

DEVELOPMENT OF A PROPOSED COURSE OF STUDY IN AMERICAN  
HISTORY FOR THE SENIOR HIGH SCHOOL

A THESIS  
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## CHAPTER I

### INTRODUCTION

#### I. IMPORTANCE AND STATEMENT OF THE PROBLEM

During the past fifty years secondary schools have made rapid advances both in enrollments and in the curriculum. In 1890 these schools were still the schools of the few, even though their enrollments had begun to grow rapidly. The high schools have continued their rapid growth until today they present an extremely wide range of individual differences in such areas as interests, abilities and needs. Of the millions of students attending these schools today, probably six out of every seven will never attend college. It is thus apparent that our high schools must provide for both the students who do and those who do not plan to go to college.

A new age has appeared. Some call it the Atomic Age; but whatever its name it is an age of science, an age of unprecedented development of knowledge, invention and industry. The emphasis is on internationalism, rather than nationalism, and on extension of the means to supply human wants on an international basis.

In the United States there is no national agency which controls public education. Each state is free to

carry out its own educational theories. The interchange of ideas through the press and radio, the ease with which people move about, national and regional conventions, and many other agencies contribute to give some uniformity to educational thinking and practice. Yet, each state and the schools, and school systems in the state strive in their respective spheres to produce the kind of schools which will best serve the needs of the youth of their communities.

In most school systems there are latent forces in the organization, in the teaching and administrative staffs, in the inflexibility of the school plant and in the funds available that resist change. Students of education should appreciate the difficulties that leadership in education must face, both inside and outside of the schools in effecting changes in the schools and in their services which fall in line with the more progressive demands. Patience, determination and foresight must be had by progressive administrators if they are to succeed in bringing about the needed changes in our schools.

However, any adequate statement of the guiding principles of secondary education should include the many implications of the high school as a social institution meeting the educational needs of the time. It should modify

its work as the demands of the student's social environment change in accordance with the new civic, social, economic, educational and occupational problems. It should afford, within the possibilities of its own limitations, every boy and girl in the community the opportunity to pursue studies of significant value to them and to the society in which they live, according to standards appropriate to their ability to succeed. The high school should maintain close co-operation and articulation with the elementary schools which feed into it, in order to provide a continuous educational process from the grades through all stages of secondary education. The high school should regard guidance as one of its most important functions to youth. Further, it should seek to provide all children of secondary-school age an education based upon the activities and characteristics of life today.

Thus, realizing and understanding the role of the secondary school in the educational field today, the problem of this thesis is to develop a course of study in American History, on the unit basis, which will meet the interests, needs and abilities of senior high school students.

Most educators agree that the field of social studies has come to be one of the most important areas of learning in the schools of this day. Most educational leaders also

agree that students can learn well under the unit approach to the teaching of the social studies. However, the unit program must be flexible if it is going to meet the manifold problem of individual differences in our schools today.

## II. DEFINITIONS OF TERMS USED

In order to avoid any confusion and misunderstanding resulting from a failure to state clearly the meaning of the major terms used in this thesis, they will be defined in the following paragraphs according to their use in the preparation of this document.

The social studies. The social studies deal with human beings in their relations to one another and to their physical environment. On the secondary level, the social studies "comprise a group of subjects including history, civics, economics, and sociology, with certain relatively undefined boundaries and ramifications in the subject matter of geography, vocations, ethics and homemaking."<sup>1</sup>

Curriculum. The curriculum is all the experiences of the pupils that are influenced by the school. These

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<sup>1</sup> Roy O. Billett, Fundamentals of Secondary School Teaching (New York: Houghton Mifflin Company, 1940), p. 222.

experiences may include both the in-school and out-of-school environments of the students. Pupils should use the subject matter as they need the information.<sup>2</sup>

Subject curriculum. In a subject curriculum great emphasis is placed upon sequence.<sup>3</sup> Subject matter is logically organized around values which are inherent in or derived from the subject matter itself. Its scope is rather narrow, in that it isn't supposed to overlap other subjects.

Unit of work. "A unit consists of purposeful, related activities so developed as to give insight into, and increased control of, some significant aspects of the environment; and to provide opportunities for the socialization of pupils."<sup>4</sup> A unit of work should facilitate the integration of the experiences of the student. If his experiences are properly integrated there is a good chance that he will develop a well adjusted personality.

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<sup>2</sup> L. Thomas Hopkins, Integration, Its Meaning and Application (New York: D. Appleton-Century Company, 1937), p. 239.

<sup>3</sup> Department of Superintendence, The Social Studies Curriculum, Fourteenth Yearbook (Washington, D.C.: National Education Association, 1936), p. 54.

<sup>4</sup> J. Murray Lee and Dorris May Lee, The Child and His Curriculum (New York: D. Appleton-Century Company, 1940), p. 192.

Democracy. Democracy is a way of life whose general purpose "is to serve the people individually and collectively to the end that each may protect the welfare of all and all may protect the welfare of each."<sup>5</sup> It is diametrically opposed to totalitarianism.

### III. METHODS OF PROCEDURE AND SOURCES OF DATA

The philosophical and analytical-survey methods of research were employed to obtain the material presented in this thesis. Techniques for collecting the necessary data consisted of a review of related investigations and other pedagogical literature, and an examination of pertinent courses of study and text books.

### IV. ORGANIZATION OF THE REMAINDER OF THE THESIS

The remainder of this thesis includes a consideration of (1) the status and trends in the social studies, (2) a survey of American History textbooks and courses of study, and (3) a proposed course of study in American History for the senior high school.

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<sup>5</sup> J. W. Wrightstone and Doak S. Campbell, Social Studies and the American Way of Life (Evanston: Row, Peterson and Company, 1942), p. 7.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### I. REVIEW OF RELATED THESES

Unit organization in American History. Anna Katherine Good<sup>1</sup> made a study of the unit assignment in relation to its utilization in junior high school. She came to the conclusion that it is the best method yet devised to provide for special emphasis on the thought process in the social studies. She is convinced that a democratic government needs citizens who can and do think; citizens who do not have their thinking done for them. Good believes we must teach that to the boys and girls who are in school today, because they will be carrying on the very principles and traditions they are at present studying.

Good starts her units with a "Delimitation" which others sometimes call a preview. This is followed by what she calls "Incidental Learning Products," which is a statement of the specific aims to be achieved by the work done in completing the unit.

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<sup>1</sup> Anna Katherine Good, "Unit Organization of Four Topics in American History," (unpublished Master's thesis, Boston University, 1939).

Good sets up a rather rigid time limit for each phase of the unit, such as the introduction, laboratory work, etc. It seems that any time limit that is set up should be of a flexible nature.

In introducing the units Good uses such devices as motion pictures, bulletin board displays, Education Week for her unit on the cultural growth of the United States, and excursions to places of interest.

Good defines the unit assignment as an experiential sequence from the standpoint of the pupil. Her unit assignment consists of notes for the teacher, questions and problems for the pupils, additional selections for optional related activities, and a mastery test.

Each of her units is divided into the following phases: The unit, delimitation of the unit, incidental learning products, tentative time limit and distribution of time, the unit assignment and list of readings.

In her thesis Good has set up four units in American History. They are as follows: Expansion from the Atlantic to the Pacific, Expansion Outside the Continental United States, The Development of the United States from an Agricultural Country to an Agricultural-Industrial Country, and the Cultural Development of the United States.

Evaluating American History Textbooks. Fred

Weiss<sup>2</sup> analyzed and evaluated textbooks in American History and came to the conclusion that textbooks have been and probably will continue to be a most important factor in the teaching of American History in the senior high school. Because this is true, there is a definite need for improved methods in selecting these textbooks. He found that the score card is probably the best method for the analysis, evaluation, and selection of history textbooks because it is a more systematic, objective, and effective method than any other. He states further that several persons should analyze, evaluate, and score the textbooks. In order to judge the improvement in textbooks, he chose five from the period 1932-1935 and seven from the period 1940-1942. According to the score card in this thesis, the books by Ham<sup>m</sup>, Faulkner and Kepner, and Harlow appear to be the texts most likely to meet the needs and purposes of the average teacher of American History. He found that the more recent texts tend to emphasize to a greater degree the problems and affairs of

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<sup>2</sup> Fred A. Weiss, "The Analysis, Evaluation, and Selection of American History Textbooks for Senior High School Classroom Use," (unpublished Master's thesis, University of Michigan, Ann Arbor, 1943).

the period since the Civil War and of the twentieth century.

Weiss concludes his thesis with the statement that in applying a score card to a number of American History textbooks, one acquires a greater insight and appreciation of the thought and effort which go into the composition of these textbooks. The scorer is also made aware of many important elements in the textbooks which might otherwise escape his attention.

Improving the teaching of American History. Harold E. Ringer<sup>3</sup> wrote a thesis on American History to show how a teacher of American History in a rural centralized high school can put into practice some of the more desirable methods of teaching which provide greater opportunities for boys and girls to acquire the training that is considered most necessary for living in a democracy.

Ringer uses the philosophical method in the presentation of his material. The study starts with a statement of the average teacher's philosophy toward improving the

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<sup>3</sup> Harold E. Ringer, "Improving the Teaching of Eleventh Grade American History in Pioneer High School," (unpublished Master's thesis, Ohio State University, Columbus, 1939).

teaching in his classes. He then states many definitions of philosophy, from which he evolves his own. He says that the teacher must guide his students in forming their own philosophy of life. He then goes on to say that the teacher must know the nature of the social order in which the boys and girls live before he can guide young people in the search for the better life.

The thesis is organized under the following headings: Introduction; Philosophy of Education for Present Day Teaching; The Nature of the School; The Students, The Local School and Its Community as They Accept the Problem; Presentation of Practical Suggestions for Improving the Teaching of Eleventh Grade American History; and Conclusions.

Ringer says that the teacher of American History should have an understanding of his subject as related to other bodies of knowledge which have importance to mankind. He shouldn't think of his work as the only teaching which has significance to boys and girls.

Ringer suggested that a questionnaire be filled out by the students to help the teacher to know them better. He presents a mimeographed list of all books, magazines, and pamphlets that are available in the school

library. He gives a large bibliography of sources of cheap material and takes care of individual differences largely through research papers. To test attitudes he gives the two tests that were used for that purpose in the evaluation of the Eight Year Study which was carried on at Ohio State University. He also gives a good diagram to show the difference between conservative, progressive, radical and reactionary people.

Units for international understanding and cooperation.

Ruth Curtis<sup>4</sup> made a study in which she developed units on international understanding and cooperation in the social studies of the secondary school curriculum. She came to the conclusion that the social studies curriculum of secondary schools should help the students to become world citizens rather than try to make them better citizens of the United States only.

Six units have been developed in this thesis. Units I and II are for use in the junior high school and could be included in any of the social studies classes. Units III through VI are on the senior high school level and could be

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<sup>4</sup> Ruth Curtis, "Education for International Understanding and Cooperation," (unpublished Master's thesis, University of Michigan, Ann Arbor, 1945).

used in world history, American history, economics, government, or problems of democracy courses. Each unit includes the following: phases and purposes of the unit; and activities for arousing interest, developing and for summarizing the unit.

