohibited above the line and allowed below, except that slavery was allowed in Missouri, north of the line.
 - In the Compromise of 1850, California entered as a free state, while the new Southwestern territories acquired from Mexico would decide on their own.
 - The Kansas-Nebraska Act of 1854 repealed the Missouri Compromise line by giving people in Kansas and Nebraska the choice whether to allow slavery in their states (“popular sovereignty”). This law produced bloody fighting in Kansas as pro- and anti-slavery forces battled each other. It also led to the birth of the Republican Party that same year to oppose the spread of slavery.
- Southerners argued that individual states could nullify laws passed by the Congress. They also began to insist that states had entered the Union freely and could leave (“secede”) freely if they chose.
- Abraham Lincoln, who had joined the new Republican Party, and Stephen Douglas, a Northern Democrat, conducted numerous debates when running for the United States Senate in Illinois in 1858. Lincoln opposed the spread of slavery into new states; Douglas stood for “popular sovereignty.”
- The Dred Scott decision by the Supreme Court overturned efforts to limit the spread of slavery and outraged Northerners, as did enforcement of the Fugitive Slave Act, which required slaves who escaped to free states to be forcibly returned to their owners in the South.

- Lincoln warned, “A house divided against itself cannot stand.” The nation could not continue half-free, half-slave. The issue must be resolved.

Describe the women’s suffrage movement that grew during the same time as the abolitionist movement. Identify the following events and individuals that were significant to the women’s rights movement:

- Seneca Falls Declaration
- Roles of Elizabeth Cady Stanton and Susan B. Anthony, who became involved in women’s suffrage before the Civil War and continued with the movement after the war

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 Civic Education. <<http://www.civiced.org>>. This site provides access to information on civic education in order to promote an enlightened and responsible citizenry.

Documents of American History. <<http://www.pen.k12.va.us/VDOE/Instruction/AmericanDoc99.pdf>>. This site offers an 88-page Virginia Department of Education publication containing important American history documents and tips for classroom teaching of their contents.

Finseth, Ian. "The Rise and Fall of Alexander Hamilton." *American Studies at the University of Virginia*, <<http://xroads.virginia.edu/~CAP/ham/hamilton.html>>. This paper outlines the career of this founding father.

NCHE: National Council for History Education. <<http://www.history.org/nche/>>. This site provides history teachers with helpful information and links to valuable sites.

Outline Maps — Education Place. Houghton Mifflin, 2002. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps related to this organizing topic.

"The Six National Flags of Texas." <<http://www.lsjunction.com/facts/6flags.htm>>. This site gives the history of Texas as shown by the six national flags that have flown over it since 1519.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History. Virginia Department of Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11vush-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: Virginia and United States History. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint10VUS.pdf>>. This site provides assessment information for the course in Virginia and United States History.

Session 1: The Political Ideas of Hamilton and Jefferson

Materials

- Class textbook
- Worksheet comparing the ideas of Alexander Hamilton and Thomas Jefferson (Attachments A and B)

Instructional Activities

1. Display the following prompt on the board or overhead:

Are political parties good or bad for democracy?

Support your opinion with examples you can recall from recent campaigns or elections. Provide students with quotes from Jefferson, Washington, and other on the dangers of parties. After students have had a few minutes to write their opinions, let them share their responses with each other in pairs and then share with the whole class.

2. Allow students to use their textbooks to complete the table on Attachment A about the differences between the ideas of Hamilton and Jefferson that provided the basis for the two parties that emerged in the 1790s.
3. Lead a class discussion about these two parties. Which point of view seems to have triumphed in America today? NOTE: The students should conclude that Hamilton's view of America is more consistent with the way American society has evolved. This might lead you to ask the students to speculate about why we know so much more about Jefferson than we know about Hamilton.

Session 2: Constitutional or Unconstitutional? Ask the Supreme Court _____

Materials

- Class textbook

Instructional Activities

1. Display the following prompt on the board or overhead:

Do you think it is a good idea or a bad idea that the Supreme Court has the power to declare acts of Congress unconstitutional? Why, or why not?

After the students have had a few minutes to write their opinions, let them share their responses with each other in pairs and then share with the whole class.

2. Divide the class into groups, and instruct each group to develop a chronology of events in the Supreme Court cases *Marbury v. Madison* and *McCulloch v. Maryland*. Several groups will work on each case.
3. After the groups have finished their work, have one of the *Marbury* groups put their chronology on the board. Then ask the other groups that worked on *Marbury* to add or restate anything they think is important to an overall understanding of the case. Tell everyone in the class to write down the final chronology about this case.
4. Repeat this process with *McCulloch v. Maryland*.
5. Discuss the important precedent set by each of these cases (*Marbury* — judicial review; *McCulloch* — implied powers through the “elastic clause”). Encourage students to discuss how the judiciary can be manipulated for political ends. Lead them in seeing that an example of this may be Adam’s midnight appointments.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 3: The Louisiana Purchase

Materials

- Outline map of the United States for each student
- Class textbook

Instructional Activities

1. Display the following prompt on the board or overhead:

Between 1776 and 1850, the United States expanded from 13 colonies hugging the eastern seaboard to a continental nation extending from “sea to shining sea.” Why, in your opinion, was America so eager to expand during this time period?

After students have had a few minutes to write about this, allow time for them to share their responses with each other in pairs and then with the class as a whole.

2. Have the students use their textbooks or other resources to answer the following questions:
 - Who owned Louisiana in the 1790s? (Spain)
 - How did France gain possession of Louisiana? (treaty with Spain)
 - Why did Napoleon want to sell Louisiana? (France needed money as war in Europe resumed. After the slave revolt in Haiti in 1798, France no longer needed the land in Louisiana to grow food to feed the people in Haiti.)
 - Who negotiated the treaty with France? (James Monroe and Robert Livingston)
 - What did Jefferson initially want to buy? (the port of New Orleans)
 - How much did the United States pay for Louisiana? (\$15 million — about twice the annual federal budget at that time)
 - What concerns, if any, did Jefferson have about the purchase? (He was concerned about the constitutionality of the purchase.)
 - What was the long-term significance of the purchase? (secured the Mississippi River, avoided conflicts with France, furthered possible alliance with Great Britain, strengthened the federal government, established a precedent for land purchases)
3. Give the students copies of the outline map of the United States. Tell them to use their textbook or other resources to label it to reflect the growth of the United States through the purchase of Louisiana in 1803.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 4: The Lewis and Clark Expedition

Materials

- Class textbook
- Map of the Lewis and Clark expedition

Instructional Activities

1. Display the following prompt on the board or overhead:

Who were more courageous — the astronauts who went to the moon or the members of the Lewis and Clark expedition? Explain your answer.

After students have had a few minutes to write about this, let them share their responses with each other in pairs and then share with the whole class.

2. Display a map of the Lewis and Clark expedition, and instruct students to use the key on the map, as well as other resources, to answer the following questions:
 - How many miles did Lewis and Clark travel on their journey west from St. Louis? (approximately 8,000 miles)
 - How many current and future states did they travel through on their trip? (9: Missouri, Iowa, Nebraska, South Dakota, North Dakota, Minnesota, Idaho, Oregon, and Washington)
 - What rivers did they use to make their trip? (Missouri, Snake, Columbia, and Yellowstone)
 - What mountain ranges did they cross? (the Rocky Mountains [Bitterroot Range] and the Cascade Mountains)
3. What did they hope to find as a result of this journey? (a water route to the Pacific) Were they successful? (No)
4. Lewis and Clark discovered many natural resources on this trip. How did these discoveries shape the future development of the United States? (Farmland on the Great Plains led to the economic development of this region and stimulated immigration from Europe. Gold in the Black Hills of South Dakota led to a gold rush and the movement of Indians onto reservations in the 1870s. Silver in the Rockies led to the “free silver” movement of the populists.)
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 5: The War of 1812

Materials

- Class textbook

Instructional Activities

1. Display the following prompt on the board or overhead:

Have you ever had to “prove yourself” to someone who didn’t believe you could do something? How did it feel when they doubted your ability? How did it feel when you proved them wrong?

After students have had a few minutes to write about their experiences, let them share their responses with each other in pairs and then share with the whole class.

2. Allow students to use their textbooks to find out how the following items relate to the causes of the War of 1812:
 - Impressments (Britain took American sailors off of American ships and made them serve in the British navy.)
 - Freedom of the seas (The United States was being forced by both Britain and France to choose sides if the United States wanted to trade freely with either country)
 - The Embargo of 1807 (Jefferson decided to cut off *all* trade in order to avoid being drawn into the European conflict. This had a ruinous effect on the American economy.)
 - The Barbary pirates (These were privateers in the Mediterranean Sea off the coast of North Africa who were also trying to impede American shipping.)
 - The Napoleonic Wars (In this ongoing European struggle between Britain and France, both countries wanted the United States to be on their side.)
3. After the American victory in the War of 1812, the people of the United States experienced a rise in nationalism (pride and self-reliance). How did the victory contribute to this feeling? Encourage students to discuss the impact of an absence of another European war for a century following the War of 1812. Make sure they note that the United States and Great Britain became closer, even though the War of 1812 did not resolve any of the issues that caused it. Also, have them note that the end of the Federalist Party led to greater calm in the country.

Session 6: Compromises on the Slavery Issue before the Civil War _____***Materials***

- Class textbook
- “Compromises on the Slavery Issue before the Civil War” chart (Attachments C and D)

Instructional Activities

1. Display the following prompt on the board or overhead:

Think of a situation in which you had to compromise as part of a group, such as family, friends, or classmates. What made compromise possible in that situation? Did the compromise work?

After students have had a few minutes to write about their experiences, let them share their responses with each other in pairs and then share with the whole class.

2. Give each student a copy of Attachment C. Instruct the students to use their textbook to find information to complete the chart on the handout.
3. Discuss the information students listed on their charts.
4. Encourage students to write a paragraph suggesting other methods that could have been employed to solve one of these conflicts.

Session 7: Life in the Antebellum South

Materials

- Class textbook

Instructional Activities

1. Write the prompt on the board or overhead:

Inventions are generally considered laborsaving devices. Think of one invention that you use regularly, and write about how it makes life easier for you — how it saves you labor.

Explain to the students that television and video games should be excluded from consideration in this activity. After students have had a few minutes to write about this, allow time for students to share their responses with each other in pairs and then with the class as a whole.

2. Explain to the students that the cotton gin had the opposite effect of a labor-saving device: by streamlining the way growers processed their cotton, the cotton gin made growing cotton so profitable that more and more land was planted with cotton, with the result that more and more slaves were required to pick the cotton. Hence, the cotton gin actually *increased* the need for laborers.
3. Instruct the students to use information from their textbooks to write a description of life in the South during the antebellum period from one of the following points of view: a field slave on a cotton plantation, a house slave on a cotton plantation, a slave owner, a child of a slave owner, a small farmer who did not own slaves, a merchant in a southern town, a traveler from Europe. This can be in the form of a letter, a diary entry, or some other essay form.
4. If time permits, instruct the students to pick another point of view and write another description of life in the South.

Session 8: History of Texas

Materials

- Markers and poster board
- Class textbook
- Computer with Internet access
- Information on the six flags of Texas. (See “The Six National Flags of Texas.” <http://www.lsjunction.com/facts/6flags.htm>.)

Instructional Activities

1. Display the following prompt on the board or overhead:

Have you ever heard of the amusement parks “Six Flags over Texas” (or “Six Flags over Georgia”)? Did you know that the amusement parks have the “Six Flags” name because historically Texas has had six nations rule the territory? How many of these flags can you name?

(Spain, France, Mexico, Texas Republic, United States of America, Confederate States of America) After students have had a few minutes to write their ideas, allow time for them to share their responses with each other in pairs and then with the class as a whole.

2. Divide the students into six groups, and give each group information about one of the flags. Tell them to use their markers and poster board to create a copy of the flag and to provide a summary of the information about how this flag came to fly over Texas.
3. Put the posters around the room and use them to construct a chronology of Texas history, which is a crucial component of American history in the 1830s and 1840s. The chronology should include:
 - 1821 – Mexico becomes independent from Spain
 - 1836 – Texas Revolution: Texas becomes an independent nation
 - 1844 – Texas is annexed by the United States and becomes a state
 - 1845 – Mexican War starts

Session 9: The “Trail of Tears”

Materials

- Class textbook

Instructional Activities

1. Display the following prompt on the board or overhead:

Has your family ever moved? If so, was moving difficult for you? What made it difficult? What could have been done to make moving easier?

After students have had a few minutes to write about their experiences, let them share their responses with each other in pairs and then share with the whole class.

2. Explain that the American Indians (First Americans) had to move frequently during the nineteenth century. Brainstorm with the students and write on the board all the things they know about how the Indians lost their land during America’s westward expansion.
3. Instruct the students to use their textbooks or other resources to find a map that traces the route of the “Trail of Tears” and to answer the following questions:
 - Who was the president who ordered the removal of American Indians (First Americans) that resulted in the “Trail of Tears?” (Andrew Jackson)
 - What is the present-day name of the area where most of the American Indians (First Americans) ended up? (Oklahoma, then called “Indian Territory”)
 - From where did most of the American Indians (First Americans) move? (the Southeastern United States: Georgia, South Carolina, North Carolina, and Tennessee)
4. Instruct students to write a paragraph expressing their opinion about whether the Indian Removal Act, which resulted in the “Trail of Tears,” was necessary. Students should include alternative ways that the expanding American nation could have dealt with American Indians (First Americans). Students should include the lasting impact that the Indian Removal Act had on American Indians (First Americans).

Session 10: Thomas Jefferson vs. Andrew Jackson: Who is the Common Man?_____***Materials***

- Class textbook
- “Thomas Jefferson vs. Andrew Jackson: Who is the Common Man?” (Attachment E)

Instructional Activities

1. Display the following prompt on the board or overhead:

What do you think of when you hear the terms “common man” and “man on the street” (sometimes called “the little guy”)? Are you and your family part of the “common man”? Can you think of someone you know or know of who is *not* part of the “common man”?

After students have had a few minutes to write about this, let them share their responses with each other in pairs and then share with the whole class.

2. Instruct the students to use textbook resources to complete the chart comparing Thomas Jefferson and Andrew Jackson, which is found on Attachment E.
3. After the students have completed their charts, ask them to write a paragraph on who the “common man” is today.

Session 11: Assessment

Materials

- Multiple copies of Attachment F

Instructional Activity

1. Have students complete the sample assessment items on Attachment F.

Attachment A: Notes on Alexander Hamilton and Thomas Jefferson _____

Issue	Hamilton	Jefferson
View of the nature of man		
View of the economy		
View of the Constitution		
Political party he founded		
View on government		

Attachment B: Notes on Alexander Hamilton and Thomas Jefferson (Answer Key) _____

Issue	Hamilton	Jefferson
View of the nature of man	People are self-interested and greedy.	People are naturally good.
View of the economy	Economy should be based on commerce and industry.	Economy should be based on the small yeoman farmer.
View of the Constitution	Loose constructionist: He was ready to interpret the Constitution loosely (generally to expand the power of the central government).	Strict constructionist: He was ready to interpret the Constitution literally (although he abandoned his strict constructionism when the opportunity arose to buy Louisiana, but he returned to the policy following the purchase).
Political party he founded	Federalist (died out by 1815)	Jeffersonians or Democratic Republicans (split in the 1820s; ultimately emerged as the Democrats by the 1830s)
View on government	He wanted strong central government.	He wanted weak central government and significant power for the states.

Attachment C: Compromises on the Slavery Issue before the Civil War _____

Compromise	Problem	Solution	Did It Work?
Missouri Compromise			
Compromise of 1850			
Kansas-Nebraska Act			

Attachment D: Compromises on the Slavery Issue before the Civil War (Answer Key) ___

Compromise	Problem	Solution	Did It Work?
Missouri Compromise	Missouri wanted to enter the Union as a slave state. This would have upset the balance of free and slave states in the Senate. What was to be done?	All Missouri was to enter as a slave state, and Maine was to enter as a free state. A line was to be drawn from the southern border of Missouri, and the extension of slavery into territories north of this line was to be forbidden.	It provided an uneasy yet essentially workable approach until the 1850s. In the Dred Scott case of 1857, Chief Justice Roger Taney declared the Missouri Compromise unconstitutional.
Compromise of 1850	How was the issue of slavery going to be handled in the new territories gained as a result of the Mexican War? NOTE: The Wilmot Proviso and the rise of the free soil debate politicized the slavery issue.	California would enter as a free state. The issue of slavery would be decided by popular sovereignty in Utah and New Mexico territories. The slave trade (but not slavery) would be abolished in the District of Columbia. A stricter fugitive slave law would be put into effect.	The stricter fugitive slave law inflamed abolitionist opinion and exacerbated sectional differences. California was admitted as a free state to take advantage of the gold found there. Events moved too rapidly during the 1850s to assess the effectiveness of other elements of the compromise.
Kansas-Nebraska Act	How was the issue of slavery going to be handled in the newly organized territories of Kansas and Nebraska?	The issue of slavery would be decided by popular sovereignty in Kansas and Nebraska.	“Bleeding Kansas” was the result. This was a kind of mini-Civil War fought out by pro- and anti-slavery people who moved to Kansas to participate in the vote about slavery.

Attachment E: Thomas Jefferson vs. Andrew Jackson: Who is the Common Man? _____

	Jefferson	Jackson
Family background		
Education		
Culture/hobbies		
Scandals?		
Attitude toward politics		
Whom did his policies favor?		
How was he elected?		
Political party		

Attachment F: Sample Assessment Items

Asterisk () indicates correct answer.*

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Two political parties emerged in the country in the late 1790s. The Anti-Federalists were led by Thomas Jefferson. The Federalists were led by</p> <ul style="list-style-type: none">A George Washington.B Alexander Hamilton.*C John Marshall.D James Madison. <p>2. The Supreme Court case of <i>Marbury v. Madison</i> is significant because it</p> <ul style="list-style-type: none">A prohibited states from taxing the federal government.B allowed for the annexation of the Louisiana Territory.C authorized the Monroe Doctrine.D established the power of the courts to declare laws unconstitutional.* <p>3. The Louisiana Purchase, purchased during the administration of Thomas Jefferson,</p> <ul style="list-style-type: none">A annexed territory formerly held by Spain.B was strongly opposed by Mexico.C doubled the size of the United States.*D included land in present day Arizona. | <p>4. President Andrew Jackson vetoed the re-chartering of the Bank of the United States in 1832. Which of the following was a result of this action?</p> <ul style="list-style-type: none">A A major economic depression happened.*B It led to the election of Henry Clay as president.C The Federal Reserve was established.D The spoils system was declared unconstitutional. <p>5. Which of the following antislavery newspapers presented slavery as a violation of Christian principles?</p> <ul style="list-style-type: none">A <i>The Liberator</i>.*B <i>Common Sense</i>C <i>The Federalists Papers</i>D <i>The Freedom Post</i> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Organizing Topic

Civil War and Reconstruction

Standard(s) of Learning

- VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by
- a) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
 - b) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address;
 - c) examining the political, economic, and social impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

Essential Understandings, Knowledge, and Skills

Correlation to Instructional Materials

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

Explain that the economic and political gains of former slaves were temporary.

Formulate historical questions and defend findings, based on inquiry and interpretation.

Develop perspectives of time and place.

Interpret the significance of excerpts from famous speeches and other documents.

Content

Explain that the secession of Southern states triggered a long and costly war that concluded with Northern victory, a restoration of the Union, and emancipation of the slaves.

Summarize the following major military and political events of the Civil War:

- Election of Lincoln (1860), followed by the secession of several Southern states that feared that Lincoln would try to abolish slavery
- Fort Sumter: Opening confrontation of the Civil War
- Emancipation Proclamation issued after Battle of Antietam
- Gettysburg: Turning point of the Civil War
- Appomattox: Site of Lee’s surrender to Grant

Explain that the Civil War put constitutional government to its most important test as the debate over the power of the federal government versus states’ rights reached a climax. The survival of the United States as one nation was at risk, and the nation's ability to bring to reality the ideals of liberty, equality, and justice depended on the outcome of the war.

Summarize the roles of the following key leaders of the Civil War Era:

- Abraham Lincoln: president of the United States during the Civil War, who insisted that the Union be held together, by force if necessary
- Ulysses S. Grant: Union military commander, who won victories over the South after several Union commanders had failed

- Robert E. Lee: Confederate general of the Army of Northern Virginia (Lee opposed secession, but did not believe the Union should be held together by force), who urged Southerners to accept defeat and unite as Americans again when some Southerners wanted to fight on after Appomattox
- Frederick Douglass: Former slave who became prominent black abolitionist and who urged Lincoln to recruit former slaves to fight in the Union army

Identify reasons for Southern secession.

Interpret the constitution to answer the question: Did any state have a right to leave the Union?

Defend and/or criticize Lincoln’s decision to use military force to keep the Union intact. Summarize the following ideas expressed in the Emancipation Proclamation, and explain how it supported the North’s war aims:

- Freed those slaves located in “rebellious” states (seceded Southern states)
- Made the destruction of slavery a Northern war aim
- Discouraged any interference of foreign governments

Summarize Lincoln’s vision of the American nation as reflected in the following comments on the Gettysburg Address:

- Lincoln described the Civil War as a struggle to preserve a nation that was dedicated to the proposition that “all men are created equal” and that was ruled by a government “of the people, by the people, and for the people.”
- Lincoln believed America was “one nation,” not a collection of sovereign states. Southerners believed that states had freely joined the union and could freely leave.

Summarize Abraham Lincoln’s vision, as expressed in the Gettysburg Address, that the United States was one nation, not a federation of independent states. That was what the Civil War was about for Lincoln: to preserve the Union as a nation of the people, by the people, and for the people.

Summarize Lincoln’s belief that the Civil War was fought to fulfill the promise of the Declaration of Independence and was a “Second American Revolution.” He described a different vision for the United States from the one that had prevailed from the beginning of the Republic to the Civil War.

Explain that the war and Reconstruction resulted in Southern resentment toward the North and southern African Americans and ultimately led to the political, economic, and social control of the South by whites.

Summarize the following political effects of the Civil War. Explain how former slaves benefited from these effects:

- Lincoln’s view that the United States was one nation indivisible had prevailed.
- Lincoln believed that since secession was illegal, Confederate governments in the southern states were illegitimate, and the states had never really left the Union. He believed that Reconstruction was a matter of quickly restoring legitimate state governments that were loyal to the Union in the Southern states.
- Lincoln also believed that once the war was over, the federal government should not punish the South to reunify the nation but should act “with malice towards none, with charity for all...to bind up the nation’s wounds....”
- The assassination of Lincoln just a few days after Lee’s surrender at Appomattox enabled Radical Republicans to influence the process of Reconstruction in a manner

much more punitive towards the former Confederate states. The states that seceded were not allowed back into the Union immediately, but were put under military occupation.

- Radical Republicans also believed in aggressively guaranteeing voting and other civil rights to African Americans. They clashed repeatedly with Lincoln’s successor as president, Andrew Johnson, over the issue of civil rights for freed slaves, eventually impeaching him but failing to remove him from office.

- The three “Civil War Amendments” to the Constitution were added:
 - 13th Amendment: Slavery was abolished permanently in the United States.
 - 14th Amendment: States were prohibited from denying equal rights under the law to any American.
 - 15th Amendment: Voting rights were guaranteed regardless of “race, color, or previous condition of servitude” (former slaves).

- The Reconstruction period ended following the extremely close presidential election of 1876. In return for support in the Electoral College vote from Southern Democrats, the Republicans agreed to end the military occupation of the South. Known as the Compromise of 1877, this enabled former Confederates who controlled the Democratic Party to regain power. It opened the door to the “Jim Crow Era” and began a long period in which African Americans in the South were denied the full rights of American citizenship.

Summarize the following economic and social impacts of the Civil War and Reconstruction:

- The Southern states were left embittered and devastated by the war. Farms, railroads, and factories had been destroyed throughout the South, and the cities of Richmond and Atlanta lay in ruins. The South would remain a backward, agriculture-based economy and the poorest section of the nation for many decades afterward.

- The North and Midwest emerged with strong and growing industrial economies, laying the foundation for the sweeping industrialization of the nation (other than the South) in the next half-century and the emergence of the United States as a global economic power by the beginning of the twentieth century.

- The completion of the Transcontinental Railroad soon after the war ended intensified the westward movement of settlers into the states between the Mississippi River and the Pacific Ocean.

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 Treasures of the Library of Congress. The Library of Congress.

<<http://www.loc.gov/exhibits/treasures/trm150.html>>. This site provides access to important historical documents, such as newspapers.

“Antietam National Battlefield.” *National Park Service.* <<http://www.nps.gov/anti/>>. This site contains information on the Antietam National Battlefield in Maryland.

“Appomattox Court House National Historical Park.” *National Park Service.* <<http://www.nps.gov/apco/>>. This site contains information on Appomattox Court House.

“Assassination of President Abraham Lincoln.” *Abraham Lincoln Papers.* The Library of Congress. <<http://memory.loc.gov/ammem/alhtml/alrintr.html>>. This site contains information on the assassination of Abraham Lincoln.

Ben’s Guide to U.S. Government for Kids. U.S. Government Printing Office. <<http://bensguide.gpo.gov/9-12/documents/gettysburg/index.html>>. This site contains the text of and information on the Gettysburg Address.

Best of History Web Sites. <<http://www.besthistorysites.net>>. This site offers access to various Web sites related to this organizing topic.

Central Pacific Railroad: Photographic History Museum. <<http://cpr.org/Museum/index.html>>. This site contains photographs of the building of the Central Pacific Railroad.

Chugg, Robert. “The Chinese and the Transcontinental Railroad” *The Brown Quarterly.* Vol. 1, No. 3, (Spring 1997). <<http://brownvboard.org/brwnqurt/01-3/01-3f.htm>>. This site contains information about the Chinese workers on the Transcontinental Railroad.

“Controversial Elections.” *Center for Voting and Democracy.* <http://www.fairvote.org/e_college/controversial.htm#1800>. This site contains information on controversial national U.S. elections.

“Driving the Last Spike.” *The Virtual Museum of the City of San Francisco.* <<http://www.sfmuseum.org/hist1/rail.html>>. This site contains information on the completion of the Transcontinental Railroad.

The Electoral College. Federal Election Commission. <<http://www.fec.gov/pages/ecmenu2.htm>>. This site contains information on the electoral college.

The Emancipation Proclamation. U.S. National Archives and Records Administration. <http://www.archives.gov/exhibit_hall/featured_documents/emancipation_proclamation/>. This site contains information on and facsimiles of the Emancipation Proclamation.

Federal Register: The U.S. Electoral College. U.S. National Archives and Records Administration. <http://www.archives.gov/federal_register/electoral_college/electoral_college.html>. This site contains information on the electoral college.

“Fort Sumter National Monument.” *National Park Service.* <<http://www.nps.gov/fosu/>>. This site contains information on the Fort Sumter National Monument in South Carolina.

The Gettysburg Address. Library of Congress. <<http://www.loc.gov/exhibits/gadd/gtran.html>>. This site contains the Gettysburg Address translated into numerous languages.

The History of Jim Crow. New York Life. <<http://www.jimcrowhistory.org/home.htm>>. This site explores the complete African-American experience of segregation from the 1870s through the 1950s.

“The Iron Road.” *The American Experience*. Public Broadcasting Service. <<http://www.pbs.org/wgbh/amex/iron/>>. This site contains information on the Transcontinental Railroad, as well as a bibliography on the subject and a Teacher’s Guide.

Lee Surrenders. Library of Congress. <<http://memory.loc.gov/ammem/today/apr09.html>>. This site contains information on Lee’s surrender at Appomattox.

“Patriotic Quotes/Quotations.” *YankeeDoodles.Net*. <<http://www.yankeedoodles.net/quotes1.htm>>. This site contains historical quotes and provides access to historical patriotic music.

“The Senate Votes on a Presidential Impeachment.” *United States Senate*. <http://www.senate.gov/artandhistory/history/minute/The_Senate_Votes_on_a_Presidential_Impeachment.htm>. This site contains information on the impeachment of Andrew Johnson.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History. Virginia Department of Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11vush-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: Virginia and United States History. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint10VUS.pdf>>. This site provides assessment information for the course in Virginia and United States History.

“Virtual Exhibit: The Emancipation Proclamation.” New York State Library. <<http://www.nysl.nysed.gov/library/features/ep/>>. This site contains information on and a facsimile of the Emancipation Proclamation.

The World Factbook 2002. U.S. Central Intelligence Agency. <<http://www.cia.gov/cia/publications/factbook/>>. This site contains searchable information on all countries.

Session 1: Planning a Civil War Presentation

Materials

- Blank overhead transparency
- Overhead projector
- Handout of project topics

Instructional Activities

1. Ask the students to define the term *Reconstruction* as it pertains to the period after the Civil War.
2. Instruct students to make a list of 10 facts they know about the Civil War and/or Reconstruction. Allow five to ten minutes for them to complete their list, and then have them share their list with the class. Record their responses on a transparency that can be referenced at the end of the session.
3. Prepare a handout with instructions for a project to be developed during study of this organizing topic. Explain that presentation of each project should be three to five minutes in length. The project topics may include, but are not limited to:
 - A slide presentation of four or five Civil War era political cartoons – The presentation may be done in an electronic presentation or by using printed transparencies. The student should interpret each political cartoon during the class presentation. Information on authorship and source of each cartoon should be provided.
 - An electronic presentation on a specific Civil War battle – The presentation should contain four to six slides or transparencies. The presentation should define when and where the battle was fought, the major leaders of the battle, the outcome of the battle, and the significance of the battle.
 - An electronic presentation of the biography of a Civil War personality – The presentation should include a brief review of the selected individual's pre-Civil War life, role during the Civil War, and major events or contributions following the Civil War. NOTE: The teacher should provide a list of acceptable individuals. For more advanced students, the list should not include well-known historical figures such as Abraham Lincoln and Robert E. Lee. For these students, a list of lesser-known but significant individuals should be provided.
 - A historical interpretation of a Civil War soldier or the wife/sister/mother of such a soldier. For this activity, the student might dress in appropriate period attire. The student should make the presentation in character, as though he/she actually were the character, and his/her discussion should reflect a thorough knowledge of life as a Civil War soldier or life at home. NOTE: Remind students that certain props, like mock weapons, are *not* permitted.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 2: The Beginnings of North-South Controversy

Materials

- Overhead with quotes
- Overhead projector
- Computer with Internet access
- Outline map of the United States and colored markers for each student

Instructional Activities

1. Review content covered during the previous session, as needed.
2. Display the overhead transparency produced in session 1, which reflects the students' existing knowledge about the Civil War and Reconstruction. Display the following quote, or select others from <http://www.yankeedoodles.net/quotes1.htm> or other Web sites:

A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free. (Abraham Lincoln, 1858).

Ask students to discuss what the quote(s) means, based on their existing knowledge of the Civil War. Encourage students to keep in mind the quotes displayed as their study of the Civil War progresses. Refer to these quotes at appropriate times throughout the study of this organizing topic.

3. Review the information on the growing controversy between the Northern and Southern states. Remind students of the abolitionist movement and the involvement of William Lloyd Garrison, Harriet Beecher Stowe, Nat Turner, and Gabriel Prosser. Also, remind them that as new states joined the union, attempts were made to resolve the slavery issue peacefully — for example, the Missouri Compromise, the Compromise of 1850, the Kansas Nebraska Act, Dred Scott, and the Fugitive Slave Act.
4. Review the presidential election of 1860 when Stephen Douglas, the Democratic candidate, ran against Abraham Lincoln, the Republican candidate. Two other candidates also ran — John Bell of the Constitutional Union Party (Southern moderates) and Vice President John Breckinridge (Southern Democrats). Lincoln won only 40 percent of the popular vote but won an overwhelming majority of the electoral votes.
NOTE: Remind students about the election of 2000 when Al Gore won the popular vote but George Bush won the electoral vote. Take a moment to ensure that students understand the difference between popular and electoral votes and the rules on how many votes it takes to win the presidency. The following Web sites on the Electoral College prove helpful:
 - <http://www.fec.gov/pages/ecmenu2.htm>
 - http://www.archives.gov/federal_register/electoral_college/electoral_college.html

5. Display the following prompt on the board or overhead:

Immediately following the election of Abraham Lincoln as president, South Carolina voted to secede and was followed by several other southern states.

