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STATE OF IOWA
1930

Courses of Study for
High Schools

WORLD HISTORY

Issued by the Department of Public Instruction
AGNES SAMUELSON, *Superintendent*

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Published by
THE STATE OF IOWA
Des Moines

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FOREWORD

This course of study is one of a series of curriculum publications to be presented the high schools of the state from time to time by the Department of Public Instruction. It has been prepared by a subject committee of the Iowa High School Course of Study Commission working under the immediate direction of an Executive Committee. If it is of concrete guidance to the teachers of the state in improving the outcomes of instruction, the major objective of all who have contributed to its construction will have been realized.

From the start the need of preparing working materials based upon cardinal objectives and adaptable to classroom situations was emphasized. The use of the course of study in the development of proper pupil attitudes, ideals, habits, and skills was the criterion for selecting and evaluating subject matter material. At the same time it was important to consider the relation of the single course of study unit to the variety of textbooks used in the high schools of the state. The problem before the committees was that of preparing suitable courses of study representing the best in educational theory, practice, and research, and organized in such a way as to guide the teachers in using the textbook to greater advantage in reaching specified outcomes of instruction.

The selection of texts in this state is a function of the local school boards. The Department of Public Instruction and the committees do not recommend any particular text as essential to the working success of this course of study. The titles listed on the following pages are not to be interpreted as having official endorsement as against other and newer publications of value. They were found upon investigation to be in most common use in the high schools of the state at the time the units were being prepared; a follow-up survey might show changes.

Although many valuable studies have been made in the effort to determine what to teach and how to teach it, and to discover how children learn, these problems have not been solved with finality. For that reason and because no fixed curriculum can be responsive to changing needs, this course of study is to be considered as a report of progress. Its revision in accordance with the enriched content and improved procedures constantly being developed is a continuous program of the Department of Public Instruction. Your appraisal and evaluation of the material as the result of your experience with it are sincerely requested.

ACKNOWLEDGMENTS

The Department of Public Instruction takes this opportunity of thanking the many college specialists, school administrators, and classroom teachers who have helped with this program. Without the active coöperation of the educational forces of the state it could not have been attempted. It has had that coöperation both in general and specific ways. The support given by the Iowa State Teachers Association and the High School Principals' Section has enabled the Executive Committee to meet and also to hold meetings with the Commission as a whole and with the chairman of subject committees.

Special acknowledgment is given the Executive Committee for its significant leadership in organizing the program and to Dr. T. J. Kirby for his valuable services in directing its development. Sincere gratitude is also expressed to the various committees for their faithful and skillful work in completing the subject matter reports assigned them and to Dr. C. L. Robbins for his careful and painstaking work in editing the manuscripts. The state is deeply indebted to the High School Course of Study Commission for its expert and gratuitous service in this enterprise. Credit is due the publishers for making their materials accessible to the committees; and to Professor L. B. Schmidt, Head of the Department of Government, Iowa State College, Ames, and to Professor O. B. Clark, Professor of History, Drake University, Des Moines, and to all others who served in advisory or appraisal capacities. Many of their names may not have been reported to us, but we acknowledge our appreciation to every one who has shown an interest in this significant program.

In the following committee list, the positions held by members are given as of the school year 1928-1929.

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AGNES SAMUELSON

Superintendent of Public Instruction

GENERAL INTRODUCTION

At the first general meeting of the various subject committees a suggestive pattern for the courses of study, embodying the fundamental needs for teaching, was projected. Four crucial factors that should be emphasized in any course of study to make it an instrument that would cause teachers to consult it for guidance in the performance of their daily work were set forth as follows: objectives, teacher procedures, pupil activities, and evidence of mastery.

Objectives—The meaning of objectives as here used is those concepts which are set up for pupils to achieve. As used in current practice, there is a hierarchy of objectives as shown by the fact that we have objectives of general education, objectives for various units of our educational system such as those proposed by the Committee on Cardinal Principles, objectives for subjects, objectives for a unit of instruction, and objectives for a single lesson. In each level of this hierarchy of objectives a constant element is expressed or implied in the form of knowledge, a habit, an attitude, or a skill which pupils are expected to acquire.

In the entire field of secondary education no greater problem confronts us than that of determining what these fundamental achievements are to be. What shall be the source of those objectives, is a problem of too great proportions for discussion here, but it is a problem that each committee must face in the construction of a course of study. A varying consideration of objectives by the various committees is evident in the courses of study they have prepared. The value of the courses varies in terms of the objectives that have been set up, according to the value of the objective in social life, according to the type of mental techniques which they stimulate and exercise, and according to the objectivity of their statement.

Pupil activities—In our educational science we are attaching increasing significance to self-activity on the part of the learner. Recognition is made of the fundamental principle that only through their own activity pupils learn and that the teacher's rôle is to stimulate and direct this activity. No more important problem faces the curriculum-maker than that of discovering those fundamental activities by which pupils learn. In a well-organized course of study, that series of activities, in doing which pupils will attain the objectives set up, must be provided. These activities must not be chosen in a random fashion, but care must be taken that appropriate activities for the attainment of each objective are provided.

Teacher Procedures—With the objectives determined and the activities by which pupils learn agreed upon, the function of the teacher in the pupil's learning process must be considered. In a course of study there should appear those teacher procedures of known value which make learning desirable, economical, and permanent. Here our educational science has much to offer. Where research has demonstrated with a high degree of certitude that a given technique is more effective in the learning process than others, this technique should be included in a course of study. Common teaching errors with sug-

gested procedures to replace them may be included. Pupil difficulties which have been discovered through research should be mentioned and methods of proven value for meeting these difficulties should be included. Suggested ways of utilizing pupils' experiences should be made. And as important as any other feature is the problem of motivating learning. Whatever our educational research has revealed that stimulates the desires of pupils to learn should be made available in a course of study. Valuable types of testing should be incorporated as well as effective type assignment. The significance of verbal illustrations as evidence of comprehending the principle at issue should be featured as a procedure. Where there is a controlling procedure of recognized value such as is recognized in general science—bringing the pupil into direct contact with the phenomena studied—forceful effort for the operation of this procedure should be made.

Evidences of Mastery—What are to be the evidences of mastery of the objectives set up? There are all degrees of mastery from the memoriter repetition of meaningless terms up to a rationalized comprehension that shows grasp of both the controlling principles involved and the basic facts necessary to a clear presentation of the principles. These evidences of mastery may be in the form of dates *to be known*, formulae *to be able to use*, types of problems *to be able to solve*, quality of composition *to produce*, organization of materials *to be made*, floor talks *to be able to give*, papers *to be able to write*.

In no part of educational procedure is there need for more effort than in a clear determination of those evidences, by which a well-informed teaching staff can determine whether a pupil has a mastery of the fundamental objectives that comprise a given course. As we clarify our judgments as to what comprises the essential knowledge, habits, attitudes, and modes of thinking involved in a certain course, we can set forth with more confidence the evidences of mastery. Teachers are asking for the evidences of mastery that are expected of pupils, and courses of study should reveal them.

While these four elements constituted the basic pattern, the principle of continuity from objective to pupil activity, to teacher procedure, to evidence of mastery was stressed. The maker of a course of study must bear in mind that what is needed is an objective having accepted value; a pupil activity, in performing which, pupils gain a comprehension of the objective that is now being considered; that a teacher procedure is needed which evidence has shown is best adapted to stimulating pupils to acquire this objective for which they are striving; and that evidences of mastery must be incorporated into the course by which to test the degree of comprehension of the objective now being considered.

The courses of study vary in the degree to which these four fundamental features have been objectified and in the degree to which the principle of continuity from objective to evidence of mastery has been cared for. On the whole they will provide effective guides which teachers will use.

Realizing that these courses of study were prepared by school men and women doing full time work in their respective positions, one fully appreciates the professional zeal with which they worked and the splendid contribution to high school education which they made.

THOMAS J. KIRBY,
Chairman of the Executive Committee

COURSE OF STUDY FOR WORLD HISTORY

INTRODUCTION

The fundamental purpose of instruction on the secondary school level is to prepare the pupil for effective social membership. World history is a social science course especially adaptable to this end. It spans the whole field of human progress, bringing into sharp relief the great world movements that have made present-day civilization possible. It stresses the contributions to human progress made from the time of earliest man to our own times. It adequately reveals the growing interdependence of peoples from primitive man to the cultured citizens of the great nations of the twentieth century.

World history is rapidly becoming a popular course in the secondary school curriculum. This is due to diverse causes. The ever-increasing list of elective studies often makes it difficult to include more than a year of history, other than United States history. There is also a growing spirit of dissatisfaction with truncated history and a feeling that a world-wide view is the proper one. It is conceded that the social studies are calculated to meet such fundamental aims of secondary education as the development of ethical character, citizenship, and the worthy use of leisure. The educational values of world history may, then, be classified under two headings: first, those common to all the social studies; second, those peculiar to this particular subject.

A perfectly rigid classification is difficult, yet clearly under the first heading may be included the development of the power to handle historical facts, the practice of oral and written speech; the development of the ability to use effectively, books, graphs, maps, charts, etc.; and the ability to form sound conclusions through the impartial investigation of pertinent facts.

Under the second classification may be included the ability to appreciate historical allusions; the ability to view the whole field of history by disregarding petty detail and concentrating on movements and institutions common to many nations; the appreciation of the coöperative aspects of human progress; the appreciation of the complete interdependence of present-day society; the desire to continue the study of human affairs, past and present, by the means of purposeful reading during leisure moments; and the purpose to participate actively in the making of history, on the proper level, by engaging in public affairs, and by helping to formulate public opinion.