## II. REVIEW OF COURSES OF STUDY

Saginaw, Michigan Course of Study for American history in secondary schools.<sup>5</sup> The unit approach is used in this course of study for the social studies. In the introduction a social studies philosophy is presented. This philosophy is that the teachers should feel that the course of study should be a guide or stimulus and not something which must be followed to the letter. The interests and needs of the pupils should affect both the content and teaching procedure. The work and activities should be cooperatively planned and evaluated by the teacher and pupils.

Each course in the social studies program is begun by a list of aims desirable to emphasize in that particular course. The major areas of living are considered in the

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<sup>5</sup> Saginaw, Suggestive Course of Study for Social Science, Grades X-XII (Saginaw, Michigan: Public Schools, August, 1939), pp. 42-69.

various units. Each of the units is accompanied by suggested activities: (1) to arouse interest; (2) to develop the unit; (3) to summarize the unit. Examples of activities to arouse interest are: presenting a pre-view by the teacher, discussing early explorers, and discussing the general living conditions in the colonies. The following are typical of the activities used in developing the unit: writing an imaginary account of a stage coach trip, presenting a floor talk on the early crusades and their influence, dramatizing episodes of the Stamp Act Congress, and reviewing books of historical fiction on this period. To conclude the units, such activities as the following are used: drawing two parallel time lines in different colors for the period 1600-1700, on one indicating the chief English events and on the other significant colonial events; make a "Hall of Fame" of early leaders giving name and reason for their importance; making scrap books which include maps, study outlines, biographies, pictures, and themes on the revolutionary and constitutional periods; and taking a test on the unit. These activities are meant to be only suggestive and some might be deleted or others added according to imagination and initiative of the teacher. For each of the units

references are listed for the students, but they do not include any biographies or books of fiction.

American history for the high schools of Lansing, Michigan.<sup>6</sup> The Lansing course of study makes use of the unit plan. The units are organized around areas of living such as the following: Expressing and enjoying beauty and high ideals, engaging in and enjoying recreation, communicating with others, cooperating in scientific, social, and civic activities, etc. Each course in the social studies emphasizes some specific area. The center of emphasis for the eleventh grade is: Making progress in science and enriching American life.

The philosophy is that the social studies should be related to present happenings, and past conditions and developments should be studied only as they relate to present happenings. The belief is that students should understand the principles and achievements of a democracy. Greater international understanding should be fostered, especially between the Americas. This point is especially important in this age of the reawakening of international

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<sup>6</sup> Lansing, Course of Study in Social Studies, Grades X to XII, Inclusive (Lansing, Michigan: Board of Education, 1941), pp. 92-121.

understanding. However, it is desirable to go still further and teach the need for trust and a sincere friendship between the nations of the world, because it is one of the cornerstones on which one of the greatest needs of society today must be built--permanent international peace. In addition, pupils should not only understand our democracy but should practice democracy in their school life as well.

Besides stating suggestive aims for each unit the course of study gave a list of broad aims for the whole social science curriculum. Some of the latter aims include: Growth in social sensitivity and constructive social participation, growth in integrity, clear thinking, creativeness, health and safety, etc. The course of study in American history is divided into seven units, each with many suggested activities and references.

American history for the high schools of Oregon.<sup>7</sup>

The purpose of the Oregon course of study in the social studies is to offer stimulation and assistance in the selection of content, organization, activities, and suggested procedure. A list of objectives is found at the

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<sup>7</sup> Oregon, Course of Study in Social Studies for Oregon High Schools (Salem, Oregon: State Department of Education, 1939), pp. 132-78.

beginning of the course of study. Three textbooks are used in the course on American history and government. There is an introduction to each unit. Activities and objectives also are stated for each unit. Such suggestive activities as the following are given: Prepare a chart or diagram showing how the system of checks and balances functions; prepare a dramatization of the Constitutional Convention, letting the members of the class represent the various delegates to the convention; and contrast the plans for reorganization of government with the plan provided by the Constitution. A list of source books that would be valuable additions to any library for American history or government is included. The course is divided into seven units.

Evansville course of study for American history.<sup>8</sup>

The purpose of this course of study is to provide a functional program to meet the changing conditions of the times. Curriculum revision must keep pace with the socio-economic world. It is a matter of taking inventory of the offerings, dropping out deadwood here, adding new

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<sup>8</sup> Evansville, Tentative Social Studies Course of Study in Eleventh-Year United States History (Evansville, Indiana: Evansville Public Schools, 1936), pp. 1-44.

material there. Curriculum revision is a constant process and therefore constant evaluations should be made of its offerings.

While the eight units covering the entire American history course are very detailed they still are only offered as a source of stimulation and assistance to the teacher. In the introduction to this course of study it takes up such topics as: Functions of secondary education, social studies objectives, classroom methods, testing, teaching materials, integration, extra-curricular activities, and the use to be made of the course of study. The units consist of an overview, subject matter, text reference assignments, and pupil activities. A short list of historical fiction and biographies, several books of source material, and a more complete list of textbook references is given in the appendix.

### III. ANALYSIS OF TEXTBOOKS

Eleven school books in American history have been chosen as references for the course of study proposed in this thesis because they use the unit plan, are recent, are of varying difficulty, and have somewhat differing emphases. It seems appropriate, therefore, to analyze

the various features of these books as a basis for making best use of them in teaching the proposed course.

Our Nation, by Barker and Commager,<sup>9</sup> appears to be an excellent book. Besides giving a preview for each unit, an outline precedes each chapter. Each of the chapters is well summarized. Important original descriptions are placed in the text in the most opportune places. It has many fine illustrations, many of which are colored. Over half of the book deals with the periods since 1865--that part of our history with strong implications for the present day. It has a good list of both biographies and fiction at the beginning of each unit.

The United States in the Making, by Canfield and others,<sup>10</sup> is a very good book. Each of the eight units in the book is preceded by a preview and is ended with a good list of biographies and imaginative literature. Each unit is also preceded by four or five questions designed to aid the student in gaining the most knowledge from its content. Each page has marginal headings to further aid the pupil in his study of American history. This book also

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<sup>9</sup> Eugene C. Barker and Henry Steele Commager, Our Nation (Evanston, Illinois: Row, Peterson and Company, 1945). 974 pp.

<sup>10</sup> Leon H. Canfield and others, The United States in the Making (Boston: Houghton Mifflin Company, 1944). 880 pp.

has most opportunely placed the thumb-nail biographies of the most prominent men in our country's history. It is very well illustrated.

Another fine book is one written by Faulkner and Kepner,<sup>11</sup> entitled America. It deals more with our cultural and economic history than most American history texts. Each unit is preceded by a preview. This text includes a list of imaginative readings at the end of each chapter. Supplementing this is a fine list of source and recreational reading material in the back of the book.

The Development of America, by Wirth,<sup>12</sup> is also a very good book. Each unit in the book is preceded by a well written preview. Each chapter is concluded by the following: questions on the chapter, projects, problems for investigation, oral reports, problems for debate, comparisons and contrasts, vocabulary, identifications, and map studies. Besides these each unit is ended by suggestions for a test on it. All of these

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<sup>11</sup> Harold U. Faulkner and Tyler Kepner, America (New York: Harper and Brothers, Publishers, 1938). 866 pp.

<sup>12</sup> Wirth, Fremont P., The Development of America (New York: American Book Company, 1946). 808 pp.

activities, the author says, have been classroom tested. Then, too, each unit is followed by a reading list including source material, fiction, and biographies.

The American People, by Hamm,<sup>13</sup> contains questions at the beginning of the chapter to help in the study of it. Each chapter is ended by an annotated bibliography of fiction. This book places slightly more emphasis than most on the social and economic aspects of the history of the United States.

The book by Muzzey,<sup>14</sup> entitled A History of Our Country is introduced by a fine personalized letter to the student on why they should study history. Each unit is introduced by a preview which magnificently connects the past with present day happenings.

Another good book is the one written by Wilson and Lamb,<sup>15</sup> entitled American History. Besides preceding each unit with an overview, questions are included to aid the student in his study of it. Each chapter is introduced by

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<sup>13</sup> William A. Hamm, From Colony to World Power (New York: D. C. Heath and Company, 1947). 817 pp.

<sup>14</sup> David S. Muzzey, A History of Our Country (New York: Ginn and Company, 1946). 884 pp.

<sup>15</sup> Howard E. Wilson and Wallace E. Lamb, American History (New York: American Book Company, 1947). 594 pp.

a graphic time chart which places the important events of the chapter in their proper perspective. This book presents American history in a truly story form. Although it is written on the junior high school level, it would be a fine supplementary book for the senior high school, especially for those students who dislike history and for the slower students. Its vocabulary is simple, and most high school students would find it interesting. It has a number of excellent activities and a good list of fiction and biographies at the end of each unit.

Two other junior high school books are suitable for use in the proposed course in American history. The first of these is the one by Barker, Commager, and Webb, entitled<sup>16</sup> The Building of Our Nation. This book is well illustrated, including many colored illustrations. Each unit is introduced by a preview and a book list. The latter contains fiction, biography, and source books. The book starts out with our heritage from the cave man. Each chapter ends with a summary to give a brief story of the chapter. At the end of each unit are activities of the problem solving, thought provoking type.

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<sup>16</sup> Eugene C. Barker, Henry S. Commager, and Walter P. Webb, The Building of Our Nation (Evanston, Illinois: Row, Peterson and Company, 1946). 796 pp.

The other one of this easier type reading is the book by McGuire and Portwood,<sup>17</sup> entitled The Rise of Our Free Nation. Each unit is introduced by an introduction called The Past Lives Again for Us and is summarized by a section called The Past Marches Down to Us. The purpose of the latter is to show how each period of our history affects our lives today. This book lists activities that can be carried out by students particularly interested in some particular subject such as English, Science, Industrial Arts, etc. These activities might be carried out easier where the above courses are fused with the history course or in a core curriculum. At the conclusion of each unit is a reading list containing fiction and biography as well as poetry applicable to the unit. Also at the end of each unit is a list of photoplays, lantern slides, and motion pictures for use in the classroom. In the case of the latter, they tell whether the picture is sound or silent and from what company it can be obtained.

Two books of source reading are especially good for use in a course in American history. The first of these is entitled The Heritage of America, written by Commager and

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<sup>17</sup> Edna McGuire and Thomas B. Portwood, The Rise of Our Free Nation (New York: Macmillan Company, 1946). 774 pp.

Nevins.<sup>18</sup> Some teachers teach history in such a manner that it becomes almost entirely a series of facts and dates to be learned. In this manner history ceases to have very much reality. To help avoid this teachers of history should provide books such as this one which contains most of the great historical documents of American history. These accounts of actual people, who participated in them, makes history more realistic for the high school student. This book is organized into chapters on such topics as the following: opening up the continent, planting colonies in the new world, life in the colonies, etc. It includes actual accounts from the exploration period to the New Deal under Franklin Roosevelt.

Another book of this same type is entitled We Hold These Truths, edited by Brown.<sup>19</sup> It is a ready source of the classic documents that express the evolution of our democratic ideals and methods. It is a collection of the significant statements of American democracy from the Mayflower Compact to the First Inaugural Address of Franklin Roosevelt.

