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STATE OF IOWA
1930

Courses of Study for
High Schools

AMERICAN 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 evidences 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, the 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 constitute 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 UNITED STATES HISTORY

INTRODUCTION

The appeal that United States history makes for a place in the secondary curriculum is quite specific in relationship to the aims of secondary education. Effective membership in American society necessitates an understanding of the more familiar American problems, ideals, facts, and personalities. An American's government, his literature and newspapers, his movies and radio give him isolated and more or less connected items of United States history. These he absorbs and interprets in a true or false relationship. His formal contacts with the subject should equip him with materials and means for making fewer false connections and more correct ones. To the degree to which he really knows his historic backgrounds his appreciation of his place in American Society will be materially affected.

The teacher's task is to connect the pupil with the materials of the curriculum through worth-while and approved educational technique. This honorable aim is easy to state but hard to put into operation. When one surveys the accumulation of significant subject matter amassed within the past ten years, discouragement is apt to creep into his teaching consciousness. If this aspect is coupled with a short school year of thirty-six weeks' length, totaling approximately one hundred twenty-four clock hours spent by a pupil in the United States history classroom, the teaching problem looms even larger and larger. It is only by planning for the efficient use of the pupil's worth-while activities that the teacher can hope to make the progress demanded.

With these limitations in mind this course of study attempts to supply a working set of major problems arranged more or less chronologically. This will enable the teacher using a single textbook as a teaching guide to have something not too far removed from his working equipment. The lavish use of outside reference is urged, also maps, charts, graphs, letters, and in fact all devices helping to make the work concrete and specific.

If the pupil secures from his formal study of United States history a fund of pertinent facts and ideals, along with the understanding that history is a study of live personalities working with the facts of the times in an attempt to solve certain human problems, then the contribution of the formal work will be enough to secure a permanent interest in the subject. An abiding inquisitiveness in the study of United States history will go far towards realizing the major objective—that of helping the pupil into an effective membership in the great American society.

N. R. RINGSTROM
BESSIE L. PIERCE
MRS. PERSIS H. ALDERSON

I. PERIOD OF DISCOVERY AND EXPLORATION, 1492-1607

Time allotment: ten days, approximately

Unit Objective

To understand the source of American life as springing from European conditions and to understand the forces surrounding the early discovery and settlement of the North American continent

Specific Objectives

1. To know and appreciate the cultural and scientific life of Europe in the fifteenth and sixteenth centuries as a background for American history
2. To know how commerce was carried on during fifteenth and sixteenth centuries
3. To know the chief voyages of discoverers and explorers with the motives and significance of their work
4. To understand the forces that operated in motivating the discoveries and explorations
5. To understand the extent of the world known in the fifteenth century

References

General Accounts

1. Bassett, *A Short History of the United States*, pp. 21-40, Macmillan
2. Becker, *The Beginnings of the American People*, pp. 1-67, Houghton Mifflin
3. Bogart, *An Economic History of the United States*, pp. 2-3, Longmans

Teacher Procedures

1. Develop a fund of information on the course by reading standard and authentic books. Much material setting forth new researches appears constantly. One can keep in touch with this through professional journals, such as *The Historical Outlook* and *The American Historical Review*
2. Prepare and keep up-to-date references for teacher and pupil use
3. Lay plans in detail for each unit before it is presented; that is, prepare the course of study. This demands, among other things at the outset, a statement of aims to be attained and subject matter to be covered; a decision as to time to be allotted to each unit; devices to be followed in presenting the unit; the preparation of reference material; the making of tests
4. Establish a list of "evidences of mastery" such as are included in each unit in this course of study
5. Draw up suggestive activities in connection with each unit
6. Prepare a pre-test over each unit in order to eliminate the presentation of facts already known by the pupil
7. Present in comprehensive but brief talk to pupils, the significant points of the subject matter in each unit, pointing out the relationship with previously studied units and with those which follow. In other words, constantly keep in mind the fundamental characteristics of the subject of history: continuity, change, and development