Discuss with students why the southern states seceded.

6. Distribute an outline map of the United States. Instruct the students to color code it to reflect those states that remained in the Union and those that seceded.
7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 3: Conducting Research in the Computer Lab

Materials

- Computer lab or media center

Instructional Activity

1. Review content from previous session, as needed.
2. Hold the session in the computer lab or media center for students to conduct research on their selected topic. Provide clear guidelines for the computer lab that promote a productive lab experience and eliminate spending too much time making a fancy first slide and not having time to finish the remaining slides.

Sample guidelines:

- Students must submit hand-drawn sketches of planned slides the day prior to using the lab. Failure to have these hand-drawn sketches will prevent the student from using a computer.
- Once in the lab, students must input the necessary text and basic designs first.
- No color, sound, or animation may be added until the teacher has verified that the basic information is on all the student's slides. This will allow the student to go forward with his/her presentation even if time does not permit making the presentation "fancy."

Session 4: The Emancipation Proclamation; the Gettysburg Address _____**Materials**

- Class notes

Instructional Activities

1. Display the following prompt on the board or overhead:

April 12, 1861 — Confederate forces fired on Fort Sumter in the Charleston, South Carolina harbor.

The following Web site may provide prove helpful for class discussion: <<http://www.nps.gov/fosu/>>.

2. Display the following prompt on the board or overhead:

Following a Union victory at Antietam, President Lincoln issued the Emancipation Proclamation in September 1862. This proclamation declared that as of January 1863, all slaves living in states that had rebelled against the United States were free. The Proclamation had the following results:

- **It made the destruction of slavery a Northern war aim.**
- **It discouraged interference of foreign governments.**
- **It made the use of black troops a viable option for the North.**

The following Web sites may provide information to assist with a brief discussion of Antietam and/or the Emancipation Proclamation:

- <<http://www.nps.gov/anti/>>
- <http://www.archives.gov/exhibit_hall/featured_documents/emancipation_proclamation/>
- <<http://www.nysl.nysed.gov/library/features/ep/>>

3. Display the following prompt on the board or overhead:

The Battle of Gettysburg, Pennsylvania, began July 1, 1863. A total of 51,000 Union and Confederate soldiers lost their lives in this battle. The Union victory at Gettysburg was a turning point of the war.

Explain and discuss “turning point.”

4. Display the following prompt on the board or overhead:

In November 1863, President Lincoln dedicated a cemetery at the Gettysburg battlefield. The speech he gave at the dedication has become known as the “Gettysburg Address.”

Have a student read the Gettysburg address to the class. Conduct a short discussion to facilitate better understanding of the document. Ensure that students understand the following main points Lincoln made in the address: all men are created equal; the United States is a nation ruled by a government “of the people, by the people, and for the people.” The following Web sites may be of assistance:

- <<http://www.loc.gov/exhibits/gadd/gtran.html>> (the Gettysburg address translated into numerous languages)
- <<http://bensguide.gpo.gov/9-12/documents/gettysburg/index.html>>

5. Display the following prompt on the board or overhead:

**Lincoln believed that the United States was one nation, not a group of sovereign states.
Southerners believed states were free to leave the union.**

Explain and discuss the term “sovereign.” Conduct a discussion with the students about other countries that may have experienced a civil war. If there are students from such countries, ask them if they would like to volunteer to discuss their experiences. NOTE: This may be a sensitive subject for certain students.

6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 5: Video

Materials

- Appropriate Civil War video

Instructional Activity

1. Review content from previous session, as needed.
2. Select and show an appropriate Civil War video.

Session 6: The End of the Civil War

Materials

- None

Instructional Activities

1. Review content covered to the point, as needed.
2. Display the following prompt on the board or overhead:

Major Civil War era leaders included

- **Abraham Lincoln – president of the United States**
- **Ulysses S Grant – Union general**
- **Robert E. Lee – Commander of the Army of Northern Virginia (Confederate)**
- **Frederick Douglass – former slave and prominent abolitionist**
- **Jefferson Davis – president of the Confederacy.**

Discuss with the class the important contributions of each of these leaders.

3. Display the following prompt on the board or overhead:

April 9, 1865 — Grant and Lee met at a farmhouse in Appomattox, Virginia, to sign the agreement that would end the Civil War.

Hold a discussion of the surrender at Appomattox. The following Web sites may facilitate discussion:

- <<http://www.nps.gov/apco/>>
- <<http://memory.loc.gov/ammem/today/apr09.html>>

4. Display the following prompt on the board or overhead:

President Lincoln’s views on the end of the Civil War included

- **the belief that the United States was one nation indivisible (Remind students that the term *indivisible* is in the Pledge of Allegiance; discuss what the term means.)**
- **a belief that secession was illegal and thus, that the Southern states had never left the Union.**
- **a belief that reunification should not include punishment of the South, but should act “with malice towards none, with charity for all...to bind up the nation’s wounds....”**

Conduct a discussion about Lincoln’s views on reunification. Ask students to examine the question of whether the Southern states had committed treason by rebelling.

5. Display the following prompt on the board or overhead:

April 14, 1865, Abraham Lincoln was assassinated.

Conduct a discussion about Lincoln’s assassination. Who killed him? Where? Why? What happened to the assassin? The following Web sites may assist in guiding the discussion:

- <<http://memory.loc.gov/ammem/alhtml/alrintr.html>>
- <<http://www.loc.gov/exhibits/treasures/trm150.html>>

6. Check on the students’ progress with their projects.
7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 7: Reinforcement

Materials

- Video, guest speaker, historical reenactment, or student presentation

Instructional Activity

1. Review content from previous session, as needed.
2. Present a video, guest speaker, historical reenactment, or student presentations on the Civil War or Reconstruction.

Session 8: Johnson's Impeachment; Amendments 13, 14, and 15 _____**Materials**

- None

Instructional Activities

1. Review content covered to this point, as needed.
2. Display the following prompt on the board or overhead:

Following Lincoln's assassination, Radical Republicans influenced the Reconstruction process. They desired more punitive steps toward the Confederates than Lincoln had planned.

Ask the students to define *Reconstruction*. Ask them why the period following the Civil War was referred to as "Reconstruction."

3. Display the following prompt on the board or overhead:

The states that had seceded from the union experienced military occupation following the Civil War.

Discuss with the students what "military occupation" means. Include in the discussion the power struggle between the executive and legislative branches of the government for control of Reconstruction.

4. Display the following prompt on the board or overhead:

Radical Republicans sought to guarantee voting rights to African Americans. Lincoln's successor, Andrew Johnson, and the Radical Republicans in Congress disagreed over granting civil rights to freed slaves. Johnson was impeached for violating an act passed by Congress that he felt was unconstitutional, but Johnson was not removed from office.

Discuss the meaning of the term *impeachment* and the significance of this impeachment. Why was Johnson not removed from office? Briefly explain the history of presidential impeachment in the United States. Explain that further discussion will take place later in the year. This Web site may be of assistance in further discussion:

<http://www.senate.gov/artandhistory/history/minute/The_Senate_Votes_on_a_Presidential_Impeachment.htm>

5. Display the following prompt on the board or overhead:

Following the Civil War, three amendments were added to the Constitution. They are the

- **13th Amendment, which abolished slavery**
- **14th Amendment, which granted constitutional rights to all Americans (American Indians [First Americans] were not granted citizenship until 1924.)**
- **15th Amendment, which granted the vote regardless of "race, color, or previous condition of servitude" (former slaves). (Gender was not included — women still could not vote.)**

Briefly discuss the meaning of each of these Amendments. Ensure that students look carefully at the wording of the 15th Amendment to ensure they understand who was included and excluded from the protection of the amendment.

6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 9: The End of Reconstruction and the Beginning of the Jim Crow Era_____***Materials***

- None

Instructional Activities

1. Review content covered to this point, as needed.
2. Display the following prompt on the board or overhead:

The Compromise of 1877, concerning the presidential election of 1876, ended Reconstruction.

Briefly discuss the situation that led to this compromise. Ask students if they know of other controversial presidential elections. The following Web site may provide assistance with the discussion:

<http://www.fairvote.org/e_college/controversial.htm#1800>

2. Display the following prompt on the board or overhead:

The Jim Crow Era began after Reconstruction ended.

The following Web site may be helpful in guiding discussion of the Jim Crow Era:

<<http://www.jimcrowhistory.org/home.htm>>

3. Prepare the students for the video presentation the following day.
4. Assign a teacher-selected reading, worksheet, or reinforcement activity, using available resources.

Session 10: Video

Materials

- Video relating to the Jim Crow Era

Instructional Activity

1. Review content from previous session, as needed.
2. Locate and show an appropriate video that relates to the Jim Crow Era.

Session 11: Beyond Reconstruction

Materials

- None

Instructional Activities

1. Review content from previous session, as needed.
2. Display the following prompt on the board or overhead:

The South lay in ruins following the Civil War. It would take decades for the Southern economy and infrastructure to recover.

Discuss the rebuilding that must occur after a war or any disaster. Talk about road networks, railroad lines, communication systems, water and sewage systems, factories, power, bridges, etc. Ask students if they are familiar with a time period in which a country or area suffered from a disaster. Provide examples like:

- The aftermath of a severe storm, tornado, or hurricane
- Baghdad following the 2003 aerial bombings by the United States
- The aftermath of a severe earthquake

Ask them what types of repairs were required.

2. Display the following prompt on the board or overhead:

Following the Civil War, the North and Midwest regions of the nations grew as industrial powers. This growth contributed to the United States becoming an economic power by the 20th century. The Transcontinental Railroad will accelerate the westward movement.

The following Web sites may assist with discussion:

- <<http://www.pbs.org/wgbh/amex/iron/>>
- <<http://cpr.org/Museum/index.html>>
- <<http://www.sfmuseum.org/hist1/rail.html>>
- <<http://brownvboard.org/brwnqurt/01-3/01-3f.htm>> (about the Chinese workers)

Session 12: Project Presentation

Materials

- None

Instructional Activity

1. Review content from previous session, as needed.
2. Have student present their completed projects.

Session 13: Review

Materials

- None

Instructional Activity

1. Review content of previous sessions for assessment.

Session 14: Assessment

Materials

- Multiple copies of Attachment A

Instructional Activity

1. Have students complete the sample assessment items on Attachment A.

Attachment A: Sample Assessment Items

Asterisk () indicates correct answer.*

1. The opening conflict of the Civil War was at

- A Bull Run.
- B Fort Sumter.*
- C Petersburg.
- D Antietam.

2. This former slave became a prominent abolitionist and encouraged Lincoln to recruit former slaves to fight for the Union:

- A Harriet Tubman
- B Dred Scott
- C Frederick Douglass*
- D William Garrison

3. The following excerpt was from a speech given by President Lincoln after the following battle: “All men are created equal.”

- A Richmond
- B Bull Run
- C Petersburg
- D Gettysburg*

4. President Lincoln believed that

- A each state has the right to choose whether to belong to the Union.
- B the country will survive when states elect to secede.
- C it was illegal for states to secede.*
- D the South should be punished for its conduct.

5. The end of Reconstruction in the South came with the

- A election of Ulysses S. Grant.
- B the Compromise of 1877.*
- C passage of the Thirteenth Amendment.
- D the impeachment of Andrew Johnson.

Organizing Topic

Post Reconstruction through 1920

Standard(s) of Learning

- VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
- explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, and the admission of new states to the Union;
 - describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States;
 - analyzing prejudice and discrimination during this time period, with emphasis on “Jim Crow” and the responses of Booker T. Washington and W.E.B. Du Bois;
 - identifying the impact of the Progressive Movement, including child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement.

Essential Understandings, Knowledge, and Skills

Correlation to Instructional Materials

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

Formulate historical questions and defend findings, based on inquiry and interpretation. _____

Develop perspectives of time and place. _____

Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. _____

Interpret the significance of excerpts from famous speeches and other documents. _____

Content

Explain that in the late nineteenth and early twentieth centuries, economic opportunity, industrialization, technological change, and immigration fueled American growth and expansion. _____

Summarize the following events related to westward movement following Reconstruction through the early twentieth century:

- Following the Civil War, the westward movement of settlers intensified into the vast region between the Mississippi River and the Pacific Ocean. _____
- The years immediately before and after the Civil War were the era of the American cowboy, marked by long cattle drives for hundreds of miles over unfenced open land in the West, the only way to get cattle to market. _____
- Many Americans had to rebuild their lives after the Civil War and moved west to take advantage of the Homestead Act of 1862, which gave free public land in the western territories to settlers who would live on and farm the land. _____
- Southerners and African Americans, in particular, moved west to seek new opportunities after the Civil War. _____
- New technologies (for example, railroads and the mechanical reaper) opened new lands in the West for settlement and made farming more prosperous. By the turn of the century, the Great Plains and Rocky Mountain region of the American West was no longer a mostly unsettled frontier, but was fast becoming a region of farms, ranches, and towns. _____

Summarize the following information related to immigration to America from the end of Reconstruction through the early twentieth century:

- Prior to 1871, most immigrants to America came from northern and western Europe (Germany, Great Britain, Ireland, Norway, and Sweden). During the half-century from 1871 until 1921, most immigrants came from southern and eastern Europe (Italy, Greece, Poland, Russia, and present-day Hungary, Serbia, and Montenegro), as well as Asia (China and Japan).

- Like earlier immigrants, these immigrants came to America seeking freedom and better lives for their families.

- Immigrants made valuable contributions to the dramatic industrial growth of America during this period. Chinese workers helped to build the Transcontinental Railroad. Immigrants worked in textile and steel mills in the Northeast and the clothing industry in New York City; Slavs, Italians, and Poles worked in the coalmines of the East. They often worked for very low pay and in dangerous working conditions to help build the nation’s industrial strength.

- During this period, immigrants from Europe entered America through Ellis Island in New York harbor. Their first view of America was often the Statue of Liberty, standing nearby, as their ships arrived following the voyage across the Atlantic.

- Immigrants began the process of assimilation into what was termed the American “melting pot.” While often settling in ethnic neighborhoods in the growing cities, they and their children worked hard to learn English, adopt American customs, and become American citizens. The public schools served an essential role in the process of assimilating immigrants into American society.

- Despite the valuable contributions immigrants made to building America during this period, immigrants often faced hardship and hostility. There was fear and resentment that immigrants would take jobs for lower pay than American workers, and there was prejudice based on religious and cultural differences.

- Mounting resentment led Congress to limit immigration through the Chinese Exclusion Act of 1882 and the Immigration Restriction Act of 1921. These laws effectively cut off most immigration to America for the next several decades; however, the immigrants of this period and their descendants continued to contribute immeasurably to American society.

Summarize the following information that describes the growth of cities from the end of Reconstruction through the early twentieth century. Include related challenges:

- As the nation’s industrial growth continued, cities such as Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as manufacturing and transportation centers. Factories in the large cities provided jobs, but workers’ families often lived in harsh conditions, crowded into tenements and slums.

- The rapid growth of cities caused housing shortages and the need for new public services, such as sewage and water systems and public transportation. New York City began construction of the world’s first subway system around the turn of the twentieth century, and many cities built trolley or streetcar lines.

Explain that as the population moved westward, many new states in the Great Plains and Rocky Mountains were added to the Union. By the early twentieth century, all the states that make up the continental United States, from Atlantic to Pacific, had been admitted.

Explain that during the period from the Civil War to World War I, the United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict.

Explain how technological changes spurred growth of industry in northern cities.

Describe the following inventions and innovations and the associated inventor or developer:

- Corporation (limited liability)
- Bessemer steel process
- Light bulb (Thomas Edison) and electricity as a source of power and light
- Telephone (Alexander Graham Bell)
- Airplane (Wright Brothers)
- Assembly line manufacturing (Henry Ford).

Describe the following industrial leaders of the late nineteenth and early twentieth century:

- Andrew Carnegie (steel)
- J.P. Morgan (finance)
- John D. Rockefeller (oil)
- Cornelius Vanderbilt (railroads).

Summarize the following reasons for economic transformation in the United States from the end of Reconstruction through the early twentieth century:

- Government policies of laissez-faire capitalism and special considerations (e.g., land grants to railroad builders)
- The increasing labor supply (from immigration and migration from farms)
- America's possession of a wealth of natural resources and navigable rivers.

Explain that discrimination and segregation against African Americans intensified and took new forms in the late nineteenth century and early twentieth century.

Explain that African Americans disagreed about how to respond to the discrimination and segregation.

Summarize the following information related to segregation and discrimination against African Americans:

- Laws limited African American freedoms.
- After Reconstruction, many Southern state governments passed “Jim Crow” laws forcing separation of the races in public places.
- Intimidation and crimes were directed against African Americans (lynchings).
- African Americans looked to the courts to safeguard their rights.
- In *Plessy v. Ferguson*, the Supreme Court ruled that “separate but equal” did not violate the 14th Amendment, upholding the “Jim Crow” laws of the era.
- During the early twentieth century, African Americans began the “Great Migration” to northern cities in search of jobs and to escape poverty and discrimination in the South.

Summarize the efforts of the following African American leaders to respond to discrimination and segregation:

- Ida B. Wells led an anti-lynching crusade and called on the federal government to take action.
- Booker T. Washington believed the way to equality was through vocational education and economic success; he accepted social separation.

- W.E.B. Du Bois believed that education was meaningless without equality. He supported political equality for African Americans by helping to form the National Association for the Advancement of Colored People (NAACP).

Explain that from Reconstruction through the early twentieth century was a time of contradictions for many Americans. Agricultural expansion was accomplished through wars against the Plains Indians (First Americans), leading to new federal Indian policies. Industrial development raised the standard of living for millions of Americans but also brought about the rise of national labor unions and clashes between industry and labor. Social problems in rural and urban settings gave rise to third-party movements and the beginning of the Progressive Movement.

Explain that the Progressive Movement used government to reform problems created by industrialization (Theodore Roosevelt’s “Square Deal” and Woodrow Wilson’s “New Freedom”).

Give examples of the following working conditions for labor from the end of Reconstruction through the early twentieth century:

- Dangerous working conditions
- Child labor
- Long hours, low wages, no job security, no benefits
- Company towns
- Employment of women.

Summarize the following goals of the Progressive Movement:

- Government controlled by people
- Guaranteed economic opportunities through government regulation
- Elimination of social injustices.

Summarize the following accomplishments of the Progressive Movement:

In local governments

- New forms of government to meet needs of increasing urbanization (commission and council manager)

In state governments

- Referendum
- Initiative
- Recall

In elections

- Primary elections
- Direct election of United States Senators (17th Amendment)
- Secret ballot

In child labor

- Muckraking literature describing abuses of child labor
- Child labor laws

Impact of labor unions

- Organizations
 - Knights of Labor
 - American Federation of Labor (Samuel Gompers)
 - American Railway Union (*Eugene v. Debs*)
 - International Ladies’ Garment Workers Union
- Strikes
 - Haymarket Square

- Homestead Strike
- Pullman Strike
- Gains
 - Limited work hours
 - Regulated work conditions

Antitrust laws

- Sherman Anti-Trust Act — prevents any business structure that “restrains trade” (monopolies)
- Clayton Anti-Trust Act — expands Sherman Anti-Trust Act; outlaws price-fixing; exempts unions from Sherman Act

Women’s suffrage

- Was a forerunner of modern protest movements
- Benefited from strong leadership (e.g., Susan B. Anthony)
- Encouraged women to enter the labor force during World War I
- Resulted in 19th Amendment to the Constitution.

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 brief history of the International Harvester Company.” *International Harvester Collectors Club – California Chapter 14*. <http://www.oldengine.org/members/ihc14/ihc_history.htm>. This site contains information on the mechanical reaper.

“America’s Racial and Ethnic Divides: Immigrants Shunning Idea of Assimilation.” Washington Post. <<http://www.washingtonpost.com/wp-srv/national/longterm/meltingpot/meltingpot.htm>>. This site contains information on the immigrant experience.

“City of New York: Population History: 4 Highly Urbanized Boroughs.” *Demographia*. <<http://www.demographia.com/db-nyc4.htm>>. This site contains information on the demographics of New York City from 1790 to 2000.

Countries of the World. <<http://www.theodora.com/wfb/>>. This site offers much statistical information on many countries.

“Cyrus McCormick (1808-1884).” *Lemelson-MIT Program*. <<http://web.mit.edu/invent/iow/mccormick.html>>. This site contains information on the mechanical reaper.

Decades of Immigrants. Public Broadcasting Service. <http://www.pbs.org/wgbh/amex/chicago/sfeature/sf_nations.html>. This site contains information on immigration to Chicago.

“East Meets West: Chinese-Americans and the Transcontinental Railroad” *The History Net*. <<http://americanhistory.about.com/library/weekly/aa120101a.htm>>. This site contains information on the transcontinental railroad.

Economic History Services. <<http://www.eh.net/>>. This site provides information on cost of living historical equivalencies.

Ellis Island: Through America’s Gateway. International Channel Networks. <<http://www.i-channel.com/education/ellis/>>. This site contains information on Ellis Island.

“Joe Hill: Dangers and Disasters.” Public Broadcasting Service. <http://www.pbs.org/joehill/early/sillito_interview.html>. This site contains information on the early labor movement in the United States.

Liberty State Park: The Statue of Liberty and Ellis Island. <<http://www.libertystatepark.com/immigran.htm>> This site contains information on Liberty State Park.

Lutz, Valerie Anne. “Immigrants in the Coal Region.” *American Philosophical Society Library Online*. <<http://www.amphilsoc.org/library/exhibits/wallace/immigrants.htm>>. This site contains information on immigrants working in the coal region.

“The McCormick Family and their Mechanical Reaper.” University of Virginia Department of Astronomy. <<http://www.astro.virginia.edu/research/observatories/26inch/history/reaper.html>>. This site contains information on the mechanical reaper.

“Nativity of the Population and Place of Birth of the Native Population: 1850 to 1990.” U.S. Census Bureau. <<http://www.census.gov/population/www/documentation/twps0029/tab01.html>>. This site contains census figures in chart form.

“Part 3: Factory Life.” Windsor Public Library. <<http://www.windsorpubliclibrary.com/digi/sar/part3.htm>>. This site includes pictures and newspaper clippings of factory life in the early 1900s.

- “Population history of Chicago from 1840–1990.” Boston University Physics Department. <<http://physics.bu.edu/~redner/projects/population/cities/chicago.html>>. This site contains population statistics on Chicago from 1840 to 1900.
- “Population history of Detroit from 1840–1990.” Boston University Physics Department. <<http://physics.bu.edu/~redner/projects/population/cities/detroit.html>>. This site contains population statistics on Detroit from 1840 to 1990.
- “Population, Housing Units, Area Measurements, and Density: 1790 to 1990” <<http://www.census.gov/population/censusdata/table-2.pdf>>. This Web page provides census information for the time period indicates.
- Sarna, Jonathan D. and Jonathan Golden. “The American Jewish Experience through the Nineteenth Century: Immigration and Acculturation.” National Humanities Center. <<http://www.nhc.rtp.nc.us/tserve/nineteen/nkeyinfo/judaism.htm>>. This site contains information on the Jewish immigrant experience.
- Selected Images of Ellis Island and Immigration, ca. 1880-1920.* Library of Congress. <http://www.loc.gov/rr/print/list/070_immi.html>. This site provides photos of immigrants.
- Time.com.* <<http://www.time.com/time/time100/index.html>>. This information provides access to searchable historical information.
- “United States — Facts and Statistics.” *TeacherVision*. Family Education Network.. <<http://www.teachervision.com/lesson-plans/lesson-2383.html>>. This site provides information and lesson plans on the United States. Web site registration is required, but it is free.
- U.S. Census Bureau.* <<http://www.census.gov/main/www/cen2000.html>>. This site contains information on the U.S. census.
- “U.S. Census Statistics from 1790–1990.” *TeacherVision*. Family Education Network. <<http://www.teachervision.com/lesson-plans/lesson-1705.html>>. This site contains information and lesson plans on the U.S. census. Web site registration is required, but it is free.
- “U.S. Immigration History. *Rapidimmigration.com.* <http://www.rapidimmigration.com/usa/1_eng_immigration_history.html>. This site contains information on U.S. immigration history.
- “U.S. Population History from 1850: 50 Largest Cities.” *Demographia.* <<http://www.publicpurpose.com/dm-uscty.htm>>. This site contains information on the population of U.S. cities from 1850 to 1996.
- “U.S. States by Order of Entry into the Union.” *TeacherVision*. Family Education Network. <<http://www.teachervision.com/lesson-plans/lesson-687.html>>. This site contains information and lesson plans on U.S. statehood. Web site registration is required, but it is free.
- Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History.* Virginia Department of Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11vush-1.pdf>.
- Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. Virginia and United States History. Test Blueprint.* Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint10VUS.pdf>>. This site provides assessment information for the course in Virginia and United States History.

Session 1: Settlement of the Region between the Mississippi River and Pacific Ocean ___

Materials

- Computer with Internet access

Instructional Activities

1. Ask all students to stand. Instruct students who have not lived in Virginia their entire life to have a seat. Of those still standing, instruct those who have at least one parent who is not a native Virginian to sit. Instruct the students still standing to sit down if they know at least one of their grandparents was not a native Virginian. Take a moment to have the class take note of the number of students are still standing. Instruct all students to sit down.
2. Ask students to raise their hand if they have a parent who was not born in the United States. Next, ask students to raise their hand if they know they have a grandparent who was not born in the United States. Do the same for great-grandparent.
3. Explain that the United States began to expand her territory significantly following the Civil War. Americans became more mobile. Ask students what changes may have caused Americans to begin to relocate. (cheap land, overcrowding, improved transportation — transcontinental railroad (1869), automobiles (Ford Motor Co. 1903), airplanes, faster ships)
4. Use the information in the following chart to support the above statement regarding expansion of territory. Use the following Web sites to add additional information, or provide these sites to students as resources for research:
 - <<http://www.teachervision.com/lesson-plans/lesson-1705.html>>
 - <<http://www.census.gov/main/www/cen2000.html>>
 - <<http://www.census.gov/population/censusdata/table-2.pdf>>

Population, Area, Population Density of the United States			
Year	Total Population	Total area in square miles	Density per square mile
1790	3,929,214	864,746	4.5
1850	23,191,876	2,940,042	7.9
1870	38,558,371	3,540,705	10.9
1900	76,212,168	3,547,314	21.5
1920	106,021,537	3,546,931	29.9
2000	281,421,906	3,537,438	79.6

5. Encourage students to make observations about the chart. Explain the meaning of *population density*. Point out the difference in land area from 1900 to 2000. Ask students what may have caused this change. Ask students to indicate with a show of hands how many would like to move to another state or country. Ask those that raise their hands to indicate where they would like to move and why.
6. Ask the students who would like to move if they would be ready to move under the following conditions:
 - They do not know the language and customs of the country to which they are going.
 - They do not know anyone where they are going.
 - They can take only a small suitcase of belongings.
 - They have no place to live in the new area.
 - They have no job.
 - They have little money.
 - They may never again see the family and friends they are leaving.
 - They have only enough money to get to their destination; they have no money for a return journey.

- They will not travel comfortably, but in a small, cramped compartment they will share with a stranger, and the only bathroom will be down the hall.

Ask how many would still make this journey. Ask those students who would still go to explain why they would tolerate the conditions mentioned. Why would they still go? Ask the ones who would choose not to go to explain their reasons for changing their mind.

7. Explain that over the next few weeks, the students will be studying the expansion of the United States following the Civil War.
8. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 2: Cowboys and Cattle Drives

Materials

- Map of the United States
- Class notes

Instructional Activities

1. Review the chart from the previous session. Explain that the class will begin to examine the westward expansion that took place in the mid to late 1800s.
2. Display the following prompt on the board or overhead:

The region between the Mississippi River and the Pacific Ocean became populated by settlers at a rapid rate following the Civil War.

Display a map of the United States and indicate this area.

3. Display the following prompt on the board or overhead:

The time period following the Civil War was the era of the American Cowboy and was characterized by long cattle drives across vast open ranges.

Ask students to describe a cowboy. As they describe traditional cowboy attire, ask what purpose specific articles of clothing may serve (e.g., chaps — leather strips on the fronts of pants to protect legs when riding horses through thick brush; neckerchiefs to keep dust out of face; large hats to protect from the hot sun; spurs to prod the horses). Ask students to describe a cattle drive. How long might one take? During your discussion, use maps of the United States to illustrate the areas covered by various cattle drives. Ask students who have been in the Texas/Oklahoma area to describe geographic features of that region.

4. Extend discussion by asking if there are cowboys in the West today? If so, what do they do, since the time of large open ranges is past? Are cattle drives still happening?
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 3: The Homestead Act of 1862

Materials

- None

Instructional Activities

1. Review content from previous session, as needed.
2. Remind students about the pros and cons of moving to a new land, as identified in the first session. Also, review what they have learned about the cowboy era. Point out that by the 1860s, available land was becoming scarce along the eastern seaboard.
3. Display the following prompt on the board or overhead:

The Government passed the Homestead Act of 1862 to encourage western settlement.

Ask students what was happening at the time the Homestead Act was passed. Use this as a means of explaining that the nation's business does not cease in times of war. Discuss the terms of the Homestead Act. Ask students what the major problems/disadvantages of the act were (traveling to the land, lack of resources upon arrival, lack of building materials). Many Southerners and African Americans moved west following the Civil War to seek new opportunities. Discuss what conditions existed in the South that would encourage Southerners to move west.

4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 4: New Farming Technologies; Settlement in the American West _____

Materials

- Computer with Internet access
- A sheet of paper for each student
- Map of the United States
- Large atlas, or atlases for each student

Instructional Activities

1. Review content from previous session, as needed.
2. Instruct students to tear a piece of paper into four equal pieces with straight edges and then to connect the pieces back together. Explain that they may not use rulers, scissors, staples, tape, paper clips, or any tools or technology. After about three minutes, ask the students what technology would make this job easier.
3. Ask students to think about the technology they have access to today that their parents or grandparents may not have had when they were teenagers. Encourage them to share their thoughts with the class. To prompt discussion, mention television, microwaves, cell phones, VCRs, DVD players, computers, video games, the Internet, etc. Encourage them to consider certain professions that have been changed as the result of technological innovations. NOTE: Many students may not recognize farming tools as technology. Discuss the changes farmers have seen in the tools and equipment in the last 50 years. Ask them what these innovations mean for food production in our country.
4. Display the following prompt on the board or overhead:

Innovations, such as trains and the mechanical reaper, made farming more prosperous. The demand for open farmland increased, leading to settlement of the western territories.

Remind the students about the difficulty they had with the paper task. Ask students to discuss why trains and the mechanical reaper would have an impact on the production of food. The following Web sites may be of assistance for information about Cyrus McCormick and the mechanical reaper:

- <<http://web.mit.edu/invent/iow/mccormick.html>>
- <<http://www.astro.virginia.edu/research/observatories/26inch/history/reaper.html>>
- <http://www.oldengine.org/members/ihc14/ihc_history.htm>

Remind students that railroads made it easier to get crops from the farms to the market, thus making it more profitable to farm larger tracts of land. Towns grew up around areas settled by people seeking cheap farmland.

5. Identify the Great Plains and Rocky Mountains on a map. Encourage students to describe the differences between these two regions. Prompt them with questions about elevation, vegetation, and climate. Use an atlas that provides this information along with land-use information. Ask students to discuss why raising livestock may be easier in the Great Plains than in the Rocky Mountains. Encourage them to discuss what products were/are prominent in the Great Plains region. If possible, have an atlas at each student's desk.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 5: Immigration Trends

Materials

- Overhead of immigrant chart shown below
- Outline map of the world and colored markers for each student
- Computer with Internet access

Instructional Activities

1. Review content from previous session, as needed.
2. Display the following prompt on the board or overhead:

Prior to 1871, most immigrants to the United States came from northern and western Europe (Germany, Great Britain, Ireland, Norway, and Sweden). Between 1871 and 1921 most immigrants came from southern and eastern Europe (Italy, Greece, Poland, Russia, and present-day Hungary, Serbia, Montenegro, Slovenia, Croatia, Bosnia, and Herzegovina), as well as Asia (China and Japan).

Provide an outline world map to each student, and instruct each of them to color code the map based on immigration trends. For example, Western Europe could be coded green, and the map key should reflect that green represents the major origins of immigrants to the United States prior to 1871. Other areas should be color coded to reflect the information in the statement.