The general objectives of world history are:

1. To present the basic contributions to the progress of society, that have been made from primitive times to our own day; in doing this, to stress the ever-increasing interdependence of peoples and nations;
2. To present the social, economic, political, and religious movements of history

I. THE DAWN OF CIVILIZATION

Time allotment: 15 days

Unit Objective

To appreciate how organized society developed out of the conditions of life prevailing during the dawn of history

Specific Objectives

1. To have an understanding and appreciation of the sources of our information regarding life in primitive times
2. To know the way primitive man lived
3. To know of the life in the Fertile Crescent and in the valley of the Nile, and wherein life here differed from that of primitive man
4. To know the contributions of this period in history to civilization

Teacher Procedures

1. The teacher procedure for any unit includes the planning of pupil activities whereby the pupils gain an appreciation of the unit objective and of the specific objectives which are basic to its understanding
2. For each unit many teacher procedures are necessary. Obviously, all of these can not be treated under one unit. Hence, it is necessary for the teacher to read the Teacher Procedures given under the eight units to grasp all that should be done in the first unit
3. Since this course of study assumes a school year of 180 school days, with the first four units including the work of the first semester, it is necessary that each teacher make an independent adjustment of the time allotment to meet the needs of the class. She will consider such factors as the relative emphasis to be given each unit, the length of the school year, the time lost because of holidays, etc.
4. Since most teachers use a textbook to unify the class work, this course of study recognizes the situation and is constructed to meet this condition. The teacher will adapt the text to the unit organization by listing page references to match a given outline such as that under Pupil Activities, Unit I. Although any good text will do, the use of parallel texts is becoming a common means of securing diversified material and of becoming cognizant of the point of view of more than one author. This is one way of surmounting the handicaps of inadequate library facilities
5. The teacher will provide references to the materials other than textbooks that are actually available in the school and city libraries. The bibliographies appended to each unit in this course of study are typical rather than exhaustive. In the purchasing of books it is desirable not only to secure a wide range of titles but also to make provision for duplicate

Pupil Activities

The pupil learns by "doing"—making a floor-talk, writing a theme, drawing a map, preparing a graph, participating in a dramatization, etc. Suggested activities are to be found in the columns headed Evidences of Mastery, as well as in paragraphs 9, 17, 19 and 21 under the head of Teacher Procedures. An excellent summary of pupil activities is made by Howard E. Wilson, in an article, " 'Things to Do' in the Social Science Classroom", *Historical Outlook*, XX (May, 1929), 218-224. The activities should be chosen with a view to achieving the ultimate and specific objectives of the unit, and should involve reading; outlining; reporting; and selecting crucial statements, events, dates, and characters in such materials as the following:

I. Source readings (for the entire unit)

- Botsford, *A Source Book of Ancient History*, Macmillan
 Davis, *Readings in Ancient History*, Vol. I, Allyn and Bacon

II. Detailed references to match outline

A. Primitive man

1. Supplementary

- Marshall, *Readings in the Story of Human Progress*, Macmillan
 Osborn, *Men of the Old Stone Age*, Scribner

2. Fiction

- Hall, *Days before History*, Crowell (easy)
 London, *Before Adam*, Macmillan
 True, *Iron Star*, Little Brown (easy)
 Waterloo, *Story of Ab*, Doubleday (easy)

B. The Near East

1. Supplementary

- Breasted, *Ancient Times*, Ginn
 Maspero, *Life in Ancient Egypt and Assyria*, Appleton
 Myers, *The Dawn of History*, Holt

Evidences of Mastery

1. To be able to recognize the following dates-events in any connection: 5000 B.C., approximately, the dawn of history; 2100 B.C., Hammurabi of Babylon; 1500 B.C., the height of the Egyptian Empire
2. To be able to discuss in a 300 word theme or floor-talk these historical personages: Hammurabi; Zoroaster; Confucius
3. To be able to identify these historical personages in any connection: Abraham; Cheops; Cyrus the Great; David; Moses; Saul; Solomon
4. To be able to explain the following historical terms: alphabet; caste; cuneiform; Fertile Crescent; Hanging Gardens; hieroglyphics; lake dwellers; monotheism; mummy; obelisk; orient; papyrus; polytheism; patriarch; prehistoric; satrap; semitic; sphinx; Vedas; zodiac
5. To be able to make a tabular comparison of life in all its phases as lived by the primitive peoples and by some one of the oriental peoples, or a similar comparison of life in the Near and Far East
6. To be able to explain the influence of geography upon the history of the Egyptians, the Babylonians, the Phoenicians, and the Chinese
7. To be able to write an informational outline dealing with the work of this unit, or to give a floor-talk on one of the subjects studied in this unit

Teacher Procedures

copies (perhaps one copy to five pupils) of the most helpful works. One indication of the value of a book is the extent to which it is actually used. If at all possible, supplementary books should be shelved in the class room

6. In this unit the teacher through her assignments will stress the contributions of primitive and oriental peoples to civilization, as follows:

- a. Government: family; tribe; monarchy
- b. Agriculture: irrigation; drainage; farm implements; terracing; land tenure
- c. Crafts and trades: weaving; pottery; carpentry; stone-cutting; metal-working; etc.
- d. Commerce: commercial laws and regulations; caravans; trade routes; ships; business organization; banking; coinage; etc.
- e. Science: counting; fractions; geometry; the calendar; standards of weights and measures; surveying; astronomical observations; engineering (the use of the column, pulley, lever, inclined plane); medicine; astrology; etc.
- f. Religion: the belief in a judgment day as taught by Zoroaster; ideas concerning life hereafter; monotheism
- g. Law and morality: the Book of the Dead; the Code of Hammurabi; the Mosaic Law; commercial laws of Babylonia; etc.
- h. Communication: hieroglyphics; clay tablets; cuneiform writing; papyrus; the alphabet
- i. Art and architecture: pyramids; obelisks; temples; the Hanging Gardens of Babylon; sculpture and decorations; drawing; mural painting; design; etc.

See also paragraphs 7-37

Pupil Activities

2. Fiction
 - Ebers, *Egyptian Princess*, Appleton
 - Ebers, *Uarda*, Appleton
 - Henty, *Cat of Bubastes*, Scribner (easy)

C. The Far East

1. Supplementary
 - Webster, *History of the Far East*, Heath

The pupil will construct through his own study an expansion of the following guidance outline:

A. Primitive Man

1. Ages before written history; the beginning of life; antiquity of man; gradual development; sources of our knowledge of early man
2. Life among the early peoples: weapons; shelter; fire; tools; homes; domestication of animals; origin of language; primitive art

B. The Near East

1. Civilization along the Nile: physical conditions—climate, rainfall, soil; overflow of the Nile; irrigation; government; classes of society; religion; architecture and engineering
2. Semitic civilization: physical conditions in the Fertile Crescent; rise and fall of empires; conditions of living; trade and commerce

C. The Far East

1. China: physical conditions; resources; isolation; early culture; religion
2. India: physical conditions; religions; caste

D. Supplementary Problems

1. Irrigation in Egypt
2. The Rosetta Stone

Evidences of Mastery

8. To be able to make a map of the Ancient World, using an outline map of the eastern hemisphere, locating the following: Caspian Sea; Black Sea; Red Sea; Persian Gulf; Indian Ocean; Nile; Phoenicia; Palestine; Egypt; Mesopotamia; Suez; Tigris; Euphrates; Indus; the Great Wall; Thebes; Karnak; Jerusalem; Babylon; Tyre; Susa; Nineveh

9. To be able to construct a time line, assuming that the history of man runs back 250,000 years B.C., with the earliest recorded history about 5,000 years B.C.

10. To be able to write an imaginary account of the building of the Great Pyramid

II. GRECO-ROMAN CIVILIZATION

Time allotment: 30 days

Unit Objective

To appreciate the contributions of Greece and Rome to the civilization of the present

Specific Objectives

1. To appreciate and understand the achievements that caused Greece to become the center of a great civilization
2. To learn how Greek culture was spread among the nations of the East and of the West
3. To learn the achievements by which Rome became a world power
4. To study the relationship and comparative worth of Roman and Grecian civilizations
5. To learn the causes that led to the decline of the power of Rome

Teacher Procedures

7. The teacher will list historical fiction, dealing with the periods in history covered by this unit organization. The books listed in this course of study are typical. The ideal is to select only books which are accurate in their historical interpretation and acceptable from the point of view of literary style, and which thus may be used in connection with the work of the English department as well as the history department. Such readings frequently stimulate pupils otherwise lacking in scholarly interest

8. The teacher will prepare a guidance outline to point out clearly and definitely the work to be covered in any one unit. Since the benefits to be derived from preparing an expanded outline accrue to the person doing the work, the teacher should avoid preparing a detailed informational outline. Typical guidance outlines are included under the heading of Pupil Activities in Units I, II, III, IV, V, and VIII

9. The teacher will prepare a list of pupil activities for the unit being studied. For Unit II may be suggested the following: (1) reading and taking notes on required materials, (2) looking up supplementary references, (3) constructing an informational outline based on the guidance outline, (4) drilling in connection with the learning of the important dates-events, historical personages, and historical terms listed in the evidences of mastery, (5) writing a theme dealing with one of the important historical characters listed, (6) making the map suggested in the evidences of mastery, (7) constructing a model of some famous Grecian or Roman building, (8) carrying out the supplementary projects listed in the evidences of mastery, (9) giving a talk dealing with some phase of the work covered, (10) putting an exhibit on the bulletin board illustrating the

Pupil Activities

1. See suggested pupil activities under Unit I
 2. The pupil should read and report on materials such as the following:
 - I. Source readings (for the entire unit)
 - Botsford, *A Source Book of Ancient History*, Macmillan
 - Davis, *Readings in Ancient History*, Vols. I and II, Allyn and Bacon
 - Fling, *A Source Book of Greek History*, Heath
 - Munro, *A Source Book of Roman History*, Heath
 - Webster, *Readings in Ancient History*, Heath
- II. Detailed references to match outline
- A. The Greek World
 1. Supplementary
 - Baker, *Stories of Old Greece and Rome*, Macmillan
 - Davis, *A Day in Old Athens*, Allyn and Bacon
 - Mills, *The Book of the Ancient Greeks*, Putnam
 - Plutarch's *Lives*, Dutton
 - Robinson, *The Days of Alcibiades*, Longmans Green
 - Seignobos, *History of Ancient Civilization*, Scribner
 - Tucker, *Life in Ancient Athens*, Macmillan
 2. Fiction
 - Davis, *Victor of Salamis*, Macmillan
 - Perkins, *Spartan Twins*, Houghton Mifflin (easy)
 - Snedaker, *Theras and His Town*, Doubleday (easy)
 - B. The Roman World
 1. Supplementary
 - Botsford, *The Story of Rome*, Macmillan
 - Church, *Roman Life in the Days of Cicero*, Macmillan

Evidences of Mastery

1. To be able to recognize these dates events in any connection; 490 B.C., the battle of Marathon; 461-31 B.C., the age of Pericles; 323 B.C., the death of Alexander; 133 B.C., the tribunate of Tiberius Gracchus; 14 A.D., the Empire under Tiberius; 395 A.D., the division of the Empire
2. To be able to discuss in a 300-word theme or floor-talk these historical personages; Alexander the Great; Hannibal; Julius Caesar; Octavius Augustus; Pericles; Plato; Virgil; Tiberius Gracchus; Xerxes
3. To be able to identify these historical personages in any connection: Aeschylus; Archimedes; Aristotle; Attila; Cicero; Cleopatra; Constantine; Darius; Demosthenes; Diocletian; Euclid; Herodotus; Homer; Leonidas; Mark Antony; Phidias; Philip of Macedon; Pindar; Pliny the Elder; Plutarch; Pompey; Pythagoras; Socrates; Solon; St. Paul; St. Peter; Trajan; Xenophon
4. To be able to explain these historical terms: aqueduct; city-state; Coliseum; consul; Delphic response; Fabian policy; gladiator; Iliad; Latins; legions; ostracism; patrician; pax Romana; phalanx; philippic; plebeian; Pyrrhic victory; tribune; triumvirate; tyrant
5. To be able to make maps using outline maps of the Mediterranean World, showing the imperial expansion; the Roman World in 264 B.C., 133 B.C., 44 B.C., and 117 A.D.