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<sup>18</sup> Henry S. Commager and Allan Nevins, The Heritage of America (Boston: Little, Brown and Company, 1940). 1152 pp.

<sup>19</sup> Stuart G. Brown, We Hold These Truths (New York: Harper and Brothers, Publisher, 1941). 351 pp.

## IV. REVIEW OF RELATED PERIODICAL REFERENCES

Axioms for the social studies. Mary Coates<sup>20</sup> states that the social studies teachers should have a basis of principles or a foundation of axioms. Some of the axioms or principles she advocates are: Just as civilized individuals have abandoned the aggressive use of force in the settlement of their problems and their struggle for justice, civilized nations, and entities within the nations, can and must do likewise; no law enforcement body can survive without the cooperation of the people; and compromise is the only substitute for force. Probably all social studies teachers have principles which govern the attitudes they attempt to formulate in their classes but too often these are not well thought out or well formulated. These principles or axioms should be written down and reactions obtained from the rest of the teaching staff.

Visual and other aids. In this article, Gibson<sup>21</sup> deals mostly with radio as an aid in education. He points

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<sup>20</sup> Mary Weld Coates, "Axioms for the Social Studies?" Social Studies 37: 16-18, January, 1946.

<sup>21</sup> D. E. Gibson, "Visual and Other Aids," Social Studies, 37:178-80, April, 1946.

out that one of the handicaps to the universal adoption of the potentially great possibilities of the audio-visual aids is that too many teachers and administrators are satisfied with the older methods. They are afraid to disturb the status-quo as long as the people apparently are satisfied.

Our emphasis in education has changed from high standards as shown by the number of pupil failures to our present policy of striving for pupil success. As a result of this changing viewpoint, educational leaders are searching for every conceivable means of furthering the success of the individual pupil.

Some criteria for judging the possibilities of a radio program are: (1) Does the program have unity? (2) Is the subject matter selected educationally important? (3) Will the program effectively induce a considerable proportion of listeners to explore the subject more completely by reading, by discussion, or other self-educative activity? And (4) Is there a summary at the close to fix in the listener's mind the major points brought out by the script?

The radio isn't a cure-all for all our educational ills but there are a few bright spots on the horizon such as: Frequency Modulation transmission, television, and newer developments in instantaneous and wire recording.

However, the greatest hope lies in the extent to which educational organizations coordinate activities in order to gain the maximum value from one of the greatest driving forces that has ever been an aid to education.

Interpreting American history. William Fisher<sup>22</sup>

states that one of the reasons why history has been so dull for so many students is that either the subject has no meaning for those teaching it or they have been too afraid to take a stand on those issues which have been directly posed by the developing panorama of our nations past.

Fisher says that this does not mean that the teacher should be belligerent, for, to do so would be unfair. But if American history is to breathe vitality, it is essential, according to Fisher, that the teacher approach the subject from a partisan point-of-view. Of course, he shouldn't insist that his students adopt his point-of-view. It merely means that class discussion should be kept open at all times for the free play and clash of ideas. The only way we can get American history out of the vacuum into which many have put it is to elucidate and clarify those issues which have contributed to an expanding American democracy.

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<sup>22</sup> William H. Fisher, "Wanted: New Interpretations in American History," Social Studies, 37:149-51, April, 1946.

Some of the periods which Fisher believes have contributed most to our democratic way of life are: the Revolutionary War period, the Jeffersonian period, the Jacksonian period, the Lincolnian era, the Wilsonian period, and the administration of Franklin D. Roosevelt. Finally, he says that American history must be approached from the standpoint of the contribution which a true knowledge and understanding of it can make in the years that lie ahead.

## CHAPTER III

### PROPOSED COURSE OF STUDY IN AMERICAN HISTORY

#### I. THE UNIT PLAN IN THE TEACHING OF AMERICAN HISTORY

In looking back over our own schooling, most of us discover that only those things in which we had an active part remain clear in our memory; what we did, not what others did, and what we enjoyed, not what the class enjoyed, often stand out as if they had happened yesterday. Upon this fact is based the hope for the pupil of today, that not a few activities, but hundreds of them, will become his permanently. A genuine school of experience should provide opportunities for acquiring knowledge and creating cultural interests as a basis for rich living and enjoyment as an adolescent and in preparation for life as a responsible adult.

For the accomplishment of this purpose the classroom is transformed into a laboratory or miniature world. This transformation is brought about by making the classroom a combination study hall, library, discussion room, and activity center. The number of activities that can be carried on is limited only by the initiative of the teacher. However, many things are necessary in building a classroom laboratory such as: adequate bulletin board

space, library shelves, pertinent books, and magazines. It isn't necessary to have a large library to inaugurate the classroom laboratory plan. While adequate filing space for the collection and classified storage of pertinent clippings, pictures and the like isn't necessary, it is a distinct advantage. Conditions are thus provided through which the children will experience many kinds of activities which will promote knowledge, character development, and recreational pleasure. The primary instrument used to accomplish this broad purpose is the unit of study.

The organization of subject matter into units is receiving much attention at the present time. Before proceeding with a discussion of the plan, it is essential to have a correct conception of a unit.

Caswell and Campbell<sup>1</sup> divide units as follows:

### I. Subject Matter

- A. Topical unit
- B. Generalization unit
- C. Unit based on significant aspect of environment or culture

### II. Experience

- A. Unit based on center of interest
- B. Unit based on pupil purpose
- C. Unit based on pupil needs

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<sup>1</sup> Hollis L. Caswell and Doak S. Campbell, Curriculum Development (New York: American Book Company, 1935), p. 406.

Morrison, who has probably done more than anyone else to popularize the term unit, defines it as "a comprehensive and significant aspect of the environment, of an organized science, of an art, or of conduct, which being learned results in an adaptation in personality."<sup>2</sup> In the middle thirties Wilson indicated that the term unit was used to mean a body of subject matter, every item of which is related to a central core of thought. "The central core of thought is a unifying agency and the distinctive mark of a unit; it is an interpretation of the subject matter clustered about it."<sup>3</sup> Billett says that "the unit is a recognizable advance to be made by the pupils in some concept, skill, ideal, attitude, or appreciation."<sup>4</sup> Billett also states that the "unit assignment is a planned series of situations, through interaction with which the pupils will achieve at least some part of the advance represented in the statement of the unit."<sup>5</sup>

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<sup>2</sup> Henry C. Morrison, The Practice of Teaching in the Secondary Schools (Chicago: University of Chicago Press, 1931), pp. 24-25.

<sup>3</sup> Howard E. Wilson, "The Unit in the Social Studies," Junior-Senior High School Clearing House, 9:30, September, 1934."

<sup>4</sup> Roy C. Billett, Fundamentals of Secondary School Teaching (New York: Houghton Mifflin Company, 1940), p. 178.

<sup>5</sup> Loc. cit.

The unit should include many kinds of activities to provide for the differing interests and needs of the pupils.

One of the important problems one faces when arranging the history course into units is that of chronological sequence. It is necessary to decide whether the units in history are to follow largely a chronological scheme, or whether chronology will be ignored and attention focused on putting the related material under pertinent headings. The answer to this decision will determine what units should comprise the course.

Some think it is a mistake to consider chronological order at all in outlining the units. They would choose their units with little regard for time. Perhaps it is better to have some respect for chronology. A safe rule may be laid down that chronological order must be followed unless it can be definitely shown that the violation of the order will produce better results.

After units have been chosen for a course the next task is to select the material for each unit that will be necessary for its understanding. This is where the careful discrimination of the teacher is needed. No material should be included that does not bear directly on the unit and aid in its understanding. Nothing should be added

merely because the teacher thinks that the pupils ought to know it. The material should be selected and arranged from the point of view of the interpretation of the unit.

The unit movement has gained so much popularity that most textbooks writers have now organized their books on a unitary basis. However, some writers have merely changed the term "topic" to "unit." Others have rearranged a little of their material, and call it unit organization. Book salesmen also frequently laud the amount of material in their respective texts, stressing the quantity rather than the quality of their content. Fortunately more and more textbook writers are making a real effort to reorganize their books on a truly unitary plan.

## II. CONDUCTING THE UNIT

Units may be divided into the following steps: introductory, laboratory, and testing periods.

Introductory period. This period may be used in the proposed course of study in American history primarily to give the pupils an overview of the unit and to arouse their interest. This step may also be used to diagnose

pupils' needs, to locate those needing special help, and to determine the students' preparation for the study of the new unit. (An initial test may be administered during this period to determine the pupils' needs, etc.) The purpose and general content of each new unit should be explained, information should be secured from the pupils either through oral or written questions, and an effort should be made to stimulate interest in the unit. Also the new unit should be tied-up to the past unit during this period.

Laboratory period. The chief purpose of this part of the unit is the mastery of the content of the unit by the individual pupil. An attempt should be made to develop more initiative and self-direction on the part of the pupils. (This period can be a time to develop self-expression and creative achievement. The laboratory or individual-work period is, however, primarily a time of directed study. The teacher acts as a guide, observing the pupils work, pointing out errors, suggesting better study methods, and answering questions put to him by individuals or groups of students. In this the teacher can enlist the aid of the more successful pupils. It is also a period for organizing and interpreting pertinent data. Then, too, it is a time for occasional testing. This testing may be of the standard-

ised or essay types. Some of the things that pupils can do during this period are:

- (1) gain practice in oral discussion,
- (2) practice speaking before the class to gain desirable emotional attitudes in themselves and the class,
- (3) participate in socializing experiences,
- (4) stimulate thinking,
- (5) fix impressions through expression,
- (6) summarize main points of the unit,
- (7) develop the main concepts of the unit through the pooling of information and experiences,
- (8) show how applications of the unit may be made, and
- (9) bring out additional problems and thus lead up to the next unit.

Some of the methods used during this period are: floor talks, oral or written reports, debates, committee reports, and general discussion on some phase of the unit or related supplementary material. A good way to stimulate better reports is to have the better ones recorded and played in other classes or community gatherings. Use should be made of the most important teaching aids, such

as audio-visual aids. Another important teaching device is the use of excursions to points of interest.

The laboratory period may be concluded by using a variety of activities to unify and summarize the work of the unit. At this time, exhibits of scrapbooks, cartoons, notebooks, pictures, and things constructed would be appropriate. A review of the unit, a dramatization, a debate, or an assembly program might be given.

Testing period. The main purposes of this period are to determine to what extent the pupils have mastered the unit, to motivate any needed remedial work, and to help the teacher evaluate her methods.

While this period emphasizes testing for mastery of this unit, it shouldn't constitute the entire testing program. Some instructors give pretests of the units. Most schools give tests during the laboratory period on various subdivisions of the unit and then give comprehensive examinations at the end of each semester. Many teachers use objective tests. Other types of tests that are used are of the oral or essay type. However, the objective type of examination has some advantages when testing for unit mastery. In order to evaluate attitudes, specially prepared tests for that purpose may be used. To

complement these tests the teacher should observe the reactions and conduct of the pupils, and ask the pupils to state what should be done under specified conditions.