4. Ask students to think about what may have caused the shifts in the origins of immigrants. Encourage them to think about what events may have occurred in the countries identified that would contribute to this shift. Remind students to think back to the earlier discussion about why individuals came to the United States. Remind them that this information can be helpful as they develop a paper on immigration (see session 6).
5. Display the following chart on some prominent immigrants to the United States:

Immigrant's Name	Country or City of Birth	Date of Arrival in United States	Accomplishment
Charlie Chaplin	London	1910	Became famous actor and director
David Sarnoff	Russia	1900	Created NBC
Leo Baekland	Belgium	1889	Created Velox (photo paper), insulator, and first fully synthetic plastic
Albert Einstein	Germany	1933	Devised the Theory of Relativity
Enrico Fermi	Rome	1939	Devised the Theory of Beta Decay; co-invented first man-made nuclear reactor
Kurt Gödel	Austria	1939	Devised the Incompleteness Theorem

The following Web sites may be helpful as students research other immigrants:

- <http://www.pbs.org/wgbh/amex/chicago/sfeature/sf_nations.html>
- <<http://www.time.com/time/time100/index.html>>

6. Ask several students to share their data on the immigrants identified through their research.
7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 6: Shift in the Origins of Immigrants

Materials

- Overhead of the chart shown below
- Computer with Internet access

Instructional Activities

1. Review content from previous session, as needed.
2. Display the following chart:

Year	Total Population	Born in the U.S.	Born in Europe	Born in Asia	Born in Africa
1850	23,191,876	20,947,274	2,031,867	1,135	551
1880	50,155,783	43,475,492	5,751,823	107,630	2,204
1900	75,994,575	65,583,225	8,881,548	120,248	2,538
1920	105,710,620	91,659,045	11,916,048	237,950	16,126
1990	248,709,873	225,695,826	4,350,403	4,979,037	363,819

NOTE: The information reflected in this chart may differ from other charts, as different sources report slightly different numbers.

3. Ask students to share observations about the chart. Point out the shift from a majority of European immigrants in 1920 to a majority of Asian immigrants in 1990. Encourage student to speculate about what may have caused this shift. The following Web sites may provide helpful information to guide class discussion. Use them to add additional information, if you wish:
 - <http://www.rapidimmigration.com/usa/1_eng_immigration_history.html>
 - <<http://www.census.gov/population/www/documentation/twps0029/tab01.html>>
4. Instruct students to calculate percentages of native-born population for each year reflected on the chart. Instruct students to develop a bar graph that reflects the foreign-born population for each year reflected. Remind them that they will have to subtract the native-born population from the total population to arrive at the foreign-born population. The number will be higher than the chart reflects, as only Europe, Asia, and Africa are included in these data. Add additional requirements as desired.
5. Inform students that they will be required to develop a chart that reflects immigration into the United States. The students will be permitted to select five decades in the 1800s and five in the 1900s. They will identify the total United States population at that time. The chart should reflect the foreign-born population by country in each of the selected decades. A minimum of eight countries should be included on the chart. A brief paper that explains trends observed from the research must be submitted along with the chart. Provide the due date and a date when the students will go to the computer lab to conduct research.
6. Have students identify two immigrants to the United States who made significant contributions to the life of our country.

Session 7: Immigration Research

Materials

- Computer lab or media center

Instructional Activity

1. Review content from previous session, as needed.
2. Have the students use the computer lab or media center to conduct their research on immigration. Supply the Web sites identified in the previous session to assist students in getting started. Challenge them to find their own data on applicable Web sites by using Internet searches.

Session 8: Contributions of Immigrants

Materials

- Computer with Internet access
- Map of the United States

Instructional Activities

1. Review content from previous session, as needed.
2. Display the chart on immigrant contributions from session 5. Display the following prompt on the board or overhead:

Immigrants to the United States provided valuable services that helped the country to grow.

For example,

- **Chinese immigrants helped build the Transcontinental Railroad**
- **immigrants became textile and steel mills workers in the Northeast**
- **immigrants helped the clothing industry in New York**
- **Slav, Italian, and Polish immigrants worked in the coalmines.**

These immigrants often worked for very low pay in dangerous jobs.

Have the students describe some of the working conditions of immigrants in the late 1800s and early 1900s. The following Web sites may be of assistance:

- <<http://americanhistory.about.com/library/weekly/aa120101a.htm>>
 - <<http://www.windsorpubliclibrary.com/digi/sar/part3.htm>> (includes pictures and newspaper clippings of factory life in the early 1900s)
 - <http://www.pbs.org/joehill/early/sillito_interview.html>
<<http://www.amphilsoc.org/library/exhibits/wallace/immigrants.htm>>
 - <<http://www.libertystatepark.com/immigran.htm>>
3. Many immigrants arrived in the United States through Ellis Island. Ask students to locate Ellis Island on a United States map and to describe the situation immigrants encountered upon arrival on Ellis Island. The following Web sites may be of assistance:
 - <<http://www.i-channel.com/education/ellis/>>
 - <http://www.loc.gov/rr/print/list/070_immi.html> (provides photos of immigrants)
 4. Immigrants began to assimilate into the American “melting pot.” Public schools played a vital role in this process. Immigrants to America often faced hardships and hostility. Discuss reasons immigrants may have faced these hardships and hostility. Ensure students understand the term *assimilate*. Discuss what “melting pot” means. The following Web sites may be of assistance:
 - <<http://www.washingtonpost.com/wp-srv/national/longterm/meltingpot/meltingpot.htm>>
 - <<http://www.nhc.rtp.nc.us/tserve/nineteen/nkeyinfo/judaism.htm>>
 5. The Chinese Exclusion Act of 1882, the Immigration Restriction Act of 1921, and the Natural Origins Act of 1924 limited immigration for decades. Discuss why Congress would pass these laws. The following Web site may be of assistance:
 - <http://www.ourdocuments.gov/content.php?page=learn_more&doc=47>
 6. Encourage students to share ideas of obstacles recent immigrants may have encountered. Ask students to share ideas on how immigrant problems today should be addressed.
 7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 9: Growth of Cities; Technological Innovations

Materials

- Videos about the first flight and the development of the assembly line
- Computer with Internet access
- Map of the United States in 1912
- Copies of the United States Constitution
- Pictures of products developed in the United States during this time period
- Sheets of paper, scissors, paper clips for each student

Instructional Activities

1. Review content from previous session, as needed.
2. Display the following prompt on the board or overhead:

Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as manufacturing and transportation centers.

Conduct a brief discussion of the rapid growth of these cities. Using the information provided on the following Web sites, instruct students to identify the decades in which these cities had the largest growth. Instruct them to determine the percentage of growth for each city. Also, instruct students to determine how long a city's growth remained high and at what point it seemed to slow down.

- <<http://www.demographia.com/db-nyc4.htm>>
- <<http://physics.bu.edu/~redner/projects/population/cities/chicago.html>>
- <<http://physics.bu.edu/~redner/projects/population/cities/detroit.html>>
- <<http://www.publicpurpose.com/dm-uscty.htm>>

3. Display the following prompt on the board or overhead:

Rapid growth of cities created problems as housing and public services had difficulty meeting the demand.

Encourage students to discuss the type of problems created by a rapid increase in population. Prompt them by mentioning housing, schools, water and sewer, power, transportation, fire and crime protection, etc. Encourage students to suggest ways these problems could/can be addressed, for example, New York City constructed the world's first subway system to address the transportation problem.

3. Display the following prompt on the board or overhead:

By 1912, the United States consisted of 48 states.

Display a map of the United States during this time period. Maps can be found at the following Web sites:

- <<http://www.teachervision.com/lesson-plans/lesson-2383.html>>
- <<http://www.teachervision.com/lesson-plans/lesson-687.html>>

Encourage students to determine how many states gained statehood following the Civil War. Instruct the students to locate in the Constitution the qualification for a territory to become a state. (Guide them to Article IV, section 3)

4. Display the following prompt on the board or overhead:

Technological innovations contributed to the growth of industrialization, big business, large-scale agriculture, and labor unions.

Explain to students that, over the course of the next few sessions, they will identify new technologies and innovations in business that were developed during the period following the Civil War. Discuss the following inventions or innovations, one at a time, as students record information on each:

- **Corporations**, in which a company sells shares (stock) in the company to raise money, were invented. This form of business provides a limited liability for the company owners. Discuss the differences between a corporation, private ownership, and partnership. Discuss the benefits and disadvantages of each form of business.
 - The **Bessemer process** made the production of steel more efficient and led to a growth in the steel industry.
 - Andrew Carnegie, an immigrant from Scotland, started the Carnegie Steel Company that dominated the **steel industry**. Share a brief biography of Andrew Carnegie. Encourage students to compute the inflation rate to determine how much \$500 million (the price he sold Carnegie Steel for in 1901) is worth in today's dollars. (approximately \$10.5 billion) The following Web site provides information on the cost of living and what money is worth today compared to what it was worth in the past. For example, it equates Babe Ruth's salary to today's dollar. This can be done on a spreadsheet. <<http://www.eh.net/>> (Select "How much is that?" from the left menu.)
 - Thomas Edison perfected the **light bulb** and opened the world's first **electric power plant**.
 - Alexander Graham Bell patented the **telephone**.
 - Wilbur and Orville Wright made **the first piloted flight of an airplane**.
 - Henry Ford established the **assembly line process** in his automobile factory.
3. Display pictures of the products developed during this time period. Show videos of the first flight and/or the early assembly line.
 4. Demonstrate the efficiency of the assembly line by the following exercise:
 - Provide each student with 10 pieces of paper, scissors, and paper clips. Instruct the students to cut all their pages into four equal pieces, clip groups of five of these pieces together to make booklets and then write the word *HISTORY* on the cover. Students must work by themselves. Allow 5 or 10 minutes for the students to work. When the time has expired, have the students count how many books they have successfully completed. Add the total for the class.
 - Next, divide the class into groups. Each group should assign one student to mark the paper for cutting, two students to cut, one student to count out five pages for each book, one student to clip each book, and two students to write "HISTORY" on each book. Allow the same amount of time as the previous exercise. At the conclusion of the exercise, count how many booklets the whole class successfully produced. If done correctly, there should be more books produced by the assembly lines than were produced by students individually.
 - Remind students that the development of the assembly line concept revolutionized industry.
 5. Display the following list of industrial leaders of the time period:
 - **Andrew Carnegie – steel industry**
 - **J. P. Morgan – banking**
 - **John D. Rockefeller – oil industry**
 - **Cornelius Vanderbilt – railroad industry**

Have the students provide brief biographical information on each of these individuals.

6. Display the following prompt on the board or overhead:

The business community adopted a laissez-faire attitude. This is a concept that encourages the government not to get involved in business affairs. The labor supply in the United States increased as immigrants arrived in the country in large numbers. America benefited from an abundance of natural resources.

Discuss each of these statements. Have the students list some of the natural resources of the United States.

The following Web site may be of assistance:

http://www.photius.com/wfb/wfb1999/united_states/united_states_geography.html

Session 10: African Americans; the Progressive Era; Labor; Business _____

Materials

- None

Instructional Activities

1. Review content from previous session, as needed.
2. Explain to students that while the country seemed to be expanding at a rapid rate, there were many problems. One problem area that was not being solved was the treatment of African Americans and other minorities. Display the following prompt on the board or overhead:

“Jim Crow” laws were passed, which limited freedom for African Americans and forced separation of the races in public places.

Explain what these laws stated and where they were most prominent.

3. Display the following prompts on the board or overhead:

African Americans were harassed, intimidated, and sometimes lynched. The United States Supreme Court ruled on civil rights issues. Their rulings, as in the case of *Plessy v. Ferguson*, did not provide relief for African Americans.

Explain the events surrounding this court case and reasons it was a landmark case.

4. Display the following prompt on the board or overhead:

African Americans migrated to the North, in what became known as the “Great Migration,” in an effort to escape poverty and discrimination in the South and to search for jobs.

Discuss the impact World War I had on the “Great Migration.”

5. Display the following prompt on the board or overhead:

Prominent African Americans involved in the search for equality included

- **Ida B. Wells — led an anti-lynching campaign**
- **Booker T. Washington — encouraged African Americans to gain equality through education and economic success**
- **W.E.B. Du Bois — helped form the NAACP to promote equality**

Have the students locate and write a brief biography of each of these individuals.

6. Explain that the early 1900s became known as the Progressive Era. Discuss what the term *progressive* means. Then, display the following prompts on the board or overhead:

The Progressive Era was characterized by using the government to reform problems.

The goals of the Progressive Movement included

- **control of the government by the people**
- **economic opportunities through government regulation**
- **elimination of social injustices**
- **control of abuses by big business.**
- **Oppressive conditions for workers included**

- **dangerous working conditions**
- **child labor**
- **long hours, low wages, no job security, no benefits**
- **company towns**
- **employment of women.**

Provide some details about the working conditions or show a video that explains them.

7. Display the following prompts on the board or overhead:

Accomplishments of the Progressive Movement:

- **New forms of local governments to meet the needs of increasing urbanization**
- **Legislative reforms at the state level that included referendum, initiative, and recall**
- **Direct election of U.S. Senators (17th Amendment), primary elections, and secret ballot**
- **Muckraking literature describing unsafe, difficult working conditions, including child labor**
- **Growth of labor unions that saw the formation of the following organizations:**
 - **Knights of Labor**
 - **American Federation of Labor (Samuel Gompers)**
 - **American Railway Union (*Eugene v. Debs*)**
 - **Industrial Ladies' Garment Workers Union**
- **Labor strikes, such as**
 - **Haymarket Square**
 - **Homestead Strike**
 - **Pullman Strike**
- **Labor gains, such as**
 - **Limited work hours**
 - **Regulated work conditions**

Discuss this information with students as you work through the list. NOTE: Because the list is lengthy, it might be helpful to give each student a copy of that list with certain key words deleted and to have them fill in the blanks as instruction progresses.)

7. Display the following prompt on the board or overhead:

Legislation to address unfair business practices included the Sherman Anti-Trust Act, which was designed to prevent monopolies, and the Clayton Anti-Trust Act, which outlawed price-fixing and exempted unions from the Sherman Anti-Trust Act.

Note that the Sherman Anti-Trust Act was passed before the Progressive Era, but that Theodore Roosevelt made use of it during his presidency to combat monopolies. Discuss the definition of a *monopoly* and the reasons this business practice is not desirable. Explain that the goal of a capitalist monopoly is to maximize profit. Also, explain that the Soviet Union developed an economy in which the government held a monopoly on the production of goods. However the goal of the Soviet monopoly was not necessarily to maximize profit. If someone wished to purchase a car, for example, they had to purchase it from the government. The government controlled production, supply, price, etc. Problems created by this lack of competition sometimes resulted in inferior products, high prices, and shortages.

8. Display the following prompt on the board or overhead:

Women, with the leadership of reformers like Susan B. Anthony, gained the right to vote through the 19th amendment.

Session 11: Reinforcement by Video or Guest Speaker _____

Materials

- Video or guest speaker

Instructional Activities

1. Select an appropriate video or provide a guest speaker on topics related to the organizing topic.

Session 12: Review

Materials

- None

Instructional Activity

1. Review the topics covered thus far in the study of this organizing topic. The review should include:
 - Settlement of the region between the Mississippi River and Pacific Ocean
 - Cowboys and cattle drives
 - Homestead Act
 - Southerners and African Americans moving west after the Civil War
 - New technologies for farming
 - Great Plains and Rocky Mountain settlement
 - Immigration trends chart
 - During the period 1871 to 1921, shift in the origins of immigrants from northern and western Europe to southern and eastern Europe and Asia
 - After 1921, shift in the origins of immigrants from Europe to Asia.
 - Immigrants' contributions
 - Ellis Island
 - Immigrant problems
 - Immigration legislation
 - Growth of cities and related problems
 - Expansion of the United States to 48 states
 - Technological inventions and business innovations to include business leaders and inventors
 - African Americans, the Progressive Era, Labor, and Business

Session 13: Assessment

Materials

- Multiple copies of Attachment A

Instructional Activity

1. Have students complete the sample assessment items on Attachment A.

Attachment A: Sample Assessment Items

Asterisk () indicates correct answer.*

1. **The Homestead Act of 1862 contributed to the growth of the western part of the United States by**
 - A Paying American to move west.
 - B Providing free public land to those that would live on the land.*
 - C Recruiting foreigners to move to the West.
 - D Expanding the railroad.

2. **During the late 1800s and early 1900s, immigrants to the United States came mostly from**
 - A Northern and western Europe.
 - B Southern Europe and South America.
 - C North Africa and eastern Europe.
 - D Southern and eastern Europe.*

3. **A large number of workers on the Transcontinental Railroad came from**
 - A China.*
 - B Germany.
 - C Italy.
 - D Japan.

4. **Immigrants arriving in the United States in the early 1900s**
 - A had an opportunity to earned high wages.
 - B were welcomed by Americans.
 - C quickly assimilated into society.
 - D faced prejudice based on religious and cultural differences.*

5. **The following inventor perfected the light bulb and electricity as a source of power:**
 - A Andrew Carnegie
 - B Thomas Edison*
 - C Alexander Graham Bell
 - D Cornelius Vanderbilt

Organizing Topic

United States' Role in World Affairs from 1890 to 1940

Standard(s) of Learning _____

- VUS.9 The student will demonstrate knowledge of the emerging role of the United States in world affairs and key domestic events after 1890 by
- a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets;
 - b) evaluating United States involvement in World War I, including Wilson’s Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations;
 - c) explaining the causes of the Great Depression, its impact on the American people, and the ways the New Deal addressed it.

Essential Understandings, Knowledge, and Skills _____

Correlation to Instructional Materials

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

Identify, analyze, and interpret primary and secondary source documents. _____

Formulate historical questions and defend findings, based on inquiry and interpretation. _____

Develop perspectives of time and place. _____

Apply reference sources to understand how relationships between humans and their environment have changed over time. _____

Interpret the significance of excerpts from famous speeches and other documents. _____

Content

Explain that many twentieth-century American foreign policy issues have their origins in America’s emergence as a world power at the end of the nineteenth century. The United States began to abandon her traditional isolationist foreign policy. America’s intervention in World War I ensured her role as a world power for the remainder of the century. The growing role of the United States in international trade displayed the American urge to build, innovate, and explore new markets. _____

Explain the following information related to the creation of international markets:

- Open Door Policy — Secretary of State John Hay proposed a policy that would give all nations equal trading rights in China. _____
- Dollar diplomacy — President Taft urged American banks and businesses to invest in Latin America. He promised that the United States would step in if unrest threatened their investments. _____
- Growth in international trade occurred from the late 1800s to World War I — the first era of a true “global economy.” _____

Use the following information as a guide to describe how the United States expanded her influence in Latin America, Asia, and the Pacific after 1890:

Latin America

- Spanish-American War
 - Puerto Rico was annexed by the United States.
 - The United States asserted the right to intervene in Cuban affairs.
- Panama Canal and the role of Theodore Roosevelt
 - United States encouraged Panama’s independence from Colombia.
 - Parties negotiated a treaty to build the canal.

Asia and the Pacific

- Hawaii — U.S. efforts to depose Hawaii’s monarchy; U.S. annexation of Hawaii
- Philippines — Annexed after Spanish-American War
- Open Door Policy — Urged all foreigners in China to obey Chinese law, observe fair competition.

Summarize the following information on United States involvement in World War I:

- The war began in Europe in 1914 when Germany and Austria-Hungary went to war with Britain, France, and Russia.
- For three years, America remained neutral, and there was strong sentiment not to become involved in a European war.
- The decision to enter the war was the result of continuing German submarine warfare (freedom of the seas) and American ties to Great Britain.
- Americans wanted to “make the world safe for democracy.” (Wilson)
- America’s military resources of soldiers and war materials tipped the balance of the war and led to Germany’s defeat.

Use the following information to summarize President Woodrow Wilson’s Fourteen Points. Wilson’s plan to eliminate the causes of war included the following key ideas:

- Self-determination
- Freedom of the seas
- League of Nations
- Mandate system.

Summarize the following terms of the Treaty of Versailles:

- The French and English insisted on punishment of Germany.
- The League of Nations was created.
- National boundaries were redrawn, creating many new nations.

Explain the following debate in the United States on the League of Nations:

- Objections to U.S. foreign policy decisions made by an international organization, not by United States leaders
- Senate’s failure to approve Treaty of Versailles.

Explain that while America’s entry into World War I ensured Allied victory, the failure to conclude a lasting peace left a bitter legacy.

Explain the following causes of the Great Depression:

- Overspeculation on stocks, using borrowed money that could not be repaid when the stock market crashed in 1929 and stock prices collapsed
- Federal Reserve’s failure to prevent widespread collapse of the nation’s banking system in the late 1920s and early 1930s, leading to severe contraction in the nation’s supply of money in circulation

- High protective tariffs that produced retaliatory tariffs in other countries, strangling world trade (Tariff Act of 1930, popularly called the Hawley-Smoot Act).

Use the following information as a guide to explain the impact the Great Depression had on the lives of Americans:

- Unemployment and homelessness
- Collapse of financial system (bank closings)
- Political unrest (growing militancy of labor unions)
- Farm foreclosures and migration.

Explain that the New Deal permanently altered the role of American government in the economy. It also fostered changes in people’s attitudes toward government’s responsibilities. Organized labor acquired new rights as the New Deal set in place legislation that reshaped modern American capitalism.

Summarize the New Deal, using the following information as a guide:

- This program changed the role of the government to a more active participant in solving problems.
- Roosevelt rallied a frightened nation in which one in four workers was unemployed. (“We have nothing to fear but fear itself.”)
- Relief measures provided direct payment to people for immediate help (Works Progress Administration — WPA).
- Recovery programs were designed to bring the nation out of depression over time (Agricultural Adjustment Administration — AAA).
- Reform measures corrected unsound banking and investment practices (Federal Deposit Insurance Corporation — FDIC).
- Social Security Act offered safeguards for workers.

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 Life Histories: Manuscripts from the Federal Writers' Project, 1936–1940. Library of Congress.

<<http://memory.loc.gov/ammem/wpaintro/wpahome.html>>. This site contains life histories written by the staff of the Folklore Project of the Federal Writers' Project for the U.S. Works Progress (later Work Projects) Administration (WPA) from 1936 to 1940.

“Brother, Can You Spare a Dime?” *Bing Crosby's Internet Museum.*

<<http://www.kcmetro.cc.mo.us/pennvalley/biology/lewis/crosby/brother.html>>. This site contains the text of the Depression-era song.

“Chronology of the First World War.” *Spartacus Educational.*

<<http://www.spartacus.schoolnet.co.uk/FWWchronology.htm>>. This site contains a timeline of World War I.

“Crucible of Empire: The Spanish-American War — Yellow Journalism.” Public Broadcasting Service.

<<http://www.pbs.org/crucible/frames/journalism.html>>. This site contains an article on yellow journalism.

DeLong, J. Bradford. “Slouching Towards Utopia?: The Economic History of the Twentieth Century – XIV. The Great Crash and the Great Slump.” *Brad DeLong's Web site.*

<http://econ161.berkeley.edu/TCEH/Slouch_Crash14.html>. This site contains information from Brad DeLong, a professor of economics and Berkeley, on the Great Depression.

“The Great Depression and the New Deal.” “The American Economy During the 1920s.” *Digital History.*

<<http://www.gliah.uh.edu/historyonline/us34.cfm>>. This site provides historical employment statistics.

The Great War and the Shaping of the 20th Century. Public Broadcasting Service.

<<http://www.pbs.org/greatwar/>>. This site provides information on World War I.

Historical Census Browser. University of Virginia Library. <<http://fisher.lib.virginia.edu/census>>. This site

enable one to select the desired decade, select “POPULATION” from the “Categories” menu, and scroll to “total population.”

“History & Records: Induction Statistics.” Selective Service System. <<http://www.sss.gov/induct.htm>>. This site shows the number of soldiers drafted during World War I.

HistoryChannel.com. <<http://www.historychannel.com>>. This site provides access to Web sites related to this organizing topic. Type in “Great Depression” or “New Deal” in the search window to access information on the Great Depression era.

Norris, Floyd. “Looking Back at the Crash of '29.” *The New York Times.*

<<http://www.nytimes.com/library/financial/index-1929-crash.html>>. This site contains an article on the Great Depression.

“The Open Door Policy, 1899.” *U-S-History.com* <<http://www.u-s-history.com/pages/h908.html>>. This site contains an account of the creation and repercussions of the Open Door Policy.

“Panama Canal Handover.” *Cable News Network.* <<http://www.cnn.com/SPECIALS/1999/panama.canal/>>. This site contains information on the Panama Canal and the 1999 transfer of ownership from the United States to Panama.

“The Philippines and the United States: An Historical Time Line.” *tribungpinoy: the filipino tribe.*

<<http://www.tribo.org/history/us-rp.html>>. This site provides a timeline of the history of the Philippines and the United States.

Political Cartoons and Cartoonists. <http://www.boondocksnet.com/gallery/pc_intro.html>. This site provides access to historical political cartoons as well as a brief history of political cartoons.

Roper, L. David. "Gross Domestic Product and Political Parties." *David Roper's Web site.* <<http://arts.bev.net/roperldavid/politics/GDP.htm#datatable>>. This site provides historical GDP information from David Roper, a Professor of Physics at Virginia Tech.

"Stock Prices Slump \$14,000,000,000 in Nation-Wide Stampede to Unload; Bankers to Support Market Today." *The New York Times.* <<http://www.nytimes.com/library/financial/102929crash-slump.html>>. This site contains an article on the Great Depression.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History. Virginia Department of Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11vush-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. Virginia and United States History. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint10VUS.pdf>>. This site provides assessment information for the course in Virginia and United States History.

"William Howard Taft: Dollar Diplomacy." *Mount Holyoke College.* <<http://www.mtholyoke.edu/acad/intrel/taft2.htm>>. This Web site offers an article on "Dollar Diplomacy" in 1912.

"World Colonial Holding, ca. 1914." State University of New York. <<http://history.binghamton.edu/hist130/maps/1914.htm>>. This site contains a map of the world colonial holdings circa 1914.

"The World of 1898: The Spanish-American War — Chronology." Library of Congress, Hispanic Division. <<http://lcweb.loc.gov/rr/hispanic/1898/chronology.html>>. This site contains a chronology of the Spanish-American War.

Session 1: Planning a Project

Materials

- Project list

Instructional Activities

1. Before beginning study of the 20th century, provide a brief review of what the students have covered to this point in the school year. The review should include:
 - Early exploration and colonization
 - The Revolutionary Period
 - The Constitution
 - Expansion of the United States (for example, the Louisiana Purchase)
 - Impact on the American Indians (First Americans)
 - Jackson Era
 - Slavery
 - Civil War and Reconstruction
 - Westward expansion
 - Immigration
 - Inventions and innovations in business
 - Jim Crow laws
 - Progressive Era
 - Labor issues

This review can be accomplished by asking students to share what they have studied to this point in the year. Put their responses on the board or overhead. Encourage the students to compare their list with the above list. Review the content not covered in the students' responses list.
2. Explain to students that they are going to study the time period during which the United States began to establish itself as a world power. Discuss briefly with the students what being a *world power* means. Encourage them to discuss the global responsibilities a world power assumes. Ask students to share their views on whether or not the United States should be involved in providing humanitarian or monetary assistance following a disaster abroad, or military assistance to countries attempting to overthrow an oppressive government. Encourage open, organized debate on these issues. Encourage students to provide examples. Prompt discussion by providing present-day examples students with which the students will be familiar — for example, waging the 2003 war in Iraq to remove Saddam Hussein from power; assisting a country devastated by a natural disaster or famine; using our military to help prevent or stop a genocide (discuss what the term *genocide* means).
3. Explain that in study of this organizing topic the students will study:
 - The growth of international markets
 - The Spanish-American War
 - The annexation of Hawaii and the Philippines
 - World War I
 - Panama Canal and Roosevelt's Corollary
 - Theodore Roosevelt's "Big Stick" Policy
 - Isolationism after World War I
 - The Great Depression/the New Deal
4. Provide the following list of projects students may select from for this organizing topic:
 - Draw an original drawing depicting a scene from an event in the time period. A one-page explanation of the drawing that demonstrates knowledge of the period will be submitted along with the drawing.

- Write an evaluation of a song that reflects the historical period. An interpretation of the lyrics that demonstrates knowledge of the era should be included.
 - Write an analysis of fashion from 1900 through 1939. Include pictures reflecting the changing fashion trends along with the historical events that were occurring throughout period. Pictures can be student developed, computer generated, or gathered/copied from resources.
 - Write an analysis of the changes in transportation from 1900 through 1939. An explanation of the impact of transportation changes on workers should be included. For example, as people began to move toward widespread use of the automobile, blacksmiths saw a decrease in business, a more sophisticated road network became necessary, and new industries to provide materials to produce cars were developed.
 - Write an analysis of the change in battle strategies as military equipment (tanks, planes, etc) changed. Incorporate the Spanish-American War and World War I.
 - Prepare a graph depicting key economic indicators from 1917 through 1941. Explain the impact changes had on the economy. Identify at what point danger signs begin to occur and why.
 - Write an essay that argues for or against American involvement in World War I. Include key historical events to support your argument.
 - Prepare an analysis of United States acquisition of Hawaii.
 - Write a comparison of the size of ships at the time the Panama Canal was constructed and current ships. Do we have ships today that will not fit through the canal?
5. Provide students with the date you have secured either the media center or the computer lab for research. Also provide the date the project will be due, along with a rubric that will be used to assess the project.

Session 2: Open Door Policy; Dollar Diplomacy; Roosevelt Corollary; Global Economy__**Materials**

- Computer with Internet access
- LCD projector
- Map of Latin America

Instructional Activities

1. Explain to students that as the 20th century began, the world “became smaller.” Discuss what this means. Encourage students to think about changes in communication and transportation that made interaction with other nations easier. Discuss how these changes may prevent a country from closing her borders and remaining uninvolved in international affairs. Provide timeline of communication and transportation progress, including events such as the following:
 - In 1492, Christopher Columbus’ journey from Spain to San Salvador began August 3 and ended October 12. (Point out the routes of this journey.)
 - In 1830, the telegraph could send 40 to 50 words per minute.
 - In 1840, the cruise ship Britannia made a transatlantic crossing in 14 days.
 - In 1840, the journey on the Oregon Trail from Independence, Missouri, to Oregon City, Oregon, took five months.
 - In 1860, the pony express could travel 10 miles per hour, changing horses every 10 to 15 miles and riders every 100 miles.
 - In 2004, one can call most places in the world and connect within seconds.
 - In 2004, a flight from Virginia to Hong Kong will take 16 hours with one stop
2. Explain that by 1895, European nations had carved out “spheres of influence” in China. Discuss briefly what this means. Explain that the United States was fearful of being excluded from this trading opportunity. Discuss with students why this might alarm the United States (lack of a foreign market for our products).
3. Display the following prompt on the board or overhead:

In an effort to open trade opportunities for the United States in China, Secretary of State John Hay proposed in 1899 an Open Door Policy to European leaders and Japan call for equal trading routes for all countries. When no country responded to Hay’s letters, he announced that it was approved.

If you have access to a projector to display a Web site, display the following political cartoon and encourage students to interpret its meaning. <http://www.boondocksnet.com/gallery/us_000100a.html>. NOTE: Press “Reset” if the cartoon does not appear. Discuss briefly whether or not the United States had a right to expect a trading opportunity in the Far East. Also, encourage students to discuss whether John Hay had the right to declare the Open Door Policy. The following Web site may prove helpful to this discussion: <<http://www.u-s-history.com/pages/h908.html>>.

4. Display the following prompt on the board or overhead:

In an attempt to discourage European intervention in Latin America, President Taft established in 1912 “Dollar Diplomacy.” This was the policy of the United States loaning countries in Latin America money so they would not be encouraged to go to European countries for economic assistance.

Explain that since the early 1800s, the United States has attempted to limit European intervention in Latin America. Display a map of Latin America, and review the areas included. Remind them that the Monroe Doctrine warned European nations not to attempt to establish new colonies in Latin America. The Roosevelt

Corollary to the Monroe Doctrine declared that the United States intended to intervene, with force if necessary, in Latin American nations to prevent European interventions. United States influence in Latin America grew during the Taft Administration. Check for student understanding of the Monroe Doctrine, Dollar Diplomacy, and Roosevelt Corollary. The following Web site may prove helpful to this discussion: <http://www.mtholyoke.edu/acad/intrel/taft2.htm>.