Teacher Procedures

changes of life to-day as contrasted with that of ancient Greece and Rome, (11) dramatizing the death of Julius Caesar. A list such as the foregoing may be added to or varied by the resourceful teacher to meet her particular needs. The essential point is to devise activities that will result in pupil mastery in terms of the unit objective

10. The teacher will set up Evidences of Mastery for the unit. Those included in this course of study are suggestive. It is essential to include things to be able to do as well as facts to know. The Evidences of Mastery must be formulated so as to actually determine pupil mastery in terms of the unit and specific objectives

11. To summarize, before the teacher can commence actual work on a unit, she must make preparations, as follows: (1) decide on the number of days to be devoted to teaching the unit, (2) list page references to the text or texts bearing on the unit, (3) prepare a bibliography of available supplementary references, (4) list historical fiction bearing on the period to be studied, (5) prepare a guidance outline to indicate the work to be covered, (6) formulate pupil activities to motivate the work of the unit, (7) set up a complete list of evidences of mastery for the unit, (8) set specific problems for solution day by day

12. In this unit the teacher through her assignments will stress the contributions of Greece and Rome to civilization, as follows:

A. The Contributions of Greece to Civilization

1. Government: fundamental lack of unity places emphasis on the local unit; high ideals of citizenship and public service; popular assemblies
2. Science: astronomical observations; the development of geometry; geographical knowledge; theories in the field of medicine; research in the field of physics (the use of the pulley, lever, specific gravity, etc.)

Pupil Activities

- Davis, *A Day in Old Rome*, Allyn and Bacon
 Johnston, *The Private Life of the Romans*, Scott
 Mills, *The Book of the Ancient Romans*, Putnam
 Mills, *The Book of the Ancient World*, Putnam
 Tucker, *Life in the Roman World of Nero and St. Paul*, Macmillan
2. Fiction
- Bulwer-Lytton, *The Last Days of Pompeii*, Dutton
 Church, *The Burning of Rome*, Macmillan (easy)
 Davis, *Friend of Caesar*, Macmillan
 Henty, *The Young Carthaginian*, Scribners (easy)
 Sienkiewicz, *Quo Vadis*, Crowell
 Stoddard, *Swordmaker's Son*, Century (easy)
 Wallace, *Ben Hur*, Harper
 White, *Unwilling Vestal*, Dutton
 Whitehead, *The Standard Bearer*, American Book Co. (easy)

3. The pupil will construct through his own study an expanded outline based on the following:

A. The Greek World

1. Geographical factors: the Mediterranean basin—the center of the ancient world; climate; commercial possibilities; mountains; etc.
2. Greece, its early development: contacts with Oriental civilization; influence of the Phoenicians; the great age of Crete; invasions of the Hellenes; the Homeric Age; the city-states; systems of labor; commercial development; conflicts with Persia; etc.
3. The Athenian Empire: the Periclean Age; the Peloponnesian Wars; the fall of the empire

Evidences of Mastery

6. To be able to make the following contrasts: the democracy of Greece during the Age of Pericles with our present-day democracy; the position of woman in Greece and Rome with her position in America to-day

7. To be able to handle these supplementary projects

- a. An account by a survivor of the battle of Thermopylae
- b. A modern sport "write-up" of the Ancient Olympic games
- c. A newspaper account of the assassination of Caesar
- d. A diary by an early Christian
- e. A letter from Julius Caesar telling of his landing in Britain

Teacher Procedures

3. Education and recreation: training of the youth; games; the theatre; high idealism
 4. Religion and philosophy: mythology; kinship with nature; festivals; oracles; the schools of philosophy
 5. Literature: poetry; drama; history; philosophy; etc.
 6. Art: the orders of architecture; sculpture; painting
- B. The Contributions of Rome to Civilization
1. Government and law: broad citizenship; municipal government; imperial administration; the Roman law; the police power; the census; etc.
 2. Literature: the Latin language; orations; history; philosophy; poetry; drama; natural history; religious writings
 3. Art, architecture, and engineering: sculpture and painting; the rounded arch and dome; the building of roads, sewers, aqueducts, bridges, baths, stadiums, temples, etc.

See also paragraphs 13-37

Pupil Activities

4. The decline of the city-states; jealousies and rivalries
 5. The Alexandrian Age; the rise of Macedonia under Philip; the conquests of Alexander; the spread of Grecian culture; the death of Alexander; the division and decline of the empire
- B. The Roman World
1. Geographical factors: location; climate; expansion
 2. The growth of Rome: founding; early republic; expansion in Italy; the Struggle for control of the Mediterranean; expansion in Europe, Africa, and Asia; effects of conquests; attempted reforms; the development of militarism; the empire; the growth of despotism; the barbarian invasions; the decline of the empire
 3. Roman life: the city of Rome—population, amusements, sanitary condition, social life, industries, public works; country life; the Roman world—the army, the provinces, the frontier, the roads, taxation, social classes, slavery, social abuses
 4. The rise of Christianity: the early church; the work of St. Peter and St. Paul; persecutions; the spread of Christianity; Christianity becomes the state religion; the organization of the Church; influence on government and society

C. Supplementary Problems

1. The wars with Carthage
2. The military campaigns of Caesar
3. The influence of Grecian culture upon Roman life

III. THE CIVILIZATION OF THE MIDDLE AGES

Time allotment: 25 days

Unit Objective

To appreciate how the Middle Ages served as a transitional period between two highly developed civilizations

Specific Objectives

1. To understand and appreciate western civilization during the early centuries of this period
2. To account for the rise of feudalism
3. To understand the church as a powerful influence during this period
4. To know the influences of the crusading movement upon the people of western Europe
5. To understand the contributions of the Middle Ages to civilization

Teacher Procedures

13. The teacher will determine the extent of the pupils' historical background before commencing the work of actually teaching the unit. This may be done by means of an extended oral discussion not conducted along rigid lines, or by a written inventory test. Naturally, the knowledge of the pupils will be fragmentary as it depends on details remembered from other courses and information gathered through reading, conversation, going to the theater, etc. The insight gained by the teacher in this way will be of great help in the preparation of an effective "over-view" talk

14. At the beginning of the school year, the teacher will sketch in a short talk an "over-view" of the field to be covered in the current history course. As the successive units are developed, in short talks of about fifteen minutes each, the teacher will sketch the underlying forces and develop the historical significance of the particular period in light of the unit objective. The purpose of these talks is to impress the pupils with the essential unity of history and with the controlling principle that dominates the unit. Following each presentation, it is desirable that the teacher quiz the pupils as to their grasp of the subject. If the results are negative, a re-presentation should be made to meet the difficulties revealed. Among the books that may help the teacher to develop an "over-view" conception of world history, may be mentioned: Parsons, *The Stream of History*, Scribner; Thomas and Hamm, *The Foundation of Modern Civilization, and Civilization in Transition*, Vanguard Press

15. Having proceeded this far, the teacher will supply the pupils with the materials needed to continue the work on the unit, such as: a statement of objectives; a guidance outline; a

Pupil Activities

1. See suggested pupil activities under Unit I
2. The pupil should read and report on materials such as the following, selecting crucial statements, events, dates, and characters that give meaning and significance to the objectives:

I. Source readings (for the entire unit)

Ogg, *A Source Book of Medieval History*, American Book Co.

Robinson, *Readings in European History*, Vol. I, Ginn

Thatcher and McNeal, *A Source Book for Medieval History*, Scribner

II. Detailed references to match outline

A. The Age of Disorder

1. Supplementary

Eginhart, *Charlemagne*, American Book Co.