Pupil Activities

1. Read, outline, and report on references assigned by the teacher in connection with the appropriate specific objective
2. Show how the history of America is a continuation of the history of Europe
 - a. discussing the cultural and scientific life of the fifteenth and sixteenth centuries, in which are shown the effect of the inventions of printing, the invention of mechanical sailing devices, the Renaissance, and the Reformation, as well as the development of geographical knowledge
 - b. pointing out the chief features of the commercial life of Europe in the fifteenth and sixteenth centuries, locating the chief trading cities, describing the methods of trade, the influence of the interest in products of the Far East, discussing the travels and influence of Marco Polo, locating the general trade routes to the East in the fifteenth century and indicating the interest in discovering new trade routes to the East
3. Show how the Spanish, French, and English explored the new world
 - a. pointing out motives, the places explored, principal explorers, the effect of these explorations upon the economic, social and political conditions of Europe
 - b. describing the growth of the capitalist class, the growth of the merchant class, results of high prices and high rents, economic conditions surrounding the common people, and the political and social conditions surrounding the common people
 - c. showing the results of the settlement of America and of the "unrest" of the sixteenth and seventeenth centuries in Europe, the immigration to the New World to improve living conditions, on account of religion, on account of political restrictions

Evidences of Mastery

1. To be able to recognize the following dates-events in any connection: 1492, the discovery of America; 1497, the voyage of the Cabots; 1498, voyage of Vasco da Gama; 1519, voyage of Magellan; 1565, settlement of St. Augustine; 1607, first permanent English settlement in America
2. To be able to discuss in a 200-word theme or floor talk these personages: Marco Polo; Gutenberg; Prince Henry the Navigator; Columbus; John and Sebastian Cabot; Vasco da Gama; Balboa; Americus Vesputius; Magellan; Sir Francis Drake; De Soto; Verrazano
3. To be able to explain the following terms: astrolabe; compass; Renaissance; capitalist; merchant class; the Indies; Cathay; Elizabethan sea-dogs
4. To be able to trace the discovery of America from its Old World setting
5. To be able to make an informational outline over the entire unit, or one of its main divisions without reference to textbooks or to notes
6. To be able to give a floor talk of at least ten minutes on the entire unit; one of from three to five minutes on any one of the specific objectives

References

4. Cheyney, *European Background of American History*, pp. 9-21 and Chapter II, Harper
5. Hockett, *Political and Social History of the United States*, Chapter I, Macmillan
6. Wells, *Industrial History of the United States*, Chapter I, Macmillan

Sources

1. Christopher Columbus, *Journal of the First Voyage to America*, Boni
2. McLaughlin, *Readings in the History of the American Nation*, pp. 5-6, Appleton
3. Muzzey, *Readings in American History*, pp. 11-24, Ginn
4. *Travels of Marco Polo*

Biography

1. Hildebrand, *Magellan*, Harcourt Brace
2. Morris, *Heroes of Discovery in America*, Lippincott

Teacher Procedures

8. Inform the pupils of what is expected of them in each unit. This includes a statement of objectives, a guidance outline, textbook references, supplementary reading references, a discussion of minimum evidences of mastery
9. Indicate to pupils the best methods of study procedure. This means general suggestions for study for all, and individual attention to special study difficulties
10. Train pupils to use all materials available for the preparation of their work
11. Train pupils to express themselves orally and in written form by organized and extended discussion over the assigned work. Develop the pupil's ability to give floor talks
12. Test factual attainments at the close of the unit by giving again the pre-test
13. Test the pupils for their ability to organize and interpret by a second test
14. Discuss orally with pupils at the end of the study of a unit, the significance of the unit presented
15. Train pupils in the use of maps
16. Train pupils to correlate local and national history
17. Train pupils to assume the responsibility for class procedure so that they will carry the burden of the formal recitation period
18. Train pupils to make a notebook in which will be assembled, among other things, outlines of topics assigned in textbooks and reference books, maps, notes on reading, clippings from newspapers and periodicals pertinent to the subject studied, charts, and graphs
19. Keep before pupils the relationship of present-day conditions and happenings with the past
20. Provide and make readily available the reference materials suggested for this unit
21. Read poems that express well the spirit of individuals, such as Joaquin Miller's *Columbus*