5. Explain that historically, U.S. presidents' terms have often been characterized by policies or programs instituted during their presidency. For example, Lyndon Johnson's presidency is often referred to as the "Great Society" and Franklin Roosevelt's first term was known as the "New Deal." Sometimes presidential candidates define the focus of their planned presidency during the campaign. Often that focus shifts as a result of world events. For example, President George W. Bush's tenure in office began on the platform of education reform. The tragedies of September 11, 2001, when terrorists caused planes to crash into the World Trade Center, the Pentagon, and in Pennsylvania, changed his focus, which may define his presidency. Ask students to imagine that they are the president and to share what issues would define their presidency.
6. Display the following prompt on the board or overhead:

Growth in international trade during the late 1800s and early 1900s contributed to a "global economy."

Guide students in a discussion of the definition of a "global economy." Encourage them to think about what historical events contributed to this globalization. Encourage them to think about products they have in their home that were not produced in the United States. Prompt discussion by asking whether it is practical in today's world for a country to isolate itself economically.

7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 3: Research

Materials

- Computer lab or media center

Instructional Activity

1. Hold a research session in the media center or computer lab for students.

Session 4: Territorial Expansion; Hawaii

Materials

- Computer with Internet access
- Outline map of the world and markers for each student

Instructional Activities

1. Review the topics covered thus far in study of this organizing topic, as needed, including:
 - Open Door Policy
 - Dollar Diplomacy
 - Global economy.
2. Explain that as the United States entered the 20th century, it was not yet a world power, but it desired to compete with the world's nations for power and prestige. Many European nations had colonies, and the United States sought to add to her territory. The map found on the following Web site may prove helpful to this discussion: <<http://history.binghamton.edu/hist130/maps/1914.htm>>
3. Display the following prompt on the board or overhead:

By 1870, Americans living in Hawaii controlled a large portion of the land and trade. By 1886, The United States granted Hawaii the rights to ship sugar to the United States tariff-free in exchange for control of Pearl Harbor.

Question students to ensure they understand what a *tariff* is. Encourage the students to think about what group in the United States might be opposed to tariff-free sugar from Hawaii. Remind them that sugar was grown in the United States at that time. Discuss the benefit Hawaii sugar plantation owners had when shipping their sugar tariff-free.

4. Display the following prompt on the board or overhead:

In 1890, the McKinley Tariff imposed tariffs on Hawaiian sugar, creating an economic crisis in Hawaii.

Ask the students why they think impositions of tariffs on Hawaiian sugar would create a problem in Hawaii. (It caused the price of Hawaiian sugar to be higher than American-grown sugar.)

5. Display the following prompt on the board or overhead:

In 1893, with the help of United States marines and support of the United States minister to Hawaii, a new government was established in Hawaii. In 1898, the United States annexed Hawaii.

Discuss with students the United States actions that led to the acquisition of Hawaii.

6. Explain that during the same time that the Hawaiian issue was occurring, trouble was brewing in the Spanish colony of Cuba. Spain also had colonies in Puerto Rico, Guam, and the Philippines. Provide students with an outline map of the world, and instruct them to locate and shade Hawaii, Spain, Cuba, Puerto Rico, Guam, and the Philippines.

Session 5: Cuba; Yellow Journalism

Materials

- Computer with Internet access
- Map of Cuba

Instructional Activities

1. Review content from previous session, as needed, as needed.
2. Explain that when the United States placed a tariff on Cuban sugar, in effect restricting importation of the sugar to the U.S., many American businessmen who had investments in Cuban sugar became alarmed. Help students to see the similarities between Cuba and Hawaii. (Tariffs and the profits of Americans were involved in both situations.) What differences existed between Cuba and Hawaii? (Cuba was a colony wanting independence. Hawaii was a monarchy that desired to maintain self-rule.)
3. Display the following prompt on the board or overhead:

The United States involvement in Cubans affairs demonstrated the U.S. ability to intervene in that area of the world.

Explain that the United States sent the USS Maine to the waters surrounding Cuba to protect the lives of United States citizens there. On February 15, 1898, when the Maine was blown up in the Havana Harbor, the U.S. blamed Spain for the destruction of the ship and declared war on Spain. Journalist promoted the war through *yellow journalism*. Have students define this term. The following Web sites may be helpful in guiding the discussion:

- <http://www.pbs.org/crucible/frames/_journalism.html>
- <<http://lcweb.loc.gov/rr/hispanic/1898/chronology.html>>

Point out that much later, historians and others came to the conclusion that Cuban insurrectionists blew up the ship to gain support and sympathy, as they knew Spain would be blamed.

4. Conduct a discussion about the impact the media can have on public opinion. Encourage students to consider how the media can guide readers to reach certain conclusions or select the reference in which to portray events.
5. Put the students in groups, and give each group a copy of a newspaper or magazine photo without a title or description. Instruct each student to create a few sentences describing the photo and then, by using their group's collective interpretations, develop a group description of the event portrayed in the picture. (Remind students that these descriptions must be appropriate to share with the class.) Have each group share its interpretation with the whole class, note these on the board, and prompt students to compare the differences between the groups' interpretations. Distribute the real caption and other information that goes with the picture. Examine how close the groups came to correctly describing the picture. Discuss why different interpretations can be made when all of the true information is not provided. Help them recognize that assumptions are made based on the reader's own background knowledge and experience — assumptions that may be entirely false.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 6: The Spanish-American War; The Treaty of Paris

Materials

- Display map of Cuba
- Display map of the world

Instructional Activities

1. Review content covered thus far in study of this organizing topic, as needed.
2. Briefly review key events in the Spanish-American War, and lead students in locating the key events on display maps. A sample timeline of events may include:
 - February 15, 1898 The USS Maine explodes in Havana Harbor.
 - April 25, 1898 War is officially declared between Spain and the United States.
 - May 1, 1898 U.S. Navy defeats Spain in Manila Bay.
 - June 10, 1898 U.S. Marines land in Cuba.
 - June 12, 1898 The Philippines declares independence from Spain.
 - July 1, 1898 Theodore Roosevelt and the Rough Riders win the Battle of San Juan Hill.
 - August, 1898 Fighting ends.
 - December 10, 1898 Treaty of Paris signed in Paris.
3. Provide the following details of the Treaty of Paris:
 - Cuba was granted independence.
 - Puerto Rico, Guam (Spanish island in the West Indies), and the Philippines were ceded to the United States. (Instruct students to identify the status of each location on a map by placing an appropriate symbol beside it. Emphasis that the Philippines became a U.S. territory despite the fact that the people there wanted independence.)
 - The United States paid Spain \$20,000,000 for the Philippines and continued to occupy the Philippines.
4. Encourage students to discuss the impact the peace treaty had on the United States. Encourage them to consider the short- and long-term impacts, especially in regard to the present situation in Cuba. Discuss the possibility of Puerto Rico becoming the 51st state, the reasons why the United States would annex the Philippines when the Filipinos wanted their independence, and the “right” of the United States to go to war with Spain, considering the events of the time. Encourage them to consider how the rest of the world may have viewed the United States’ actions during this time period.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 7: The Philippines; The Panama Canal

Materials

- Computer with Internet access

Instructional Activities

1. Encourage students to reflect briefly on the events covered thus far in their study of this organizing topic. What impressions do they have about steps the United States took to acquire new territory? Allow a few minutes of open discussion on this topic. Encourage students to compare these actions to actions of other countries.
3. Remind students that at the end of the Spanish-American War, the United States annexed the Philippines against the Filipinos' will. Encourage students to look at this area on a world map. Have them share their thoughts on the reasons why the United States was interested in this area. Encourage them to consider the navy's need for refueling points and other actual reasons. Remind students that the Filipinos did not wish to be annexed; they wanted their independence.
4. Display the following prompts on the board or overhead, and instruct students to enter them in their notes:

From 1899 through 1902, the Filipinos, under the leadership of Emilio Aguinaldo, fought United States rule in the Philippines. By 1902, the United States had defeated the Filipino troops.

In November 1903, the United States supported Panama in her quest for independence from Colombia. In return for this support, the United States was granted "unending" control over a ten-mile-wide strip of land in Panama in order to build the Panama Canal.

Discuss with students the actions of the United States in the Philippines and in Panama. Explain to them that the Philippines was granted independence in 1946, even though the United States maintained military bases there until 1999. The Web site <<http://www.tribo.org/history/us-rp.html>> may be of assistance. Encourage students to consider whether the U.S. actions were justified. Ask students to consider how the rest of the world may have viewed the U.S. actions in these two cases. Ask them what "unending" means. Call attention to the fact that the United States handed over control of the canal to Panama in 1999. The Web site <<http://www.cnn.com/SPECIALS/1999/panama.canal/>> may be of assistance. It provides maps, the cost of tolls, and other important information about the canal.

5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources that will prepare the students for the next days instruction.

Session 8: World War I

Materials

- Outline map handout showing Europe at the time of World War I
- Blank timeline handout for the World War I years
- Computer with Internet access

Instructional Activities

1. Review what has been covered thus far in study of this organizing topic, as needed.
2. Tell students that this session will be devoted to a study of World War I. Begin with brainstorming what students know about this topic. Ask students:
 - What were the causes of World War I?
 - What countries were involved?
 - When was the war fought?
 - Where was the war fought?
 - What was the outcome of the war?Allow a few minutes for students to respond. Display student responses on an overhead that can be referenced at the conclusion of the session for comparison purposes.
3. Instruct students to begin a timeline of the events of World War I. Distribute timelines for the WWI period but without any data so that students can include the key events. Also, distribute outline maps of Europe for students to color-code as they study the progress of the war. The following Web sites may assist in guiding discussion:
 - <<http://www.spartacus.schoolnet.co.uk/FWWchronology.htm>> (chronology of WWI)
 - <<http://www.pbs.org/greatwar/>>
4. Explain to students that by the early 1900s, European nations entered alliances that laid the foundation for future problems. The two major alliances that contributed to the problems were:
 - Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria (the Central Powers)
 - Britain, France, and Russia (the Allied Powers).Explain that other factors contributing to World War I included a growing sense of nationalism in European nations, a growing militarism as European countries began to develop larger armies, and proliferation of powerful weapons.
5. Display the following prompts on the board or overhead:

In June of 1914, Gavrilo Princip, a Serbian nationalist, assassinated the Archduke Franz Ferdinand of Austria-Hungary because Austria-Hungary was preventing the Serbian government from creating a large, independent Slavic state.

By July 1914, Austria-Hungary declared war on Serbia, which had an alliance with Russia.

By August 1914, Germany, allied with Austria-Hungary, declared war on Russia and France. Germany attacked through Belgium, and Great Britain entered the war against Germany.

Austria-Hungary, the Ottoman Empire, Bulgaria, and Germany were at war with Serbia, Russia, France, and Great Britain.

In May, 1915, Italy attacked Austria-Hungary.

Instruct students to identify these countries on their maps and color code the Allied powers and the Central Powers. Remind them to code Italy with the Allied Powers. Encourage the students to comment on how the war began, and ask them to propose possible solutions that might have worked. Remind students that the United States had not yet entered the conflict.

6. Display the following prompt on the board or overhead:

The United States remained neutral as the war progressed.

Encourage the students to comment on whether the United States really was neutral. Ask them to define what “neutral” means.

7. Display the following prompt on the board or overhead:

The United States' decision to enter the war in 1917 was the result of British/American connections and specific actions by the Germans, especially submarine warfare.

Briefly describe U.S. reaction to the sinking of the Lusitania and the Sussex as well as the Zimmerman telegram. Encourage students to share their thoughts on whether the United States was justified in declaring war.

8. Display the following prompt on the board or overhead:

President Woodrow Wilson's speech in support of the war stated: “The world must be made safe for democracy.”

Ask students to explain what Wilson meant. How would war have ensured democracy? Is this concept valid in today's world?

9. Display the following prompt on the board or overhead:

The United States' entry into the war gave the Allies an advantage, as both sides involved were exhausted by this time.

Ask the students to consider what the advantages the U.S. involvement brought to the Allies. (Examples: U.S. troops were fresh — not worn from three years of battle. The U.S. had an abundance of natural resources that could be used for the war effort.)

10. Explain that at the beginning, the United States was not in a strong position to fight the war. Also explain that the Bolshevik Revolution occurred in Russia, and Russia withdrew from the war. The following Web site may assist with discussion: <<http://www.sss.gov/induct.htm>> (This site provides numbers of soldiers drafted during World War I.)

11. Display the following prompt on the board or overhead:

The armistice to end fighting in World War I was signed at 5:05 a.m. in Germany. The cease-fire went into effect at the 11th hour of the 11th day of the 11th month (11:00 a.m. Germany time, November 11, 1918).

Point out that this date was once celebrated as Armistice Day, honoring the end of World War I, but now it is Veterans Day, which honors American veterans of all wars.

12. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources that will prepare the students for the next day's instruction on the Treaty of Versailles. Alternatively, administer a

test on World War I, and then give the students a homework assignment that will prepare them for study of the Treaty of Versailles in the next session.

Session 9: The Treaty of Versailles; The League of Nations

Materials

- Outline map handout showing Europe at the time of World War I

Instructional Activities

1. If students have not taken a test on content covered thus far during their study of this organizing topic, briefly review the content, emphasizing World War I.
2. Remind students that World War I ended with a peace treaty. Display the following prompt on the board or overhead:

The terms of the Treaty of Versailles included the following:

- **Germany's colonies were divided.**
- **Czechoslovakia, Yugoslavia, Estonia, Finland, Latvia, and Lithuania, were created.**
- **France reclaimed Alsace-Lorraine and won control of the Saarland.**
- **Germany was forced to assume responsibility for the war and pay reparations equivalent to \$33 billion. (They eventually paid \$4.5 billion)**
- **The Rhineland was demilitarized.**
- **Germany was forced to reduce the size of her army and navy.**

Give each student an outline map of Europe at the time of World War I, and instruct them to shade the countries of Austria-Hungary, Germany, and the Ottoman Empire at the beginning of World War I. Then instruct them to use lines or dots to indicate the countries created or re-established as a result of the Treaty of Versailles. Ask students to discuss why Germany would have been forced to accept responsibility for the war and pay reparations. Ensure that students understand the meaning of the term *reparations* and that reparations are used to pay for rebuilding the infrastructure of war torn countries.

4. Display the following prompt on the board or overhead:

President Woodrow Wilson proposed in his Fourteen Points a League of Nations — an international body devoted to preventing wars. The United States Senate did not approve the Treaty of Versailles, and the United States did not participate in the League of Nations.

Discuss with students the issues surrounding the United States refusal to support the League of Nations. Encourage the students to compare the League of Nations to the United Nations. Provide them with examples of times when the United States conflicted with the United Nations (for example, the disagreement in 2003 over Iraq).

5. Explain to students that they will begin studying the Great Depression in the next session. Display the following prompt on the board or overhead:

The Great Depression, a period of worldwide economic crisis, lasted from 1929 through 1941.

Have the students calculate the age range of living individuals who might have memories of this time period. Encourage them to talk to persons who lived during the Depression about their memories of this time period.

6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 10: The Great Depression

Materials

- Graph paper
- Computer with Internet access (and speakers, if possible)

Instructional Activities

1. Briefly review the content covered thus far in study of this organizing topic, finally emphasizing the period of the Great Depression during the 1930s. Have several students share information they learned from their interviews (assigned in Session 9, #5) of individuals who lived through the Great Depression.
2. Ask students to define an *economic depression*. Encourage students to speculate on the causes of the Great Depression. The economics of the Great Depression are difficult for some students to understand. The Web site <http://econ161.berkeley.edu/TCEH/Slouch_Crash14.html> may be of assistance.
3. Play a Depression-era song for the students. The Web site <<http://www.kcmetro.cc.mo.us/pennvalley/biology/lewis/crosby/brother.html>> provides one. Alternatively, the text of the song, which also appears on the Web site, can be shown on the overhead and discussed without actually listening to the song.
4. To help students understand the U.S. population growth from 1900 to 1940, the employment situation during the 1920s and 1930s, and the change in the Gross Domestic Product (GDP) during the 1930s, have the students
 - graph the U.S. population figures in 1900, 1910, 1920, 1930, and 1940. The Web site <<http://fisher.lib.virginia.edu/census>> may be of assistance: select the desired decade, select “POPULATION” from the “Categories” menu, and scroll to “total population.” Instruct students to evaluate the population growth rate. Ask, “Did the population continue to grow at the same rate each decade? If not, how did it change? Why do you think it changed?”
 - graph the U.S. employment statistics for each year from 1919 through 1942. The Web site <<http://www.gliah.uh.edu/historyonline/us34.cfm>> may be of assistance.
 - graph the Gross Domestic Product for each year from 1929 through 1942. The Web site <<http://arts.bev.net/roperldavid/politics/GDP.htm#datatable>> may also be of assistance: scroll down to the table that lists the GDP from 1929. Discuss with the students the meaning and importance of the Gross Domestic Product.
5. Explain that the United States economy seemed very strong by 1922, only four years after WWI, but that by the beginning of the 1930s, the United States was in a deep economic depression. What happened? Lead the students to an understanding of the following: As the worry of war decreased, people began buying many products. For example, demand for home appliances increased, and many Americans bought these products on credit. In addition, overseas orders for American products increased as war-ravaged countries purchased goods from the United States because their own factory systems were destroyed. Factories in the United States went into full production to meet this increased postwar demand, both domestic and foreign. Then, as war-torn countries rebuilt their factories, they began cutting their orders to American factories, which in turn contributed to the factories' shutting down when their inventories stopped selling.

6. Display the following prompt on the board or overhead:

Causes of the Great Depression include

- **overspeculation in the stock market**
- **overborrowing**
- **overproduction in factories and farms**
- **uneven distribution of wealth**
- **failure by the Federal Reserve to monitor banks**
- **high protective tariffs.**

Briefly explain these causes to the students. Encourage them to discuss each concept to demonstrate their understanding. Explain to students that one problem in an economy can trigger other problems.

7. Explain to students what *stock* is. The following activity may help students understand stock: Select a student to be an *entrepreneur* who owns a factory. Have the entrepreneur select a product that his/her factory will produce. Ask the entrepreneur to list what will be needed to run the factory. Encourage the class to make suggestions. Make sure the following are included: land, buildings, utilities, raw materials, machines, employees. Ask the entrepreneur where he/she is going to get the money to start and run the factory until it starts to make a profit. Suggest that the other students in the class might help by *investing* in (contributing money to) the company in exchange for a share of the eventual profits. The entrepreneur agrees to accept their money by selling them “shares of stock” in the company. Explain that owning shares of stock means that if the company makes a profit, the owner will give the shareholders a percentage of the profits, eventually getting back all the money they have invested *and more*. However, if the company does not make a profit, the shareholders may lose the money they have invested. That is the risk of buying stock.

Explain that companies have to be careful not to expand too rapidly. Ask students to think of items that have been fads during their lifetime. Suggest a few toys, shoes, or clothes that students have wanted in past years but would not want now. Explain that if a company producing a fad item expands too quickly, the shareholders may lose their money when the product is no longer as popular: this is just one way investors lose their money when they buy stocks. Encourage students to suggest other dangers connected with investing in stocks. Also, encourage students to identify the positive aspects of investing in stocks.

8. Display the following prompt on the board or overhead:

On October 29, 1929, the stock market “crashed.”

Explain to the students what “crash” means in this connection. The following Web sites may be helpful:

- <<http://www.nytimes.com/library/financial/index-1929-crash.html>>
- <<http://www.nytimes.com/library/financial/102929crash-slump.html>>

9. Display the following prompt on the board or overhead:

The Great Depression impacted large segments of the United States. For example,

- **unemployment increased**
- **homelessness increased**
- **workers became more militant**
- **farmers lost their farms**
- **workers migrated in search of jobs.**

Briefly discuss these impacts with the students. Check for understanding by asking students questions such as, “What caused farmers to lose their farms?” “What could have been done to prevent these problems?”

10. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 11: FDR; The New Deal

Materials

- Computer with Internet access

Instructional Activities

1. Review content discussed in the previous session, as needed.
2. Explain that many in America blamed President Herbert Hoover, who was inaugurated as president of the United States in March 1929, for the Depression. Discuss with students *when* the problems that led to the Depression actually occurred. Encourage students to consider whether Hoover should have received the blame for the Depression. Ask students to consider what impact a U.S. president has on the U.S. economy.
3. Explain that voters choose Franklin D. Roosevelt (FDR) as president in 1932. Display political cartoons of the era, and encourage students to interpret orally what they mean. Provide a brief biography of FDR. Explain that until the 20th Amendment, passed in 1933, presidents were inaugurated in March, not January.

4. Place the following quote on the board or overhead:

“The only thing we have to fear is fear itself.”

Lead students in a discussion of what it means, and briefly review FDR’s inaugural address.

5. Display the following prompt on the board or overhead:

President Roosevelt’s approach to solving the problem of the Great Depression included

- **Relief: Programs such as the Works Progress Administration (WPA) provided direct payment to workers.**
- **Recovery: Programs such as the Agricultural Adjustment Administration (AAA) were developed to bring the nation out of the Depression.**
- **Reform: Programs such as the Federal Deposit Insurance Corporation (FDIC) were developed to prevent future problems. The Tennessee Valley Authority (TVA) was also established.**
- **The Social Security Act provided retirement protection.**

Briefly explain each of these programs, and provide examples of places that benefited from the programs. The following Web sites may assist in guiding discussion:

- <<http://memory.loc.gov/ammem/wpaintro/wpahome.html>>
- <<http://www.historychannel.com/>> (Type in “Great Depression” or “New Deal” in the search window.)

Session 12: Reinforcement by Video or Classroom Presentation _____

Materials

- Video

Instructional Activity

1. Show a video or have a classroom presentation about the organizing topic to reinforce learning.

Session 13: Review

Materials

- None

Instructional Activity

1. Review content of previous sessions for assessment.

Session 14: Assessment

Materials

- Multiple copies of Attachment A

Instructional Activity

1. Have students complete the sample assessment items on Attachment A.

Attachment A: Sample Assessment Items

Asterisk () indicates correct answer.*

- 1. The Open Door Policy proposed by Secretary of State John Hay**
 - A encouraged foreigners to immigrate to the United States.
 - B established tariff-free policies for imports from England.
 - C eliminated immigration restrictions against Chinese.
 - D proposed equal trading rights in China.*

- 2. President Taft's Dollar Diplomacy**
 - A proposed giving money to Asia to promote trade.
 - B provided money to purchase Panama from France.
 - C urged American banks to invest in Latin America.*
 - D provide incentives to encourage immigration from Europe.

- 3. The Spanish-American War expanded the power of the United States by**
 - A assisting the Philippines in gaining their independence.
 - B gaining Haiti as a colonial territory.
 - C obtaining Cuba as a state.
 - D encouraging Panama to seek independence from Colombia.*

- 4. World War I began in Europe between the Allied Powers and Central Powers. The Central Powers were**
 - A Germany and Austria-Hungary.*
 - B Bosnia and Turkey.
 - C Poland and France.
 - D Russia and the Ottoman Empire.

- 5. The Treaty of Versailles redrew the boundaries of Europe. Which country was created as a result of these new boundaries?**
 - A Germany
 - B France
 - C Romania
 - D Yugoslavia*

Organizing Topic

World War II

Standard(s) of Learning

- VUS.10 The student will demonstrate knowledge of World War II by
- identifying the causes and events that led to American involvement in the war, including military assistance to Britain and the Japanese attack on Pearl Harbor;
 - describing the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman’s decision to use the atomic bomb to force the surrender of Japan;
 - describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments;
 - describing the Geneva Convention and the treatment of prisoners of war during World War II;
 - analyzing the Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and postwar trials of war criminals.
- VUS.11 The student will demonstrate knowledge of the effects of World War II on the home front by
- explaining how the United States mobilized its economic, human, and military resources;
 - describing the contributions of women and minorities to the war effort;
 - explaining the internment of Japanese Americans during the war;
 - describing the role of media and communications in the war effort.

Essential Understandings, Knowledge, and Skills

Correlation to Instructional Materials

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

Identify, analyze, and interpret primary and secondary source documents.

Evaluate the authenticity, authority, and credibility of sources.

Formulate historical questions and defend findings, based on inquiry and interpretation. Develop perspectives of time and place.

Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.

Interpret the significance of excerpts from famous speeches and other documents.

Content

Summarize how World War II began in Europe, using the following information as a guide. Focus on United States response to increasing totalitarian aggression:

- World War II began with Hitler’s invasion of Poland in 1939, followed shortly after by the Soviet Union’s invasion of Poland from the east and the Baltic countries from the north.
- During the first two years of the war, the United States stayed officially neutral as Germany overran France and most of Europe, and pounded Britain from the air (the Battle of Britain). In mid-1941, Hitler violated the nonaggression pact with the Soviet Union and invaded it.
- Despite strong isolationist sentiment at home, the United States increasingly helped Britain. It gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean. Soon after, the Lend-Lease Act gave the president authority to sell or lend equipment to countries to defend themselves

against the Axis powers. President Roosevelt compared it to “lending a garden hose to a next-door neighbor whose house is on fire.”

Summarize how Asia became involved in World War II, using the following information as a guide. Focus on the United States response to increasing totalitarian aggression:

- During the 1930s, a militaristic Japan invaded and brutalized Manchuria and China as it sought military and economic domination over Asia. The United States refused to recognize Japanese conquests in Asia and imposed an embargo on exports of oil and steel to Japan. Tensions rose, but both countries negotiated to avoid war.
 - While negotiating with the United States and without any warning, Japan carried out an air attack on the American naval base at Pearl Harbor, Hawaii, on December 7, 1941. The attack destroyed much of the American Pacific fleet and killed several thousand Americans. Roosevelt called it “a date that will live in infamy” as he asked Congress to declare war on Japan.
 - After Pearl Harbor, Hitler honored a pact with Japan and declared war on the United States. The debates over isolationism in the United States were over. World War II was now a true world war, and the United States was fully involved.
 - Explain that the United States gradually abandoned neutrality as events in Europe and Asia pulled the nations toward war.
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Explain that wartime strategies reflected the political and military goals of alliances, resources on hand, and the geographical extent of the conflict.

Summarize the Allied strategies during World War II, using the following information as a guide:

- America and her allies (Britain and the Soviet Union, after being invaded by Germany), followed a “Defeat Hitler First” strategy. Most American military resources were targeted for Europe.
 - In the Pacific, American military strategy called for an “island hopping” campaign, seizing islands closer and closer to Japan, using them as bases for air attacks on Japan, and cutting off Japanese supplies through submarine warfare against Japanese shipping.
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Summarize the Axis strategies during World War II, using the following information as a guide:

- Germany hoped to defeat the Soviet Union quickly, gain control of Soviet oil fields, and force Britain out of the war through a bombing campaign and submarine warfare before America’s industrial and military strength could turn the tide.
 - Following the attack on Pearl Harbor, Japan invaded the Philippines and Indonesia and planned to invade both Australia and Hawaii. Its leaders hoped that America would then accept Japanese predominance in Southeast Asia and the Pacific, rather than conduct a bloody and costly war to reverse Japanese gains.
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-

Describe the battles of World War II that were considered turning points, using the following information as a guide:

North Africa

- El Alamein — German forces threatening to seize Egypt and the Suez Canal were defeated by the British. This defeat prevented Hitler from gaining access to Middle Eastern oil supplies and potentially attacking the Soviet Union from the south.
-

Europe

- Stalingrad — Hundreds of thousands of German soldiers were killed or captured in a months-long siege of the Russian city of Stalingrad. This defeat prevented Germany from seizing the Soviet oil fields and turned the tide against Germany in the east.
-

- Normandy landings (D-Day) — American and Allied troops under Eisenhower landed in German-occupied France on June 6, 1944. Despite intense German opposition and heavy American casualties, the landings succeeded, and the liberation of Western Europe from Hitler had begun.

Pacific

- Midway — In the “Miracle of Midway,” American naval forces defeated a much larger Japanese force as it prepared to seize Midway Island. Coming only a few months after the attack on Pearl Harbor, a Japanese victory at Midway would have enabled Japan to invade Hawaii. The American victory ended the Japanese threat to Hawaii and began a series of American victories in the “island hopping” campaign that carried the war closer and closer to Japan.
- Iwo Jima and Okinawa — The American invasions of the islands of Iwo Jima and Okinawa brought American forces closer than ever to Japan, but both invasions cost thousands of American lives and even more Japanese lives, as Japanese soldiers fought fiercely over every square inch of the islands and Japanese soldiers and civilians committed suicide rather than surrender.
- Use of the atomic bomb — Facing the prospect of horrendous casualties among both Americans and Japanese if American forces had to invade Japan itself, President Harry Truman ordered the use of atomic bombs on the Japanese cities of Hiroshima and Nagasaki to force the Japanese to surrender. Tens of thousands of people were killed in both cities. Shortly after the bombs were used, the Japanese leaders surrendered, avoiding the need for American forces to invade Japan.
- Explain that World War II solidified the nation’s role as a global power, ushered in social changes, and established reform agendas that would preoccupy public discourse in the United States for the remainder of the twentieth century. Women entered into previously male job roles as African Americans and others struggled to obtain desegregation of the armed forces and end discriminatory hiring practices.

Explain that minority participation in World War II reflected social conditions in the United States because African Americans generally served in segregated military units and were assigned to non-combat roles. African American began to demand the right to serve in combat rather than only support roles. (relate to VUS.11b)

Summarize the minority contributions to Allied victory, using the following information as a guide:

- Tuskegee Airmen (African Americans) served in Europe with distinction.
- Nisei regiments (Asian Americans) earned a high number of military decorations.

Summarize the following contributions of minorities to the war effort:

- Communication codes of the Navajo were used (oral, not written language; impossible for the Japanese to break).
- Mexican Americans also fought, but in units that were not segregated.
- Minority units suffered high casualties and won numerous unit citations and individual medals for bravery in action.

Explain that the Geneva Convention attempted to ensure the humane treatment of prisoners of war by establishing rules to be followed by all nations.

Explain that the conduct of war often reflects social and moral codes of a nation.

Explain that the treatment of prisoners of war often reflected the savage nature of conflict and the cultural norms of the nation.

Explain how the treatment of prisoners differed, using the following information as a guide:

- In the Bataan Death March, American POWs suffered brutal treatment by the Japanese after the surrender of the Philippines.
- Japanese soldiers often committed suicide rather than surrender.
- The treatment of prisoners in the Pacific Theater often reflected the savagery of the fighting there.
- The treatment of prisoners in Europe more closely followed the ideas of the Geneva Convention.

Explain that specific groups, often the object of hatred and prejudice, face increased risk of discrimination during wartime.

Explain the following terms:

- *Genocide*: The systematic and purposeful destruction of a racial, political, religious, or cultural group
- *Final solution*: Germany’s decision to exterminate all Jews.

Describe the Holocaust and identify its victims, using the following information as a guide:

- Jews
- Poles
- Slavs
- Gypsies
- “Undesirables” (homosexuals, mentally ill, political dissidents).

Summarize the short-term and long-term significance of the Holocaust, using the following information as a guide:

- In the Nuremberg trials, Nazi leaders and others were convicted of war crimes.
- The Nuremberg trials emphasized individual responsibility for actions during a war, regardless of orders received.
- The trials led to increased demand for a Jewish homeland.

Explain that the United States’ success in World War II required the total commitment of the nation’s resources. On the home front, public education and the mass media promoted nationalism.

Summarize the efforts of the United States to organize and distribute her resources to achieve victory during World War II, using the following information:

Economic resources

The United States government and industries forged a close working relationship to allocate resources effectively.

- Rationing was used to maintain a supply of essential products to the war effort.
- War bonds and income tax were used for financing the war.
- Businesses were retooled from peacetime to wartime production (e.g., car manufacturing to tank manufacturing).

Human resources

- More women and minorities entered the labor force as men entered the armed forces.
- Citizens volunteered in support of the war effort.

Military Resources

- The draft/selective service was used to provide personnel for the military.