Emerton, *Introduction to the Middle Ages*, Ginn

Thorndike, *History of Medieval Europe*, Houghton Mifflin

2. Fiction

Marshall, *Cedric, the Forester*, Appleton (easy)

Pyle, *Otto of the Silver Hand*, Scribner (easy)

B. Medieval Life and Civilization

1. Supplementary

Adams, *Civilization During the Middle Ages*, Scribner

Davis, *Life on the Medieval Barony*, Harper

Jessopp, *The Coming of the Friars*, Unwin

Munro and Sellery, *Medieval Civilization*, Century

Seignobos, *The Feudal Regime*, Holt

Tappan, *When Knights Were Bold*, Houghton Mifflin (easy)

2. Fiction

Byrne, *Messer Marco Polo*, Century

Jewett, *God's Troubadour*, Crowell (easy)

Evidences of Mastery

1. To be able to recognize these dates-events in any connection: 732, the battle of Tours; 800, Charlemagne crowned Emperor of the West; 843, the partition of Verdun; 1066, the battle of Hastings; 1096-1291, the Crusades; 1215, the Magna Carta; 1295, the Model Parliament

2. To be able to discuss in a 300-word theme or floor-talk, these historical personages: Charlemagne; Gregory VII; Mohammed; Roger Bacon

3. To be able to identify these historical personages in any connection: Alfred the Great; Charles Martel; Justinian; Leif Ericsson; Marco Polo; Richard the Lion-hearted; Saint Patrick; Saladin; William the Conqueror

4. To be able to explain these historical terms: caliphate; chivalry; demesne; donjon; fief; excommunication; Hejira; interdict; Islam; Koran; moat; monasticism; mosque; serf; tithing; villein

5. To be able to make a map showing the Barbarian Migrations, using an outline map of Europe that includes northern Africa. Show the locations, before and after the migrations, of the following tribes: Ostrogoths; Visigoths; Vandals; Burgundians; Lombards; Danes; Angles; and Saxons

6. To be able to expand the unit, or one of its main divisions into an informational outline

Teacher Procedures

list of textbook references; a bibliography of supplementary readings and references; a statement of suggested pupil activities; and a specific statement of the type of mastery expected. It goes without saying that if this material is available in mimeographed form, the work is made easier for both teachers and pupils. However, this is not absolutely necessary. Typed copies may be posted on the bulletin board and the assignment thus communicated to the pupils. Certain assignments may be made daily without inconvenience. However, to dictate material is usually unsatisfactory because of the time consumed and the inaccuracies attendant on note-taking

16. In this unit the teacher through her assignments will stress the contributions of the Middle Ages to civilization, as follows:

- a. Law and government: the Justinian Code; the beginnings of national government in western Europe; the beginning of parliamentary influence in England
- b. Social life: fusion of the Germanic tribes with the Greek and Roman peoples; class distinctions; beginning of the rise of the middle class; trade regulations; commercial restrictions
- c. Religion and morality: the spread of Christianity and Mohammedanism, both religions stressing morality; ethical ideas—chivalry, the brotherhood of man, equality before God, etc; altruism; influence of pagan writings
- d. Education: church schools; the schools of Charlemagne; the founding of universities by Christians and Saracens; advances in learning—algebra, chemistry, medicine, etc.; increase in geographical knowledge
- e. Science: compass; gunpowder; clocks; etc.

Pupil Activities

C. The Crusading Movement

1. Supplementary
Archer and Kingsford, *The Crusades*, Putnam
Wilmot-Burton, *Story of the Crusades*, Crowell
2. Fiction
Davis, *God Wills It*, Macmillan
Johnston, *The Fortunes of Garin*, Houghton Mifflin
3. The pupil will construct through his own study an expanded outline based on the following:

A. The Age of Disorder

1. The barbarian invasions: causes; settlements; influence on civilization
2. The Mohammedan invasions: origin of Mohammedanism; teachings of Islam; Moslem Empire; Arab influences in Europe
3. The rise of the Franks: Charles Martel; battle of Tours; Charlemagne and his empire; division of the empire; organization of the Holy Roman Empire; Norse invasions

B. Medieval Life and Civilization

1. Feudalism: obstacles to good government after Charlemagne; feudal relations—mutual obligations, homage, land tenure, feudal justice, etc.; knighthood and chivalry; jousts and tournaments
2. The church during the Middle Ages: organization; church councils; monastic orders; church courts; the power of the papacy—the interdict and ex-communication; strife within the church; abuses

C. The Crusading Movement

1. Contrasting conditions in Europe and in the East
2. Causes; leaders and expeditions; results to western Europe

Evidences of Mastery

7. To be able to give a floor-talk dealing with some phase of the work of this unit
8. To be able to write an account of the discovery of Vinland as told by one of the members of the expedition
9. To be able to brief a debate on: Resolved, that the Mohammedan civilization during the early Middle Ages was superior to the Christian civilization

10. To be able to write an imaginary conversation between a Crusader, back from the Orient, and his friends

11. To be able to draw a cartoon illustrating the feudal system

Teacher Procedures

- f. Agriculture: methods of grafting; new crops introduced by the Saracens
- g. Manufacture and trade: oriental luxuries—damasks, muslins, Toledo blades, Morocco leather, etc.; fairs and markets; commercial companies; banks; etc.
- h. Cultural contributions: the beginning of vernacular literature; epics; chronicles; ballads; miracle plays; art; stained glass windows; wood and ivory carving; new styles in architecture—Gothic and Byzantine; church music; etc.

See also paragraphs 17-37

Notes by Teacher

Pupil Activities

D. Supplementary Problems

- 1. England under Alfred the Great
- 2. The life and work of Mohammed
- 3. The Norman conquest of England
- 4. The journeys of the Polos to the Far East
- 5. The influence of the Saracens on Europe
- 6. Medieval architecture

Notes by Teacher

IV. THE TRANSITION TO MODERN TIMES

Time allotment: 20 days

Unit Objective

To appreciate the origin of the great distinguishing characteristics of the present

Specific Objectives

1. To understand and appreciate the causes underlying the Renaissance movement
2. To learn the contributions of the Renaissance to civilization
3. To know the causes underlying the commercial revolution
4. To learn how the commercial revolution influenced discovery and exploration
5. To learn the causes that contributed to the break-up of the medieval church
6. To see the revolution within the church as an influence in history from that day to the present

Teacher Procedures

17. In the process of mastering a unit, the teacher and pupils do much work on a laboratory basis. The pupils are busy reading, taking notes, preparing outlines, making maps, etc. The teacher must work with the individual pupils, anticipate their difficulties, and suggest remedies. The ideal to be reached is to turn the classroom into a social science workroom. Everyone should work to capacity; the brilliant pupils should busy themselves with supplementary projects upon the completion of the required work. In this way the difficult problem of individual differences is met. It can not be stated too often that the success of this period demands much from the teacher. If she is indifferent and shirks her responsibilities, the learning process may become hopelessly inefficient

18. The teacher will point out proper methods of work to pupils who have developed improper habits of study. In reading for mastery, it is important to read the whole assignment and then study intensively the minor divisions. The pupils must be taught to take advantage of all available aids such as indexes, tables of contents, card catalogues, reader's guides, etc. They must be taught discrimination in note-taking, the habit of making critical evaluation of historical sources, outlining and correct footnote and bibliographical technique. On the latter point, the technique adopted by any first-class magazine or historical work may be followed. The desirable goal is to establish a uniform plan of recording references

19. The teacher will introduce coöperative effort whenever she feels certain that so doing will benefit the majority of the pupils. For example, difficulties in the work may be removed by discussion; special reports may be

Pupil Activities

1. See suggested pupil activities under Unit I
2. The pupil should read and report on materials such as the following, selecting crucial statements, events, dates, and characters that give meaning and significance to the objectives:

- I. Source readings (for the entire unit)
 - Cheyney, *Readings in English History*, Ginn
 - Robinson, *Readings in European History*, Vols. I and II, Ginn

II. Detailed references to match outline

A. The Renaissance

1. Supplementary
 - Hulme, *Renaissance and Reformation*, Century
 - Sichel, *The Renaissance*, Holt
 - Van Dyke, *Age of the Renaissance*, Scribner

2. Fiction

- Begbie, *Rising Dawn*, Doran
- Merejkowski, *The Forerunner*, Constable and Co.
- Reade, *The Cloister and the Hearth*, Crowell

B. The Commercial Revolution

1. Supplementary
 - Cheyney, *European Background to American History*, Harper
 - Day, *History of Commerce*, Longmans Green
 - Herrick, *A History of Commerce and Industry*, Macmillan

2. Fiction

- Colum, *The Voyagers*, Macmillan (easy)
- Lamprey, *In the Days of the Guild*, Stokes (easy)

C. The Break-up of the Medieval Church

1. Supplementary
 - Fisher, *The Reformation*, Scribner
 - Lindsay, *Luther and the German Reformation*, Scribner
 - Seebohm, *Era of the Protestant Revolution*, Scribner

Evidences of Mastery

1. To be able to recognize these dates-events in any connection: 1300-1500, the Renaissance; 1450 (about), the invention of printing; 1492, the discovery of America by Columbus; 1519-1522, the first circumnavigation of the globe; 1555, the Religious Peace of Augsburg; 1588, the defeat of the Armada; 1648, the Peace of Westphalia

2. To be able to discuss these historical personages in a 300-word theme or floor-talk: Columbus; Erasmus; Gutenberg; Loyola; Luther; Michelangelo

3. To be able to identify these historical personages in any connection: Francis Bacon; John Cabot; Calvin; Copernicus; da Gama; da Vinci; Diaz; Drake; Queen Elizabeth; Gustavus Adolphus; Henry VIII; John Huss; Joan of Arc; John Knox; Magellan; Mary, Queen of Scots; Mazzarin; Petrarch; Richelieu; Savonarola; Shakespeare; William the Silent; Wycliffe; Zwingli

4. To be able to explain these historical terms: armada; astrolabe; buccaneer; bull; deductive; despot; diet; Huguenot; humanism; inductive; indulgence; Renaissance

5. To be able to make a map showing the three oriental trade routes, using an outline map of the eastern hemisphere and locating the important transshipment points on each route

Teacher Procedures

delivered by the advanced pupils and criticised by the class at large; to break the monotony of the preparation period, debates or dramatizations may be held, etc.

20. As a means of maintaining pupil interest at a high level, the teacher will give publicity to samples of good work, taking care, however, that good pupils are not favored to the exclusion of all others. Cartoons, graphs, and written work can be displayed to advantage on the bulletin board

21. The teacher will hold recitation periods at the close of longer or shorter periods of preparation and work. The procedure in the recitation is not restricted to the question and answer method. Oral recitation may consist of floor-talks, that is, oral reports on various phases of the work on the unit. The individual talks should be limited both as to the amount of work discussed and the length of time allowed. This type of oral expression should be participated in by the greatest possible number of pupils. Stimulating discussion may be permitted at the close of a report, during which time the teacher should remain discreetly in the background. This type of recitation should not be continued so long as to cause the interest of the pupils to wane. Two class periods is probably as long as is desirable

The recitation may be written. The expanded informational outlines, written reports and briefs, imaginary letters, diaries, and newspaper articles, maps, graphs, cartoons, etc., all constitute a form of recitation in the sense that they help to reveal the progress made by the pupil

22. The teacher will give a formal examination at the end of the work on a unit even though the types of organization used during the periods of work and recitation, such as developing an informational outline or giving a floor-talk on the work of the unit, are in themselves tests of mastery. The unit examination should be fair, that is, it should test the pupils' comprehension of the work stressed in the

Pupil Activities

2. Fiction

Benson, *Come Rack! Come Rope!*, Dodd
Davis, *The Friar of Wittenberg*, Macmillan

Henty, *The Lion of the North*, Scribner
(easy)

3. The pupil will construct through his own study an expanded outline based on the following:

A. The Renaissance

1. The spirit of the age: individualism; curiosity; interest in things of this life; inventiveness; etc.

2. Important factors: the cities in northern Italy; the Italian popes; revived interest in classical learning; the Humanists; development of vernacular languages; scientific thought; discoveries

3. Contributions of the Renaissance to civilization: architecture; painting—artists, subjects, mechanical improvements, etc.; sculpture; music; applied arts—carvings, stained glass, metal work, etc.; science—inductive reasoning, discoveries in astronomy and medicine, physical phenomena; inventions; literature; etc.