Pupil Activities

4. Prepare for and take part in a debate on "Columbus did not discover America"
5. Make an outline, comparing the Europe of the fifteenth and sixteenth centuries and Europe of to-day as to centers of trade, means of transportation, principal countries
6. Read *The Travels of Marco Polo*
7. Make a list of terms found in readings which were unknown, giving proper definition
8. Make a comparison of the Santa Maria with a modern ship
9. Prepare an outline for a paper or a floor talk on
 - a. The Life of the Nobles in Fifteenth Century Europe
 - b. The Life of the Common People of Europe in the Sixteenth Century
 - c. Knowledge of Geography in the Fifteenth and Sixteenth Centuries
 - d. The Natives of America
 - e. The Voyages of the French to America in the Sixteenth Century
10. Select and justify the significant dates, events, characters, contributions, and problems faced by the people of these times

Evidences of Mastery

7. To be able to make the following maps, using an appropriate outline map: the travels of the principal predecessors of Columbus on a world map; chief commercial routes and centers of the world in the fifteenth and sixteenth centuries; a map of the world showing routes of Columbus and chief explorers following him
8. To be able to state the problems faced by the people of this period and their success in solving them

II. THE PERIOD OF COLONIZATION AND THE STRUGGLE FOR SUPREMACY IN NORTH AMERICA, 1607-1763

Time allotment: fifteen days, approximately

Unit Objective

To understand how the American colonies were established and how England gained ascendancy

Specific Objectives

1. To appreciate how Englishmen came to settle America
2. To know how American colonists set up a government
3. To know how American colonists earned a living
4. To know how American colonists cared for their religious, cultural, and intellectual life
5. To understand how American colonists cared for dependents on society
6. To know how people of non-English stock settled in the New World
7. To understand how the inter-colonial wars were a counterpart of the struggle in Europe
8. To appreciate how the basic ideas of government, school, religion, industry, and social life brought from their native countries influenced the colonists

Teacher Procedures

1. See Teacher Procedures 3 to 13, under Unit I

Testing in American History

(Examples are given under Unit III)

2. The teacher should understand and practice the following points on testing:

a. Nature of history tests

In history testing it is well to include in addition to factual testing, such items as questions provoking thought, determination of appreciation and discovery of attitudes. It is also well to remember that facts are important to the handling of thought and appreciation questions

b. Units of testing

If it is possible, give a test over the unit before it is studied. It will be diagnostic and enable the teacher to place the proper emphasis in the teaching of the unit

Short daily tests have considerable value as they keep the pupils in an active frame of mind concerning the work at hand. These tests are given preferably at the beginning of the class period as they will then serve the added purpose of getting the class together for the work to follow

When the unit has been completed a more comprehensive test should be used. This test should be as complete as possible within the time limits of the period and should cover all phases of work covered in the unit

Pupil Activities

1. Pupils will read, outline, and report on references assigned by the teacher in connection with specific objectives
2. Pupils will work out in detail the following outline:
 - a. The establishment of English colonies in America
 - 1) The "gentlemen adventurers"
 - 2) Causes of English migration to America: rise of prices and cost of living; low wages; ownership of land; tenantry; poverty; influence of stock-trading companies
 - 3) Settlement of colonies
 - 4) Forms of government: self-governing, royal, proprietary; differences in local government; early control of England over colonies
 - 5) The industrial life of the colonists: agriculture, manufacturing; ship-building; fur trading; forms of labor; methods of trade; means of transportation
 - 6) Education and intellectual life: schools, books, and libraries; science; medicine
 - 7) Religious life: influence of religion in settlement; part played by church in political life; different sects; attitude toward Quakers; attitude of New England Puritans toward others; Toleration Act in Maryland
 - 8) Humanitarian reforms: care of poor; criminals and punishment of crime
 - 9) The colonists and the Indians
 - 10) Albany Congress and relationship of colonies to each other
 - b. The settlement of non-English peoples in America
 - 1) The Spanish: places explored and settled; their colonial policy contrasted with the English