Explain that contributions to a war effort came from all segments of a society. Women entered into previously male job roles, as African Americans and others struggled to obtain desegregation of the armed forces and end discriminatory hiring practices.

Summarize the contributions of women during World War II, using the following information as a guide:

- Women increasingly participated in the workforce to replace men serving in the military (e.g., Rosie the Riveter).
- They typically participated in non-combat military roles.

Summarize the contributions of African Americans during World War II using the following information as a guide:

- African Americans migrated to cities in search of jobs in war plants.
- They campaigned for victory in war and equality at home.

Explain that prejudice, coupled with wartime fears, can affect civil liberties of minorities. Summarize the treatment of Americans of Japanese descent after the United States entered World War II, using the following information as a guide:

Reasons for internment

- Strong anti-Japanese prejudice on the West Coast
- False belief that Japanese Americans were aiding the enemy
- Japanese Americans were re-located to internment camps.
- Internment affected Japanese American populations along the West Coast. The Supreme Court upheld the government's right to act against Japanese Americans living on the West Coast of the United States. A public apology was eventually issued by the United States government. Financial retribution was made to survivors.

Explain that during World War II, the media and entertainment industries saw their role as supporting the war effort by promoting nationalism.

Explain how the media and communications elements assisted the Allied efforts during World War II, using the following information:

- The United States government maintained strict censorship of reporting of the war.
- Public morale and ad campaigns kept Americans focused on the war effort.
- The entertainment industry produced movies, plays, and shows that boosted morale and patriotic support for the war effort as well as portrayed the enemy in stereotypical ways.

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/>>. Scroll to “Welcome to A-bomb WWW Museum” for detailed information about the atom bomb’s capability and the horrendous consequences of its use.

“Battle of Midway, 4–7 June 1942: Overview and Special Image Selection.” *Naval Historical Museum*. <<http://www.history.navy.mil/photos/events/wwii-pac/midway/midway.htm>>. This site contains information on the Battle of Midway.

Baulch, Vivian M. and Patricia Zacharias. “The 1943 Detroit race riots.” *The Detroit News*. <<http://www.detnews.com/history/riot/riot.htm>>. This site provides information on race riots in Detroit after thousands of Southern migrants came to work in war factories.

“Congress, Neutrality, and Lend-Lease.” *Library of Congress*. <http://www.archives.gov/exhibit_hall/treasures_of_congress/text/page20_text.html>. This site contains an article on the 1935–1937 Neutrality Acts.

“Demilitarized Zone-Treaty of Versailles.” *A Teacher’s Guide to the Holocaust*. <<http://fcit.coedu.usf.edu/holocaust/maps/map002.HTM>>. This site provides maps of Europe after 1919.

“Exhibit at U.S. Natl. Building Museum: WWII & the American Dream.” *Humanities and Social Sciences Online*. <<http://www2.h-net.msu.edu/~local/exhibitions/dream.html>>. This site provides information on U.S. involvement in World War II.

“Franklin D. Roosevelt's War Message, Asking Congress to Declare War on Japan.” *Information Please*. <<http://www.infoplease.com/ipa/A0900147.html>>. This site contains President Roosevelt’s war message on 12/8/41 and information on Japan’s subsequent attacks.

McRae, Bennie, Jr. *Lest We Forget...: African Americans in World War II*. <<http://www.coax.net/people/lwf/ww2.htm>>. This site provides information on African Americans’ participation in WWII.

“Modern History Sourcebook: Franklin D. Roosevelt (1882-1945): America, the Arsenal of Democracy.” *Internet Modern History Sourcebook*. <<http://www.fordham.edu/halsall/mod/roosevelt-arsenal.html>>. This site provides an excerpt of Roosevelt’s “Fireside talk” on 12/29/40.

“Modern History Sourcebook: Treaty of Versailles, Jun 28, 1919.” *Internet Modern History Sourcebook*. <<http://www.fordham.edu/halsall/mod/1919versailles.html>>. This site provides specific clauses of the Treaty of Versailles indicating territorial and political changes for Germany.

“Navajo Code Talkers: World War II Fact Sheet.” *Naval Historical Center*. <<http://www.history.navy.mil/faqs/faq61-2.htm>>. This site contains information on the Navajo code talkers.

“Neville Chamberlain on Appeasement (1939).” *The History Guide: Lectures on Twentieth Century Europe*. <<http://www.historyguide.org/europe/munich.html>>. This site provides excerpts from Neville Chamberlain’s speech on appeasement 9/27/38.

Petrie, John N. “American Neutrality in the 20th Century: The Impossible Dream” McNair Paper 33, January 1995. *National Defense University*. <<http://www.fas.org/man/dod-101/ops/docs/m33/index.html>>. This paper contains detailed references indicating the “tightrope” walked by the United States to maintain neutrality while trying to be supportive of Britain and other allies.

“Suffering Under a Great Injustice.” *The Library of Congress*. <<http://www.loc.gov/loc/lcib/02034/internment.html>>. This site provides photographs by Ansel Adams documenting Japanese internment.

- “Themes: The Holocaust, anti-Semitism, U.S. immigration policy, Franklin Delano Roosevelt, World War II.” Public Broadcasting Service. <<http://www.pbs.org/wgbh/amex/holocaust/tguide/index.html>>. This site provides lesson plans for a Holocaust film, including accompanying questions, information, and maps.
- “Third Geneva Convention.” *Wikipedia, The Free Encyclopedia*. http://en.wikipedia.org/wiki/Third_Geneva_Convention>. This site provides a summary of the terms of the third Geneva Convention (1929) relative to the treatment of prisoners of war. It also has a link to the UN site containing the full text of the Convention.
- “Timeline: World War II in the Philippines, 1941-1944.” Public Broadcasting Service. <<http://www.pbs.org/wgbh/amex/bataan/timeline/index.html>>. This site provides information on the Bataan Death March and Rescue.
- “Tuskegee Airmen: A Selected Reading List>” *Los Angeles Public Library*. <<http://www.colapublib.org/bhm/tuskegee.html>>. This site contains information on the “Black Eagles,” also known as the Tuskegee Airmen.
- Unifying a Nation: World War II Posters from the New Hampshire State Library*. <<http://www.state.nh.us/ww2/victory.html>>. This site provides access to World War II posters.
- United States Army Center of Military History*. <<http://www.army.mil/cmh-pg/cmhsearch.htm>>. Type in “WWII” as keyword to access summaries, individual accounts, and photographs (more than 600 sites) of WW II.
- USS Arizona — “that terrible day.” *The University of Arizona*. <http://www.library.arizona.edu/images/USS_Arizona/USS_Arizona.shtml>. This site provides access to information on the USS Arizona Memorial.
- Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History*. Virginia Department of Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11vush-1.pdf>.
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- “The Walter Fithian Collection: Photographs of the WWII Japanese Surrender.” *Historical Documents Reproduction, Inc.* <<http://www.wardocuments.com/fithian.html>>. This site contains photographs of the Japanese surrender.
- “War in the Pacific.” *United States Marine Corps*. <<http://www.geocities.com/Pentagon/Quarters/6991/usmc.htm>>. The site provide information on the Marine Corps in the Pacific during World War II.
- “Why did the United States enter World War II?” *The Social Studies Help Center*. <http://www.socialstudieshelp.com/USRA_WWII_Begins.htm>. This site provides a copy of Roosevelt’s “Quarantine” speech, 10/5/37.
- “Women at War: Redstone’s WWII Female ‘Production Soldiers.’” *Redstone Arsenal, Alabama*. <<http://www.redstone.army.mil/history/women/welcome.html>>. This site provides information on the chemical war plant at Huntsville, Alabama, and its initial discrimination against women and women of color during World War II.
- “World War II: Combatants and Casualties (1937–45),” *John Jay College of Criminal Justice*. <<http://web.jjay.cuny.edu/~jobrien/reference/ob62.html>>. This site offers information on WWII casualties.

Session 1: The U.S. between the World Wars

Materials

- Overhead projector
- Overhead with three columns labeled “Persons,” “Places,” and “Events” (Appendix A)
- Large construction or art paper

Instructional Activities

1. Introduce the topic of World War II (WWII) by conducting a brainstorming activity in which students suggest persons, places, and events that they can connect with the war. List the students’ suggestions under the proper categories on an overhead. Label this “WWII Fact Statements.” Include incorrect responses for future correction. Tell students that it is important to keep in mind the events of World War I and the Great Depression that subsequently influenced the mood of the American people as Europe headed toward another large-scale conflict.
2. Display the following note on the board or overhead:

The mood of the United States following World War I (WWI) and before World War II (WWII) was isolationist and desperate.

Discuss this statement, and provide background information to support it. The following statements are a sample of the information to be included in the discussion:

- The Versailles Treaty was not ratified by the United States, because Congress did not support League of Nations (14th Point of President Wilson’s plan)
 - The emigration of one-half million African-Americans to northern and western cities (the Great Migration, 1910-1920) created race riots.
 - Low family incomes, joblessness, and buying stocks on margin (with loans) led to the stock market crash of 1929 and the Great Depression.
 - Jobless and desperate WWI veterans (Bonus Army) were driven from Washington D.C. in 1932 after demanding the bonuses they were to receive in the 1940s.
 - In the 1930s, the Neutrality Acts were passed to restrict Americans from involvement in war activities. These prohibited, for example, arms sales or loans to warring countries and travel on their commercial ships.
 - Only WWII would bring enough demand for goods to increase business and improve the economy.
3. Instruct groups of two-to-four students to create posters to hang in the classroom that depict the mood and circumstances of the American people at the designated time. Examples of poster titles may include:
 - “Will work for food; God bless you.”
 - “Hire me PLEASE; my family is hungry.”
 - “No League for nations, only for baseball”
 - “No more war for Americans (America)”
 4. Assign each student one of the fact statements suggested during the brainstorming session. Instruct the students to research the validity of the statement and to report their findings back to the class at the next session.

Session 2: Europe between the World Wars

Materials

- Overhead projector
- Overhead with three columns labeled “Persons,” “Places,” and “Events” (Appendix A)
- Maps of Europe in 1913 and after 1919 (wall maps and/or computer online maps)
- World War II chronology (Appendix B)
- World War II chronology handout containing only the dates (Appendix B without the information in the second column)
- Computer with Internet access

Instructional Activities

1. Review activities from the previous session, as needed, including student reports on the validity of the brainstorming statements.
2. Display maps showing Europe prior to 1914 and then in 1919 after WWI. Explain the humiliation that Germans felt as a result of the Versailles Treaty, including Germany’s tremendous loss of land. Show the land that Russia lost, and discuss the fact that Italy was not given all she was promised. The following statements are a sample of the information to be included in the discussion:
 - The Versailles Treaty of 1919 put the blame for the war on Germany and planted the seeds of WWII.
 - The Versailles Treaty included harsh treatment of Germany, the breaking up of The Austro-Hungarian Empire, the creation of new countries out of Germany and Russia, and the short-changing of territory for Italy.
 - Resentment and economic desperation fostered dictatorships and militarism in Germany (Adolf Hitler), Italy (Benito Mussolini), and Russia (Joseph Stalin). Militarism and imperialism was strong in Japan (General Hideki Tojo).
 - Worldwide economic depression created unrest.
 - Fascism in Italy and Spain and Nazism in Germany were fueled by concepts of racial superiority and extreme nationalism.
 - Inaction by the League of Nations and the policy of appeasement fostered bolder moves by dictators to expand territory.The Web site <<http://www.fordham.edu/halsall/mod/1919versailles.html>> may prove useful in this discussion. It provides information on the key territorial and political clauses of the Treaty of Versailles that Germany was forced to accept, and the ways in which France benefited.
5. If not already done in session 9 of the previous organizing topic, instruct students to color-code outline maps of Europe before and after WWI to better discern the territorial and political changes.
6. Distribute a dates-only WWII chronology handout to each student. Explain to students that they will add key events as they are discussed.
7. Instruct students to identify and define at least six terms in their textbook ending in “ism” that are connected with WWII or the 30 years preceding it.

Session 3: Germany's Aggression

Materials

- A map of post-WWI Europe for each student
- WWII Fact Statements list (Attachment A)

Instructional Activities

1. Review the content from the previous session, as needed.
2. Discuss Germany's step-by-step aggression. Instruct students to annotate a map of post-WWI Europe with the actions as they are introduced. They should also add the actions on their World War II chronology handout (see session 2). The following statements are a sample of the information to be included in the discussion:
 - The policy of appeasement practiced by Britain, France, and other members of a weak League of Nations emboldened Germany to expand her borders.
 - Germany began to build up a military presence in the border area next to France (Rhineland) and in the Sudetenland despite the Versailles Treaty restrictions. Next, Germany invaded Austria, a country where the language was German and many welcomed the unification.
 - Despite warnings of war, Hitler invaded Poland on September 1, 1939. Britain and France had little choice but to respond by declaring war on Germany.
 - The Soviet Union also invaded Poland from the east.
 - Germany and the Soviet Union signed a nonaggression pact in August 1939 that stated they would not fight each other.
 - Germany practiced a strategy of *Blitzkrieg* (lightning war) that enabled her to overrun Poland, Denmark, Norway, Luxembourg, Belgium, and the Netherlands within eight months. German troops pushed on to Paris, and France surrendered.
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 4: The Beginnings of WWII: 1941

Materials

- A map of Europe at the time of WWII for each student
- A copy of Roosevelt’s War Message for each student
- Computer with Internet access

Instructional Activities

1. Review the content from the previous session, as needed.
2. Instruct students to mark a map of WWII Europe with Germany’s routes into Russia. Ask, “Was Germany making a mistake by fighting on two fronts — Britain and the Soviet Union? Why, or why not?”
3. Display the following notes on the board or overhead:

In June of 1941, Germany invaded the Soviet Union and attacked Leningrad, the Crimean Peninsula, and Moscow.

When Germany invaded Poland, the United States remained neutral, but deals were unofficially worked out to aid allies Britain and France, the Soviet Union, and China.

In the 1930s, Japan invaded parts of China and declared all-out war on China in 1937. In 1940, Japan signed an alliance with Germany and Italy (the Axis).

Japan had militaristic and imperialistic ambitions like Germany, and both were invading their neighbors.

The United States refused to recognize Japanese conquests in Asia and imposed an embargo on the sale of scrap metal and oil, which Japan desperately needed.

Congress passed the Lend-Lease Act that allowed the United States to sell or lend war materials to “any country whose defense the president deems vital to the defense of the United States.” President Roosevelt compared it to “lending a garden hose to a next-door neighbor whose house is on fire.”

While Japanese representatives were in Washington for negotiations, Japan attacked Pearl Harbor, Hawaii, on December 7, 1941.

Most of the United States Pacific Fleet was moored in Pearl Harbor. The United States lost 2,400 people, 19 ships, and 200 planes in the attack.

4. Ask students how the United States could have been so unprepared for this aggression. How could they have explained our Pacific Fleet becoming a “sitting duck”? Could the United States still have remained neutral?
5. Display the following notes on the board or overhead:

On December 8, 1941, President Roosevelt asked Congress to declare war after “a date which will live in infamy.”

Germany and Italy declared war on the United States.

The United States was fully engaged in a world war that included Europe, Asia, and North Africa.

6. Explain that the Japanese attack on Pearl Harbor was the “9/11” of 1941. Instruct them to use their textbooks and other sources, including the Internet, to learn more about the Japanese attack on Pearl Harbor. They should include damages, casualties, radio communications, heroes, and reactions of Americans and world citizens. Tell students to be ready to share with the class what they find.
7. Distribute copies of President Roosevelt’s War Message, found at <http://www.infoplease.com/ipa/A0900147.html>, and have the students read and discuss it.

Session 5: The Course of the War: 1942

Materials

- Overhead projector
- An outline map of Asia and the Pacific for each student
- Instructions for writing assignment, “What Is War Like?” (Appendix C)
- List of Web sites for use in writing assignment

Instructional Activities

1. Review the content from the previous session, as needed.
2. Display the following note on the board or overhead:

Americans and the U.S. government mobilized to prepare for war.

Explain to students what was necessary for the United States to move into war mode: opening training bases, inducting draftees and volunteers into the armed services, shifting factory production from peacetime to war goods, rationing consumption of goods necessary for the war effort, and selling war bonds to finance the war.

3. Display the following notes on the board or overhead:

Most American military resources were targeted for Europe in a strategy to “Defeat Hitler First.” The Allies, namely Britain, the Soviet Union, and the United States, were united in this strategy.

The Allies began a strategy of island hopping, or capturing one island at a time in order to reach Japan. Planes attacked Japanese war ships, and submarines attacked Japanese merchant ships.

Ask, “Was America prepared for war? Would the United States be able to fight on two fronts?” Why, or why not?

4. Display the following notes on the board or overhead:

Germany sought to defeat the Soviet Union and force Britain out of the war before the United States could mobilize her war power.

After Pearl Harbor, Japan invaded many Southeast Asian and Pacific territories, including the Philippines and Indonesia, and had plans to invade Australia and Hawaii.

Japan’s leaders hoped that the United States would accept Japanese dominance in Southeast Asia and the Pacific rather than conduct a bloody and costly war to retake these areas.

Distribute an outline map of Asia and the Pacific and instruct students to annotate their map with the events discussed thus far.

8. Display the following notes on the board or overhead:

Britain fought Germans in North Africa, especially in Egypt, to prevent Hitler from controlling the Suez Canal, gateway to Middle East oil.

In the battle of El Alamein in 1942, Germany’s Field Marshal Rommel was stopped 200 miles from Suez Canal.

Ask, “Why do you think there was war in North Africa?”

9. Introduce the topic of the writing assignment, “What Is War Like?” Distribute and discuss the instructions and expectations for this assignment, as well as some of the Web resources available. Give students the dates for completing their reference-book research and computer research.
10. Instruct students to add important events through 1942 to their chronology worksheet.

Session 6: The Course of the War: 1943–1945

Materials

- Overhead projector
- Class textbook
- Maps of Europe and Asia

Instructional Activities

1. Review the content from the previous sessions, as needed. Remind students of the deadlines for any projects they have been assigned.
2. Display the following notes on the board or overhead:

In September 1942, Germans attacked Russians at Stalingrad but could not avoid the ravages of the cold winter resulting in thousands of deaths. The Germans surrendered in February 1943.

This defeat prevented Germany from seizing the Soviet oil fields and turned the tide against Germany in the east.

On D-Day (June 6, 1944), Allied forces surprised the Germans at Normandy. This was a major turning point in the war in Europe.

This invasion made possible the liberation of Paris on August 25, 1944. After Russia reached Berlin in April 1945, Hitler killed himself, and the remaining German leaders surrendered on May 7.

3. Display the following notes on the board or overhead:

In June of 1942, the United States Navy removed the threat to Hawaii by destroying four Japanese carriers and Japanese 150 airplanes at Midway Island. This victory was a turning point in the Pacific.

In early 1945, the Allies fought hard to capture Iwo Jima and Okinawa to provide refueling and launching places for planes. There were terrible losses to both sides: 120,000 Japanese and 18,000 Allied troops, mostly United States Marines.

Japanese soldiers, Kamikaze pilots, and civilians were willing to die or commit suicide rather than surrender.

Ask, “How was Germany doing on two war fronts? Had they managed to defeat the Russians? Why, or why not? Had the British given in? Why, or why not? Were the Germans holding the Americans back? How had they managed to hold on? Were the Allies making progress against Japan in the Pacific? If so, why? How?”

5. Explain that Franklin Roosevelt died at a very critical time of the war in April 1945. Ask the students to write at least two questions Americans would have been asking in April 1945 after learning this disturbing news. After a few minutes, put students in groups of two to four to compare their questions. Have each group use their texts or other resources to find answers to at least two of the group’s questions.
6. Vice President Harry Truman inherited a world war when he took over as president of the United States. Truman was well aware of the ferocious fighting of the Japanese, and that created a dilemma. Display the following note on the board or overhead:

President Harry Truman was concerned about American losses if Allied troops invaded Japan.

When Japan refused to surrender, atomic bombs were dropped on Hiroshima and Nagasaki in August 1945. More than 110,000 Japanese died instantly, with more to die later from radiation.

8. Display the following notes on the board or overhead:

Japan surrendered on August 14, 1945, V-J (Victory over Japan) Day.

Provide students information on the casualties in WWII. One source is <http://web.jjay.cuny.edu/~jobrien/reference/ob62.html>.

8. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 7: The Role of U.S. Minorities; the Rules of War and WWII

Materials

- Overhead projector
- Class textbook
- News story outline
- Completed chart of “WWII Fact Statements”

Instructional Activities

1. Review the content from the previous sessions, as needed.
2. Ask students which minorities served in the armed forces. Expect them to name African Americans, Hispanics or Mexican Americans, and Japanese Americans. Explain that because of discrimination in the United States, blacks and Japanese Americans fought for their country in segregated units. The military was not fully integrated until 1948 — after the war. Explain that other minorities served, but usually not in segregated units.
3. Display the following notes on the board or overhead:

Nearly 1 million African Americans served in all-black units commanded by white officers.

There were some African Americans who did not want to serve in the armed services because of the harsh way they were treated at home, but they were in the minority. Many were dedicated to working for equal treatment in the services as well as at home.

The all-black unit known as the Tuskegee Airmen, also known as the Black Eagles, fought in North Africa and Italy, escorted heavy bombers, and destroyed or damaged 400 Axis aircraft.

Thousands of Japanese Americans served in segregated units. The 442nd Nisei Regiment became the most decorated military unit in United States history.

Many Navajo soldiers were “code-talkers” who sent vital messages that the Japanese could not decipher.

Thousands of Mexican Americans and Puerto Ricans served, and many were awarded medals for bravery.

4. Display the following notes on the board or overhead:

The third Geneva Convention of 1929 established rules for treatment of prisoners of war. They were not to be treated as criminals but humanely, and returned when the war was over.

Not all prisoners were treated humanely, especially in Asia. After the Japanese took the Philippines, they forced 60,000 American and Filipino prisoners to march (the Bataan Death March) for six to nine days without enough food and water; 10,000 died. In POW camps they continued to die.

Treatment of prisoners in Europe more closely followed the rules of the Geneva Convention.

A code of honor and a reverence for the Emperor led Japanese pilots to commit suicide rather than surrender: they dove their bomb-loaded planes into targets (kamikaze attacks).

Ask students what the “Rules of War” might be. Have students volunteer answers, or have two to four students discuss together what these rules are and then report to the class. Have the students investigate the rules established by the third Geneva Convention, and ask them to make a list of these rules. Be sure you clarify that civilians caught up in war were not protected until the fourth Geneva Convention of 1949. The following Web site may prove helpful: <http://en.wikipedia.org/wiki/Third_Geneva_Convention>.

6. Distribute the chart of “WWII Fact Statements.” Review the terms in class by having students provide examples or descriptions of each term.
7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 8: The Holocaust and Other War Crimes

Materials

- Overhead projector
- Class textbook

Instructional Activities

1. Review the content from the previous session, as needed.
2. Ask students what they know about the Holocaust and the victims of the Holocaust. Have different students write their thoughts on the board, or write their answers on a blank transparency.
3. Display the following notes on the board or overhead:

Nazi Germany determined to exterminate all Jews under German rule. In large camps they overworked, starved, and used gas chambers to kill 6 million Jews. Nazis called it the Final Solution.

Another 5 million people, including Poles, other Slavic groups, Russians, Dutch, Christians, Gypsies, and others labeled “undesirables” were exterminated.

Genocide is the systematic and purposeful destruction of a racial, political, religious, or cultural group.

In Nuremberg, Germany, top Nazi leaders were tried for their war crimes after WWII.

The Nuremberg trials emphasized individual responsibility for actions during a war, regardless of orders received.

Twenty-four Nazi leaders were tried for their “crimes against humanity.” Japanese leaders were also tried in other proceedings, and some were executed.

The trials led to an increased demand for a Jewish homeland.

Hold a discussion of each of these notes as they are introduced.

4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 9: Reinforcement by Video

Materials

- Video
- Selected reading or worksheet
- Video about the Holocaust or the St. Louis (ship with Jewish refugees that all countries refused)

Instructional Activities

1. Show a video illustrating discrimination against or persecution of the Jewish people.
2. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 10: Life at Home During the War

Materials

- Overhead projector
- Class textbook
- Political map of the United States

Instructional Activities

1. Review the content from the previous session, as needed.
2. Introduce the concept that although there was *no* fighting taking place in the contiguous (connected) United States, the war was being fought at home as surely as it was being fought in North Africa, Europe, and the Pacific. Ask, “What does this mean?” Have students confer in groups of two-to-four to discuss what type of “war” this might have been. After six to eight minutes, have the groups report to the class. Record their responses on the board or overhead, and begin discussion of the following notes posted on the board or overhead:

The federal government worked closely with industry to control economic resources during WWII.

Different government agencies set prices, negotiated with labor organizations, and rationed goods at home so they could be used in the war effort.

To finance the war, the government raised the taxes on income that citizens had to pay and sold War Bonds.

Women worked in arms factories, shipyards, and offices. (Example: Rosie the Riveter)

Women also volunteered for and filled non-combat positions in the armed forces, including that of nurses.

More than 1 million African Americans worked in defense industries during WWII. Many migrated from the South to the North, Midwest, and California coast, where the factories were.

Thousands of Mexicans migrated to the United States to work on farms.

3. Display the following notes on the board or overhead:

The government used the draft to obtain sufficient personnel for the war effort. Other citizens volunteered for military service.

The United States government controlled reporting on the war.

International communications, communications between government agencies, and the stories of reporters traveling with the troops were monitored and censored.

After Pearl Harbor, Hollywood involved itself in the war cause by boosting morale with patriotic movies and by portraying the enemy in stereotypical ways.

Posters and ad campaigns boosted morale.

Give the students examples of leading actors and actresses who led recruitment and bond drives to keep Americans focused on the war. Also, discuss how Americans were encouraged to collect scrap metal, volunteer in veterans' hospitals, grow vegetables in "victory gardens," and serve as airplane and submarine "spotters."

4. Have the students imagine they are working on the home front to further the war effort. For homework, have them write a short description of where they are located and what they are doing to help out.

Session 11: Internment Camps in the United States

Materials

- Overhead projector
- Class textbook
- Political map of United States

Instructional Activities

1. Give students the opportunity to read their descriptions of what they were doing at home during WWII, including where they were located. Have other students comment on how realistic the description sounds. Ask students to revise and rewrite their descriptions as needed to hand in tomorrow.
2. Ask students what they know of the treatment of Japanese and Japanese Americans in this country during WWII. What about treatment of German Americans and Italian Americans? Accept comments, and refer students to their texts for further information.
3. Ask students why these groups were treated as they were. Discuss the differences between the Japanese group on one hand and the German and Italian groups on the other.
4. Display the following notes on the board or overhead:

WWII increased resentment and anger against the Japanese and Japanese Americans. Those living on the Pacific (West) Coast were viewed as a security threat to the United States.

Japanese Americans were relocated to internment camps in Montana, Colorado, and other interior states, as well as some in California.

Some German Americans and Italian Americans were also interned during WWII, but not as many.

The Supreme Court upheld the decision to intern Japanese Americans from the West Coast.

Years later the United States government issued an apology to Japanese Americans and made payments to the survivors of internment.

Discuss with the students questions such as: Why were Japanese Americans on the West Coast viewed as a security threat? Was this reasonable? Why particularly those on the West Coast? Why were many of the internment camps located in interior states? Why were not as many German Americans and Italian Americans interned during the war? Did race make the difference? Why did the U.S. government apologize to the Japanese Americans years later and make restitutions? The Web site <http://www.loc.gov/loc/lcib/02034/internment.html> may be helpful in this discussion.

5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 12: Assessment

Materials

- Multiple copies of Attachment D or another test on World War II

Instructional Activity

1. Have students complete the sample assessment items on Attachment D or another World War II test.

Attachment B: Chronology of Pre-World War II and World War II _____

1921	Adolf Hitler becomes leader of the National Socialist (Nazi) Party
1931	Japanese seize Manchuria, part of China (Manchurian Incident)
1932	Franklin Roosevelt elected president of the United States
1933	Adolf Hitler appointed Chancellor of Germany
1933	Nazis boycott Jewish businesses and burn books in Germany
1933	Adolf Hitler becomes Führer of Germany
1936	German troops occupy the Rhineland (part of Germany near France)
1936	Mussolini's Italian troops attack Ethiopia
1938	Germany announces union (Anschluss) with Austria
1939	Germany invades Czechoslovakia
1939	German-U.S.S.R. (Soviet Union) sign nonaggression pact
1939	United States declares neutrality
1939	Germany invades Poland
1940	Nazis invade France, Belgium, Luxembourg, and the Netherlands
1940	Italy declares war on Britain and France
1940	Battle of Britain begins
1941	President Roosevelt signs Lend-Lease Act
1941	Germany attacks the Soviet Union
1941	Roosevelt and Churchill sign the Atlantic Charter
1941	Japanese bomb Pearl Harbor
1941	United States and Britain declare war on Japan
1941	Japan launches major offensive on the Philippines
1941	Germany and Italy declare war on the United States
1942	Japan invades Indonesia (Dutch East Indies)
1942	Japanese-Americans sent to relocation camps
1942	United States wins decisive battle at Midway Island
1942	Battle of Stalingrad begins
1942–1943	Allied forces invade North Africa
1942	British forces force Germans at el Alamein to retreat
1943	Germans surrender at Stalingrad in Hitler's first defeat
1943	German and Italian forces defeated in North Africa
1943	Italy surrenders
1944	Allies land at Normandy Beach in France (D Day, June 6)
1944	Paris liberated
1944	Kamikazi attacks on Allied ships begins
1944	Battle of the Bulge in Ardennes pushes Nazi troops back to Germany
1945	United States troops invade the Philippines
1945	Roosevelt, Churchill, and Stalin meet at Yalta
1945	Germany surrenders unconditionally
1945	Allied forces take Iwo Jima and Okinawa from Japan after fierce and bloody battles
1945	First atomic bomb dropped on Hiroshima, Japan

Attachment C: Writing Assignment for WWII: What Is War Like? _____

This writing assignment is focused on individual and personal experiences in WWII. There are two choices: a summary of a personal interview or a summary of two different journal accounts.