B. The Commercial Revolution

1. Important factors; demand for oriental luxuries; the rise of national states; inventions and geographical discoveries; individuality in thought and deed; the rise of towns; etc.

2. Expansion in commerce and communication: merchant and craft guilds; fairs and markets; money and banking; mercantile and trading companies; discoveries and developments facilitating travel by water; the demand for luxuries; etc.

Evidences of Mastery

6. To be able to expand the unit, or one of its main divisions, into an informational outline

7. To be able to debate: Resolved, that Columbus on his first voyage was really seeking lands that had been discovered centuries earlier, rather than a western route to the Indies

8. To be able to write the diary of one of the survivors of Magellan's expedition

9. To be able to write a newspaper story dealing with Luther's burning of the Papal Bull

Teacher Procedures

guidance outline and listed in the evidences of mastery. Obviously, any other procedure amounts to a misrepresentation of facts on the part of the teacher

See also paragraphs 23-37

Notes by Teacher**Pupil Activities**

3. Discoveries and exploration: Prince Henry and the Portuguese explorations; rival routes to the Indies—da Gama and Columbus; the circumnavigation of the globe; exploration and trade in the New World and in the Far East

C. The Break-up of the Medieval Church

1. Causes: abuses in the Church; the Renaissance spirit; etc.
2. The Protestant Reformation: leaders—Luther, Calvin, Zwingli, etc.; the Edict of Worms; the Peace of Augsburg; the Reformation in England; religious and political strife in France; etc.
3. The Counter Reformation: The Council of Trent; Loyola and the Society of Jesus; the work of Catholic teachers and missionaries; etc.
4. The Thirty Years' War: causes; the mode of warfare; Gustavus Adolphus; Richelieu and the intervention of France; the Peace of Westphalia

D. Supplementary Problems

1. England under the Tudors
2. The rise of France under Henry IV
3. Commercial empires in the Far East—Portugal, Holland, and England
4. The rise of the Spanish colonial empire in the New World

V. ABSOLUTISM AND THE STRUGGLE FOR WORLD POWER

Time allotment: 24 days

Unit Objective

To appreciate the fundamental difference between social, political, and economic development in England and France

Specific Objectives

1. To understand and appreciate the development and persistence of absolute government on the continent of Europe, but its failure in England
2. To understand the profit to mankind in any way of the rule of despotic kings
3. To understand and appreciate the new theory of government that was developing in England
4. To learn the theories underlying the Mercantile System
5. To understand the causes for the greater success of the English in their colonial ventures than the French
6. To understand the causes that impelled the American colonies to break away from the mother country

Teacher Procedures

23. The teacher will cause a pupil to do further work on the unit if his efforts during the recitation and examination periods are such as to indicate that he has not attained the level of mastery that reasonably may be expected of him. "Half learning is no learning!" If the pupil realizes that he must reach mastery, he acquires a wholesome attitude toward the subject. When he feels that he has improved his knowledge of the work of the unit sufficiently he may ask for another examination

24. The teacher will permit the pupil doing make-up work on a unit to attempt to keep up in the work of the next unit, if he so desires. Mastery of one unit is to be preferred to a smattering of information regarding the work of two. It is but fair to say that the teacher must exercise discretion. Mastery is an individual matter. It varies with the pupil as surely as does his native ability, the quality of his previous training, etc. The teacher is to be sole judge of whether the pupil has, or has not, mastered the work of the unit, keeping ever in mind the ability of the individual

25. Since much of the work during the periods of preparation and recitation has involved written organization of material, it is probably justifiable to use a new-type test for the final examination. Few objective tests in world history are available in printed form and even though there were many, they would have little value for testing mastery over any given unit of work. In other words, the teacher must build her own tests

26. Perhaps the greatest help in the building of objective tests is critically to examine available tests. Such may be found in the *Historical Outlook* and other professional journals, or may be purchased from the publishers

Pupil Activities

1. See suggested pupil activities under Unit I
2. The pupil should read and report on materials such as the following:

I. Source readings (for the entire unit)

- Cheyney, *Readings in English History*, Ginn
 Robinson, *Readings in European History*, Vol. II, Ginn
 Robinson and Beard, *Readings in Modern European History*, Vol. I, Ginn

II. Detailed references to match outline

A. The Rise of Autocracy

1. Supplementary

- Hassall, *Louis XIV and the Zenith of the French Monarchy*, Putnam
 Hassall, *The Balance of Power, 1715-1789*, Macmillan
 Morley, *Peter the Great*, Merrill
 Reddaway, *Frederick the Great*, Putnam
 Wakeman, *The Ascendancy of France, 1598-1715*, Macmillan

2. Fiction

- Brebner, *A Gallant Lady*, Duffield
 Brebner, *The Turbulent Duchess*, Little Brown
 Bowen, *Kings-at-Arms*, Dutton
 Henty, *With Frederick the Great*, Scribner (easy)

B. The Establishment of Constitutional Government in England

1. Supplementary

- Cheyney, *Short History of England*, Ginn
 Harrison, *Oliver Cromwell*, Macmillan
 Moran, *Theory and Practice of the English Government*, Longmans Green

2. Fiction

- Dix, *Hugh Gwyeth*, Macmillan (easy)
 Masefield, *Martin Hyde*; *The Duke's Messenger*, Little Brown (easy)
 Melville, *Holmby House*, Longmans Green

Evidences of Mastery

1. To be able to recognize these dates-events in any connection: 1649, the Puritan Revolution in England; 1660, the restoration of the Stuarts; 1688, the Glorious Revolution in England; 1689-1725, the reign of Peter the Great; 1643-1715, the age of Louis XIV; 1740-1786, the age of Frederick the Great; 1783, the end of the American Revolution

2. To be able to discuss these historical personages in a 300-word theme or floor-talk: Burke; Clive; Cromwell; Louis XIV; Peter the Great; Adam Smith

3. To be able to identify these historical personages in any connection: Braddock; Burgoyne; Colbert; Cornwallis; Dupleix; Frederick the Great; George III; George Grenville; John Hampden; Lafayette; Laud; Milton; Montcalm; Paine; Pitt (elder); Walpole; the Wesleys; Wolfe

4. To be able to explain in these historical terms: absolutism; Black Hole of Calcutta; budget; cabinet; cavaliers; divine right of kings; factory; Huguenot; Ironsides; liberum veto; monopoly; Roundheads; separatist; serfdom; ship money; strelitz

5. To be able to make a tabular comparison of life in all its phases in the thirteen colonies and in Quebec about 1750

Teacher Procedures

of tests. The tests used in the Iowa Academic Meet may be of some value. Another help is to read literature on the subject. The following books may be listed as helpful: Brinkley, *Values of New-Type Examinations in the High School with Special References to History*, Teachers College, Columbia University, Contributions to Education, No. 161; Odell, *Traditional Examinations and New-Type Tests*, Century; Paterson, *Preparation and Use of New-Type Examinations*, World Book Co.; Russell, *Classroom Tests: A Handbook of the Construction and Uses of Non-Standard Tests for the Classroom Teacher*, Ginn

It may be suggested that completion, multiple-choice, and matching tests are effective for testing in history. In Unit VI a short test is submitted for that unit. It is intended to be suggestive rather than complete, and must be increased to at least six times the present length to be a valid test

See also paragraphs 27-37

Pupil Activities

C. Colonial Expansion and the Struggle for World Supremacy

1. Supplementary

Adams, *Provincial Society, 1690-1763*, Macmillan

Egerton, *A Short History of British Colonial Policy*, Methuen

Parkman, *A Half-century of Conflict*, 2 vols., Little Brown

Van Tyne, *The American Revolution*, Harper

Woodward, *A Short History of the Expansion of the British Empire*, Cambridge University Press

2. Fiction

Henty, *With Clive in India*, Scribner (easy)

McNeil, *Tonty of the Iron Hand*, Dutton (easy)

Parker, *The Power and the Glory*, Harper

Parker, *The Seats of the Mighty*, Appleton

Straug, *In Clive's Command*, Bobbs-Merrill (easy)

3. The pupil will construct through his own study an expanded outline based on the following:

A. The Rise of Autocracy

1. Typical states

a. France: the policies of Richelieu; Louis XIV's idea of kingship; the nobility and court life; royal encouragement of arts and letters; the reforms of Colbert; the aggressive foreign policy of Louis XIV; religious strife

b. Russia: the reforms of Peter the Great—military, naval, administrative, and religious; the introduction of western customs; the foreign policy centering on the acquisition of outlets to the sea

Evidences of Mastery

6. To be able to construct an informational outline over the entire unit or one of the main divisions. This is to be done without reference to texts or notes

7. To be able to give a floor-talk on the entire unit, or one of the main divisions

8. To be able to make a map showing the shifting boundaries of the territorial possessions of the European powers in North America in the years 1697, 1748, 1763. Outline maps of North America may be used and should be so colored as to indicate clearly the colonial expansion or loss of the powers claiming territory in North America

9. To be able to present logical evidence on this subject for debate: Resolved, that Louis XIV, or Frederick II, or Czar Peter, should be known in history as "the Great"

10. To be able to write a letter such as might have been written by a survivor of the "Black Hole of Calcutta" incident

11. To be able to write a diary by George Washington covering the period of the French and Indian War

12. To be able to write an outline statement of the reforms sponsored by each of five of the so-called enlightened despots; together with a summary statement of the net social progress made during his reign, as measured by conditions at the time of his coronation and at the time of his death