### III. DESIRABLE DIRECTIONS OF PUPIL GROWTH

In line with current practice, the purposes of education which should be developed in a course of study in American history have been stated in terms of desirable directions of pupil growth. This type of approach gives direction to the course. If one doesn't know where he is going he is not likely to arrive at the desired goal or goals. Directions of pupil growth aid in the selection of subject matter and activities which will achieve the major purpose of education in American history -- which is the all-around development of the students for a happy and active life in a democracy. This approach also makes it easier to evaluate the growth or development of pupils in desirable directions.

The writer realizes that the general directions of pupil growth in a course will not be completely achieved at any one time, but these aims should be set up as goals toward which the class will strive throughout the course. The general aims for the proposed course of study in

American history follow.

Growth of the pupils in developing an appreciation of, and a willingness within themselves to carry out, their duties, responsibilities, privileges, and rights as functioning members of a democracy.

Growth of the pupils in building within themselves a rational patriotism and a desire to maintain the democratic standards of our national life.

Growth of the pupils in building within themselves a loyalty for our basic institutions, with the understanding that both must adjust to changing conditions.

Growth of the pupils in training themselves to select and weigh evidence with an open mind, so that they will think through social situations with truth as a goal.

Growth of the pupils in their ability to practice tolerance and cooperation with their friends and acquaintances.

Growth of the pupils in developing within themselves a tolerance and friendly attitude toward the customs, ideals, and traditions of other people.

Growth of the pupils in seeing their indebtedness to other people, past and present, in order to stimulate each

to make his own contribution to progressing society.

Growth of the pupils in broadening and enriching their lives through the awakening and growth of cultural interests.

Growth of the pupils in acquiring the habit of considering the historical background of a current problem in attempting to solve it.

Growth of the pupils in acquiring the habit of reading extensively concerning social affairs.

Growth of the pupils in acquiring an understanding of the economic system of which they are a part, and to help them find a place for themselves in it.

Growth of the pupils in developing a community consciousness and a pride in its improvement.

Growth of the pupils in social sensitivity and constructive social participation, by the following:

Using initiative and ingenuity in bringing about improvements in situations.

Cooperating cheerfully and helpfully with others in desirable group enterprises.

Being wholeheartedly loyal to democracy and its principles.

Growth of the pupils in personal integrity, by the following:

Meeting difficult situations and problems in life  
courageously.

Facing reality and developing a desirable degree  
of self-confidence.

Growth of the pupils in creativeness, by the following:

Using imagination to visualize important events.

Making original drawings, paintings, maps, or  
cartoons to illustrate events, occasions, or  
conditions.

Growth of the pupils in the ways of working and studying,  
through the following:

Persevering at worthwhile undertakings until they  
are completed.

Using the table of contents and the index to lo-  
cate desired information in books and periodi-  
cals.

Developing ability to read carefully for important  
ideas.

Learning how to take notes and outline material.

Growth of pupils in their understanding of the significance  
and applications of the following generalizations con-  
cerning attitudes toward life:

People should be tolerant toward other religions,

racess, and creeds by believing in the brotherhood of man.

Religion tends to give poise, stability, and spiritual power to personality.

Work is necessary, honorable, and worthwhile.

Growth of pupils in their understanding of the significance and application of the following generalizations concerning interdependence:

All people in a community are responsible for the health, safety, beauty, and ideals of the community.

Communities, states, regions, and nations are interdependent and have responsibilities to one another.

Interdependence increases as civilization advances.

#### SCOPE OF THE COURSE OF STUDY

A course of study in American history should be flexible and used only to offer stimulation and assistance in the selection of content, organization, activities, and suggested procedures. Therefore, the unit should be of the resource type, with a large variety of activities and sug-

gestions from which the teacher and the pupils can select those adapted to the interests, needs, and abilities of the students in the class.)

The titles and phases of the proposed units in the course of study in American history are listed below and they indicate the general scope and nature of the course.

**Unit I. Discovery and settlement of America.**

- I. General European situation preceding the discovery of America.
- II. The discovery of America.
- III. European exploration and resulting land claims.
- IV. Settling in the colonies.
- V. Living in the colonies.
- VI. Colonial policies of France and Spain.
- VII. Conflicts and rival claims of the colonizing countries.

**Unit II. Gaining independence and establishing the government of the United States.**

- I. Reasons for desiring independence.
- II. Development of colonial government.
- III. Gaining independence through revolution.
- IV. Forming our national government.
- V. Launching the machinery of government.

**Unit III. How the nation expanded and democracy developed.**

- I. Expansion within the United States.
  - II. Life of the people.
  - III. The growth of democracy.
- Unit IV. A house divided against itself.
- I. Rise of the slavery issue.
  - II. The parting of the ways.
  - III. The Civil War.
  - IV. Reconstruction period.
- Unit V. How industrial development changed the United States.
- I. The industrial and commercial expansion of the United States.
  - II. Beginnings of economic recovery. ✓
  - III. Development of a national tariff policy.
  - IV. Party government and reforms.
  - V. Problems of industrial organizations
- Unit VI. How the United States became a world power.
- I. A century of isolation.
  - II. Development of American imperialism.
  - III. The United States in World War I.
- Unit VII. How the United States is meeting the challenge of a new era.
- I. The new freedom
  - II. Domestic problems.
  - III. The machine age.

**Unit VIII. Our world neighbors.**

- I. Previous isolationist policy.**
- II. From World War I to World War II in international relations.**
- III. United Nations organizations.**

## UNIT I

### THE DISCOVERY AND SETTLEMENT OF AMERICA

#### Preview

The Early Middle Ages in Europe was a period in which political chaos and intellectual and cultural backwardness were prevalent. Western civilization was threatened by the attacks of Asiatic people, especially the Turks. During the twelfth and thirteenth century, Europeans counter attacked the Asiatics in the Crusades. Through these the Europeans discovered the need for trade with the East. Shortly after the crusades there came a general intellectual and cultural reawakening known as the Renaissance. Both the Crusades and the Renaissance contributed to the breakdown of feudal anarchy; slowly new national states began to spring up.

Other factors stimulated trade between Europe and Asia. Medieval travelers gave magnificent descriptions of the East which fired the imagination of the West.

Venice and Genoa controlled the trade of the Mediterranean Sea and also the overland routes to Asia. Early in the fourteenth century these two cities opened direct communication by sea with Portugal and the Netherlands. These contacts with the Italian sailors soon fired the Portuguese

with the desire to undertake extensive maritime expeditions along the coast of Africa in search of an all-water route to the far east. Vasco da Gama in 1497 finally succeeded. However, about this time, Columbus, accepting the new theory about the sphericity of the world, sought for a new all-water route to India by sailing westward and discovered America. To avoid conflict Pope Alexander VI established the Papal Line of Demarcation which awarded the land West of that line to Spain and East of it to Portugal.

The discovery of America was followed by a century of exploration. The Spaniards confined themselves to southern North America, Central America, and Western South America. They established a colonial empire there, conquered the civilized Aztecs of Mexico and the Incas of Peru. The Portuguese centered their interest in Brazil. The English explored the eastern seaboard of North America while the French were interested in the St. Lawrence and Great Lakes Basin and the Mississippi Valley. The explorations of the Dutch and Swedes were of minor importance. These explorations were followed eventually by attempts at colonization.

Due to the expansionistic policies of both the French

and English colonies it was inevitable that these two countries should come into conflict in America. It is hard to say how our habits and ways of life would have been changed had the result of this conflict been reversed. So, even a single event or movement can change the lives of the people of a country for centuries.

### Subject matter

#### I. General European situation preceding the discovery of America

##### A. Status of the following in Europe previous to the discovery of America

1. Economic conditions
2. Political conditions
3. Religious conditions

##### B. Factors which awakened interest in exploration

1. Crusades
  - a. Time
  - b. Purpose
  - c. Results
2. Renaissance
  - a. General awakening
  - b. New interest in science and discovery
  - c. Results

3. The emerging national states
    - a. The decline of feudalism
    - b. New forces and conditions which brought about nationalistic states
- C. Trade between Europe and Asia
1. Nature of the trade
  2. The existing trade routes
    - a. Location
    - b. Control
  3. Why new trade routes were desired
    - a. The Mohammedans menaced the old routes.
    - b. Italian cities monopolized the old routes.
    - c. New national states desired to participate in the trade with the East.
  4. The search for new routes
    - a. Prince Henry the Navigator
    - b. Bartholomew Diaz
    - c. Vasco da Gama
- D. Scientific discoveries and inventions which aided exploration
1. Astrolabe
  2. Compass
  3. Astronomy

## **II. The discovery of America**

### **A. Activities of the Norsemen**

### **B. The work of Columbus**

- 1. His new theories and ideas**
- 2. His explorations**

### **C. The Papal line of demarcation**

- 1. Reason for drawing the line**
- 2. Location**
- 3. Influence on the history of the New World**

### **D. The naming of America**

- 1. The work of Americus Vesputius**
- 2. The suggestion of the new name**

### **E. Inhabitants of the New World**

- 1. Race**
- 2. Culture**
- 3. Effects of the Indians and their culture  
on present civilization**

## **III. European explorations and resulting land claims**

### **A. Spanish explorations**

### **B. French explorations**

### **C. The explorations of Great Britain**

### **D. The explorations of the Dutch**

### **E. Portuguese explorations**

**F. Reasons for each country's explorations and influence on the New World**

**IV. Settling in the colonies**

- A. England
- B. France
- C. Spain
- D. Holland

**V. Living in the colonies**

**A. Settlement**

- 1. Location
- 2. Early expansion of the colonies

**B. Important leaders**

**C. Life in the colonies**

- 1. Homes
- 2. Clothes
- 3. Health
- 4. Place of the church
- 5. Crime and punishment
- 6. Travel
- 7. Agriculture
- 8. Industry
- 9. Labor problems
- 10. Witchcraft
- 11. Education

- VI. Colonial policies of France and Spain
- VII. Conflicts and rival claims of the colonizing countries
  - A. Causes
  - B. Results
  - C. Influence
  - D. Treaties and their effects

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Suggested activities for arousing interest in the unit.

Using motion pictures, phonograph records, and  
other audio-visual aids.

Comparing the life and times of this period with that  
of today.

Reporting on interesting leaders of this period.

Reading a few exciting incidents about this period.

Having speakers address the class who have seen points of historical interest in eastern United States.

Suggested activities for developing the unit.

Making a map showing the routes of the Crusades.

Preparing a short talk on the feudal system.

Exhibiting and explaining a compass.

Comparing the ships used at the time of the discovery of America with the present Ocean lines.

Collecting newspapers and magazine articles on present day explorations.

Starting a notebook, including the following, for this unit:

- a. Maps showing the routes of the important explorers and the Crusades; territory held by France, Spain, and England in North America in the year 1763.
- b. An exploration chart in column form and indicating: (1) Names of explorers; (2) country for which they explored; (3) date; (4) sections of the New World covered by their journeys.

c. A chart in column form for each settlement in North America, including:

- (1) Name of colony; (2) date; (3) leaders;
- (4) reasons for settlement; (5) government;
- (6) occupations; (7) location.

Making soap models of important leaders of this period.

Comparing the trip of Admiral Byrd to the Antarctic with one of the explorations of Sir Francis Drake.

Comparing the reasons for coming to America in the colonial days with the reasons for immigration to the United States today.