1. Interview a veteran of World War II, the Korean War, the Vietnam War, or the Gulf War (Desert Storm) of 1991. Be sure the person is willing to be interviewed and not reluctant to share the story. Use the list of questions below as your guide, but ask other questions as your interviewee's answers raise more questions in your mind. You might want to ask whether you may record the interview for class use, but be sure to write his/her answers to provide a backup.
 - What was your job in the war?
 - How were you trained to do this job?
 - Where were you sent during the war? How long were you gone?
 - What were the conditions of the area where you were? (extensive description)
 - What allowed you to do your job? What prevented you from doing it?
 - Were you wounded? If yes, how serious?
 - Were you captured? If yes, what happened?
 - What was the most difficult part of your experience? What was the easiest?
 - What is your strongest memory of that time?
 - How do you think your experience affected your later life?Use your notes (and tape) to write a summary of this person's experience. It should be at least four paragraphs long (each paragraph with three to five complete, thoughtful, and well-written sentences), and it should include an introductory paragraph, two or more middle paragraphs with most of the details, and a concluding paragraph.
2. Read the letters or journals of two people caught in the war in Europe or Asia. They may be military or civilian. They should be located in two different areas. Provide at least a two-paragraph summary of each person's circumstances. Be sure to include the following:
 - Name and occupation of the person writing the letter or journal (including age, if given)
 - Location and conditions at the location
 - Main problem of the person (and family or fellow soldiers)
 - What the person did to solve or escape the problem
 - How the story ended for the person
3. At the end of the summary or summaries that you write according to the above directions, add one paragraph expressing your personal reaction to the information you have gathered about war. Include what you learned that was new, and your feelings about the person's experience. Be sure the last sentence of this paragraph provides a conclusion to your own experience with this assignment.
4. Grading criteria:
 - Clarity of material presented _____
 - Appropriate sequence of data _____
 - Organization of material (appropriate paragraphing) _____
 - Logic and thoughtfulness of paragraph expressing your reaction _____
 - Attention to usage, spelling, and punctuation _____
 - Neatness _____

Attachment D: Sample Assessment Items

Asterisk () indicates correct answer.*

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. The immediate event that started World War II was
 A Britain and France’s policy of appeasement.
 B the Treaty of Munich allowing Hitler to occupy part of Czechoslovakia.
 C Germany’s invasion of Poland on September 1, 1939. *
 D Hitler’s alliance with the Italian dictator, Mussolini.</p> <p>2. Germany encountered no successful resistance from any European country until it sought to defeat
 A France.
 B Britain. *
 C The United States.
 D Belgium.</p> <p>3. Although officially neutral, the United States increasingly helped Britain through actions like
 A the Neutrality Acts.
 B the Lend-Lease Act. *
 C the America First committee.
 D enforcement of the arms embargo.</p> <p>4. After aligning itself with Germany and Italy, the island country of Japan sought to
 A make peace with China.
 B invade Manchuria.
 C control Europe.
 D control Asia and the Pacific. *</p> <p>5. The standoff in negotiations between the United States and Japan involved
 A trading oil and steel for nonaggression in Asia. *
 B competition between their naval forces in the Pacific.
 C the possession of Hawaii.
 D the growth of the military in Japan.</p> <p>6. “A date which will live in infamy” was President Roosevelt’s description of the
 A invasion of Poland by Germany.
 B bombing of Pearl Harbor by Japan. *
 C surrender of France after Paris was captured.
 D the Battle of Britain.</p> <p>7. The principal war strategy that the United States and her allies agreed to pursue was to
 A defeat Hitler first. *
 B sink Japanese merchant ships.
 C control North Africa.
 D bomb multiple targets.</p> | <p>8. Defeating Germany in North Africa was important for all of the following reasons except to
 A keep Middle East oil out of Germany’s hands.
 B establish a military route to Europe through Italy.
 C provide military experience for untested American troops. *
 D eliminate one route Germany could use to attack Russia.</p> <p>9. The main reason that the Soviet Union became an ally of Britain and later the United States was because the
 A Soviet Union was communist and opposed Fascism.
 B Soviet Union mistrusted Japan.
 C Soviet Union needed the resources of Britain and the United States.
 D Soviet Union was attacked by Germany in spite of their 10-year Nonaggression Pact. *</p> <p>10. The liberation of Europe from Hitler began with the
 A invasion of Normandy Beach on the coast of France. *
 B evacuation of British troops from Dunkirk on the coast of France.
 C defense of Britain by the Royal Air Force.
 D deciphering of German communication codes by British intelligence.</p> <p>11. The Pacific victory that ended the Japanese threat to Hawaii and encouraged additional victories island by island was the battle of
 A Guam.
 B Iwo Jima.
 C Midway. *
 D the Philippines.</p> <p>12. President Truman’s main decision to drop the atomic bomb on Japan was influenced by all of the following reasons except the
 A Bataan Death March. *
 B fear that an invasion of Japan would mean death for thousands of American soldiers.
 C refusal of Japan to surrender in spite of their losses.
 D thousands of American lives already lost in the Asian war.</p> <p>13. Thousands of African Americans soldiers, including the Tuskegee airmen or Black Eagles, served bravely in WWII despite
 A a reluctance to serve.
 B discrimination at home and segregated units. *
 C poor training.
 D strong feelings against the war.</p> |
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- 14. Despite removal of Japanese Americans from the West Coast,**
- A Japanese Americans, or Nisei, served honorably in segregated regiments. *
 - B Japanese Americans were still disloyal to the United States government.
 - C Japanese were still allowed to emigrate to the United States.
 - D Japanese businesses on the West coast prospered.
- 15. The Navajo code-talkers were instrumental in**
- A breaking Germany's communication codes.
 - B breaking Japan's communication codes.
 - C creating a communication code that the Japanese could not break. *
 - D creating a communication code that the Germans could not break.
- 16. The third Geneva Convention held in 1929 provided rules for**
- A avoiding civilian casualties.
 - B humane treatment for prisoners of war. *
 - C ending wars after a certain period of time.
 - D avoiding wars.
- 17. Hitler's plan to eliminate all Jews from the countries that Germany controlled was called**
- A the Final Solution. *
 - B the Holocaust.
 - C Kristallnacht.
 - D Aryan superiority.
- 18. The trials that judged the crimes of Nazi leaders at the end of WWII were held in**
- A Auschwitz, Poland.
 - B Yalta, Soviet Union.
 - C London, England.
 - D Nuremberg, Germany. *
- 19. The mobilization in the United States for the war in Europe and Asia was possible because of the close working relationship between**
- A men and women.
 - B automakers and armored tank makers.
 - C civilian and soldier.
 - D government and industry. *
- 20. United States citizens at home assisted the war effort in all of the following ways except to**
- A throw out old and useless articles that cluttered their homes. *
 - B work in wartime industries like making airplanes and ammunition.
 - C "make do" with worn clothing and shoes so that new items could be sent to the troops.
 - D buy government war bonds and accept higher taxes to support the war effort.
- 21. "Rosie the Riveter" was a "poster girl" that symbolized**
- A the end of stay-at-home moms.
 - B new fashions for women.
 - C the role of women in the workforce in the United States. *
 - D a reminder to men that they can be replaced.
- 22. A minority group that was not important in war production at home was the**
- A Japanese population. *
 - B African American population.
 - C Mexican population.
 - D female population.
- 23. The government policy of removing Japanese Americans from the West Coast and other places into special camps was called**
- A mobilization.
 - B isolationism.
 - C internment. *
 - D liberation.
- 24. During WWII the United States government controlled information about the war through**
- A banning books and newspapers.
 - B censorship. *
 - C increasing taxes.
 - D discrimination.
- 25. All of the following methods were used to maintain public morale and keep Americans focused on winning the war except**
- A graphic pictures of war casualties. *
 - B collections of tin cans and aluminum foil.
 - C ad and poster campaigns.
 - D patriotic movies.
- 26. Which of these events occurred first?**
- A Japan bombs Pearl Harbor
 - B Germany attacks the Soviet Union
 - C Germany invades Poland *
 - D Battle of Britain
- 27. Which of these events occurred last?**
- A The United States declares neutrality
 - B Germany surrenders *
 - C British forces push Germans back at El Alamein
 - D Allies land at Normandy Beach

Organizing Topic

Cold War

Standard(s) of Learning _____

- VUS.12 The student will demonstrate knowledge of United States foreign policy since World War II by
- describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan;
 - explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;
 - explaining the role of America’s military and veterans in defending freedom during the Cold War;
 - explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan.

Essential Understandings, Knowledge, and Skills _____

Correlation to Instructional Materials

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

Formulate historical questions and defend findings, based on inquiry and interpretation. _____

Develop perspectives of time and place. _____

Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. _____

Interpret the significance of excerpts from famous speeches and other documents. _____

Content

Summarize the political, economic, and social consequences of World War II, using the following information as a guide:

- The end of World War II found Soviet forces occupying most of Eastern and Central Europe and the eastern portion of Germany. _____
- 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 her 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. _____
- Europe lay in ruins, and the United States launched the Marshall Plan, which provided massive financial aid to rebuild European economies and prevent the spread of communism. _____
- The United Nations was formed near the end of World War II to create an opportunity for the nations of the world to try to prevent future global wars. _____

Explain that the Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945. _____

Explain that the Cold War was essentially a competition between two very different ways of organizing government, society, and the economy: the American-led western nations' belief in democracy, individual freedom, and a market economy; and the Soviet belief in a totalitarian state and socialism.

Explain that the U. S. government's anticommunist strategy of containment in Asia led to America's involvement in the Korean and Vietnamese Wars. The Vietnam War demonstrated the power of American public opinion in reversing foreign policy. It tested the democratic system to its limits, left scars on American society that have not yet been erased, and made many Americans deeply skeptical of future military or even peacekeeping interventions.

Use the following information to summarize the United States' response to the threat of communism and the origins of the Cold War:

- The Cold War lasted from the end of World War II until the collapse of the Soviet Union in 1989.
 - The United States and the Soviet Union represented starkly different fundamental values. The United States represented democratic political institutions and a generally free-market economic system. The Soviet Union was a totalitarian government with a communist (socialist) economic system.
 - The Truman Doctrine of "containment of communism" was a guiding principle of American foreign policy throughout the Cold War, not to roll it back but to keep it from spreading and to resist communist aggression into other countries.
 - The North Atlantic Treaty Organization (NATO) was formed as a defensive alliance among the United States and western European countries to prevent a Soviet invasion of Western Europe. Soviet allies in Eastern Europe formed the Warsaw Pact, and for nearly 50 years both sides maintained large military forces facing each other in Europe.
 - The communist takeover in China shortly after World War II increased American fears of communist domination of most of the world. Rather than strong allies, however, the communist nations of China and the Soviet Union eventually became rivals for territory and diplomatic influence, a split that American foreign policy under President Nixon in the 1970s exploited.
 - After the Soviet Union matched the United States in nuclear weaponry in the 1950s, the threat of a nuclear war that would destroy both countries was ever-present throughout the Cold War. America, under President Eisenhower, adopted a policy of "massive retaliation" to deter any nuclear strike by the Soviets.
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Describe the Korean War, using the following information as a guide:

- American involvement in the Korean War in the early 1950s reflected the American policy of containment of communism.
 - After communist North Korea invaded South Korea, American military forces led a counterattack that drove deep into North Korea itself. Communist Chinese forces came into the war on the side of North Korea and the war threatened to widen, but eventually ended in a stalemate with South Korea free of communist occupation.
-

Describe the Vietnam War, using the following information as a guide:

- American involvement in Vietnam also reflected the Cold War policy of containment of communism.
 - Beginning in the 1950s and continuing into the early 1960s, the communist government of North Vietnam attempted to install through force a communist government in South Vietnam. The United States helped South Vietnam resist.
-

- The American military buildup in Vietnam began under President John Kennedy. After Kennedy’s assassination in 1963, the buildup was intensified under President Lyndon Johnson.
- The scale of combat in Vietnam grew larger over the course of the 1960s. American military forces repeatedly defeated the North Vietnamese forces in the field, but could not force an end to the war on favorable terms by fighting a limited war.
- The United States became bitterly divided. While there was support for the American military and conduct of the war among many Americans, others opposed the war and active opposition to the war mounted, especially on college campuses.
- After Johnson declined to seek re-election, President Nixon was elected on a pledge to bring the war to an honorable end. He instituted a policy of “Vietnamization,” withdrawing American troops and replacing them with South Vietnamese forces while maintaining military aid to the South Vietnamese.
- Ultimately “Vietnamization” failed when South Vietnamese troops proved unable to resist invasion by the Soviet-supplied North Vietnamese Army, and President Nixon was forced from office by the Watergate scandal. In 1975, both North and South Vietnam were merged under communist control.

Describe the Cold War confrontation between the United States and Cuba, using the following information as a guide:

- Cuba was also a site of Cold War confrontations.
- Fidel Castro led a communist revolution that took over Cuba in the late 1950s. Many Cubans fled to Florida and later attempted to invade Cuba and overthrow Castro. This “Bay of Pigs” invasion failed.
- In 1962, the Soviet Union stationed missiles in Cuba, instigating the Cuban Missile Crisis. President Kennedy ordered the Soviets to remove their missiles and for several days the world was on the brink of nuclear war. Eventually, the Soviet leadership “blinked” and removed their missiles.

Summarize the impact of the Cold War on Americans at home, using the following information as a guide:

- The fear of communism and the threat of nuclear war affected American life throughout the Cold War.
- During the 1950s and 1960s, American schools regularly held drills to train children what to do in case of a nuclear attack, and American citizens were urged by the government to build bomb shelters in their own basements.
- The convictions of Alger Hiss, and Julius and Ethel Rosenberg for spying for the Soviet Union, and the construction of nuclear weapons by the Soviets using technical secrets obtained through spying, increased domestic fears of communism.
- Senator Joseph McCarthy played on American fears of communism by recklessly accusing many American governmental officials and citizens of being communists based on flimsy or no evidence. This led to the coining of the term McCarthyism, or the making of false accusations based on rumor or guilt by association.
- The Cold War made foreign policy a major issue in every presidential election during the period.
- The heavy military expenditures throughout the Cold War benefited Virginia’s economy proportionately more than that of any other state, especially in Hampton Roads, home to several large naval and air bases, and Northern Virginia, home to the Pentagon and numerous private companies that contract with the military.

Explain that a strong military was the key to America’s victory over the Soviet Union in the Cold War.

Explain that millions of Americans served in the military during the Cold War. Their service was often at great personal and family sacrifice, yet they did their duty.

Use the following information to summarize how America’s military forces defended freedom during the Cold War:

- In President John Kennedy’s inaugural address, he pledged that the United States would “pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty.” In the same address, he also said, “Ask not what your country can do for you; ask what you can do for your country.”
 - During the Cold War era, millions of Americans served in the military, defending freedom in wars and conflicts that were not always popular. Many were killed or wounded. As a result of their service, the United States and American ideals of democracy and freedom ultimately prevailed in the Cold War struggle with Soviet communism.
 - President Kennedy, a World War II veteran, was assassinated in 1963 in Dallas, Texas, in an event that shook the nation’s confidence and began a period of internal strife and divisiveness, especially spurred by divisions over United States involvement in Vietnam.
 - Unlike veterans of World War II, who returned to a grateful and supportive nation, Vietnam veterans returned often to face indifference or outright hostility from some who opposed the war.
 - It was not until several years after the end of the war that the wounds of the war began to heal in America, and Vietnam veterans were recognized and honored for their service and sacrifices.
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Use the following information to identify the internal problems that caused the collapse of the Soviet Union:

- Increasing Soviet military expenses to compete with the United States
 - Rising nationalism in Soviet republics
 - Fast-paced reforms (market economy)
 - Economic inefficiency
 - Gorbachev “glasnost” and “perestroika” (openness and economic restructuring).
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Use the following information to summarize President Ronald Reagan’s role in the collapse of the Soviet Union:

- Challenged moral legitimacy of the Soviet Union; for example, speech at Berlin Wall (“Mr. Gorbachev, tear down this wall.”)
 - Increased United States military and economic pressure on the Soviet Union.
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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 Presidents Archive*. <<http://www.americanpresidents.org/presidents/yearschedule.asp>>. This Web site complements C-SPAN's 20th anniversary television series, "American Presidents: Life Portraits," and has much information about each president.
- "Chronology of U.S.–Vietnam Relations." Oakton Community College. <<http://servercc.oakton.edu/~wittman/chronol.htm>>. This site presents a timeline of U.S.–Vietnam interaction from 1930 until 2004.
- "Cold War: A CNN Perspectives Series." *Cable News Network*. <<http://www.cnn.com/SPECIALS/cold.war/>>. An interactive site devoted to Cold War events.
- "Democracy and Struggles." *Freedom: A History of US*. Public Broadcasting Service (PBS). <<http://www.pbs.org/wnet/historyofus/web13/index.html>>. This site provides sample lesson plans and quizzes on United States history from the end of WWII through the Cold War.
- Educational Resources Information Center (ERIC) and Other Clearinghouses*. U.S. Department of Education. <<http://www.ed.gov/about/contacts/gen/othersites/eric.html>>. Select "Search any or all ERIC web sites." Type in a topic (e.g., Columbus), and then click "Search."
- Garsten, Ed. "Congressional bomb shelter outlives usefulness." *Cable News Network*. <http://www.cnn.com/us/9511/gimme_shelter>. This Web page provided information about the secret underground shelter at the Greenbriar Resort in West Virginia.
- GovSpot*. <<http://www.govspot.com/categories/historicdocuments.htm>>. This site provides access to the National Archives and other sources for historical documents.
- NCHE: National Council for History Education*. <<http://www.history.org/nche/>>. This site provides history teachers with helpful information and links to valuable sites. Select "History Links"; select the "The History Channel"; type in keywords "cold war" to access information about this organizing topic.
- Outline Maps — Education Place*. Houghton Mifflin, 2002. <<http://www.eduplace.com/ss/ssmaps/>>. This site permits visitors to print a variety of maps related to this organizing topic.
- THOMAS: Legislative Information on the Internet*. Library of Congress. <<http://thomas.loc.gov/>>. This site focuses on federal legislation, the Congressional Record, and status of current bills in Congress.
- The World Factbook 2002*. U.S. Central Intelligence Agency. <<http://www.cia.gov/cia/publications/factbook/>>. This site contains searchable information on all countries.
- Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History*. Virginia Department of Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11vush-1.pdf>.
- Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: Virginia and United States History. Test Blueprint*. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint10VUS.pdf>>. This site provides assessment information for the course in Virginia and United States History.
- Welcome to the United Nations*. <<http://www.un.org/english/>>. This is the English-language home page of the UN, where many different topics may be searched.

Session 1: Introducing the Cold War

Materials

- Pre-test
- List of possible research topics
- Class textbook

Instructional Activities

1. Administer a pre-test, using the sample assessment items on Attachment F or a teacher-developed pre-test.
2. Conduct a brainstorming activity by placing the following questions on the board or overhead:

What do you think the Cold War was? What was an important event from this time period?

Permit students to respond, and record their responses on an overhead or in another place that can be referred to at the end of the lesson. Record all responses without correcting them. If students are not responding, prompt them with the following questions:

- When did the Cold War occur?
- What countries were involved?
- Where was it?
- Who were some major personalities?
- What were some major events?

As students respond, prompt discussion with additional questions. For example if a student says Vietnam was involved, ask him/her to identify the reasons, the location, and other facts.

3. Announce that each student will be required to write a paper on the historical time period referred to as the Cold War. Provide a list of topics, like those found on Attachment A. NOTE: Modify this list to comply with your local curriculum. Give students the length and special instructions for the assignment.
4. Place the notes on the Cold War (Attachment A) on the overhead, uncover one note at a time, and instruct students to write the note down. Discuss the note, using the textbook and supplementary resources. Students should have their textbooks out in order to follow the topics in the book. Cover approximately four or five notes per day: the lengths of discussions will influence how many notes can be accomplished each day. Alter these notes as needed to comply with your local curriculum. If desired, determine the page number in the student text that addresses each note, and arrange the notes in the order of the text or any desired order. Use the version of the notes including teacher notes (Attachment B) to be certain that basic facts are covered.
5. Assign teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 2: Europe Immediately after World War II

Materials

- Overhead with brainstorming responses from previous session
- Cold War Timeline handout (Attachment D) with holes punched to fit notebooks
- Cold War notes to be discussed (Attachment A)
- Two political outline maps of Europe
- Class textbook

Instructional Activities

1. Display on the overhead and review the student responses from the previous day's brainstorming activity. Remind them that when the unit on the Cold War is completed, they will revisit this information.
2. Explain to students that they will complete a Cold War timeline during their study of this organizing topic. They will add to the timeline at the end of each class period the events that were discussed during that period. Distribute the timeline handout (Attachment D), and instruct them to secure it in their notebook.
3. Begin discussion of this organizing topic by displaying the first Cold War notes on the overhead. Use the teacher's notes on Attachment B to guide discussion on each note.
4. Distribute maps of Europe to the students. Instruct them to develop, using their textbooks and other sources provided by the teacher, a color-coded map reflecting international boundaries in Europe at the end of World War II and another map of Europe reflecting current international boundaries. Current maps should reflect former Soviet republics.
5. Instruct the students to complete the maps from activity, or assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 3: Cold War continued

Materials

- World political outline maps (enlarged if possible)
- Cold War notes to be discussed (Attachment A)
- Class textbook
- Timelines

Instructional Activities

1. Review content covered during the previous session.
2. Continue discussion of Cold War notes.
3. Allow time for students to begin placing events on their timeline. Allow them to work in groups to identify the information to be entered, but each student should produce an individual timeline.
4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 4: Research

Materials

- Research-project assignment sheet

Instructional Activities

1. Have students spend the entire session conducting research on their assigned topics.
2. Alternatively, present a video or guest speaker reinforcing this organizing topic. This session could also be used for a group project, preparing and presenting a brief class skit on an assigned aspect of the Cold War.
3. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 5: NATO; The United Nations; Korea Today

Materials

- Political outline maps of the world, two per student
- A list of the current members of NATO and a list of current members of the United Nations
- Cold War notes to be discussed (Attachment A)
- Class textbook
- Timelines

Instructional Activities

1. Review content from the previous session.
2. Continue discussion of Cold War notes, through #9.
3. Distribute two outline world maps to each student, and instruct students to shade or color the current members of NATO on one map. On the other map, instruct them to shade or color as many members of the United Nations as possible. (It may be more efficient to have them shade or color countries that are *not* members of the UN). Ask students to list the countries that are members of both NATO and the UN. Also, ask them if they can identify any UN-member countries with which the United States is currently involved in conflicts. Allow time for discussion.
4. Instruct students to locate newspaper or magazine articles on world events related to North and/or South Korea. A brief report from a current news program is also acceptable. Direct students to write a brief review of the article. A teacher-selected reading, worksheet, or other reinforcement activity, using available resources may be assigned in lieu of this assignment.

Session 6: Korean War; Vietnam War

Materials

- Current event data on North and South Korea (from previous session)
- Copies of the Vietnam Chronology (Attachment E)
- Cold War notes to be discussed (Attachment A)
- Class textbook
- Timelines

Instructional Activities

1. Review content from the previous session.
2. Discuss the notes on the Korean War. Take time at the end of this discussion to discuss the status of North and South Korea today, using the data collected and summarized by the students in the previous session. Ensure that students know the geographic location of North and South Korea compared to that of Vietnam. Remind them of the dates of the Korean War and the dates of the Vietnam War. Continually check for understanding to ensure students are not confusing these two places and these two wars.
3. Distribute the Vietnam Chronology (Attachment E). Allow students to take a few minutes to study the list of events.
4. Discuss several of the notes on the Vietnam War. Allow about five minutes at the end of the discussion for the activity in step 5.
5. Instruct students to develop a list of questions they would like to ask a Vietnam War veteran. This should be individual work and may be done in class or as homework. A teacher-selected reading, worksheet, or other reinforcement activity, using available resources, may be assigned in lieu of this assignment.

Session 7: Vietnam War continued

Materials

- Reading selection on Vietnam (may be copies of soldiers letters, news reports, magazine articles, etc.)
- Music from the Vietnam era, previewed for appropriateness prior to classroom use
- Cold War notes to be discussed (Attachment A)
- Class textbook
- Timelines

Instructional Activities

1. If appropriate music has been selected, play it as the students enter the classroom.
2. Remind students that the Vietnam War evoked a wide variety of emotions and that many musicians reflected the varied moods of the country in their lyrics. Play an appropriate song selection, and, if possible, display the lyrics on the overhead as the students listen. At the end of the song, ask students what the lyrics mean. Be prepared with questions to guide this discussion. If possible, play a few additional songs that reflect different points of view.
3. Discuss additional notes on the Vietnam War.
4. Review the content from the previous session. If students have developed a list of questions they would like to ask a Vietnam War veteran, ask them to offer their best questions to make a class list. Develop answers to the questions, using the textbook and other resources as well as the class discussion thus far. Alternatively, read a selected reading on Vietnam to the class. Be prepared with questions to guide discussion on the reading.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 8: Memorials

Materials

- Pictures, slides, or videos of various memorials
- Reference material on current events that may deserve a memorial (see step 2 below). Include Internet sites, if students have access to the Internet in class.

Instructional Activities

1. Show pictures of various memorials, such as the Vietnam War Memorial, the Korean War Memorial, the D-Day Memorial, the Tomb of the Unknown Soldier, the War Memorial in Richmond, and the Iwo Jima Memorial. Encourage students to share their responses to viewing the various memorials.
2. Instruct students to identify recent events that may deserve a memorial, e.g., Desert Storm, 9/11. List events on the board or overhead, and ensure students understand the facts of each event.
3. Instruct students to design a memorial by having them work independently for about 10 minutes to
 - select an event to memorialize, referring to the list developed as a result of discussion
 - make a list of key dates related to the event, using textbooks and reference provided
 - make a sketch on paper of a design for the memorial.

Session 9: Cuba

Materials

- Cold War notes to be discussed (Attachment A)
- Timelines

Instructional Activities

1. Discuss notes on Cuba, through #26.
2. Instruct students to bring their timelines up to date.
3. Homework: Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 10: Reinforcement by Video or Other Activity _____

Materials

- Video, guest speaker, class debate, or other activity

Instructional Activities

1. Show a reinforcing video, or conduct another reinforcing activity.
2. Homework: Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 11: Cold War continued

Materials

- Cold War notes to be discussed (Attachment A)
- Timelines

Instructional Activities

1. Continue discussion of Cold War notes, through #30.
2. Instruct students to bring their timelines up to date.
3. Homework: Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 12: Cold War continued

Materials

- Cold War notes to be discussed (Attachment A)
- Timelines

Instructional Activities

1. Continue discussion of Cold War notes, through #34.
2. Instruct students to bring their timelines up to date.
3. Homework: Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 13: Cold War continued

Materials

- Cold War notes to be discussed (Attachment A)
- Timelines

Instructional Activities

1. Finish discussion of Cold War notes, through #39.
2. Instruct students to bring their timelines up to date.
3. Homework: Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 14: Reinforcement by Video or Other Activity

Materials

- Videos or preferred teacher resources
- Timelines

Instructional Activities

1. Show a reinforcing video, or conduct another reinforcing activity.
2. Have students complete their timelines.
3. Homework: Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 15: Review

Materials

- None

Instructional Activities

1. Conduct a review exercise, allowing students to ask for clarification on the test.

Session 16: Assessment

Materials

- Multiple copies of Attachment F or another test on the Cold War era

Instructional Activities

1. Have students complete the sample assessment items on Attachment F or another Cold War era test.
2. After students complete the assessment, have them begin preparing for the next organizing topic, Civil Rights movement. Assign any of the following activities:
 - Develop a list of 10 events you think would be included in a study of the Civil Rights movement.
 - Define key terms, and identify key individuals related to the Civil Rights movement.
 - Read and summarize a teacher-selected article on the Civil Rights movement.
 - Respond to a teacher-prepared writing prompt on the Civil Rights movement.

Attachment A: Notes on the Cold War

- 1. Following World War II, Soviet forces occupied much of Eastern and Central Europe and East Germany.**
- 2. Following World War II, Germany was divided as follows:**
 - West Germany was occupied by United States, Britain, and France until the adoption of a democratic government.**
 - East Germany was dominated by the Soviet Union.**
 - Berlin was occupied by all four powers. The Berlin Airlift brought supplies to Berlin when the Soviets blockaded routes from West Germany to West Berlin.**
- 3. Following World War II, Japan was occupied by the United States until the adoption of a democratic government.**
- 4. In an attempt to prevent the spread of communism, the Marshall Plan provided assistance to European countries destroyed by the war.**
- 5. The United Nations was formed near the end of World War II. Its purpose was to prevent future wars.**
- 6. The Cold War was an economic and political power struggle from 1945 to 1989 between the democratic ideals of the United States and the communist government of the Soviet Union.**
- 7. The Truman Doctrine was a United States pledge to resist the spread of communism worldwide.**
- 8. The North Atlantic Treaty Organization (NATO) was formed to provide a defensive alliance to protect Western Europe against an invasion by the Soviet Union.**
- 9. The Warsaw Pact, an alliance of Soviet and East European countries, was a response to NATO.**
- 10. In 1949, the communists took over China. America feared the spread of communism.**
- 11. The United States and the Soviet Union engaged in a nuclear arms race during the Cold War.**
- 12. Massive retaliation was a United States policy adopted during the Eisenhower administration. It threatened the use of nuclear weapons in response to Soviet aggression against another country.**

Korean War

- 13. The United States became involved in the Korean War in 1950 when communist North Korea invaded South Korea.**
- 14. China entered the conflict on the side of North Korea. A truce was signed in 1953. Korea remained divided along the 38th parallel.**

Vietnam War

- 15. The United States began providing economic aid to the French in Vietnam as part of the American policy of containment.**
- 16. In the 1950s and 1960s, communist North Vietnam attempted to force a communist government in South Vietnam. The United States provided assistance to South Vietnam.**
- 17. United States military buildup in Vietnam increased during the administrations of Kennedy and Johnson.**
- 18. American military forces repeatedly defeated North Vietnam but were unable to force an end to the war through a limited war.**
- 19. America became divided over the Vietnam War. War protests took place, especially on college campuses.**
- 20. President Johnson decided not to run for re-election. Richard Nixon was elected president in 1968.**

21. **“Vietnamization” was Nixon’s plan to withdraw American troops and replace them with U.S.-supplied South Vietnamese forces. It was unsuccessful because South Vietnamese forces were unable to resist invasion from Soviet-supplied North Vietnam.**
22. **A peace agreement was signed in 1973, and United States troops left Vietnam. In 1975, North Vietnam invaded South Vietnam, which was unable to resist. Vietnam became a united country under a communist government.**

Cuba

23. **The United States engaged in Cold-War-related confrontations with Cuba.**
24. **Fidel Castro took over Cuba in a communist revolution in 1959.**
25. **The United States trained a group of Cubans to invade Cuba. The invasion took place in 1961 and failed.**
26. **In 1962, the Soviet Union began to build missile launchers in Cuba. The United States protested, and for several days, the world worried that a nuclear war would erupt. The Soviet Union decided to remove the missiles. This event is known as the Cuban Missile Crisis.**

Cold War continued

27. **Fear of communism and threat of nuclear war affected life in the United States during the Cold War.**
28. **Alger Hiss and Julius and Ethel Rosenberg were convicted of spying.**
29. **Senator Joseph McCarthy accused many Americans of spying.**
30. **Foreign policy became a major issue in presidential campaigns.**
31. **Cold War military contracts benefited Virginia’s economy.**
32. **President Kennedy’s inaugural address became famous for this quote: “Ask not what your country can do for you; ask what you can do for your country.”**
33. **Many Americans served in the military during the Cold War; the United States prevailed over the Soviet Union.**
34. **President Kennedy was assassinated in 1963.**
35. **Vietnam War veterans returned home to encounter much indifference and hostility. It was several years before Vietnam veterans were honored.**
36. **The Soviet Union’s Cold War military buildup took a toll on their command economy.**
37. **Soviet Republics began to push for independence.**
38. **Mikhail Gorbachev attempted to save the Soviet Union through “glasnost” and “perestroika.”**
39. **President Reagan demanded that the Soviet Union tear down the Berlin Wall. The United States increased economic and military pressure of the Soviet Union during this time.**

Attachment B: Notes on the Cold War —Version with Teacher Notes _____**1. Following World War II, Soviet forces occupied much of Eastern and Central Europe and East Germany.**

Illustrate this, using a map of Europe. Explain that the Soviets were looking for a buffer between the Soviet Union and Germany as a result of previous German aggression. Discuss how this created conflict between the United States and the Soviet Union.

2. Following World War II, Germany was divided as follows:

- **West Germany was occupied by United States, Britain, and France until the adoption of a democratic government.**
- **East Germany was dominated by the Soviet Union.**
- **Berlin was occupied by all four powers. The Berlin Airlift brought supplies to Berlin when the Soviets blockaded routes from West Germany to West Berlin.**

Illustrate the division of Germany, using a map of the country at the time. Explain that this division was intended to be temporary but that the Soviets' imposition of a communist government in their sector violated the intent of the agreement and strengthened the discord between the United States and the Soviet Union. Explain that occupation of West Germany ended when they adopted a democratic government; however, United States, British, and French troops remained in West Germany to protect it from Soviet invasion. Further, explain that these forces remain today, although the numbers have decreased drastically following the collapse of communism in the Soviet Union in 1990. Allow time for student questions and discussion.

3. Following World War II, Japan was occupied by the United States until the adoption of a democratic government.**4. In an attempt to prevent the spread of communism, the Marshall Plan provided assistance to European countries destroyed by the war.**

Explain that the infrastructure of Europe was destroyed as a result of the war. The fear was that without financial assistance from the U.S., these countries would be easy prey for communist takeover. Explain that Soviet *satellites* (define this term) were offered money, but they refused it. Encourage discussion on the United States providing economic assistance to foreign countries. Does this practice benefit the United States? How? Talk about present-day assistance the United States provides.

5. The United Nations was formed near the end of World War II. Its purpose was to prevent future wars.

Display the UN Organization Chart (Attachment C), and point out the important parts. Conduct a discussion on current activities of the United Nations; for example, in 2003, the United Nations was conducting weapons inspections in Iraq. Discuss the benefit to the United States of having United Nations support for actions regarding foreign governments.

6. The Cold War was an economic and political power struggle from 1945 to 1989 between the democratic ideals of the United States and the communist government of the Soviet Union.