Pupil Activities

- c. Prussia: the policies of the Great Elector; the achievement of Frederick William the First in building up the Prussian army and in effecting economies; the aggressive foreign policy of Frederick the Great; his reforms in government, industry, etc.; his interest in literature, etc.
2. Examples of autocratic statesmanship: the seizure of Silesia; the partitions of Poland
 3. Efforts at reform by the enlightened despots
 - a. Social and economic conditions in Europe: feudal survivals; legal abuses; the power of the Jesuits
 - b. Projected reforms: abolition or modification of serfdom; the tendency to discontinue the use of torture; codification of the laws (Frederick the Great); internal improvements and public works; increased interest in education; freedom of the press; religious toleration
- B. The Establishment of Constitutional Government in England
1. The victory of Parliament: the Stuart belief in the "divine right of kings" as opposed to the "right of Englishmen"; Civil War; the execution of Charles I; the Commonwealth; the Revolution of 1688; the significance of the Bill of Rights
 2. The English system of government: the growth of the cabinet (Walpole); the development of the party system; the position of the king; the "responsibility" of the ministry; the composition and powers of Parliament; the Whig interpretation of the British Constitution

(continued on page 41)

Pupil Activities

C. Colonial Expansion and the Struggle for World Supremacy

1. Colonial and commercial expansion
 - a. France: handicaps—inefficient system of manufacture; the over-regulation of industry and trade; the efforts of Colbert; French occupation of the Mississippi valley and Canada; French penetration into India
 - b. England: the establishment of English supremacy on the seas; the large import and export trade; the thirteen colonies; the work of the East India Company
2. The Mercantile System: restrictions on imports; restriction on the export of raw materials; bounties on the export of manufactured goods; encouragement of domestic shipping and coast trade (Navigation Acts); restriction of the colonial trade to the mother country (Trade Acts); state aid to manufactures (Colbert's system)
3. Colonial life
 - a. The British colonies in North America: systems of labor; conditions and methods in agriculture; industry and commerce; living conditions; amusements; education and religion; public improvements
 - b. Contrast with the conditions in the French colony of Quebec
4. The struggle for the mastery
 - a. The preliminary struggles and their outcomes: the War of the Spanish Succession; the War of the Austrian Succession; the Diplomatic Revolution
 - b. The Seven Years' War: Prussia victorious on the continent; Great Britain victorious on the sea and in America and India; the terms of the Peace of Paris, 1763
 - c. The American Revolution: changes in Great Britain's colonial policy; the constitutional issue; the economic factors; war; the French alliance; American independence; the influence of American independence upon the English colonial policy; the effect of participation in the war upon French finances

D. Supplementary Problems

1. The Portuguese colonial empire
2. The Spanish colonial empire
3. The Dutch colonial empire
4. Commercial conditions in Europe in the eighteenth century—the guild system; internal trade; European banking; typical markets; trading companies
5. The effect of the publication of Adam Smith's *Wealth of Nations*
6. A biographical sketch of a great leader of this period

VI. AN ERA OF REVOLUTION

Time allotment: 24 days

Unit Objective

To appreciate the forces that brought about social, political, and economic revolutions

Specific Objectives

1. To understand and appreciate the causes of the French Revolution
2. To understand the changes effected by the Revolution
3. To learn the relationship of Napoleon to the Revolution
4. To understand and appreciate the Industrial Revolution
5. To understand the changes effected by the Industrial Revolution
6. To understand and appreciate the influences that caused the Industrial Revolution to begin in England
7. To understand the political ideals that dominated the ruling classes during the first half of the nineteenth century

Teacher Procedures

27. The teacher will construct a test over each unit. The following test items on this unit are suggestive of what should be done, though they make up perhaps only one-sixth of what should be an objective examination over this unit:

Directions: Carefully read each statement and the items that follow it. Draw a circle around the letter preceding the items that are true. Do nothing with those that are false.

Example: The following men have served as presidents of the United States: a. Mussolini (b.) Washington c. Ford (d.) Lincoln e. Edison

1. Demands of the Third Estate before the meeting of the Estates-General in 1789:
 - a. The immediate abdication of the king, Louis XVI
 - b. The abolition of all rights to own property
 - c. Double representation for the Third Estate
 - d. The confiscation of the church lands
 - e. Vote by "head"
2. Things that were wrong with taxation in France prior to the outbreak of the French Revolution:
 - a. The failure to realize money by selling offices
 - b. The even distribution of the tax burden throughout the provinces
 - c. The inequality of the tax burden on the three estates
 - d. The free trade principles governing the imports and exports
 - e. The wasteful method of "farming" taxes

Pupil Activities

1. See suggested pupil activities under Unit I
2. The pupil should read, outline, and report on materials such as the following:

I. Source readings (for the entire unit)

Robinson, *Readings in European History*, Vol. II, Ginn

Robinson and Beard, *Readings in Modern European History*, Vol I, Ginn

II. Detailed references to match outline

A. The French Revolution and Napoleon

1. Supplementary

Fisher, *Napoleon*, Holt

Fournier, *Napoleon the First*, Holt

Lowell, *The Eve of the French Revolution*, Houghton Mifflin

Madelin, *The French Revolution*, Putnam

Mathews, *The French Revolution*, Longmans Green

Southey, *Life of Nelson*, Longmans Green

Wheeler, *The Boy's Napoleon*, Crowell

2. Fiction

Adams, *Red Caps and Lilies*, Macmillan (easy)

Brooks, *A Boy of the First Empire*, Century (easy)

Dickens, *A Tale of Two Cities*, Burt

Hugo, *Ninety-three*, Little Brown

Madden, *Two Royal Foes*, McClure (easy)

Sabatini, *Scaramouche*, Houghton Mifflin

B. The Industrial Revolution

1. Supplementary

Cheyney, *An Introduction to the Industrial and Social History of England*, Macmillan

Kirkup, *A History of Socialism*, Macmillan

Osgood, *History of Industry*, Ginn

Evidences of Mastery

1. To be able to recognize these dates-events in any connection: 1794, the end of the Reign of Terror; 1815, Waterloo, the Congress of Vienna; 1823, the Monroe Doctrine; 1832, the Great Reform Bill; 1848, revolutions in France, Austria, Germany, and Italy
2. To be able to discuss these historical personages in a 300-word theme or floor-talk: Bolivar; Hargreaves; Metternich; Napoleon; Newton; Robespierre; Rousseau; Watt
3. To be able to identify these historical personages in any connection: Arkwright; Blucher; Bright; Brindley; Cartwright; Cobden; Crompton; Danton; Charles James Fox; Fulton; Louis Philippe; Kay; L'Ouverture; Louis XVI; Macadam; Marat; Marie Antoinette; Mazzini; Mirabeau; Montesquieu; Necker; Nelson; O'Connell; Robert Owen; Peel; Pitt (younger); Stephenson; Turgot; Voltaire; Wellington; Whitney; Arthur Young
4. To be able to explain these historical terms: assignat; cabinet; cahier; capital; commune; cotton gin; coup d'etat; dauphin; department; directory; factory system; guillotine; intendant; labor; large-scale production; lettre de cachet; liberal; mule spinner; pocket borough; power loom; reaction; socialism; spinning jenny; water frame

Teacher Procedures

3. The following were some of the reforms initiated by Turgot in his attempts to save the government of Louis XVI from disaster:
 - a. The reduction of the expenditures of the court
 - b. The issue of assignats to relieve the shortage of money
 - c. The removal of most of the restrictions on the grain trade
 - d. The adoption of a national constitution
 - e. The abolition of forced work on roads
4. In the year 1830 revolutions broke out in:
 - a. The British provinces of Quebec and Ontario
 - b. France
 - c. Belgium
 - d. India (The Sepoy Mutiny)
 - e. Certain German states
5. Results of the Napoleonic occupation of Germany
 - a. The annexation of West Prussia to Prussia
 - b. The reduction of the German states to 38 in number
 - c. The dissolution of the Holy Roman Empire
 - d. A remarkable development of the spirit of nationalism
 - e. The granting of liberal constitutions to the peoples of many of the German states
6. Austria was able to crush the revolution within her boundaries in 1848 aided by
 - a. The loyalty of the army
 - b. The betrayal of the revolutionists by Kossuth
 - c. The rivalry and the antagonism between the many races of the kingdom
 - d. The personal popularity of Metternich
 - e. The efficient military aid of Russia

Pupil Activities

2. Fiction

Brighouse, *Hepplestall's*, McBride
Dickens, *Oliver Twist*, Burt
- C. Reaction and Revolution
 1. Supplementary

Hazen, *Europe since 1815*, Holt
Marvin, *The Century of Hope*, Oxford University Press
Schapiro, *Modern and Contemporary European History*, Houghton Mifflin
 2. Fiction

Meredith, *Vittoria*, Scribner
Weyman, *Chippinge Borough*, McClure

Evidences of Mastery

5. To be able to compare the social, economic, and political life of the people before and after this revolutionary period, and then to summarize the contributions made to civilization during this period
6. To be able to construct an informational outline over the entire unit, or one of the main divisions. This is to be done without reference to text or notes
7. To be able to give a floor-talk on the entire unit, or one of the main divisions
8. To be able to make a map showing the rise and fall of French power during the Revolution and under Napoleon, with special emphasis on the situation in the years 1789, 1807, and 1815. Outline maps of Europe may be used and so colored as to indicate clearly the shifting territorial boundaries of the European powers
9. To be able to write
 - a. A diary from the French Revolutionary period
 - b. A newspaper story of some important happening of this period
 - c. A letter by a workingman, telling his views regarding some of the inventions of the Industrial Revolution
 - d. A tabular comparison of farm conditions in England before and after the agricultural revolution

Teacher Procedures

28. In this unit the teacher through her assignments will develop some such outline as the following. It may also serve to indicate the points that should be developed by the pupils in their informational outlines

- A. The French Revolution and Napoleon
 1. The Old Regime: class privileges; tax inequalities; trade restrictions; absolutism
 2. The intellectual awakening: scientific discoveries; the writings of Rousseau, Voltaire, and Montesquieu; the influence of the American Revolution; the pamphlets and cahiers
 3. The early stages of the revolution, 1789-1799
 - a. Problems confronting the French people: to solve the financial tangle; to abolish autocracy and privilege; to put down opposition to the revolution at home and to defeat the enemies of the revolution abroad; to create a democratic government; to spread the revolutionary doctrines
 - b. Important events: the Tennis Court Oath; the Fall of the Bastille; the Flight to Varennes; the reorganization of the church and the issue of assignats; August 10; the Reign of Terror; the Italian Campaign of 1796
 - c. Contributions of the early stages of the revolution to civilization: the abolition of privilege; the reforms in the church; the judiciary and administrative units; the reorganization of public education; the metric system; the abolition of slavery; the codification of the law; the revival of interest in history (the Rosetta Stone)
 4. The supremacy of Napoleon, 1799-1815
 - a. Problems confronting the French people: to restore social tranquillity and economic prosperity; to expand France into a world empire; to spread the revolutionary reforms over Europe
- (continued on page 47)