Evidences of Mastery

1. To be able to recognize the following dates-events in any connection: 1619, first representative assembly in America; 1620, founding of Plymouth; 1628, coming of the Puritans; 1682, La Salle on the Mississippi; 1754, Albany Plan of Union; 1763, Treaty of Paris
2. To be able to tell the contributions of the following persons in a 200-word paper: William Penn, John Smith, La Salle, Peter Stuyvesant, John Winthrop, William Bradford, Roger Williams, Anne Hutchinson, Miles Standish
3. To be able to explain the following terms: royal, self-governing, proprietary, colonial governments; parish; town; toleration; patroon; burgess; charter
4. To be able to trace the steps by which England gained control of the new continent
5. To be able to make an informational outline of the entire unit, or one of its main divisions without reference to textbook or to notes
6. To be able to give a floor talk of at least ten minutes on the entire unit; one of from three to five minutes on one of the main divisions

References

General Accounts

(See references under Unit I. Use index of books for this unit.)

1. Adams, *Provincial Society*, Macmillan
2. Adams, *Pilgrims, Indians, and Patriots*, Little Brown
3. Andrews, *Colonial Folkways*, Yale University
4. Crawford, *In the Days of the Pilgrim Fathers*, Little Brown
5. Crawford, *Old New England Inns*, Doubleday Page
6. Dexter, *Colonial Women of Affairs*, Houghton
7. Earle, *Colonial Days in Old New York*, Scribner
8. Earle, *Home Life in Colonial Days*, Macmillan
9. Eggleston, *Our First Century*, Barnes
10. Faris, *When America was Young*, Harper
11. Prescott, *A Day in a Colonial Home*, Marshall
12. Wertenbaker, *The First Americans*, Macmillan

Biography

1. Franklin, Benjamin, *Autobiography*, Houghton
2. Hasbrouck, *La Salle*, Macmillan
3. Johnson, *Captain John Smith*, Macmillan
4. Parkman, *Montcalm and Wolfe*, Little Brown

Sources

1. Burnaby, *Burnaby's Travels Through North America*, Wessels

Teacher Procedures

c. What to test

What to test depends upon the nature of the unit of work involved. If the unit involves new terms, then a word test might be used. If geography is essential to the understanding of the unit, then a geography test is in order. Time sense may be tested by recall or association tests

d. Types of tests

The *Essay Type* of test is most commonly used. It is easy to make but its reliability is likely to be low. Although this test is somewhat unreliable it does have a place in history testing

The *Objective* or *Short Answer Type* of test is more satisfactory. This type of test is harder to make but is more reliable. As tests of this sort are worked, they should be filed and kept for future reference

The *Standardized Type* of test has had but little value where the classes are small. They frequently do have diagnostic possibilities and so should not be overlooked entirely

Pupil Activities

- 2) The French: early French exploration and colonization; colonial policy contrasted with the English
- 3) The Dutch
- 4) The Swedes
- 5) The Germans
- c. The Intercolonial Wars: the world struggle between England and France; the struggle in America; results
3. Pupils will prepare outlines and papers on the following problems
 - a. Means of Communication in the Colonies
 - b. Methods of Exchange in the Colonies
 - c. Forms of Colonial Government which Persisted in State and Local Government after 1783
 - d. The Punishment of Crime in Europe and America from the Sixteenth to the Nineteenth Century
 - e. The Life of Women in Colonial Days
4. Pupils will construct maps suggested by the teacher to show territorial possessions
5. Pupils will list the occupations of the colonists and the products of their labor

Evidences of Mastery

7. To be able to make the following maps, using an appropriate outline map
 - a. The settlement of the various racial groups on a map of Eastern United States
 - b. The holdings of England after the Treaty of Paris, 1763, on a map of North America
8. To be able to present the method by which England governed her American colonies
9. To be able to state the governmental conditions in England in the eighteenth century
10. To be able to outline the contributions of non-English elements to American history in the seventeenth and eighteenth centuries
11. To be able to show the conditions in Europe which affected the intercolonial wars
12. To be able to present in a paper the contributions of Washington and General Braddock
13. To show by use of a map the influence of geographic conditions on early settlement

References

2. Hart, *American History Told by Contemporaries*, I and II (See index), Macmillan
3. Hart and Hazard, *Colonial Children*, Macmillan
4. Hart, *Source Book of American History*, pp. 39-41, 45-48, Macmillan
5. McLaughlin, *Readings in American History*, pp. 26-30, Appleton
6. McLaughlin, and others, *Source Problems in United States History*, pp. 183-184, Harpers
7. Muzzey, *Readings in American History*, pp. 80-85, Ginn
8. Schlesinger, and others, *Great Charters of Americanism*, Extension Division, University of Iowa