Giving a report on the English prisons of the eighteenth century.

Comparing the system of landholding in New England with that in Virginia.

Debating the following topic:

Resolved, that the geographical environment of the United States has had more to do with the life we lead today than have the European backgrounds.

Reading one or more books of fiction or biography based on the history of this period.

Dramatizing a meeting of the House of Burgesses.

Displaying pictures showing activities of the early settlers.

Imagining that one is a colonist of the 1600's, and writing a letter to a friend in England criticizing either Barkeley's rule in Virginia or Audra's tyranny in New England.

Dramatizing a New England town meeting. (Choose an important issue of this period.)

Writing an editorial that might have appeared in a newspaper of this period.

Giving a talk on the kinds of sports and other leisure-time activities carried on at this time.

Writing a poem of at least twelve lines on some phase of the history covered by this unit.

Painting or drawing a picture depicting some scene in the history covered by this unit.

Making puppets for a play depicting some phase covered by this unit.

Keeping a scrap book on anything pertaining to history that may interest you. Some suggestions might be: pictures of great leaders, pictures of dresses or stamps relating to this period, guns or types of athletics of the period, etc.

Suggested pupil activities for summarizing the unit.

Putting on the puppet show for an assembly or Parent-Teacher Association Meeting.

Writing a poem, story, essay or skit about life in an English colony.

Helping summarize the unit for the class.

Preparing and giving the play written for this unit in an assembly program.

Preparing a hall of fame of the outstanding leaders of this period and the reasons for their importance.

Drawing a time chart for the period of 1400-1500.

Taking a test and doing remedial work on the unit.

UNIT II

GAINING INDEPENDENCE AND ESTABLISHING THE GOVERNMENT  
OF THE UNITED STATES

Preview.

In order to understand how our government was formed, it is necessary for one to know something of its European background. Just previous to the period characterized by the settlement of the thirteen original colonies, absolute

monarchies were to be found on the continent of Europe and a limited monarchy in England. Since many of the colonists came from the continent and England, it was only natural that they should bring their ideas with them and introduce them in the early form of governments found in the colonies. Having suffered under the tyranny of European rulers, they provided more civil and political liberties for themselves in the colonial governments. These governments were patterned in many respects after the governments under which they lived on the continent and in England.

Representative government was first introduced in the Virginia house of Burgesses in 1619. Before the Revolutionary War it was a feature of the government of practically every colony.

Even prior to the Revolution the need for union was felt among the colonists. The hostility of the Indians and rivalry of their French and Dutch neighbors made clear the need for common measures of defense. The policies of George III, marking the cleavage of interests between the mother country and America, intensified that need. The large measure of freedom which the colonists enjoyed implied that they were an integral part of the British Empire, but the imposition of an internal tax to contribute to imperial defense, as well as

the Declaration of Independence and eight years of war, resulted in the defeat of England and the establishment of the United States of America.

The leaders of the new nations had been able to give only their divided attention to the problem of a plan of government. The Articles of Confederation, planned and adopted under the trying conditions of war, were found to be wholly inadequate in solving the problems of commerce, finance, foreign relations, and the relationships of the individual states to each other and to the National government. It was due to the wisdom and foresight of such leaders as Washington, Hamilton, Madison, and Franklin that the problems and difficulties of the Constitutional Convention were solved and surmounted and a strong union was consummated. It was also due to their interest and determination that the Constitution was adopted and put into effect.

The launching and organization of the new government fell upon the shoulders of the first president and the able men whom he chose to serve as his aids. Many domestic and foreign difficulties beset our government at the outset, but the men guiding its policies were equal to the task set before them. Hamilton placed the country upon a sound financial footing. Washington, Adams, Jefferson, Madison, Monroe, and John

Quincy Adams saw it safely through a storm of foreign difficulties and helped it to find a place of honor and respect among the family of nations. John Marshall, as Chief Justice, through his sagacious decisions involving the interpretations of the Constitution, did much to stabilize the government, postponing the final decisions as to the relative power of state and nation to the time when sufficient strength had been developed to withstand the shock of civil warfare.

Subject matter.

**I. Reasons for desiring independence**

**A. English colonial policy**

**B. Difference between English and colonial viewpoint**

**1. Taxation**

**2. Representation**

**3. Mercantile policy of trade**

**4. Imperialistic acts of King George III**

**II. Development of colonial government**

**A. Influence of European governments on the colonies**

**B. Growth of self government in the colonies**

**1. New England town meetings**

**2. Colonial assemblies**

**3. New England Confederation**

4. Albany Plan of Union
5. Stamp Act Congress
6. First and Second Continental Congresses

### III. Gaining independence through revolution

#### A. Important military action

1. Lexington and Concord
2. Bunker Hill
3. War in the South and West
4. Battle of Saratoga
5. Valley Forge
6. Battle of Yorktown

#### B. Important leaders

1. Adams brothers
2. Washington
3. Ethan Allen
4. Governor Morris
5. The Swamp Fox
6. George Rogers Clark
7. Burgoyne

#### C. Foreign assistance

#### D. Treaty of Paris, 1783

### IV. Forming our national government

- #### A. Decentralized government under the Articles of Confederation

1. Commercial despair
  2. Financial chaos
  3. Ordinance of 1787
    - a. Its effect on Michigan
  4. Results
- B. Constitutional convention and its problems
1. Steps leading up to the convention
    - a. Mount Vernon-Alexandrian
    - b. Anapolis Convention of 1786
  2. Philadelphia Convention, 1787
    - a. Leaders in framing the Constitution
    - b. Organization
    - c. Plans of government presented
    - d. Compromises
      1. Representation
      2. Slave compromise
      3. Slave importation compromise
      4. Commercial
    - e. Governmental features of the Constitution
      1. Executive
      2. Legislative
      3. Judicial
      4. Bill of Rights
      5. Amendments

f. Adoption by Congress, by the states

V. Launching the machinery of government

A. Domestic affairs

1. Administration under Washington
2. Taxes and tariffs
3. Sale of public lands
4. Funding of the foreign debt
5. Assumption of state debts
6. Establishing of a national bank
7. Trouble with the Indians

B. Rise of political parties

1. Federalists
2. Anti-Federalists
3. Jeffersonian Republicans

C. John Marshall

1. Chief justice
2. Important decisions
3. Effects of decisions

D. Testing our new government at home and abroad

1. Jay's treaty
2. Alien and Sedition Acts
3. XYZ Affairs
4. War with the Barbary States

5. War of 1812
  - a. Causes
  - b. Important events
  - c. Results
6. Monroe Doctrine, 1823
  - a. Causes of issuance
  - b. Contents
  - c. Effects

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Suggested activities for arousing interest in the unit

Composing a play about the Boston Tea Party.

Impersonating Patrick Henry giving his speech.

Pantomiming Samuel Adams, John Hancock, and Paul

Revere on the 19th of April in '75.

Reporting on a visit to Philadelphia.

Looking at pictures of the signatures of the signers  
of the Declaration of Independence.

Comparing a present political party convention with  
that of 1787.

Suggested activities for developing the unit.

Radioing a program of Washington at Valley Forge.

Reading the Declaration of Independence and the  
Constitution.

Outlining the weaknesses of the Articles of  
Confederation.

Dramatizing the Constitutional Convention.

Debating, as Jefferson and Hamilton, their two  
views of federal and state powers.

Keeping up a notebook including:

- (1) Map of the new country after the treaty of  
Paris of 1783.
- (2) Time line of the period.
- (3) Themes.
- (4) Descriptions of travel and living conditions  
at this time.

- (5) Laws and functions of government, such as:  
election of Representatives and Senators, etc.
- (6) List of the fundamental features of our form  
of government.
- (7) Filling out of an outline of this unit. Keep-  
ing up your scrapbook.

Preparing cartoons or sketches of the Boston Tea Party.

Reading accounts of actual incidents that happened  
during this period of history.

Reading books of historical fiction or biographies.

Reading poems on the period and writing essays on  
what these poems mean.

Studying art masterpieces based on this period of  
history.

Becoming familiar with the music popular during this  
time and listing those selections most enjoyed.

Drawing pictures of the garments worn during this  
period of history.

Suggested activities for summarizing the unit.

Making a "Hall of Fame" on this unit.

Putting on the dramatization of the Constitutional  
Convention.

Putting on a musical program for the school assembly,  
based on the music of this period.

Taking a test and remedial work on the unit.

### UNIT III

#### HOW THE NATION EXPANDED AND DEMOCRACY DEVELOPED

##### Preview.

This is a period of extremely rapid growth both in population and territory. In fact few nations in history had ever increased so rapidly or spread so far in such a short length of time.

Concurrent with this rapid expansion went the development in commerce and manufacturing, the invention of machinery and improvements in transportation and communication which not only enabled the United States to sustain its people but to expand its export trade.

Primarily through Jefferson and Jackson political democracy developed steadily, and there evolved in the United States a better standard of living which attracted an ever increasing stream of immigrants to this new country.

The different sections of this fascinating country did not develop alike. The North grew into a commercial and

industrial section while the South remained devoted to agriculture. Conflict in interests were dividing the country just when its fund of natural resources was lifting it to a position of international importance.

Subject matter.

I. Expansion within continental limits

A. Causes of westward expansion

1. Conditions in Europe
2. Conditions in original states
3. Opportunities in the West
  - a. Natural resources
  - b. Ordinance of 1787
  - c. Governmental land policies

B. Expansion through diplomatic agreement

1. Louisiana Purchase
2. Florida Purchase
3. Webster-Ashburton Treaty
4. Oregon Territory
5. Gadsden Purchase
6. Ostend Manifesto

C. Expansion by force

1. Texas Revolution
  - a. Achievement of independence

b. Annexation

2. Mexican War

a. Causes

b. Treaty Guadalupe-Hidalgo

II. Life of the people

A. Making a living

1. Small farms and plantations in the South

2. Small farms in the North

3. Western farms

4. Industrial development in the North

B. Cultural life

1. Education

2. Literature

3. Reforms

4. Customs

5. Medicine

C. Material progress

1. Development of transportation and communication

a. Turnpikes and canals

b. Steamboats

c. Early railroads

d. Mail

e. Telegraph

**2. Development of machinery**

- a. Industrial**
- b. Agricultural**
- c. Home**

**III. The growth of democracy****A. Development of religious democracy**

- 1. Restricted ideas of religious freedom held in early colonial times**
- 2. Effects that the Ordinance of 1787 and the United States Constitution had on religion**

**B. Social democracy**

- 1. Effects of slavery on social classes in the South**
- 2. Effects of Northern industrial system on social classes**
- 3. Social equality in the West**

**C. Development of political democracy**

- 1. Changes in the nomination and election of President**
- 2. Jeffersonian principles**
  - a. Theoretical versus actual power of the individual**
  - b. Constitutional controversies**

3. Jacksonian democracy
  - a. Extension of the franchise
  - b. Constitutional controversies
    - (1) Internal improvements
    - (2) National Bank
  - c. Spoils system

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Suggested activities for arousing interest in the unit.

Reporting on the adventures of famous pioneer leaders of the westward movement.

Looking at pictures of men and places made famous by the westward movement.