Teacher Procedures

- b. Important events: the coup d'état of 18 Brumaire; the Louisiana Purchase; the reorganization of Germany; the death-grapple with Great Britain; the nationalist reaction in Spain, Portugal, Prussia, and Austria
 - c. Contributions of the Napoleonic era to civilization: the Code Napoleon; the organization of institutions of higher learning; the commercial and industrial development of France; the Bank of France; public works
- B. The Industrial Revolution, 1740-1830
 1. Characteristics of the domestic system: man power; steady work; rather even distribution of wealth; close relationship between employer and employee; absence of commercial fluctuations
 2. Inventions and changes leading to a revolution in the textile trades: the inventions of Kay, Hargreaves, Arkwright, Crompton, Cartwright, Whitney, and Watt; the factory; large scale production
 3. Revolutionary changes in transportation: Macadam and the turnpike; Brindley and the canal; Fulton and the steamboat; Stephenson and the locomotive
 4. The economic, and political results of the Industrial Revolution: the growth of towns and cities; the separation of interests between capital and labor; child and woman labor; unemployment due to fluctuation in the supply of raw materials and in the demand for the finished product; the growth of socialism; free trade; the victory of Great Britain in the struggle with France for economic supremacy
 - C. Reaction and Revolution, 1815-1848
 1. Metternich and the reactionary movement; the Congress of Vienna; the Bourbon restorations; reaction in Germany and Austria; the Tory reaction in England; the Holy Alliance and the policy of intervention
 2. The struggle for democracy, 1820-1848
 - a. Causes: the desire for social, economic, and political reforms; the rising spirit of nationality
 - b. Important events: the rebellion of the Spanish Colonies; the Monroe Doctrine; the Catholic Emancipation Act; the Reform Bill of 1832; the great revolutionary year, 1848
 - c. Important results: Anglo-American coöperation, independence for the Latin American republics; the death of the Holy Alliance; an increasing number of constitutions and increases in the electorate; religious toleration; revision of the criminal code; the abolition of slavery; the growth of public education; factory legislation; free trade principles develop
 - D. Supplementary Problems
 1. The revolution in agriculture
 2. The revolution in iron and steel manufacturing
 3. Constitutional development in Canada
 4. The consolidation of British power in India
 5. The work of liberation in South America
- See also paragraphs 29-37

VII. NATIONALISM AND IMPERIAL EXPANSION

Time allotment. 24 days

Unit Objective

To appreciate the forces that led to the development of a stronger national spirit among the nations

Specific Objectives

1. To understand and appreciate why so many peoples achieved national solidarity after 1848
2. To understand the factors underlying the rapid penetration of the great powers into Africa and Asia
3. To understand the causes that led to a period of awakening in the Far East
4. To understand and appreciate the justification, if any, for political and economic imperialism
5. To understand the great problems that confronted the nations during the period, 1871-1914
6. To understand and appreciate the prevailing trend in governmental institutions during this period

Teacher Procedures

29. In this unit the teacher through her assignments will develop some such outline as the following. It may also serve to indicate the points that should be developed by the pupils in their informational outlines

A. The Development of Nationality, 1848-1871

1. France and the Second Empire: its establishment; the character of Louis Napoleon; his promotion of trade and industry; his foreign policy and its fatal consequences
2. The struggle for Italian unity: obstacles to union; lessons of the failure in 1848; Mazzini and Young Italy; the reforms and the diplomacy of Cavour; annexations in northern Italy; Garibaldi conquers Naples and Sicily; the final acquisition of Venetia and Rome
3. The struggle for German unity: failure in 1848; the Zollverein; the threefold policy of Bismarck; the proclamation of the German Empire at Versailles

B. The Penetration of the Western World into Africa and Asia

1. Causes
 - a. Economic: the development of transportation and means of communication; the organization of "big" business; the influence of tariffs and duties; over-population
 - b. Religious: the rise of the missionary movement
 - c. Political: European rivalries; the growth of imperialistic tendencies

Pupil Activities

1. See suggested pupil activities under Unit I
2. The pupil should read, outline, and report on materials such as the following:

I. Source readings (for the entire unit)

- Robinson, *Readings in European History*, Vol. II, Ginn
 Robinson and Beard, *Readings in Modern European History*, Vol. II, Ginn

II. Detailed references to match outline

A. The Development of Nationality, 1848-1871

1. Supplementary

- Cesareo, *Cavour and the Liberation of Italy*, Macmillan
 Headlam, *Bismarck and the Founding of the German Empire*, Putnam
 Stillman, *The Union of Italy*, Cambridge University Press

2. Fiction

- Bloem, *The Iron Year*, Lane
 Haynes, *One of the Red Shirts*, Jacobs
 Henty, *Young Franc-Tireurs*, Burt (easy)

B. The Penetration of the Western World into Africa and Asia

1. Supplementary

- Douglas, *Europe and the Far East*, Putnam
 Harris, *Europe and Africa*, Houghton Mifflin
 Johnston, *The Opening up of Africa*, Holt
 Weale, *The Re-shaping of the Far East*, 2 vols., Macmillan

2. Fiction

- Comfort, *Down among Men*, Doran
 Frenssen, *Peter Moor's Journey to Southwest Africa*, Houghton Mifflin
 Gilman, *Son of the Desert*, Century (easy)
 Johnston, *The Man Who Did the Right Thing*, Macmillan

Evidences of Mastery

1. To be able to recognize these dates-events in any connection: 1867, Canada becomes a dominion, the Second Reform Act in England; 1869, the opening of the Suez Canal, the disestablishment of the Irish Church; 1870, the Franco-Prussian War; 1878, the Congress of Berlin; 1898, the Spanish-American War; 1899, the first Hague Peace Conference, the beginning of the Boer War; 1900, Australia achieves the status of commonwealth; 1904-05, the Russo-Japanese War

2. To be able to discuss these historical personages in a 300-word theme or floor-talk: Bismarck; Florence Nightingale; Cavour; Cecil John Rhodes

3. To be able to identify these historical personages in any connection: Baker; Darwin; Dickens; Disraeli; Charles Fourier; Francis Joseph; Garibaldi; Gladstone; Guizot; Huxley; Kitchener; Livingstone; Marx; Von Moltke; Napoleon III; Pasteur; Perry; Stanley; Queen Victoria

4. To be able to explain these historical terms: arbitration; autocracy; big business; blood and iron; democracy; dictator; franchise; free trade; nationalism; open door policy; protective tariff; protectoraté; Boers; Boxers; Bundesrat; capital; Carbonari; Great Trek; imperialism; Italia Irredenta; labor; militarism; Reichstag; responsible government; secret diplomacy; socialism; Zollverein

Teacher Procedures

2. The partition of Africa
 - a. The early period to about 1880: the activities of missionaries and explorers, Baker, Livingstone, Stanley, etc.; the remnants of Portuguese, Spanish, and Dutch colonial empires; French and English interests
 - b. The period of imperial expansion: The International African Association; Congo Free State; England in Egypt; Germany in East Africa and in Southwest Africa; Italian efforts in Somaliland and in Tripoli; Cecil Rhodes and the British "empire" in South Africa; French Acquisitions in Tunis, Madagascar, the Niger Basin, and Morocco
3. The awakening in the Far East
 - a. Russian expansion eastward: colonization in Siberia; the conquest of Turkestan; interests in Persia and China; the building of the Trans-Siberian railroad
 - b. Japanese expansion westward: Perry's opening of Japan's ports to commerce; the modernization of Japan; clashes between Japanese and European imperialistic projects; the victory of Japan
 - c. China, a victim of imperialism: China's policy of isolation; the Opium Wars; concessions and annexations of Chinese territory by the Powers; the Boxer uprising; United States and the "open door" policy; the reform movement in China
 - d. The world expansion of the United States: Alaska; Hawaii; Samoa; Philippines and Porto Rico; Panama; Virgin Islands

Pupil Activities

C. The Struggle for Democracy

1. Supplementary

Ogg, *Social Progress in Contemporary Europe*, Macmillan

Schapiro, *Modern and Contemporary European History*, Houghton Mifflin

Seignobos, *History of Contemporary Civilization*, Scribner
2. Fiction

Leslie, *Doomsland*, Scribner

Lysaght, *Her Majesty's Rebels*, Macmillan

Evidences of Mastery

5. To be able to trace the evolution of democracy between 1848-1914, and to summarize the contributions made to civilization during this period
6. To be able to construct an informational outline over the entire unit, or one of the main divisions. This is to be done without reference to text or notes
7. To be able to give a floor-talk on the entire unit, or one of the main divisions
8. To be able to make a map showing the imperial expansion of the great powers into Africa, using outline maps of Africa. They may be so colored as to indicate clearly the territorial expansion by the great powers with special reference to the years 1848, 1890, and 1914
9. To be able to debate: Resolved, that the native peoples of Africa should have been permitted to work out their own destiny free from the imperialistic dominance of the great powers
10. To be able to write a diary by a young patriot fighting for Italian independence
11. To be able to write a newspaper story of Stanley's successful effort to reach Livingstone
12. To be able to write a letter from a missionary describing the Boxer uprising and its suppression by the punitive expedition of the allies

Teacher Procedures

- C. The Struggle for Democracy, 1871-1914
1. Problems facing the several nations: militarism and consequent financial burdens; nationalistic strivings by oppressed minority peoples; the relations between church and state; free trade *vs.* protection; the education of the masses; the spread of socialism
 2. The maintenance of the extreme monarchic principle: Germany and the Hohenzollerns; Russian autocracy and the work of russification among subject peoples; Austrian aggression in the Balkans
 3. The trend toward democracy: the establishment of the Third French Republic; constitutional reform in Spain; electoral reform in Austria; revolutions in Turkey, Portugal, and Norway; extension of the suffrage in Sweden and England; the Irish question and its attempted solution; the emancipation of woman; the Hague Conferences and the growth of arbitration; responsible government in the British dominions
- D. Supplementary Problems
1. The French Mexican expedition and the Monroe Doctrine
 2. The Eastern Question and the rise of the Balkan states
 3. The Open Door Policy
 4. Advances in science, or in medicine, etc.
 5. The rivalry for commercial supremacy in South America
 6. A biographical sketch of a great leader of this period

See also paragraph 30-37

Notes by Teacher

VIII. THE WORLD WAR AND WORLD RECONSTRUCTION

Time allotment: 18 days

Unit Objective

To appreciate the forces that brought on the World War, and to consider how a citizen can aid the cause of preventing future wars

Specific Objectives

1. To understand and appreciate the underlying causes of the World War
2. To understand and appreciate the immediate causes of the World War
3. To understand the part the United States played during the period of the war and after
4. To appreciate the efforts that have been made to improve international relations, and the results
5. To understand the serious problems confronting the nations of the world

Teacher Procedures

30. The teacher of history is working in a field that is particularly rich in experimentation in new procedures. The teacher who sincerely desires to keep abreast of the times will receive rich returns from continued reading of *The Historical Outlook*. This journal reports the recent happenings to the social studies, reviews the best of the new books in the field, publishes bibliographies of books on history and government appearing throughout the year, etc.