Notes by Teacher

III. THE REVOLUTIONARY WAR AND THE ESTABLISHMENT OF THE UNITED STATES AS A NATION, 1763-1789

Time allotment: fifteen days, approximately

Unit Objective

To understand the development of political independence in America; how Englishmen became Americans; and finally the acceptance of the Constitution of the United States

Specific Objectives

1. To understand the evolution of English colonial policy and the effect on the American colonies
2. To see how the minority's desire for independence gradually gained hold of the people
3. To appreciate how English and American political theories were different
4. To understand how the Revolutionary War was fought and won
5. To see why the American Revolution sometimes is called an English civil war
6. To know how state governments were set up
7. To know the character of the government under the Articles of Confederation and why it failed
8. To know the characteristics of the government established under the Constitution

Teacher Procedures

1. See Teacher Procedures 1 to 20, under Unit I
2. See Teacher Procedures under *Testing in American History*, under Unit II
3. The teacher should prepare tests of 50 to 100 items of which the following are samples:
 - a. *True-False Test*
Directions: If the statement is true, draw a line under "true". If the statement of false, or any part of it is false, draw a line under "false".
 1. The Navigation Acts were passed by Parliament primarily to benefit the colonies true false
 2. Smuggling was encouraged by England's attempt to control intercolonial trade true false
 3. England offered bounties to encourage colonial trade true false
 - b. *Simple Recall Test*
Directions: Fill in the proper word.
 1. The Monroe Doctrine was issued against the Holy Alliance
 2. The date of the issue of the Doctrine was 1823
 3. The only large European nation favoring it was England
 - c. *Completion Test*
Directions: Fill in the proper words.
 1. About 1820 many (1) slaveholders began moving into Texas, then owned by (2) Mexico. Dissatisfied with the political control these Texans (3) revolted in 1835.

Pupil Activities

1. Pupils will read, outline, and report on references assigned by the teacher in connection with the appropriate specific objectives
2. Pupils will work out a detailed outline of the following skeleton outline:
 - a. English Colonial Policy
 - 1) The attitude of England toward her colonies before 1763
 - 2) The effect of the Treaty of Paris, 1763, upon England's imperial policy
 - 3) The extent and character of the British Empire
 - 4) George III and the new imperial policy: the colonial policy of England and that of other countries of the time; the mercantilist theory; the passage of acts of control, such as the Stamp Act, Navigation Acts, Townshend Acts, Five Intolerable Acts
 - 5) The attitude of the colonists toward the passage of acts of control by the mother country: acts of resistance to English control, such as the Boston Massacre and the Boston Tea Party; the Circular Letter; formation of organized groups like the Sons of Liberty; boycotts; Committees of Correspondence; writings of Thomas Paine, John Dickinson, James Otis, and the Writs of Assistance; effect of colonial disapproval on Mother Country
 - 6) The development of political theories different from those held in England: the theory of representation held generally in England and in the colonies; the attitude of Pitt, Burke, and Fox; the idea of "the consent of the governed"

Evidences of Mastery

1. To be able to recognize the following dates-events in any connection: 1765, the Stamp Act; 1776, Declaration of Independence; 1777, battle of Saratoga; 1778, alliance with France; 1783, end of the Revolutionary War; 1787, Northwest Ordinance; 1789, the Constitutional Convention
2. To be able to show the contributions of these persons in a paper of 200 words: Benjamin Franklin; George Washington; John Adams; Samuel Adams; Patrick Henry; Paul Revere; Thomas Jefferson; James Madison; James Otis; William Pitt; Edmund Burke; Robert Morris; George III; Lord North; General Gates; Greene; Cornwallis; Howe; Lafayette; Thomas Paine; John Dickinson; George Rogers Clark
3. To be able to explain the following terms: pamphleteers; internal and external trade regulation; "consent of the governed"; patriots; boycott; non-importation; confederation; ordinance; a federal union; representative government
4. To be able to show how Englishmen in the American colonies became Americans
5. To be able to make an informational outline over the entire unit, or one of its main divisions without reference to textbook or to notes