Viewing a motion picture based on the unit.

Suggested activities for developing the unit.

Writing a theme analyzing the economic and social conditions in the colonies which promoted the desire on the part of some to move into new territories.

Making posters showing the different modes of travel used during the period.

Writing a theme on how the building of the Erie Canal affected immigration to Michigan.

Graphing on bar graphs the area of: (1) the thirteen original colonies; (2) the Louisiana Purchase; (3) Texas; (4) the Mexican Cession; (5) the Oregon Territory; and (6) the Gadsden Purchase.

Explaining various factors which served to make the tide of westward migration irregular.

Debating the question: There are no frontiers!

Going on an imaginary stagecoach trip, describing routes, inns and innkeepers, accommodations, etc.

Relating the origin and development of the Pony Express.

Interpreting the arguments advanced by proslavery leaders, 1830-1860; by anti-slavery leaders, 1830-1860.

Listing the advantageous features of slavery; the objectionable features of slavery.

Studying the growth of public education in the Northwest Territory and the stimulus it received from the Northwest Ordinance, of 1787.

Studying the growth of public education in Michigan.

Writing a description of a day in the life of a frontiersman or woman, making it imaginary and personal.

Keeping up your scrapbook.

Keeping up the notebook by including the following:

- (1) Include some of the above activities.
- (2) Time line.
- (3) A map showing by vari-colored lines the progress of the frontier, 1800, 1840, 1860, 1880, and 1900.
- (4) Explorations made during this period, like the Lewis and Clark expedition, etc.

(5) Contrast the democratic principles of Jefferson and Jackson.

Reading several actual accounts of incidents which happened during the time covered by this unit.

Reading a biography or a book of fiction based on the history of this period.

Reading several poems composed during this period such as: "Pioneers! Pioneers!" and giving your reactions.

Studying several masterpieces of art painted about this period in United States history and write an account of why you liked or disliked them.

Suggested activities for summarizing the unit

Exhibiting maps, posters, scrapbooks, notebooks, etc.

Writing a play or skit to be put on in an assembly or homeroom program.

Taking a test and doing remedial work on the unit.

## UNIT IV

### A HOUSE DIVIDED AGAINST ITSELF

Preview.

Both slavery and economic interests brought differences between the North and South which resulted in sectional

misunderstanding, jealousy, and hostility. This conflict of interests resulted in a consolidation of the Southern belief in states' rights which since the Constitutional Convention had not been confined to the South. Advocates of state instead of national sovereignty had found in this interpretation of the Constitution legality for nullification of federal acts considered injurious, and for secession as a last resort. Various efforts to settle the sectional differences through legislation such as the Missouri Compromise and the Kansas - Nebraska Act were doomed to failure.

The election of Lincoln in 1860 caused the withdrawal of eleven states from the Union and the formation of the Confederate States of America. The Civil War which developed had a disastrous effect on the Confederacy. Only the magnificent generalship of Robert E. Lee kept the South in the war after the North tightened its blockade on the Southern ports, shutting off supplies and preventing their shipping cotton to England. With the appointment of Grant to lead the Union army the war reached its final phase which finally brought the war to a close with Lee's surrender at Appomattox, Virginia, in April, 1865.

After much bitter debate during the reconstruction period the reunited nation was established on a broader and sounder foundation which was to grow stronger with the years.

Subject matter.

**I. Rise of slavery issue**

**A. Origin of slavery**

1. Slavery in West Indies
2. Slavery in the colonies
3. Constitutional convention
4. Industrial Revolution

**B. Slavery in the territories**

1. First slavery crisis (1820)
  - a. Desire of Missouri for statehood
  - b. Terms of the Missouri Compromise
2. Effects of the Wilmot Proviso
3. Crisis of 1850
  - a. Territorial annexation leading to the crisis
    - (1) Texas
    - (2) Mexican cessions
  - b. Compromise of 1850
    - (1) Views of Clay, Webster, and Calhoun
    - (2) Sectional differences
4. The matter of popular sovereignty
5. Kansas-Nebraska Act
  - a. Effects on the slavery question
  - b. Origin of the Republican Party
  - c. Bleeding Kansas

6. Supreme Court decision in the Dred Scott Case

a. Effects of this decision

C. Abolition Movement

1. Legal aspects of slavery

2. Conditions of slave life

3. Fugitive slave law

4. Underground railway

5. Effects of the literary people on the slavery question

II. The parting of the ways

A. Economic differences and the tariff controversy

1. Tariff of Abominations

2. Nullification contest

B. Elections of 1852 and 1856

C. Panic of 1857

D. The decisive election of 1860

E. Beginning of secession

1. Secession request of South Carolina

2. Formation of Southern Confederacy

F. Failure of Crittenden Resolutions

G. Lincoln's policy regarding "Erring Sisters"

H. Fall of Fort Sumpter

I. Preparation for war

1. Comparative strengths of the North and South

### III. The Civil War

- A. Immediate cause
- B. Important military action
  - 1. Battle of Bull Run
  - 2. Battle of Gettysburg
  - 3. Significance of the Battle of the Monitor and Merrimac
  - 4. Importance of the Confederate ironclads
  - 5. Lee's surrender at Appomattox (1865)
- C. Important leaders of both the North and South
- D. Emancipation of slaves
  - 1. By proclamation
  - 2. Thirteenth Amendment
- E. Foreign relations during the war
  - 1. Trent Affair
  - 2. Alabama Claims

### IV. Reconstruction program

- A. The different theories
  - 1. Lincoln's plan
  - 2. Johnson's plan
  - 3. Congressional plan
- B. Establishment of Freedmen's Bureau
- C. Passage of the Fourteenth Amendment
- D. Abuses of Reconstruction Period

1. Clash between President and Congress
  2. Tenure of Office Act
  3. Impeachment proceedings
  4. Carpetbag governments
  5. The Ku-Klux-Klan
- E. Final work of reconstruction**
1. All states re-admitted
  2. Passage of Fifteenth Amendment
  3. Adjusting to changed conditions
- F. Presidential election of 1876**

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Suggested activities for arousing interest in the unit.

Reporting on a trip taken through the southern states

where a large percentage of the population is negro.

Looking at a motion picture depicting life in the South

following the Civil War.

Reading extracts from reliable information revealing

conditions of existing slavery before the war.

Comparing a negro cabin of today with one in which

negro slaves lived.

Preparing an imaginary route for a run away slave.

Suggested activities for developing the unit.

Developing the northern and southern points of view

on the compromise of 1850, by cartoons.

Dramatizing a dialogue between two strangers, one a northern man and one a southern.

Presenting a biographical sketch of the life of William Garrison or Harriet Beecher Stowe.

Outlining the beginnings of the Republican Party.

Debating on the topic that the southern states were never out of the union.

Reporting orally on activities of Freedmen's Bureau and Ku-Klux-Klan.

Discussing the achievements of Booker T. Washington or George Washington Carver.

Listing other contributions of the negro race to our country.

Listening to music compositions of the negro race, using recordings or the radio.

Investigating problems concerning the negro race in the United States and what is being done to correct these.

Inquiring of persons or civic organizations of the part played by one's own community in negro adjustment.

Securing information concerning share-cropping in the United States.

Keeping up your scrap book.

Keeping up your notebook by including the following:

- (1) Drawing charts showing the growth of slavery in this country.
- (2) Comparing the North and the South in size, population, industries, climate, size of army, and size of navy.
- (3) Locating the seceding states on a map, include the dates.
- (4) Time Chart
- (5) Sketching on a map the campaigns of the Civil War.

Reading a book of fiction or a biography and writing your reactions.

Reading of some actual incidents of this period.

Briefly write your reasons for liking or disliking them on four by six inch cards.

Suggested activities for summarizing the unit.

Making a "Hall of Fame" for this unit of study.

Nominate ten candidates that you would like to see elected to the "Hall of Fame."

Giving an assembly program consisting of the following:

Negro music, skit on some of the contributions of

the negro race, and the need for race tolerance in the United States.

Exhibiting scrapbooks, notebooks, etc.

Taking a test and doing remedial work on the unit.

## UNIT V

### HOW INDUSTRIAL EXPANSION CHANGED THE UNITED STATES

#### Preview.

The West was often called the "safety valve of discontent," the place to which people went who were not happy in their old homes, the hope of bettered conditions. This westward expansion, with its attendant rapid growth in industry and railroad expansion, provided many controversial issues. A tendency to give land away was crystallized in the Homestead Act. It is interesting to watch the parade of trappers being supplanted by cattlemen, and they in turn by farmers.

In the years following the Civil War the United States changed from a country dependent on agriculture into a complex industrial nation with diversified interests, both at home and abroad. Business developed from individual and partnership management into the complex corporation, trust, and holding company organization. Old forms of

transportation were extended, and new and sometimes startling forms were invented and developed. Railroads grew to the mammoth size of about 260,000 miles. The automobile revolutionized land travel, brought speed, convenience, and comfort never dreamed of before; and caused concrete to replace dirt highways. Finally transportation reached the climax in speed by the invention of the airplane. Telegraph wires had already spanned the continent in 1861; but this period saw the spread of the telephone and radio, carrying the human voice to every corner of the earth. The growth of industry brought to the front organized labor and the bitter conflicts between employers and employees. Immigration, both a benefit and an evil in the economic and social life of the country, increased to alarming proportions and called for limitation and exclusion. Industrial development affected agriculture to the extent that it became highly mechanized, which brought about the problems of over-production, low prices, and spreading bankruptcy interspersed with short periods of grateful prosperity. All of these problems of agriculture, industry, labor, communications, etc. absorbed a larger and larger share of government attention and regulation. As the twentieth century advanced the very character of the Republic was transformed by government regulation.

Subject matter.