31. Books dealing with the numerous teaching phases of the social studies are, among others: Dawson, *Teaching the Social Studies*, Macmillan, 1927; Johnson, *The Teaching of History in the Elementary and Secondary Schools*, Macmillan, 1923; and Tryon, *The Teaching of History in Junior and Senior High Schools*, Ginn, 1921

32. Many teachers still practice the day-by-day assignment method; others use the problem-project approach, the unit-mastery technique, the contract plan, the socialized recitation plan, or variations from, or combinations of these methods. Any of these plans has distinct possibilities in the hands of the teacher who does not try to substitute a method for thoroughgoing teaching effort. All the popular methods have able champions who have written at length explaining them. For example, the unit-mastery plan of teaching is described in "Studies in Secondary Education, I", *Supplementary Educational Monographs*, The University of Chicago, 1923, and in the recent book by Henry C. Morrison, *The Practice of Teaching in the Secondary School*, The University of Chicago Press, 1927

Pupil Activities

1. See suggested pupil activities under Unit I
2. The pupil should read and report on materials such as the following:

A. The Background of the World War

1. Supplementary

Gooch, *History of Modern Europe, 1878-1919*, Holt

Schmitt, *England and Germany, 1740-1914*, Princeton University Press

Seymour, *The Diplomatic Background of the War, 1870-1914*, Yale University Press

Turner, *Europe since 1870*, Doubleday

B. The World War

1. Supplementary

Braithwaite, *Story of the Great War*, Stokes

Gibbons, *An Introduction to World Politics*, Century

Hayes, *A Brief History of the Great War*, Macmillan

Irwin, *The Next War, an Appeal to Common Sense*, Dutton

2. Fiction

Andrews, *His Soul Goes Marching On*, Scribner

Andrews, *The Three Things*, Little Brown

Atkinson, "*Poilu*", a *Dog of Roubaix*, Harper (easy)

Beith, *The First Hundred Thousand*, Houghton Mifflin

Bishop, *Bob Thorpe, Sky Fighter in the Lafayette Flying Corps*, Harcourt Brace (easy)

Haines, *The Dragon-Flies*, Houghton Mifflin (easy)

C. World Progress since the World War

1. Supplementary

Beard, *Cross Currents in Europe To-day*, Marshall Jones

Beard (Editor), *Whither Mankind*, Longmans Green

Evidences of Mastery

1. To be able to recognize these dates-events in any connection: 1882, the Triple Alliance between Germany, Austria, and Italy; 1893, the Dual Alliance between France and Russia; 1914, August the opening of the World War; 1917, April 6, the United States enters the World War; 1918, November 11, the Armistice with Germany; 1921, the Washington Disarmament Conference; 1925, the Locarno Pact; 1926, the formation of the British Commonwealth of Nations

2. To be able to discuss these historical personages in a 300-word theme or floor-talk: Clemenceau; Hoover; Mussolini; Wilson

3. To be able to identify these historical personages in any connection: Albert I; Bethmann-Hollweg; Charles G. Dawes; Diaz; Foch; Archduke Francis Ferdinand; Gandhi; Lloyd George; Sir Edward Grey; Haig; Hindenburg; Joffre; Kellogg; Kemal Pasha; Kerensky; Lenin; Lindbergh; Orlando; Pershing; Poincaré; Sun Yat-sen; Trotsky; Venizelos; Owen D. Young

4. To be able to explain these historical terms: alliance; armistice; blockade; Bolshevik; cantonment; commonwealth; communism; contraband; draft; Entente Cordiale; Fascisti; internationalism; Junker; mandate; neutrality; propaganda; reparations; sabotage; self-determination; soviet; ultimatum

Teacher Procedures

33. The purpose of any aid in history is to assist the teacher in planning worth-while pupil activity and to assist and stimulate the pupil in the performance of this activity. So many types of aids are appearing in abundance that it is possible to indicate only some of the outstanding examples

Knowlton, *Making History Graphic*, Scribner, 1925, includes samples of work by pupils in Grades VIII to XII, inclusive, over a period of three years, in the Lincoln School of Teachers College, Columbia University, and demonstrates the possibility of vitalizing history teaching and of enabling boys and girls to re-see and re-live the past, a most fundamental step toward an appreciation of the real value of history. The types of work included are: cartoons; diagrams; time lines; charts; graphs; maps; and examples of written work

34. The McKinley *Illustrated Topics for Ancient History and Illustrated Topics for Medieval History and Modern History*, McKinley Publishing Co., 1913 and 1919, contain source extracts, authentic illustrations, and references for topical study

35. The teacher of history interested in making use of the historical novel as an aid in the teaching process, may examine a list of readings developed in connection with the work in the social studies in the University High School, the University of Chicago. The title is: Logasa, *Historical Fiction Suitable for Junior and Senior High Schools*, McKinley, 1927

36. Planning map work of various kinds is important for pupils' work in history. Outline maps of various dimensions may be purchased from such companies as D. C. Heath and Co., Denoyer-Geppert Co., A. J. Nystrom Co., Rand McNally and Co., all of Chicago; Silver, Burdett and Co., of New York; and the McKinley Publishing Co., of Philadelphia. The Denoyer-Geppert Company also publishes small colored reproductions of the various wall maps in their historical series. A. J. Nystrom Company publishes a series of combination outline and relief maps

Pupil Activities

Biographies of leading men of the period from 1914 to date
Bowman, *The New World*, World Book Company
Gibbons, *Europe since 1918*, Century
Magazine articles, especially on such topics as the Kellogg Peace Pact, etc.

3. The pupil will construct through his own study an expanded outline based on the following:

A. Background of the World War**1. Industrialism**

- a. The rapid expansion of industry since the Industrial Revolution
- b. The struggle to dominate trade, markets, and sources of supply of raw materials: colonial expansion in Africa and Asia; Anglo-German rivalry in South America; the Berlin to Bagdad railway project; Anglo-German naval rivalry—commercial and military

2. International relations

- a. The alliances: the Triple Alliance; the Dual Alliance; the Anglo-Japanese Alliance; the Entente Cordiale; the Anglo-Russian Agreement; the Franco-Italian Alliance
- b. General distrust among the great powers due to: injured national pride; secret diplomacy; thwarted nationalism; the growth of militarism and navalism; disputed territories; the failure of the peace conferences
- c. Serious international crises: Morocco in 1905 and 1911; Bosnia in 1908; the Balkans in 1913

B. The World War

1. Immediate causes: Serbian ultimatum; invasion of Belgium; mobilization of Russia
2. The progress of the war to April 6, 1917: the number and resources of the belligerent powers; trench warfare; aerial warfare; the use of poisonous gases; the blockades; submarine war-

Evidences of Mastery

5. To be able to draw graphs presenting the cost of the World War in man power and in money to each of the most important belligerent powers

6. To be able to construct an informational outline over the entire unit, or one of the main divisions. This is to be done without reference to text or notes

7. To be able to give a floor-talk on the entire unit, or one of the main divisions

8. To be able to make a map, showing the territorial changes in Europe that have taken place since the World War. Outline maps of Europe may be so colored as to indicate clearly the territorial acquisitions or losses of the great powers

9. To be able to make a comparison of the statements as to war-guilt made by the leading men of both sides in the World War

10. To be able to make a scrapbook collection of pictures, illustrating various phases of the World War

11. To be able to write a letter such as might have been written by Colonel Lindbergh to his mother telling of the story of his successful transatlantic flight

12. To be able to debate: Resolved, that the United States should immediately enter the League of Nations

Teacher Procedures

37. There are many syllabi in the field of European history, most of them primarily designed for the college level. A syllabus may be of considerable assistance to the teacher in developing a unit organization. An example is: Bowden and Nichols, *Syllabus for the History of Civilization*, Crofts, 1927

Notes by Teacher**Pupil Activities**

- fare; disregard for the rights of neutral nations
- The progress of the war after April 6, 1917: causes for the entry of the United States into the war; the mobilization of American resources in men, money, and supplies; the power of idealism; the unified command; Wilson's "Fourteen Points"; the Armistice
 - Events after the Armistice, November 11, 1918: the terms of the Armistice; the terms of the peace treaties; the creation of the League of Nations

C. World Progress since the World War

- Efforts to promote better international relations: the League of Nations; the Court of International Justice; the Washington Disarmament Conference; the Locarno Agreements; the Kellogg Peace Pact
- The progress of democracy: the new republics; the Irish Free State; the British Commonwealth of Nations; the spread of education; the extension of the franchise
- Some of the serious problems of the world to-day: the reparations; the Allied war debts; bolshevism in Russia; the unrest in China; the failure to effect more complete disarmament on land and on sea; the increasing number of nations ruled by dictators; the labor situation, especially in England

D. Supplementary Problems

- The military phases of the war in France, or Russia, Italy, Africa, etc.
- The League of Nations at work
- The improved relations between the United States and the other American republics
- Transatlantic flying
- The progress in science during the last decade
- The growth of nationalism in China

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