Explain that the United States has a *market economy* — one that promotes private ownership of the means of production. The Soviet Union had a *command economy* — one in which the government owns the means of production. Explain that at times, the disagreements between the United States and the Soviet Union nearly resulted in military action. Examples of the strain between democratic societies and communist societies will be discussed as the unit on the Cold War continues.

7. The Truman Doctrine was a United States pledge to resist the spread of communism worldwide.

Explain that the Truman Doctrine was originally a proposal of immediate financial assistance to Greece and Turkey, but it became a foreign policy to resist communist aggression.

8. The North Atlantic Treaty Organization (NATO) was formed to provide a defensive alliance to protect Western Europe against an invasion by the Soviet Union.

Using a map of the world, illustrate the countries that joined NATO. Explain the current status of NATO.

9. The Warsaw Pact, an alliance of Soviet and East European countries, was a response to NATO.

Using a map of the world, illustrate the countries that joined the Warsaw Pact. Explain the current status of the Warsaw Pact.

10. In 1949, the communists took over China. America feared the spread of communism.

Briefly review the communist takeover of China, including a brief discussion of Mao Zedong and Chiang Kai-shek. Also discuss the formation of Nationalist China. Explain United States reaction. In addition, address the relationship between China and the Soviet Union.

11. The United States and the Soviet Union engaged in a nuclear arms race during the Cold War.

Explain the meaning of an “arms race.” This is an excellent opportunity to share with students how Americans prepared for possible nuclear war, including school drills, the construction of bomb shelters, etc. Also, share any recent movies, TV shows, books, or video games that may have a reference to this time period. (For example, the sitcom *Happy Days* did a show on the Cunninghams constructing a bomb shelter.) Mention the secret bomb shelter at the Greenbriar Resort in West Virginia. (Information can be found at http://www.cnn.com/US/9511/gimme_shelter.)

12. Massive retaliation was a United States policy adopted during the Eisenhower administration. It threatened the use of nuclear weapons in response to Soviet aggression against another country.

Conduct a class discussion on the pro and cons of this policy.

*Korean War***13. The United States became involved in the Korean War in 1950 when communist North Korea invaded South Korea.**

Explain that the Japanese had annexed Korea prior to World War I. The terms of Japan’s surrender at the end of World War II required Japan to give up control of Korea. Korea, left with no government, was temporarily divided. North Korea was occupied by the Soviets and South Korea was occupied by the United States. A pro-American government emerged in South Korea and a pro-communist government emerged in North Korea. The occupation ended in 1949. The next year North Korea invaded South Korea. Using your textbook, briefly review the progress of the war.

14. China entered the conflict on the side of North Korea. A truce was signed in 1953. Korea remained divided along the 38th parallel.

Explain the current status of North and South Korea. Discuss the impact the Korean War had on U.S./Chinese relations.

*Vietnam War***15. The United States began providing economic aid to the French in Vietnam as part of the American policy of containment.**

Explain that Vietnam was part of an area known as French Indochina. Elaborate on U.S. aid to the French in this area. Explain that the French were defeated by the Vietminh in 1954. Following the defeat of the French, an international conference was held to determine the fate of Vietnam. The Geneva Accords divided Vietnam into two countries: the north was communist under Ho Chi Minh, and the south was anticommunist under Ngo Dinh Diem.

16. In the 1950s and 1960s, communist North Vietnam attempted to force a communist government in South Vietnam. The United States provided assistance to South Vietnam.

Explain the roll of Ho Chi Minh and the Vietminh. Identify Bao Dai and Ngo Dinh Diem. Also, explain the extent of internal opposition to Diem separate from the actions of the North.

17. United States military buildup in Vietnam increased during the administrations of Kennedy and Johnson.

Explain the role of military advisors in Vietnam and the Gulf of Tonkin Resolution.

18. American military forces repeatedly defeated North Vietnam but were unable to force an end to the war through a limited war.

Explain the boundaries and restrictions that were placed on the military. Discuss the Ho Chi Minh Trail, Tet Offensive, and other key events during the Vietnam War.

19. America became divided over the Vietnam War. War protests took place, especially on college campuses.

Discuss reasons for the opposition.

20. President Johnson decided not to run for re-election. Richard Nixon was elected president in 1968.

Discuss Johnson's decision not to run for re-election. Discuss Kent State and other protests. Discuss why some felt the war was necessary, while others felt it was not. Also, discuss the My Lai massacre of 1968.

21. "Vietnamization" was Nixon's plan to withdraw American troops and replace them with U.S.-supplied South Vietnamese forces. It was unsuccessful because South Vietnamese forces were unable to resist invasion from Soviet-supplied North Vietnam.

Explain Vietnamization, and discuss why it failed. Also, discuss how the Soviet Union was involved in this conflict and how it compared to other conflicts between the United States and the Soviet Union.

22. A peace agreement was signed in 1973, and United States troops left Vietnam. In 1975, North Vietnam invaded South Vietnam, which was unable to resist. Vietnam became a united country under a communist government.

Discuss the terms of the peace agreement, the withdrawal of U.S. troops, and the 1975 invasion. Discuss present day status of Vietnam; its government, economy, etc.

Cuba

23. The United States engaged in Cold-War-related confrontations with Cuba.

Indicate Cuba on a map.

24. Fidel Castro took over Cuba in a communist revolution in 1959.

Show a picture of Castro in 1959 and a current one. Provide some background on Cuba prior to the revolution. Explain why the revolution was very popular among most Cubans. Explain how long Castro has been in power in Cuba. Discuss the impact of Castro's rule on some Cubans. This discussion may include what happened to some Cubans who fled Cuba. Gloria Fajardo Estefan's biography may be helpful to prompt discussion. A selection of a few of her popular songs may help the students understand the historical context. Explain that Castro does not permit her music to be played in Cuba.

25. The United States trained a group of Cubans to invade Cuba. The invasion took place in 1961 and failed.

Discuss why the invasion failed and what happened to the Cubans that took part in the invasion. Explain that Gloria Estefan's father participated in the Bay of Pigs invasion.

26. In 1962, the Soviet Union began to build missile launchers in Cuba. The United States protested, and for several days, the world worried that a nuclear war would erupt. The Soviet Union decided to remove the missiles. This event is known as the Cuban Missile Crisis.

Illustrate on a map why the United States was concerned with the location of Soviet missiles in Cuba. Discuss President Kennedy's actions during this crisis. Include the options the United States considered, such as invasion and air strikes. Ask the students what they might have done in a similar situation.

Cold War continued

27. Fear of communism and threat of nuclear war affected life in the United States during the Cold War.

Discuss the reaction of Americans to this fear, for example, school drills for possible nuclear attack and the building of bomb shelters.

28. Alger Hiss and Julius and Ethel Rosenberg were convicted of spying.

Discuss the accusations against these individuals and what happened to them as a result. Discuss any recent cases of Americans accused of spying.

29. Senator Joseph McCarthy accused many Americans of spying.

Discuss the trials and the final outcome, including the discrediting of McCarthy. Discuss the impact the accusations had on Americans.

30. Foreign policy became a major issue in presidential campaigns.

Discuss some of the presidential campaigns during the Cold War time period. Look at the résumés of some of the candidates. Ask the students to decide, based on these résumés, which candidates were best qualified to deal with foreign affairs. Discuss the outcome of the elections and what, if anything, happened during the winner's administration. Based on that information, have students comment on whether or not foreign experience is necessary for a presidential candidate.

31. Cold War military contracts benefited Virginia's economy.

Discuss which industries in Virginia would benefit from a wartime economy. Discuss which industries might suffer. Discuss the reasons for both situations.

32. President Kennedy's inaugural address became famous for this quote: "Ask not what your country can do for you; ask what you can do for your country."

Ask student what he meant. Ask what they can do for the United States today .

33. Many Americans served in the military during the Cold War; the United States prevailed over the Soviet Union.

Recap the major military conflicts during the Cold War. Discuss military service in the United States during wartime and peacetime. Ask why the United States ultimately prevailed in the Cold War. Ask, "What is the current status of the Soviet Union?"

34. President Kennedy was assassinated in 1963.

Ask students to talk to family members who remember Kennedy's assassination. Ask them what their thoughts were at the time. Discuss the theories about the assassination.

35. Vietnam War veterans returned home to encounter much indifference and hostility. It was several years before Vietnam veterans were honored.

Show a picture of the Vietnam memorial. If possible, take a field trip to D.C. to visit the Korean and Vietnam War memorials, as well as Arlington Cemetery.

36. The Soviet Union's Cold War military buildup took a toll on their command economy.

Define *command economy*. Discuss the problems with this type of economic system. Discuss the hardships the Soviet people suffered during this time period. Explain that they were not permitted to leave the country except under very tight restriction. Use as examples Olympic athletes, Mikhail Baryshnikov (dancer), Katrina Witt (ice skater from East Germany), and others.

37. Soviet Republics began to push for independence.

Discuss the Soviet Republics that were trying to break away from the Soviet Union.

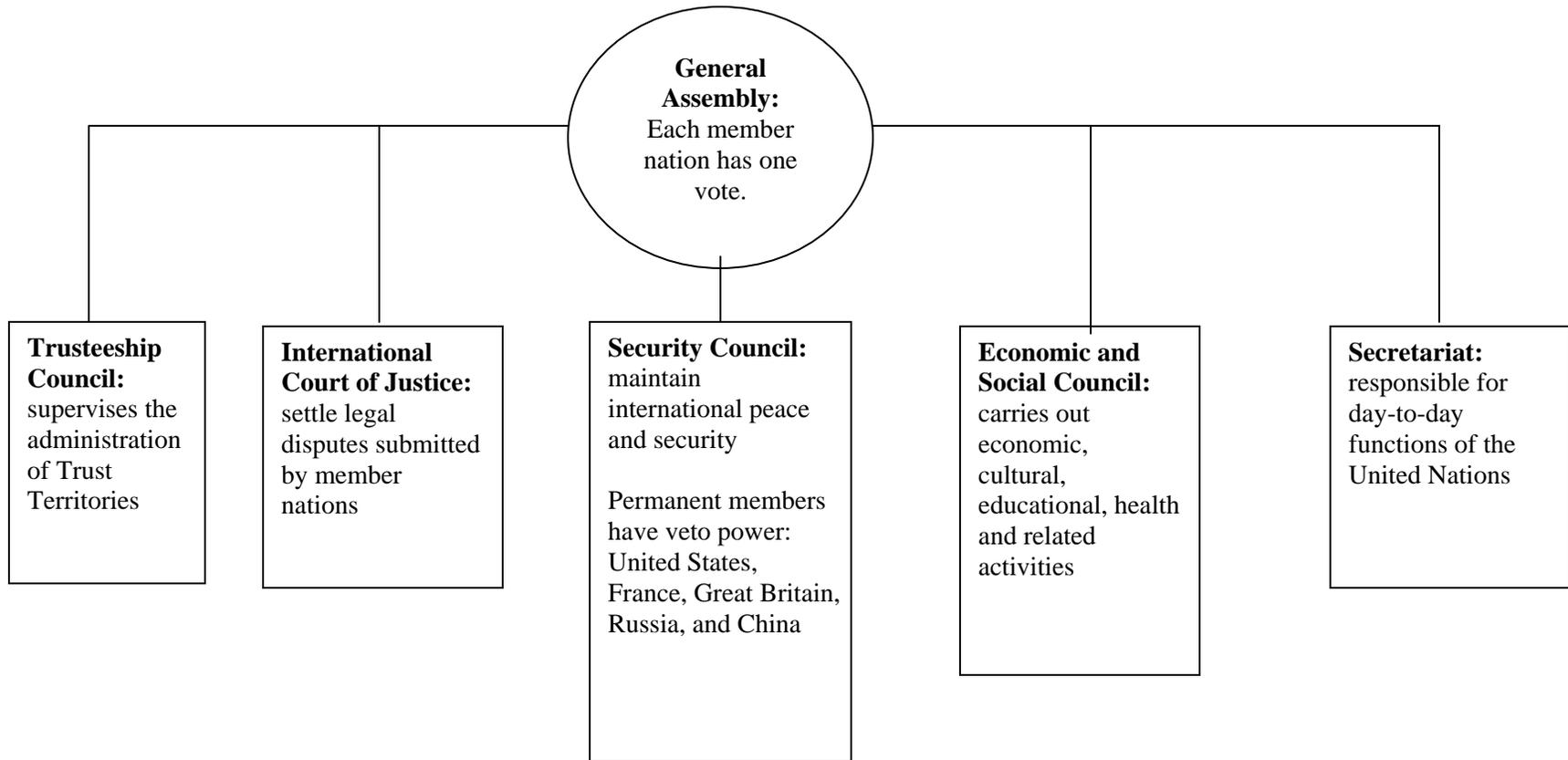
38. Mikhail Gorbachev attempted to save the Soviet Union through *glasnost* and *perestroika*.

Define these terms, and discuss whether or not Gorbachev was successful.

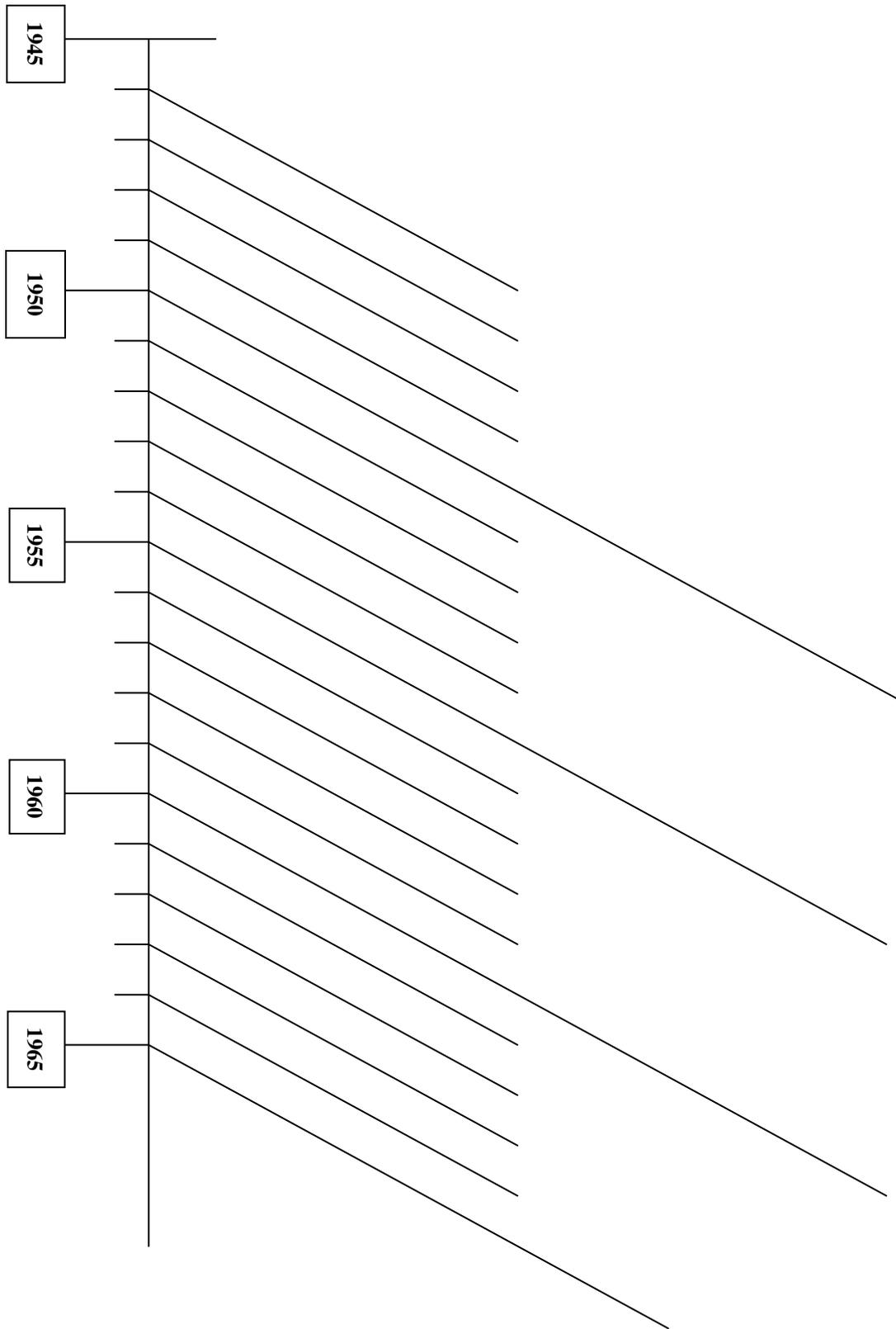
39. President Reagan demanded that the Soviet Union tear down the Berlin Wall. The United States increased economic and military pressure of the Soviet Union during this time.

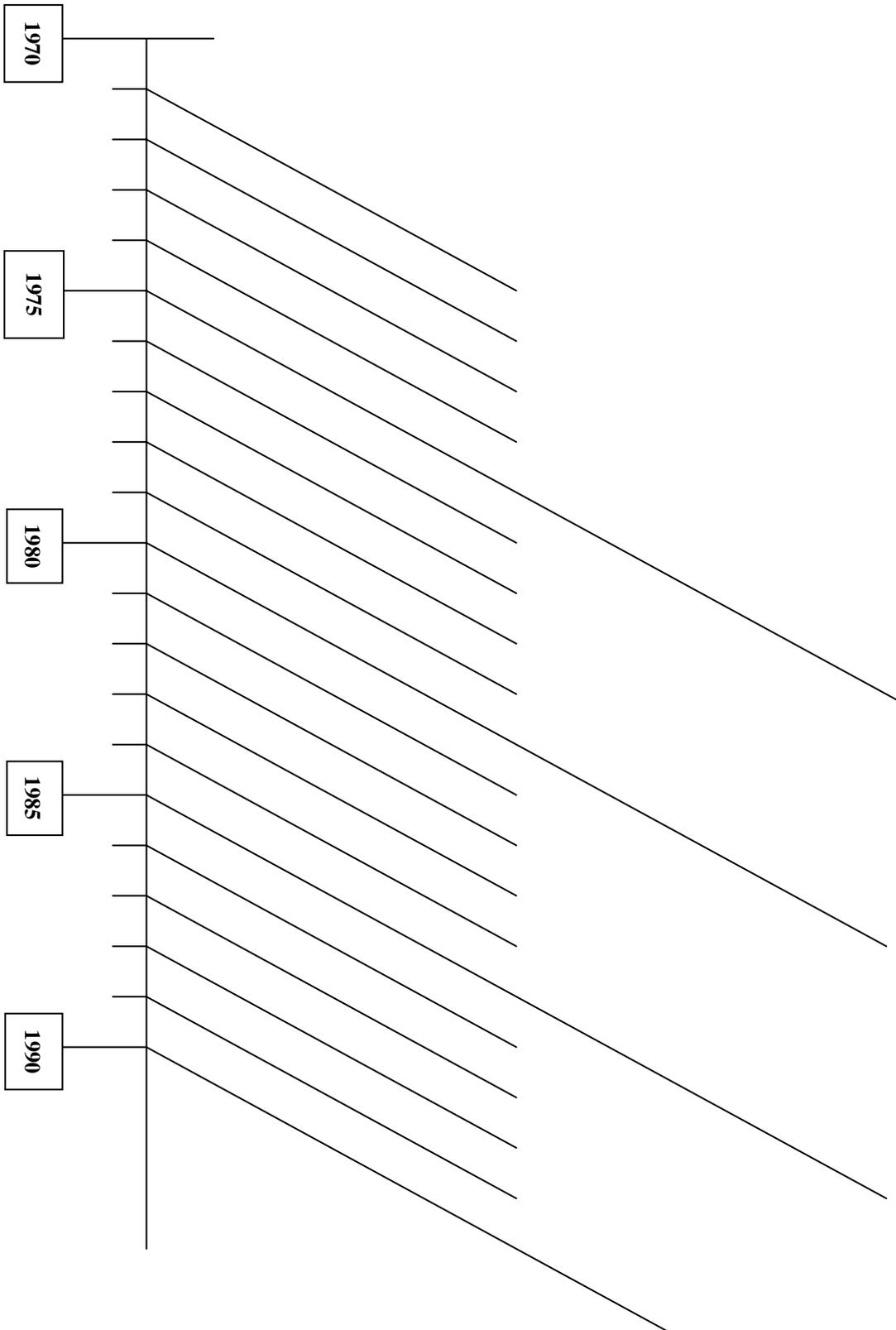
Show pictures of the Berlin Wall, and explain why it was constructed. Also, show pictures or videos from 1989 when the Berlin Wall came down. Discuss the impact this had on the reunification of Germany. Discuss the collapse of the Soviet Union and the current status of her former republics.

Attachment C: Organization of the United Nations



Attachment D: Cold War Timeline





Attachment E: Vietnam Chronology

This chronology is not intended to be a comprehensive list of Vietnam War events, but a guide for teachers and students. Many events listed are not included in the curriculum framework and are not tested on the Standards of Learning test.

Late 1800s	Vietnam becomes a French colony along with Laos and Cambodia (French Indochina).
1930	Ho Chi Minh returns to Southeast Asia from Europe before being exiled.
1932	Bao Dai returns from France as Emperor of Vietnam.
1941	Ho Chi Minh returns to Vietnam and organizes the Vietminh. Japan seizes control of French Indochina.
1945	Ho Chi Minh establishes the Viet Minh. Japan surrenders control of French Indochina.
1946	The French return to Vietnam and establish a new government.
1950s	President Truman authorizes military aid to the French in Vietnam.
1953	President Eisenhower supports the French military campaign.
1954	United States pays more than half of France's war costs in an attempt to prevent the spread of communism (domino theory). French are defeated by the Vietminh at Dien Bien Phu. Geneva Accords divide Vietnam into two separate countries.
1960	President Eisenhower pledges United States support to South Vietnamese forces and sends military advisors. Viet Cong is founded in South Vietnam
1960s	United States repeatedly defeats North Vietnamese forces but is unable to end the war. The war becomes increasingly unpopular.
1961	President Kennedy increases the number of military advisors
1963	President Kennedy assassinated.
1964	President Johnson sends more troops to Vietnam. Gulf of Tonkin Resolution
1965	Large antiwar rally in Washington, D.C. U.S. ground combat begins. Rolling Thunder bombing campaign
1968	Tet Offensive
1968	Richard Nixon elected president. Institutes policy of "Vietnamization" My Lai Massacre
1970	Kent State antiwar rally ends with four students killed. Cambodian incursions
1971	Laos is bombed as the United States attempts to cut the Ho Chi Minh Trail.
1973	Formal agreement is signed to end the war (Paris Peace Accords). POWs begin returning home.
1974	President Ford grants draft evaders and military deserters clemency.
1975	North Vietnam invades South Vietnam and unites both countries under a communist government. Cambodia is unstable following the war, and the Khmer Rouge leads a brutal government. A democratic government is established in 1997. A communist government is established in Laos. Vietnam send troops to combat anticommunist factions and withdraws in 1989.

Attachment F: Sample Assessment Items

Asterisk () indicates correct answer.*

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| <p>1. This country was divided into four zones following World War II.
 A France
 B Germany *
 C Russia
 D China</p> <p>2. United States occupation of Japan following World War II ended when Japan
 A was invaded by China.
 B imposed a communist regime.
 C adopted a democratic form of government. *
 D was annexed by Korea.</p> <p>3. This economic recovery initiative, a response to American concerns of communist expansion, provided grants and loans to war-torn European countries following World War II.
 A Marshall Plan *
 B McCarran-Walter Act
 C Kellogg-Briand Pact
 D Lend-Lease Act</p> <p>4. Which organization was established in 1945 to promote justice and cooperation in solving international problems?
 A League of Nations
 B Warsaw Pact
 C Truman Doctrine
 D United Nations *</p> <p>5. The Cold War foreign policy to stop communist aggression into other countries was known as
 A massive resistance.
 B containment. *
 C collective security.
 D deterrence.</p> <p>6. The North Atlantic Treaty Organization (NATO) was a defensive alliance of the United States and western European countries formed to prevent invasions from the
 A Japanese.
 B Chinese.
 C Iraqis.
 D Soviets. *</p> <p>7. The United States supported anticommunist forces in a conflict in this east Asian country in the 1950s in an attempt to prevent the spread of communism.
 A Japan
 B Korea *
 C Philippines
 D Taiwan</p> | <p>8. This Southeast Asian country, part of what was formerly known as French Indochina, became the site of the longest United States military conflict.
 A Hong Kong
 B Bangladesh
 C Thailand
 D Vietnam *</p> <p>9. The lack of United States military success in the conflict in Southeast Asia during the 1960s led to this president's decision not to run for re-election.
 A Dwight Eisenhower
 B Lyndon Johnson *
 C Richard Nixon
 D Jimmy Carter</p> <p>10. Reaction to the United States invasion of Cambodia in 1970 resulted in antiwar protest on college campuses. A protest at this college campus resulted in the death of four students when National Guard troops were ordered to restore order.
 A Stanford
 B University of California
 C Kent State *
 D Brown University</p> <p>11. Following United States military withdrawal from Vietnam in 1973, Vietnam
 A adopted a government similar to Great Britain's.
 B divided into two separate countries.
 C continued to fight a civil war.
 D adopted a communist form of government. *</p> <p>12. The Bay of Pigs invasion of Cuba was an attempt
 B to end Spanish rule in Cuba.
 C by United States to overthrow the Castro government. *
 D by the Soviets to invade southern Florida.
 E. to impose a communist government in Cuba.</p> <p>13. The anticommunist crusade promoted by Senator Joseph McCarthy resulted in
 A the conviction of Senator McCarthy for espionage.
 B the appointment of Senator McCarthy to the United States Supreme Court.
 C the assassination of Senator McCarthy.
 D the condemnation of Senator McCarthy by the Senate. *</p> <p>14. During the Cold War, Virginia's economy
 A declined as federal dollars were sent to other regions.
 B benefited as private companies were awarded large defense contracts. *
 C remained stable as the rest of the nation's economy declined.
 D improved as many corporations moved their headquarters to Virginia.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Discussion/Essay

15. Describe the occupation of Germany following World War II. Explain the consequences of that division through the present day. (This question is worth ___ points.)

RUBRIC

The student response included the following information: (Assign points for each item.)

Pts ___ The four zones of Germany and the countries assigned administrative control

Pts ___ The division of Berlin

Pts ___ The cause of tension as a result of the division

Pts ___ The Berlin Airlift

Pts ___ The creation of NATO and the Warsaw Pact

Pts ___ When and how the division of Germany ended

_____ Total points earned

16. Describe the United Nations. Include when and why it was formed and how it is organized. Provide two examples of United Nations involvement in international events. (This question is worth ___ points.)

RUBRIC

The student's response included the following information: (Assign points for each item.)

Pts ___ Year and location the United Nations was formed (responses could include: Dumbarton Oaks in D.C. where the charter was drafted, San Francisco where the charter was approved, various temporary headquarters, or New York where the permanent headquarters was established)

Pts ___ The purpose of the United Nations

Pts ___ The functions of the six principal divisions of the United Nations: the General Assembly, the Security Council, the Secretariat, the International Court of Justice, The Economic and Social Council, and the Trusteeship Council.

Pts ___ Role of the General Assembly

Pts ___ How the Security Council is selected

Pts ___ The five permanent members of the Security Council: The United States, Russia, China, Great Britain, and France

Pts ___ An explanation of veto power of the permanent members of the Security Council

Pts ___ Two examples of UN involvement in international events

_____ Total points earned

17. Define the term *Cold War*. Identify the origins of the Cold War. Include a description of two events or policies of the Cold War era. Explain how the Cold War ended. (This question is worth ___ points.)

RUBRIC

The student's response included the following information: (assign points for each item)

Pts ___ Definition

Pts ___ Difference in fundamental structure of the United States and communist governments

Pts ___ Two events or policies (may include one or more of the following)

_____ Truman Doctrine

_____ NATO vs. Warsaw Pact

_____ Communist takeover of China

_____ Arms race

_____ Korean Conflict

_____ Berlin

_____ Bay of Pigs

_____ Cuban Missile Crisis

_____ McCarthyism

_____ Vietnam conflict

_____ Marshall Plan

_____ Massive retaliation

Pts ___ The end of the Cold War Era

_____ Total points earned

Organizing Topic

Civil Rights Movement

Standard(s) of Learning

- VUS.13 The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by
- identifying the importance of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded;
 - describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

Essential Understandings, Knowledge, and Skills

Correlation to Instructional Materials

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

Formulate historical questions and defend findings, based on inquiry and interpretation. _____

Develop perspectives of time and place. _____

Interpret the significance of excerpts from famous speeches and other documents. _____

Explain that by interpreting its powers broadly, the Supreme Court can reshape American society. _____

Content

Summarize, using the following information, the significance of the Supreme Court case *Brown v. Board of Education*:

- Supreme Court decision that segregated schools are unequal and must desegregate _____
- Included Virginia case _____

Use the following information to summarize the roles of the following individuals in the demise of segregated schools:

- Thurgood Marshall — NAACP Legal Defense Team _____
- Oliver Hill — NAACP Legal Defense Team in Virginia _____

Use the following information to summarize the Virginia response to the *Brown* decision:

- Massive Resistance — closing some schools _____
- Establishment of private academies _____
- White flight from urban school systems _____

Explain that African Americans, working through the court system and mass protest, reshaped public opinion and secured the passage of civil rights legislation. _____

Use the following information to summarize the influence the 1963 March on Washington had on public opinion about civil rights:

- Participants were inspired by the “I have a dream” speech given by Martin Luther King, Jr. _____
- The march helped influence public opinion to support civil rights legislation. _____
- The march demonstrated the power of nonviolent, mass protest. _____

Use the following information as a guide to explain how the legislative process advanced the cause of civil rights for African Americans:

Civil Rights Act of 1964

- The act prohibited discrimination based on race, religion, national origin, and gender.
- It also desegregated public accommodations.
- President Lyndon B. Johnson played an important role in the passage of the act.

Voting Rights Act of 1965

- The act outlawed literacy tests.
- Federal registrars were sent to the South to register voters.
- The act resulted in an increase in African American voters.
- President Lyndon B. Johnson played an important role in the passage of the act.

Explain that the National Association for the Advancement of Colored People (NAACP) advanced the civil rights of African Americans by challenging segregation in the courts.

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.

“20 Landmark Cases in Supreme Court History.” *Educate the USA.com*.

<<http://educatetheusa.com/sbody2.shtml>>. This site provides information on the United States Supreme Court.

African American Odyssey: The Civil Rights Era. The Library of Congress.

<<http://memory.loc.gov/ammem/aahtml/exhibit/aopart9.html>>. This site provides information on the Civil Rights movement.

“Brown v. Board of Education — Issue: Racial Segregation in Public Schools.” Public Broadcasting Service.

<<http://www.pbs.org/jefferson/enlight/brown.htm>>. This site provides information on *Brown v. Board of Education*.

Civil Rights. Spartacus Educational. <<http://www.spartacus.schoolnet.co.uk/USAcivilrights.htm>>. This site provides links to information on campaigners for civil rights from 1860 to 1980, together with key issues, events, and organizations.

HistoryChannel.com. <<http://www.historychannel.com>>. This site provides access to Web sites related to this organizing topic. Enter “Civil Rights” in the Search window and select the desired items.

“The ‘I Have a Dream’ Speech.” *The U.S. Constitution Online*. <<http://www.usconstitution.net/dream.html>>. This site provides a printable copy of Dr. King’s famous speech.

“Little Rock Central High School National Historic Site.” National Park Service.

<<http://www.cr.nps.gov/nr/travel/civilrights/ak1.htm>>. This site contains information on a national emblem of the often violent struggle over school desegregation.

Martin Luther King, Jr. ... a nation remember. Middle Tennessee State University.

<<http://www.mtsu.edu/~vvesper/king.html>>. This site provides information on Martin Luther King, Jr.

“The Robert Russa Moton Museum: A Center for the Study of Civil Rights in Education.” R. R. Moton Museum.

<http://moton.org/history_ext.html>. This site offers information about the history of civil rights in public education.

“The Robert Russa Moton Museum, Inc.: A Center for the Study of Civil Rights in Education.” Hampden Sydney College. <<http://www.hsc.edu/news/archive/moton.html>>. This site provides access to information on the Civil Rights movement.