- I. The industrial and commercial expansion of the United States
  - A. Opening the western territory
    1. Westward trend of immigration
      - a. Effect of Horace Greeley
    2. Adoption of scientific methods of farming
    3. Creation of new States
    4. The Indian question
  - B. Extension of railroads
    1. Government policy toward railroads
      - a. Granting bonuses and loans
      - b. Railroad and land frauds
      - c. Union Pacific and "Credit Mobilier"
  - C. Inventions and expansion of communication
  - D. Factors in industrial growth
    1. Influence of industrial revolution in Europe on United States
    2. Increased use of machinery
    3. Rapid rise in foreign trade
  - E. Improvement of rivers and harbors
  - F. Building of roads and airports
  - G. Invention and development of the automobile and airplane

## H. Expansion of commercial interests

### 1. Purchase of Alaska

## I. Development of labor organizations

### 1. Attitude of workers

#### a. Trade unions

#### b. Strikes

#### c. American Federation of Labor

#### d. Congress of Industrial Organizations

## II. Beginnings of economic recovery

### A. Move toward economic recovery

#### 1. Retirement of "Greenback" currency

#### 2. Resumption of Specie Payment

### B. The Silver Question

#### 1. Feelings in the West and other sections regarding coinage of silver

#### 2. Controversies over money standards

##### a. Importance of money standards

##### b. Sherman Silver Purchase Act

#### 3. Free Silver Movement

##### a. Silver issue in Campaign of 1892

##### b. Effects of Panic of 1893

#### 4. Election of 1896

##### a. Appearance of the Populist Party

b. Nomination of Bryan

c. McKinley's nomination and election

### III. Development of a national tariff policy

#### A. Tariff problems

1. Need for reducing war taxes
2. Opposite views of capital and labor
3. The McKinley Tariff of 1890

#### B. Compromise of the tariff policy

1. The re-election of Cleveland
2. The Dingley Act
3. Changes in the Payne-Aldrich Tariff
4. Underwood Tariff

### IV. Party government and reforms

#### A. Focusing attention on party abuses

#### B. Changes in civil service

1. Long persistence of the spoils system
2. Evolution of the Civil Service Commission
3. Work of the Civil Service Commission

#### C. Elections and politics

1. Adoption of the Australian ballot
2. Introduction of the short ballot
3. Changes in methods of nomination
4. Presidential Succession Act
5. Initiative, referendum, and

**D. Conservation of our natural resources**

1. Reclamation of deserts and swamps
2. Conservation of soil, forests, minerals,  
and water power

**E. Immigration**

1. Chinese Exclusion Act
2. Other restrictive measures

**V. Problems of industrial organizations****A. Formation of industrial combinations**

1. Combinations as a substitute for competition
2. Unfair methods of industrial monopolies
3. Characteristics of "Combinations," "Pools,"  
"Trusts," "Monopolies"

**B. Changing the methods of production, transportation,  
and communication****C. Organization of capital**

1. Abuses of industrial monopolies
2. Beginnings of government control
3. The Granger Movement
4. Appointment of State Railway Commissions

**D. Attempts at corrective legislation**

1. Interstate Commerce Act
2. Mann-Elkins Acts
3. Sherman Anti-Trust Act

4. Clayton Anti-Trust Act
5. Theodore Roosevelt and the trusts

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Suggested activities for arousing interest in the unit.

Viewing a pictorial display of the chronological changes in methods of production, transportation and communication.

Organizing the class in the form of a corporation; a holding company; a trust.

Listing the differences between a farmer and a laborer, especially as to ways of living and attitudes toward major problems.

Suggested activities for developing the unit.

Keeping up your scrapbook.

Giving a talk to the class on the part played by wars in industrial expansion.

Showing the effects of the industrial revolution upon growth of an American class system; upon politics.

Writing a theme showing the effects of the industrial revolution on manufacturing, farming, status of laborers, etc.

Comparing the attitudes of McKinley and Theodore Roosevelt toward "big business."

Contrasting the organization of the Knights of Labor and the American Federation of Labor.

Tracing the development of labor unions up to the present day.

Developing a panel discussion on the techniques and practices used in connection with strikes and the closed shop.

Tabulating the changes in American life brought about by the automobile, the radio, and the telephone.

Debating whether recent legislation will bring about peace between employers and employees.

Gathering data on the part played by women in industry.

Comparing Theodore Roosevelt's "Square Deal" with Franklin Roosevelt's "New Deal".

Having a panel discussion on the advisability of continuing the reciprocal trade treaties.

Charting the effects of trucking on the railroad companies.

Keeping up your notebook by including the following:

(1) Including brief biographies on any two of the following:

- (a) Henry Ford
- (b) Andrew Carnegie
- (c) Andrew Mellon
- (d) William Knudsen
- (e) Harvey Firestone

(f) John D. Rockefeller

- (2) List the arguments for large scale production; against it.
- (3) Write a vivid account of the Mormon adventure to overcome the difficulties of the Western country.
- (4) List the ways which were used to encourage railroad expansion. Compare it with the expansion of air travel today.

Drawing a cartoon or poster such as might have been used in the campaigns for Civil Service reforms.

Writing an editorial for your local paper on the topic, "A Public Office Is a Public Trust".

Dramatizing a meeting of the Grange, Farm Bureau, or some other farm organization on some controversial topic which is important today.

Preparing a cartoon or drawings headed "Then and Now" or "Yesterday and Today," in which you contrast the new with the old ways of doing things.

Suggested activities for summarizing the unit

Having a debate on whether recent legislation will bring about peace between employers and employees.

Exhibiting scrapbooks, notebooks, cartoons, drawings, etc.

Writing a play or skit on the topic "America Comes of Age".

Making slides based on some phase of unit.

Taking a test and doing remedial work on the unit.

## UNIT VI

### HOW THE UNITED STATES BECAME A WORLD POWER

#### Preview.

America's policy of isolation originated with the advice of Washington to avoid entangling alliances with foreign nations. He well realized that the chief concern of the New Republic should be the preservation of its dearly bought independence. Wise and natural as was this foreign policy, it was extremely hard to follow, and we were soon plunged into a war with England to protect our rights on the high seas.

The advice of the elder statesman was heeded after the costly experience of a second war. Accordingly President Monroe in his message to Congress, December, 1823, proclaimed to the world the American spirit of aloofness. This doctrine broadened the American policy of isolation by ordering all European powers to keep their "hands off" the

independent nations of the Western Hemisphere. This doctrine to be sure was a bold stroke of American Nationalism and was a challenge to the land-hungry nations of Europe, but it has successfully stood the tests. Under the protection of this part of our foreign policy the United States has become supreme in this part of the world, and the new Latin American republics have developed unhamp-ered by European interference.

The economic and financial interests of a country often alter and determine in a large measure the trend of its attitude towards the rest of the world. Near the last part of the century it was found that the Monroe Doctrine no longer adequately defined the scope of American foreign policy. Business had so expanded in the United States that it was necessary to find new raw material and secure new markets over a wider area than our continental limits. This commercial spirit drove us to the verge of war with England over the questions of the Bering Sea Fisheries and the Adjustment of the Alaskan Boundary. Fortunately, however, the two English speaking nations settled their differences by arbitration. Our growing desire for new markets in the Far East led naturally to the establishment of coaling stations and naval bases in the Pacific, and our so-called "Splendid Isolation" gave way to imperialism.

Under this new policy America acquired numerous dependencies in the Pacific and in the Caribbean, and has broadened considerably its commercial interests in South America, Asia, and Europe. This new position as a world power and as a commercial nation soon brought the United States face to face with foreign complications, the greatest of which was the World War.

Subject matter.

- I. A century of isolation
  - A. Beginnings of the policy
    1. Washington's advice in his "Farewell Address".
  - B. Monroe Doctrine
    - a. Interference by other countries in South America.
    - b. Recent application by the United States in Haiti, San Domingo, and Nicaragua
- II. Development of American imperialism
  - A. Looking toward the Pacific
    1. Annexation of Alaska
    2. Hawaiian Islands annexed
      - a. When, from whom, and how acquired
    3. Samoan Island question

4. Our attitude toward the islands of the Pacific after World War II
5. Isolation or cooperation
  - a. Exploitation of China by European powers before 1900
  - b. Hay's "Open Door" policy in China
  - c. Boxer Rebellion
  - d. Relations between the United States and Japan
    - (1) Up to World War I
    - (2) Between World Wars
    - (3) Present relations between the two countries

#### B. Cuba

1. Reasons for United States' concern
2. Intervention by the United States
3. War with Spain
  - a. Immediate causes
  - b. War aims of the United States
  - c. Provisions of the peace treaty
  - d. Results

#### C. Philippines

1. Conditions of the islands in 1898
2. American government of the Philippines

3. **Philippine Independence**
  - a. **When obtained**
  - b. **Possible results**
- D. **Panama Canal**
  1. **Need for the canal**
  2. **Acquisition of the Canal Zone**
  3. **Obstacles to its construction**
  4. **Importance of the canal**
- E. **New protectorates**
  1. **Cuba**
    - a. **Provisions of the Platt Amendment**
    - b. **Natives' resistance to the amendment**
    - c. **Present relations between the United States and Cuba**
  2. **Haiti, San Domingo, and Nicaragua**
    - a. **Reasons for American intervention**
    - b. **Attitudes of the natives toward intervention**
    - c. **Present political relation between United States and these republics**
- F. **Intervention in Mexico**
  1. **American policy in Mexico**
    - a. **Influence of American capitalists**

- b. Present feelings between the two republics

### III. United States in World War I

#### A. Causes of the war

1. Colonial rivalries
2. European rivalries
3. Alliances
4. Immediate cause

#### B. United States attempt to remain neutral

1. Wilson's proclamation of neutrality
2. Desire for European trade ends neutrality

#### C. United States enters the war

1. Immediate reason unrestricted submarine warfare

#### D. Important battles

#### E. Outstanding European and American leaders

#### F. The peace conference

1. Basis for peace deliberations
  - a. Wilson's Fourteen Points
  - b. Armistice as a basis for peace
2. Important leaders
3. Terms of the treaty

#### G. Effects of World War I

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Suggested activities for arousing interest in the unit.

Showing a motion picture on life in the Spanish colonies from 1890-1897.

Reading exciting incidents about important leaders during the Spanish-American War.

Becoming familiar with the personalities of the Big Four of the Peace Conference which ended World War I, and comparing them with the Big Four of World War II.

Suggested activities for developing the unit.

Drawing cartoons illustrating the influence of the

Morroe Doctrine over the Western Hemisphere;

(a) as viewed by an American, (b) as viewed by a Latin-American, (c) as viewed by a European.

Debating the following topic: Resolved, That

Washington's advice on "Permanent Alliances" does not apply to the present era.

Imagining yourself a member of the Columbian Senate

at the time of the Panama revolution; prepare a talk to be given before the class expressing your views.

Drawing a cartoon on the Spanish-American War, either in

support of the United States' attitude or in opposition to it.

Preparing a floor talk upon the subject, "The Commercial and Strategic Importance of the Panama Canal."

Making a list of the disputes which we have had with other nations from 1789 to the present time that have led to war. Show in what ways wars have or have not settled them.

Being an American traveler in Europe in August, 1914,

write a letter home describing the tension there.

Preparing a carefully balanced sheet of the World War I, showing on the credit side the gains from the War and on the debit side the losses.

Debating the following topic: Resolved, That the Treaty of Versailles was unjust.

Keeping up the notebook, including some of the following:

- (1) Preparing a table summarizing the applications and interpretations of the Monroe Doctrine from its origin, according to the following plan:

Date, Event, Leader, Interpretation, Result.

- (2) Preparing a table of information on the insular possessions of the United States according to the following plan:

Territory, Population, How Acquired, Date Acquired, Government, Chief Problems.

- (3) Preparing a time line for the events covered by this unit.

Keeping up the scrapbook.

Suggested activities for summarizing the unit.

Displaying notebooks, scrapbooks, cartoons, etc.

Write a play or skit on the topic: "War and Peace."

Making a "Hall of Fame" for this unit of study.

Nominate ten candidates that you would like to see elected to such a "Hall of Fame" and give the reasons for your nominations.

Taking a test and doing remedial work on the unit.

## UNIT VII

### HOW THE UNITED STATES IS MEETING THE CHALLENGE OF A NEW ERA

#### Preview.

The liberal sentiment of the recent depression did not arise overnight. It has been present in party elections for the past half century, asserting itself strongly in times of dissatisfaction and unrest. A depression precipitated the unrest centering about the free silver movement of 1896; and the growing power of Progressive Party successes were construed by those in power to mean that the public demanded legislation of a liberal nature.