“School Desegregation: On the Front Lines with the Little Rock 9.” Public Broadcasting Service.

<http://www.pbs.org/wgbh/amex/kids/civilrights/features_school.html>. This site provides information on the Civil Rights movement.

Supreme Court Decisions. U.S. Department of State. <<http://usinfo.state.gov/usa/infousa/crights/scdec.htm>>. This site provides access to information about landmark Supreme Court cases.

Supreme Court of the United States. <<http://www.supremecourtus.gov/index.html>>. This is the home page of the U.S. Supreme Court, providing access to Supreme Court cases.

Today in History: Plessy v. Ferguson. The Library of Congress.

<<http://memory.loc.gov/ammem/today/may18.html>>. This site contains information on *Plessy v. Ferguson*.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History. Virginia Department of

Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11vush-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. Virginia and United States History. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint10VUS.pdf>>. This site provides assessment information for the course in Virginia and United States History.

We Shall Overcome: Historic Places of the Civil Rights Movement. National Parks Service. <<http://www.cr.nps.gov/nr/travel/civilrights/intro1.htm>>. This site provides information on historic sites related to the Civil Rights movement.

Session 1: Introducing the Civil Rights Movement

Materials

- Class textbook with a copy of the Constitution
- Documentary video on the Civil Rights movement, or of Dr. King’s famous speech, “I Have a Dream”
- Computer with Internet access
- Information on the background of the Civil Rights movement. The following Web sites may be of assistance:
 - <<http://www.historychannel.com>> (Enter “Civil Rights” in “Search,” and select the desired items.)
 - <<http://www.cr.nps.gov/nr/travel/civilrights/intro1.htm>>
 - <<http://memory.loc.gov/ammem/aahtml/exhibit/aopart9.html>>
 - <<http://www.spartacus.schoolnet.co.uk/USAcivilrights.htm>>

Instructional Activities

1. Introduce this organizing topic by asking students to define the term *civil rights*. Record their responses on an overhead transparency. After a few minutes, read a dictionary definition of *civil rights* to the class. Compare the dictionary definition with the definitions the students shared.
2. Instruct students to turn in their textbooks to the pages containing the 13th, 14th, and 15th Amendments to the Constitution and read these amendments silently.
 - After a few moments, encourage students to share their interpretation of these amendments.
 - Ask students to identify the time period when the amendments were passed.
 - Explain that each amendment has a historical reason for inclusion in the Constitution. Ask students to identify the historical events that led to passage of the 13th and 14th Amendments.
 - Ask students if these amendments were really necessary or if the language of the Constitution should have been sufficient to address the needs of all Americans. Why, or why not?
 - Ask students if the 13th and 14th Amendments solved the problems they were designed to solve.
 - If the Amendments did not solve the problems, ask students if they know if legislation or other laws were passed to address civil rights issues in the United States.
3. Show a brief clip of a documentary video on the Civil Rights movement or a tape of Martin Luther King, Jr. giving a speech about civil rights. Instruct students to write one or two paragraphs responding to the video or recording.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 2: Events and Leaders of the Movement before 1954

Materials

- Books on the Civil Rights movement to display around the room
- Computer with Internet access

Instructional Activities

1. Review the previous day's discussion.
2. Provide background information on *Brown v. Board of Education*. Include a brief description of civil rights court cases prior to *Brown* such as *Plessy v. Ferguson*. Encourage discussion about the cases. The following Web sites may be of assistance in providing information and guiding discussion:
 - <<http://memory.loc.gov/ammem/today/may18.html>>
 - <<http://usinfo.state.gov/usa/infousa/crights/scdec.htm>>
3. Briefly discuss events and key leaders associated with the Civil Rights movement prior to *Brown v. Board of Education*. The following list provides a sample of events and leaders. Alter the list with deletions or additions based on the needs of the class:
 - Events
 - Howard University established 1867
 - Civil Rights Act of 1875
 - Fisk University in Nashville, Tennessee, established in 1866
 - National Association for the Advancement of Colored People (NAACP) established in 1909
 - Congress of Racial Equality in 1942
 - Leaders
 - Frederick Douglas — 1817–1895
 - Sojourner Truth — 1797–1883
 - Harriett Tubman — 1820–1913
 - Medgar Evers — 1925–1963
 - Langston Hughes — 1902–1967
 - Booker T. Washington — 1856–1915
 - W.E.B. Du Bois — 1868–1963
 - Thurgood Marshall — 1908–1993
 - A. Phillip Randolph — 1889–1979
 - Martin Luther King — 1929–1968
 - Marcus Garvey — 1887–1940
 - Rosa Parks — b. 1913
4. Encourage students to share what they know about these events or individuals. Also encourage them to add to the list. Remind them of the time period and that civil rights events and leaders after 1954 will be covered later.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 3: The Supreme Court Cases

Materials

- Computer with Internet access

Instructional Activities

1. Review content covered in the study of this organizing topic to this point.
2. Provide background information on the 1954 court case *Brown v. Board of Education*. The following Web sites may be of assistance:
 - <<http://www.pbs.org/jefferson/enlight/brown.htm>>
 - <<http://usinfo.state.gov/usa/infousa/crights/scdec.htm>>

3. Place the following statement on the board or overhead:

The United States Supreme Court case of *Brown v. Board of Education* established that segregated schools are unequal and therefore unconstitutional. It ordered public schools in the United States to desegregate.

Explain that the court case of *Brown v. Board of Education* overturned the court's 1896 ruling of *Plessy v. Ferguson*. Ask students to explain how a sitting court can overturn a decision of a previous court. This is an excellent time to remind students how Supreme Court justices are chosen and how long they serve. Providing a list of current justices and the president who appointed each of them may help students develop a better understanding of the long-term impact a president can have on the court. Discuss briefly which justices may be retiring soon. The following Web site provides a brief biography on the current justices, a list of all justices since 1789, and the presidents who made the appointments:

<<http://www.supremecourtus.gov/about/about.html>>

4. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 4: Public Education and the Movement

Materials

- Computer with Internet access

Instructional Activities

1. Review content covered in study of this organizing topic to this point.
2. Explain to students that following the Supreme Court decision in *Brown v. Board of Education*, school divisions employed different strategies to avoid integration. Briefly review the events in Little Rock, Arkansas, in 1957. The following Web sites may be of assistance:

- <http://www.pbs.org/wgbh/amex/kids/civilrights/features_school.html>
- <<http://www.cr.nps.gov/nr/travel/civilrights/ak1.htm>>

3. Place the following statement on the board or overhead:

Virginia’s response to *Brown v. Board of Education* resulted in a period known as “Massive Resistance.” Public schools were closed, private schools were established, and whites moved away from urban school systems.

Briefly discuss this period. The following Web sites may be of assistance:

- <<http://www.hsc.edu/news/archive/moton.html>>
- <http://moton.org/history_ext.html>

4. Discuss the significance of a “landmark” Supreme Court decision. Explain that the *Brown* court case has had a long-term impact on the issue of civil rights and equality for minorities in the United States. It extends beyond the area of public education. The following Web site may be of assistance:
<<http://educatetheusa.com/sbody2.shtml>>
5. Provide students with a brief biography of Thurgood Marshall and of Oliver Hill.
6. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 5: Reinforcement by Video

Materials

- Documentary video or guest speaker

Instructional Activity

1. Show a documentary video on the Civil Rights movement, or invite a guest speaker who can provide a firsthand account of the time period and the events in the movement.

Session 6: "I Have a Dream"

Materials

- Computer with Internet access
- Video clips, pictures, or newspaper accounts of the 1963 March on Washington
- Photographs of Dr. Martin Luther King, Jr.
- Video or audio recording of the "I Have a Dream" speech and other King speeches

Instructional Activities

1. Review content covered to this point in the study of this organizing topic. If students experienced a video or guest speaker in the previous session, take a few minutes to discuss their response to the presentation.
2. Provide a brief discussion of the following events related to the Civil Rights movement:
 - Montgomery Bus Boycott
 - Little Rock school integration
 - Greensboro lunch counter sit-in
 - Freedom Rides
 - Birmingham
 - Freedom Summer
 - Selma
3. Display the following prompt on the board or overhead:

In 1963, approximately 250,000 people participated in the March on Washington, a nonviolent gathering to support civil rights legislation.

Provide video clips, pictures, or newspaper accounts of this march. Encourage classroom discussion about the significance of the *nonviolent* approach to civil rights issues. Display photographs of Dr. King. The following Web site may be of assistance. <<http://www.mtsu.edu/~vvesper/king.html>>

4. Play a short video or audio recording of Dr. King's "I Have a Dream" speech and other speeches. Provide a transcript of the "I Have a Dream" speech. One can be located at the following Web site: <<http://www.usconstitution.net/dream.html>>
5. Put the students into groups, and assign a portion of the speech to each group. Each group should prepare a brief explanation of the speech. The explanation should answer the following questions:
 - Who was president at the time of the speech?
 - To what historical documents does Dr. King refer?
 - What influenced King's views on nonviolence?
 - Does Dr. King advocate peaceful resistance or violent resistance? What in the speech answers this question?
 - Is the problem only in the South? What in the speech answers this question?
 - Who is the Governor of Alabama to whom Dr. King refers? Why does Dr. King refer to him?
 - Where are the locations to which Dr. King refers? (Point them out on a map.)
 - Provide students with textbooks or other resource materials that may assist them in answering these questions.
6. If time permits, allow each group to report their findings to the class. (This activity can be moved to the next session if necessary.) Conduct a class discussion on the tone of the speeches Dr. King gave and the impact Dr. King had on United States history.
7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 7: Events and Trends at the Time of Dr. King's Assassination _____

Materials

- Information to share with students on historical events and the trends in American culture during the Civil Rights period

Instructional Activities

1. Review content discussed to this point in the study of this organizing topic.
2. If groups did not complete during the previous session their presentations on Dr. King's famous speech, allow time to complete this activity.
3. Provide background information on the assassination of Dr. Martin Luther King, Jr. on April 4, 1968, in Memphis, Tennessee.
4. Discuss the historical events and the trends in American culture that were occurring at the time of Dr. King's death. Conduct a textbook, media center, and Internet search prior to this session to identify information on the following topics to guide discussion:
 - Music
 - Television shows
 - Fashion
 - Communication innovations
 - Assassination of Robert F. Kennedy
 - Tet Offensive
 - Election of President Richard Nixon
 - My Lai Massacre
 - Public response to VietnamEncourage students to share what they know of the time period.
5. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 8: The Civil Rights Act; The Voting Rights Act; Marches; Protests _____***Materials***

- Video or pictures of the Birmingham March

Instructional Activities

1. Review content covered to this point in the study of this organizing topic.
2. Place the following statement on the board or overhead:

The Civil Rights Act of 1964, passed during Lyndon Johnson’s presidency,

- **prohibited discrimination based on race, religion, national origin, and gender**
- **desegregated public accommodations.**

Discuss the provisions of the Civil Rights Act of 1964. Encourage students to ask questions and express their knowledge of the reasons this bill was required.

3. Place the following statement on the board or overhead:

The Voting Rights Act of 1965, passed during Lyndon Johnson’s presidency,

- **outlawed literacy tests**
- **resulted in federal registrars being sent to the South to register voters**
- **resulted in an increase in African American voters.**

Discuss the impact of this legislation. Encourage students to consider what impact this might have had on minority representation in state and federal legislatures. What impact would increased minority representation have had on laws?

4. Place the following statement on the board or overhead:

The National Association for the Advancement of Colored People (NAACP), formed in 1909, used the courts to challenge segregation.

Briefly discuss the history of this organization and a sample of cases they have taken to court.

5. Conduct a discussion about the mass-protest side of the Civil Rights movement. Ask students why they might be involved in a sit-in or a march. Also, discuss the voter registration campaigns and Freedom Summer.
6. Show a video or display pictures of the use of fire hoses and police dogs during the Birmingham March, and discuss the impact these images had when they were shown on national television.
7. Assign a teacher-selected reading, worksheet, or other reinforcement activity, using available resources.

Session 9: Reinforcement through a Presentation

Materials

- Video, guest speaker, or other presentation

Instructional Activity

1. Show a video or present a guest speaker or other presentation on the Civil Rights movement.

Session 10: Presentations; Review

Materials

- None

Instructional Activity

1. Complete any classroom presentations, and review for the test.

Session 11: Assessment

Materials

- Multiple copies of Attachment A

Instructional Activity

1. Have students complete the sample assessment items on Attachment A.

Attachment A: Sample Assessment Items

Asterisk () indicates correct answer.*

1. **The following Supreme Court case overturned a lower court ruling and established a precedent by declaring separate but equal facilities unconstitutional:**
 - A *Gideon v. Wainwright*
 - B *Brown v. Board of Education**
 - C *Miranda v. Arizona*
 - D *Marbury v. Madison*

2. **Which of the following served on the defense team for the NAACP in a landmark court case and went on to become the first African American appointed to the United States Supreme Court?**
 - A Thurgood Marshall*
 - B Oliver Hill
 - C William Randolph
 - D Edgar Meavers

3. **Virginia responded to the Supreme Court order to desegregate their public schools by**
 - A immediately complying with the order.
 - B appealing the courts decision.
 - C closing some public schools.*
 - D ordering the military to block desegregation.

4. **The Civil Rights Act of 1964**
 - A promoted the election of African American to public office.
 - B was signed into law by John F. Kennedy.
 - C led to the appointed of the first African American to the president's Cabinet.
 - D prohibited discrimination based on race, religion, national origin, and gender.*

5. **African Americans secured passage of civil rights legislation by**
 - A electing African Americans to the United States Congress.
 - B working through the court system and mass protest.*
 - C pushing for legislation through referendum.
 - D conducting work stoppages around the country.

Organizing Topic

Contemporary United States

Standard(s) of Learning

- VUS.14 The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by
- a) analyzing the effects of increased participation of women in the labor force;
 - b) analyzing how changing patterns of immigration affect the diversity of the United States population, the reasons new immigrants choose to come to this country, and their contributions to contemporary America;
 - c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education.

Essential Understandings, Knowledge, and Skills

*Correlation to
Instructional Materials*

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

Formulate historical questions and defend findings, based on inquiry and interpretation. _____

Develop perspectives of time and place. _____

Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. _____

Content

Explain that gender worker diversity has altered the workplace. _____

Use the following information as a guide to summarize how women have altered the traditional world of work:

- An increasingly large percentage of America’s labor force _____
- Many working mothers _____
- Women in nontraditional jobs _____
 - Sandra Day O’Connor was the first woman to serve on the United States Supreme Court. _____
 - Sally Ride was the first female astronaut in the United States. _____
 - Role of courts in providing opportunities _____

Use the following information as a guide to identify issues concerning working women:

- Need for affordable day care _____
- Equitable pay _____
- “Pink collar” ghetto (low prestige, low-paying jobs) _____
- “Glass ceiling” (perception that career advancement opportunities for women are not equal to those for men) _____

Explain that new and increasing immigration to the United States has been taking place from many diverse countries, especially Asian and Latin American countries. _____

Explain that new immigrant groups have increased American diversity and redefined American identity. _____

Use the following information as a guide to summarize the reasons for immigration and the effects of immigration on American society and culture:

Reasons for immigration

- Political freedom
- Economic opportunity

Effects of immigration

- Bilingual education/English as a Second Language (ESL) courses
- Effects on public policy (Cuban Americans and policy toward Cuba)
- Politics/voting.

Use the following information as a guide to identify the contributions of immigrants to American society and culture:

- Popularity of ethnic food, music, and arts
- Role in labor force

Explain that dramatic advances in technology have affected life in America in many significant areas.

Explain that the American space program was a triumph of American technological prowess.

Summarize the following information about technological developments in the contemporary United States:

- In the early 1960s, President John Kennedy pledged increased support for the American space program. The race to the moon continued through the 1960s. U.S. astronaut John Glenn was the first American to orbit the Earth. In 1969, American astronaut Neil Armstrong was the first person to step onto the moon’s surface. He proclaimed, “That’s one small step for man, one giant leap for mankind.”
- Over the past three decades, improved technology and media have brought about better access to communication and information for rural areas, businesses, and individual consumers. As a result, many more Americans have access to global information and viewpoints.

Explain that technology can make communication and information more accessible.

Use the following information as a guide to list examples of technological advances:

- Cable TV/24-hour news (CNN)
- Personal computers
- Cellular phones
- World Wide Web.

Use the following information as a guide to identify changes in work, school, and health care:

- Telecommuting
- Distance learning
- Growth in white collar careers
- Breakthroughs in medical research, including the development of the vaccine for polio by Dr. Jonas Salk.

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.

The Apollo Program. NASA. <<http://spaceflight.nasa.gov/history/apollo/>>. This site provides information on the Apollo program.

Astronaut Information on the NASA World Wide Web. NASA. <<http://www.jsc.nasa.gov/Bios/more.html>>. This site provide biographies of and other information about American astronauts.

Castro, Max J. "Migration by the Numbers." The Dante B. Fascell North-South Center at the University of Miami. <<http://www.miami.edu/nsc/publications/newsupdates/Update54.html>>. This site provides access to an articles about migration.

Castro, Max J. "The New Cuban Immigration in Context." The Dante B. Fascell North-South Center at the University of Miami. <<http://www.miami.edu/nsc/publications/Papers&Reports/CubanImmigration.html>>. This site provides an article on Cuban immigration.

"Educational Attainment." National Center for Education Statistics: U.S. Department of Education. <<http://nces.ed.gov/fastfacts/display.asp?id=27>>. This site provides information about trends in the educational level of the United States population and offers links to historical statistics.

Educational Resources Information Center (ERIC) and Other Clearinghouses. U.S. Department of Education. <<http://www.ed.gov/about/contacts/gen/othersites/eric.html>>. Select "Search any or all ERIC web sites." Type in a topic (e.g., "Columbus"), and then click "Search."

Ferguson, Hope E. "Women General Counsel: Beyond the Glass Ceiling." Minority Corporate Council Association. <<http://www.mcca.com/site/data/magazine/coverstory/glassceiling0302.htm>>. This site provides an article on women in the legal profession breaking through the glass ceiling.

Hattiangadi, Anita U. "The Changing Face of the 21st Century Workforce: Trends in Ethnicity, Race, Age, & Gender." Employment Policy Foundation. <<http://www.epf.org/racegend.htm>>. This site provides access to an article outlining some of the issues in the 21st century workplace.

HistoryChannel.com. <<http://www.historychannel.com>>. Type in "contemporary history" in the Search window. The topic "United States" provides an excellent overview of the United States and includes many links to detailed information. Also, scroll down to "Women's History – 2000"; this site has some interesting information on Babe Didrikson.

"Immigration from Mexico: Study Examines Costs and Benefits for the United States." Center for Immigration Studies. <<http://www.cis.org/articles/2001/mexico/release.html>>. This site contains a study that examines the cost and benefits to the United States of immigrants from Mexico.

"Internet History and Microprocessor Timeline." *Computer History Museum.* <http://www.computerhistory.org/exhibits/internet_history/index.page>. This site provides a brief history of the Internet.

Krashen, Stephen. "Why Bilingual Education? ERIC Digest." *ERIC Facility Extranet Site.* <http://www.ericfacility.net/databases/ERIC_Digests/ed403101.html>. This site contains an article on the reasons that bilingual education is necessary.

The Museum of HP Calculators. <<http://www.hpmuseum.org/>>. This site provides a history of the calculator and includes instructions on how to use a slide rule.

Public Broadcasting Service. <<http://www.pbs.org/>>. Select "History" from the drop down menu beside "EXPLORE"; under the "TOPIC INDEX," click "United States"; select a preferred topic from the extensive menu.

“Record Share of New Mothers in Labor Force.” United States Census Bureau. <<http://www.census.gov/Press-Release/www/2000/cb00-175.html>>. This site provides information on the number of mothers in the labor force.

Recording Technology History. The University of San Diego. <<http://history.sandiego.edu/gen/recording/notes.html>>. This site provides access to information on the history of radio and television.

Sherman, Elizabeth. “Breaking the Glass Ceiling.” *Tom Paine.com*. <<http://www.tompaine.com/feature.cfm/ID/6608>>. This site provides information on women breaking through the glass ceiling.

U.S. Department of Education. <<http://www.ed.gov/>>. This site provides access to information on education-related legislation.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: History and Social Science Released Items for Virginia and United States History. Virginia Department of Education 2003/04. <http://www.pen.k12.va.us/VDOE/Assessment/Release2003/History/VA-RIBs_g11vush-1.pdf>.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning: Virginia and United States History. Test Blueprint. Virginia Department of Education, 2003/04. <<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002Blueprint10VUS.pdf>>. This site provides assessment information for the course in Virginia and United States History.

“Women in the Labor Force, 1900–2002.” *Infoplease: All the knowledge you need*. <<http://www.infoplease.com/ipa/A0104673.html>>. This site provides a chart that reflects the history of women in the labor force.

“Women’s share of labor force to edge higher by 2008.” United States Department of Labor. <<http://www.bls.gov/opub/ted/2000/feb/wk3/art01.htm>>. This site provides a comparison of men and women in the labor force.

Session 1: Current Events and Important Issues: Now and Then: Project Selection _____***Materials***

- Current newspapers (The teacher should be familiar with a wide range of current events to guide discussion.)
- Computer with Internet access
- Multiple copies of the “Course Assessment Project” handout (Attachment A)

Instructional Activities

1. Explain to students that study of the final organizing topic is designed to bring them up to date on current events and related issues and to connect current events/issues to the lessons gained from knowledge of past experiences.
2. Ask the students to make a list of ten current events that relate to national or international issues. Encourage students to go beyond sports and entertainment events unless the issue involved has legal or political importance. Allow about five minutes for them to make this list. Then allow time for students to share their list with the class. As students mention a current event, assess class understanding of the issue(s) involved. Provide information necessary to promote understanding of significant issues.
3. Explain to students that homework during study of this organizing topic will focus on preparation of a course project. Each day students may be required to demonstrate progress on their project. Provide the students with a list of project topics from which they may select (see Attachment A). Give them detailed guidelines for the project and the due date. The following Web sites may be of assistance:
 - <<http://www.historychannel.com/>> (Type in “contemporary history” in the Search window. The topic “United States” provides an excellent overview of the United States and includes many links to detailed information. Also, scroll down to “Women’s History – 2000”; this site has some interesting information on Babe Didrikson.)
 - <<http://www.pbs.org/>> (Select “History” from the drop down menu beside “EXPLORE”; under the “TOPIC INDEX,” click “United States”; select a preferred topic from the extensive menu.)Have the students select a project topic, and to get them started, assign a particular amount of work on it to be completed by the next session.

Session 2: The Increase and Changing Roles of Women in the Workforce _____

Materials

- Statistics on the increase and changing roles of women in the workforce (see Web sites listed below)
- Computer with Internet access

Instructional Activities

1. Check progress on the student projects assigned in the previous session.
2. Prepare a class discussion on the increase of women in the workforce, especially those seeking and gaining leadership positions. Information in the following Web sites may prove helpful:
 - <<http://www.infoplease.com/ipa/A0104673.html>> (This chart reflects history of women in the labor force.)
 - <<http://www.bls.gov/opub/ted/2000/feb/wk3/art01.htm>> (Provides a comparison of men and women in the labor force)
 - <<http://www.census.gov/Press-Release/www/2000/cb00-175.html>> (Provides information on the number of mothers in the labor force.)
3. Provide examples of women who have broken through the glass ceiling. For example, Sandra Day O'Connor and Sally Ride. The following Web sites may be of assistance:
 - <<http://www.tompaine.com/feature.cfm/ID/6608>> (information on women breaking through the glass ceiling)
 - <<http://www.mcca.com/site/data/magazine/coverstory/glassceiling0302.htm>> (article on women in the legal profession breaking through the glass ceiling)
4. Encourage class discussion on the steps that should be taken to attain equal access to job opportunities for all Americans regardless of race or gender. Ask students what obstacles exist for women breaking through the glass ceiling. Include the problems that raising a family play in this issue.

Session 3: Issues in the Workplace Today

Materials

- Information on current labor issues (see Web site listed in #4, below)
- Computer with Internet access

Instructional Activities

1. Check progress on the student projects
2. Ask the class how many of them currently work. Ask students who currently work if they are doing a job they hope will carry on after completion of high school. Why, or why not? Ask students to share concerns they have about their current job.
3. Ask students to share what they think their profession will be upon graduation from high school or college. Ask them why they have chosen that profession. Ask students to think about the working conditions they hope to have when they begin their careers following high school or college.
4. Provide some information on the current working environment. Include information obtained from research. The following Web site may be of assistance: <<http://www.epf.org/racegend.htm>> (provides an article outlining some of the issues in the 21st century workplace)
5. Conduct a brief discussion of how this information could be used in the various student projects.

Session 4: Recent Immigration Issues and Contributions

Materials

- Statistics on recent immigration (see Web sites listed in #3, below)
- Computer with Internet access

Instructional Activities

1. Check progress on the student projects. Take a moment to answer questions students may have on their selected project.
2. Ask students to identify friends, neighbors, or relatives who have recently immigrated to the United States. Ask them what country these individuals came from. Point out on a classroom map any countries identified.
3. Share with the class some statistics on recent immigration. The following Web sites may be of assistance:
 - <<http://www.cis.org/articles/2001/mexico/release.html>>
 - <<http://www.miami.edu/nsc/publications/newsupdates/Update54.html>>
 - <<http://www.miami.edu/nsc/publications/Papers&Reports/CubanImmigration.html>>
 - <http://www.ericfacility.net/databases/ERIC_Digests/ed403101.html>
4. Ask students to make a list of 10 issues they think an immigrant to the United States would have to address. Allow about five minutes for them to make their list, and then encourage students to share their list and explain why they feel these would be necessary issues. Ask students to develop possible solutions to some of the issues they have identified.
5. Ask students to make a list of five contributions new immigrants may make to the United States. Allow about five minutes, and then encourage students to share their list. Suggest some contributions not identified by students, and ask them if they feel they these contributions would be valuable ones.

Session 5: The Space Program

Materials

- Statistics on the U.S. space program (see Web sites listed in #2, below)
- Computer with Internet access
- Video on the history of the space program, or timeline of the space program

Instructional Activities

1. Take a moment to answer questions students may have on their selected project and check their progress.
2. Show a video on the history of the space program, or provide a timeline of the space program. The following Web sites may be of assistance:
 - <<http://spaceflight.nasa.gov/history/apollo/>>
 - <<http://www.jsc.nasa.gov/Bios/more.html>> (information on NASA astronauts)
3. Discuss current space exploration projects. For example: Is a space shuttle currently in orbit or scheduled to take off soon? What is the status of the space station? What is the status of funding for the space program?

Session 6: Technological Innovations

Materials

- Information on recent technological innovations (see Web sites listed below)
- Computer with Internet access

Instructional Activities

1. Take a moment to answer questions students may have on their selected project. Check progress.
2. Display the following questions on the board, overhead, or handout, and ask students to respond to them:

When you want to communicate with a friend who is not present, what means of communication do you prefer?

If this means of communication does not work, what is the next most frequently used means?

When you want to research information for a school paper, where do you most often go?

How do you prepare a paper for class, i.e., what technology do you usually use?

When you want to find out what is happening in another part of the world, what do you do? How long does it take to get information?

Allow a few minutes for students to jot down their responses to the questions, and then ask them to share their responses with the class. Then ask the students to imagine that they are sitting in this classroom 50 years ago: What would their responses have been? If possible, bring a manual typewriter to class, and illustrate how it was used. Obtain other examples of communication devices from the past to display, for example, a rotary-dial telephone. Conduct a class discussion on the drastic innovations in communications since 1950. The following Web sites may be of assistance:

- <http://www.computerhistory.org/exhibits/internet_history/index.page> (brief history of the Internet)
- <<http://www.hpmuseum.org/>> (history of the calculator and instructions on how to use a slide rule)
- <<http://history.acusd.edu/gen/recording/radio-television0.html>> (history of radio and television)

3. Discuss the following:
 - The evolution of the computer from room-sized computers (ENIAC) to desktop and laptop models
 - Navigational methods used by Columbus compared to modern GPS systems
 - Film versus digital photography
 - The evolution from wax cylinders to 78 records to 33 LPs to CDs to MP3

Session 7: Trends and Innovations in Education

Materials

- Information on the characteristics of schools in the early 1900s
- A short story about typical school days in the early 1900s
- Computer with Internet access
- Video showing classrooms in various countries, past and present (if available)

Instructional Activities

1. Take a moment to answer questions students may have on their selected project. Check progress.
2. Read a short story about school days in the early 1900s. Instruct students to write down three or four things about schools at that time that are different from their current school experiences. Ask them also to list some things that are similar.
3. Encourage students to share what they have written down. Using the following Web sites and the textbook as a guide, discuss current trends in education. Include distance learning, magnet schools, and other innovations:
 - <<http://www.ed.gov/>>
 - <<http://nces.ed.gov/fastfacts/display.asp?id=27>> (a USDOE site on trends in education with links to historical statistics)
4. If possible, show a short video of classrooms in various countries, past and present. Encourage the students to comment on what they notice — what aspects are different from their own classroom and what aspects are similar.
5. Remind students of the project presentations at the next session.

Session 8: Student Presentations

Materials

- None

Instructional Activity

1. Have students present their course assessment projects.

Attachment A: Course Assessment Project

Each student will develop a project for use in assessment for this course. The project must reflect content studied throughout the course on Virginia and United States History, and it must include information on the final organizing topic, Contemporary United States.

Select one project from the following list, or submit for teacher approval a project proposal that meets the objectives of the project.

1. Develop a pictorial timeline or poster reflecting the changes over time in one of the areas listed below. The timeline should provide information for the 1600s, 1700s, 1800s, and every 20 years in the 1900s. Emphasis should be placed on the slow advancements in this area through history until the 1900s and then, if appropriate, the rapid changes during the 20th century. A two-page essay explaining the impact these changes have had on the course of history should be included. In addition, information from the unit on Contemporary United States must be included.
 - The evolution of transportation (including travel times then and now)
 - The evolution of communication (including long-distance communication then and now, and the various means of communication)
 - The evolution of fashion
 - The evolution of minority issues
 - The evolution of immigration patterns
 - The evolution of women's issues
 - The evolution of medicine (e.g., the eradication of certain diseases, progress in research on diseases that have not yet been conquered)
 - The evolution of careers (including jobs that at one time were highly valued, such as blacksmithing, and those that have been created as the result of technological innovations)
2. Prepare and deliver a five-minute oral report highlighting the link between the past and current issues, such as one of the following:
 - A background history of Cuba and a description of the current relationship between Cuba and the United States
 - The changes in television programming since the beginning of television
 - The impact of the computer on the work place
 - Women who have broken through the glass ceiling
 - Any of the topics listed for the above poster/timeline-essay exercise
3. Develop models that illustrate the evolution of modes of transportation over 400 years. The models must be accompanied by a brief paper outlining the impact of the evolution. You may purchase kits to prepare your models, but historical accuracy is required; any paint or decoration must be historically correct.
4. Model fashions from the 1600s, 1700s, 1800s, and two or three decades from the 1900s. The "fashion show" should highlight when the fashion was in style, the types of people who would have worn it (i.e., rich, poor, etc.), where the fashion was in style, and the impact of the design on society.
5. Create a display of a variety of ethnic foods illustrating at least five groups of people that have immigrated to the United States. Each food item must be accompanied by a brief report on:
 - the origin of the group represented by the food
 - the current U.S. population figure for that group
 - the circumstances in the home country that compelled the group to immigrate to the United States
 - several individuals from that group who have gained fame for their contributions to the United States in the past or present.

6. Make an analysis of the trends in music over the 400-year time span identified for this project. This may be done with a four-to-five-page report or through a classroom presentation in which appropriate brief music examples are played and discussed (identifying the time period and a major historical event that was occurring at the time the music was written, the type of instrument(s) that were used to perform it, and the performer and composer of the music). NOTE: At least 50 percent of the music examples selected must reflect the historical context of the time in which it was written, e.g., many songs from the Vietnam era that reflect public views on the war.
7. Make a collection of political cartoons, and write a brief paper that explains each one, including its content, source, and artist.
8. Examine historical works of art, and develop a brief paper about the impact of social events on the visual arts. For example, compare and contrast three historical paintings from three different eras, including the intent of the artist, the impact of the work of art, and other considerations.