The close of World War I found the United States in a better position than the other combatants due to (1) her

versatile population, (2) her natural resources, and (3) the comparatively short interval which marked her actual participation. The exalted sentiment which characterized the years of the War soon gave way to a sort of Machiavelian practice that considered success everything, ethics nothing. Indifference to the law became common and the machine in the industries replaced man. Although unemployment was not the only effect of the depression of the 1930's which brought unspeakable hardships to millions of uneasy and restless people, it is this group which demands basic changes in our economic and social order.

No nation realizes more fully than America the importance of world peace in the successful promotion of international trade. Accordingly, America has been a leader in all important conferences on finance, international trade, and disarmament. She has taken part in the maintenance of world peace by cooperating in the establishment of the League of Nations and in the World Court, but in each of these, our government has persistently refused official participation. In this she has let down her people and perhaps the people of the world. This weakened her position of world leadership, but did not dampen her ardor to work for world peace.

Although our over-all policy was not that of an isolationist nation we did at times show signs of an isolationist trend. However, our responsibility as a world power and our position as a creditor nation demands that we cooperate for the economic and political stability of the world.

Subject matter.

I. The new freedom

A. The Progressive revolt

1. Progressive measures

- a. Theodore Roosevelt
- b. Woodrow Wilson
- c. Franklin Roosevelt

2. Election of 1912

B. The changing status of women

1. Admitted to higher education
2. Entrance to professions
3. The temperance movement
4. Industry and business
5. Suffrage movement
6. Prohibition movement

II. Domestic problems

**A. Indifference to law****1. National prohibition**

- a. Federal attempts at enforcement**
- b. Reasons for repeal**

**2. Crime and "racketeering"**

- a. Causes**
- b. Popular attitude toward the criminal**
- c. New federal machinery for hunting the criminal**
- d. Cooperation between federal and state police agencies**
- e. Cost of crime to the taxpayers**
- f. How we can reduce juvenile delinquency**

**3. Friction between races and nationalities**

- a. Causes**
- b. Each person's responsibility for promoting tolerance**
- c. Agencies that attempt to instill toleration**

**B. The Machine Age****1. Principles of "Rugged Individualism"****2. Problems**

- a. Pyramiding of wealth**
- b. Overproduction**
- c. Unemployment**

d. Government regulation

**C. The Depression**

**1. Causes**

a. Competitive system of industry

b. World War I

c. Trade barriers between nations

d. Installment buying

e. Over-speculation

**2. The Hoover recovery measures**

a. Moratorium on war debts

b. Reconstruction Finance Corporation

c. Home Loan Bank Bill

**3. Franklin Roosevelt's recovery program**

a. Emergency Banking Bill

b. Agricultural Adjustment Act

c. Tennessee Valley Project

d. Public Works Administration

e. Civil Works Administration

f. National Recovery Act

**4. Suggested remedies to prevent the recurrence of depressions**

**5. "Utopian" promises of demagogues and false prophets.**

**D. The Supreme Court and popular opinion**

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Sinclair, U., Co-Op: A Novel of Living Together. New York: Farrar and Rinehart, Inc.

Suggested activities for arousing interest in the unit.

Bringing in newspaper articles on crime and race intolerance.

Debating the topic: Resolved, That women should not be allowed the right to vote.

Showing a motion picture on the depression of 1929.

Suggested activities for developing the unit.

Preparing a cartoon showing the general effect of organized crime upon society.

Writing a short theme on juvenile delinquency in your community, giving methods for its eradication.

Preparing a floor talk upon one of the "New Deal" measures and showing its effect today.

Writing a theme on the leisure time activities available in your community and how you can help to add other activities.

Writing an editorial for a newspaper upon what you consider the most important problem facing the American people today.

Debating the following topic: Resolved, That the industrial revolution has brought more harm than good to our people.

Preparing a speech, including your stand on the League of Nations when it came up for consideration in the United States Senate.

Interviewing a business man, a judge, a visiting teacher, and a laborer, and report to the class on what each thinks about "The Best Way to End Crime."

Writing an editorial for your school paper proposing ways of arousing greater interest on the part of Mr. and Mrs. Average Citizen.

Drawing a cartoon or poster, the central theme of which is the promotion of toleration among races and nationalities.

Preparing a floor talk upon the subject: "My Method of Outlawing War."

Keeping up the scrapbook.

Keeping up the notebook by including the following:

- (1) Prepare a table of information on the "New Deal" legislation, according to the following plan:
  - a. Name of measure
  - b. General aims

c. Main provisions

- (2) Make a bar graph showing the increases and decreases of immigration to the United States since 1840.
- (3) Make a time chart of the territorial additions to the United States since 1789.
- (4) Prepare a graph of the upward and downward swing of our tariff since 1890.

Following your family newspaper for a week and list the major news items under the following headings: Economic, social, political, and international.

Write a newspaper article on the topic: "How to Decrease Automobile Accidents?"

Making a list of the problems which are facing the American people and which should find their way into the political platform in the next presidential election.

Suggested activities for summarizing the unit.

Displaying scrapbooks, notebooks, cartoons, etc.

Writing a play or skit on the topic: "The Rise of American Democracy."

Taking a test and doing remedial work on the unit.

## UNIT VIII

## OUR WORLD NEIGHBORS

Preview.

World War II has made more important than ever before the necessity for a better understanding of the relationships of the United States to the other nations of the world. Our need of these nations and their need of us has been overwhelmingly brought to our attention because the increasing speed of transportation has made the world our next-door neighbor and also because of the misery and suffering all over the world today. We should learn to think in terms of the world and its interdependence and not only of our nationalistic well being.

The United States has again taken the lead in helping the other nations to establish another world peace organization. We must not become accustomed to thinking in terms of its possible failure or that it will fail but rather that it can work and must work if only the people of the world will think and work toward that end. What better place is there to begin to establish that idea than with ourselves?

Subject matter.

I. Previous isolationist policy

A. Beginning of this policy

1. Washington's Farewell address
2. XYZ affair with France
3. Relations with Tripoli over Mediterranean commerce
4. Relations with England over the rights of neutrals

B. Monroe Doctrine

C. Fostering Pan-American relations

1. Results of Latin-American revolutions
2. Reasons for our interest in Latin America
3. Pan-American congresses
4. Pan-American Union
5. Franklin Roosevelt's "Good Neighbor" policy
6. Nelson Rockefeller's policy
7. Conference of Chapultepec
8. Our present policy

D. Reasons for not maintaining neutrality in World War I

II. From World War I to World War II in international relations

- A. Interdependence of modern nations
  1. Trade
  2. Investments
  3. Isolation versus cooperation
- B. Wilson's Fourteen Points
- C. Agencies to promote world peace
  1. Hague Tribunal
    - a. History
    - b. How constituted
  2. League of Nations
    - a. Membership
    - b. Organization
    - c. Functions of the three important divisions
    - d. Achievements of the League
    - e. Probable reasons for its failure
  3. World Court
    - a. Relations with the League
    - b. Organization and jurisdiction
    - c. Achievements
    - d. Attitude of the American public
  4. Kellogg-Briand Treaty
    - a. Provisions
    - b. Effectiveness

5. Disarmament conferences
  - a. At Washington, 1921-1922
  - b. At Geneva, 1926
  - c. At London, 1930
  - d. At Geneva, 1932

6. The Locarno Agreement

D. In Europe

1. War debts and reparations
  - a. Origin of the allied debts to the United States
  - b. Causes for the debts
  - c. Justifiability of reparations
  - d. Arguments for and against cancellation
2. Russian recognition
  - a. Nature of the Russian government
  - b. History of American attitude
  - c. Purpose of recognition
  - d. Significance
3. London Economic Conference
  - a. Aims
  - b. Nations represented
  - c. Causes of failure

E. In the Far East

1. Relations with Japan

2. Relations with China
3. Relations with the Philippines

F. America's attempts to remain neutral in World War II

1. Neutrality Act of 1939
2. "Cash and Carry" policy

G. America's aid to the democracies

1. "Hemispheric Defense"
2. "Lend-Lease" aid
3. "All-out aid"
4. "National Emergency"

III. United Nations Organization

A. Beginnings of this organization

1. Atlantic Charter
2. Moscow and Tehran Conferences
3. "One World"
4. Dumbarton Oaks Conference

- a. Membership
- b. Achievements

B. Formulation of the United Nations Organization at San Francisco, California

1. Membership
2. Problems
3. Achievements

- C. United Nations in action
  - 1. Membership
  - 2. Organization
  - 3. Some of the problems
  - 4. Achievements
  - 5. United Nations Educational Scientific and Cultural Organization
    - a. Purpose
    - b. Achievements
  - 6. Foreign ministers conferences
    - a. Purpose
    - b. Terms of the treaties
  - 7. Court of International Justice
    - a. Location
    - b. Purpose
    - c. Problems
    - d. Achievements
  - 8. Trusteeships
    - a. Purpose
  - 9. World Police Force
    - a. Purpose
    - b. Problems in its formation

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Suggested activities for arousing interest in the unit.

Viewing movies on the functioning of our State Department.

Seeing motion pictures on how we are carrying out our foreign relations.

Collecting newspaper and magazine articles on foreign relations.

Sending to the State Department, Post Office Department, Treasury Department, and Department of Commerce of the United States for information dealing with the unit.

Suggested activities for developing the unit.

Studying the immigration quota system, with special emphasis on the changes made since 1939.

Studying and discussing the following: arbitration, International Telegraph Union, International Postal treaties, International Trade Commission, International Drug Commission, and extradition treaties.

Finding out what percentage of the people in the local community, county, or state are foreign born and naturalized.

Collecting pictures of immigrants that have become good and successful Americans.

Bringing to class products of other countries.

Reading about and reporting to the class on one of these noted immigrants: Andrew Carnegie, Edward Bok, Jacob Riis, Edward Steiner, Karl Ritter, Alexis Carrel, Charles G. Steinmetz, and Michael Pupin.

Writing a theme about an immigrant to the United States that has contributed something important to our country.

Holding a round table discussion on the possibility of success of the present world organization.

Making posters showing typical ways in which the United States has dealt peacefully with foreign nations.

Dramatizing a conference of the Big Four foreign ministers on the Japanese treaty, with members of the class representing the Big Four.

Dramatizing a meeting of the United Nations Organization.

Keeping up the scrapbook.

Keeping up the notebook including the following:

- (a) Make an outline showing the growth of the United Nations Organization.
- (b) Write a theme about one of the most important problems before the United Nations Organization.

- (c) Make charts comparing the United Nations Organization and the League of Nations.

Choosing one of the important nations of the world, other than the United States, and learn all you can about it. Some of the things you might do are: Prepare pictures and maps of that country, collect some records of the music of that country, write a theme on its history, prepare a talk on interesting things about it, etc.

Collecting coins, currency, and stamps from the country.

Suggested activities for summarizing the unit.

Writing a play on international relations.

Exhibiting notebooks, scrapbooks, maps, posters, charts, stamps, coins, etc.

Preparing a dramatization of the United Nations Organization for a student assembly.

Preparing a musical program of the records and songs, of the various countries, that have been collected by the class.

Taking a test and doing remedial work on the unit.

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