Evidences of Mastery

9. To appreciate the problems faced during these times and the spirit displayed by the men who solved them

References*General Accounts*

(See Unit I)

1. Becker, *The Eve of the Revolution*, Yale University
2. Hart, *Formation of the Union*, pp. 43-53, Longmans
3. Howard, *Preliminaries of the Revolution*, Harper
4. Schlesinger, *New View-points in American History*, Macmillan
5. Van Tyne, *The American Revolution*, pp. 3-25, Harper

Sources

(See references under Unit II)

Biography

- Harlow, *Samuel Adams*, Holt
 Haworth, *Washington*, Farmer, Bobbs Merrill
 Hosmer, *Samuel Adams*, Houghton
 Laut, *Pathfinders of the West*, Macmillan
 Moses, *Paul Revere*, Appleton
 Sparks, *The Men Who Made the Nation*, Macmillan
 Thwaites, *Daniel Boone*, Appleton

Teacher Procedures**d. Multiple-Choice Test***Directions:* Underline the proper word.

1. The chief crop in the South in 1840 was corn cotton rice
2. The South was helped most by the invention of the reaper cotton gin telegraph

Note: The 5-multiple choice items may be used but ordinarily the 3-multiple choice items will suffice.

e. Best Answer Test

Directions: None of these answers are necessarily wrong but one makes the best answer. Check this answer.

In 1850 the South opposed the high protective tariff because it felt

- a. that such a tariff was unconstitutional
 b. that it had no industries which needed protection
x.... c. that it did not get as much return from its industry as the North got from its industry

f. Matching Test

Directions: Match these items by placing the number of the character before the proper event.

1. John Adams
2. Thomas Jefferson
3. Alexander Hamilton
-2.... Virginia and Kentucky Resolutions
-3.... Neutrality Proclamation
-1.... Naval War with France

g. Placement Test

Directions: Arrange these items in chronological order by placing a 1 before the event which occurred first in time order, a 2 for the second, etc.

-4.... Election of Monroe as President
2.... Second War with England
1.... Naval Warfare with France
3.... Treaty of Ghent

Pupil Activities

- 7) The First Continental Congress: the attitude toward regulation by the Mother Country; activities of the Congress
 - 8) Battles of Lexington and Concord
 - 9) The Second Continental Congress and the Declaration of Independence
 - 10) The chief campaigns of the war
 - 11) The Revolution becomes world wide: entrance of France and other countries
 - 12) The setting up of state governments
 - 13) The Articles of Confederation
 - 14) The Northwest Ordinance and western development
 - 15) The end of the war
 - 16) The Constitution: necessity for a new instrument of government in 1789; compromises at the Constitutional Convention; the form of government adopted; first ten amendments
3. Pupils will collect pictures which give vivid impressions and information on points studied
 4. Pupils will list important dates, events, persons, and achievements for the unit
 5. Stronger pupils will prepare a paper on one or more of the following:
 - a. A Study of the Attitude of Settlers along the Seaboard and that of the Settlers in the Inland Country toward Independence from England
 - b. The Influence of Samuel Adams in the Revolution
 - c. The Gradual Development of a Desire for Independence as Shown in Discussions and Writings, 1765-1776
 - d. The Large and the Small State Party at the Constitutional Convention
 - e. The Contributions of Benjamin Franklin to American History

Evidences of Mastery

6. To be able to give a floor talk of at least ten minutes on the entire unit; one of from three to five minutes on one of the main divisions
7. To be able to make the following maps, using an appropriate outline map
 - a. A map showing the chief campaigns of the Revolution
 - b. A map of the United States showing the difference in physical features and products in Northern, Middle, and Southern colonies
 - c. A map showing the Northwest Territory and the western line of settlement in 1789, and the land claims of the several states
 - d. A map showing territory in America held by other nationalities than the original settlers
8. To be able to take part in a debate on "The American Colonies were justified in seeking independence from England"
9. To be able to write a statement showing that the American Revolution was in reality an English civil war
10. To be able to construct a chart or table to show the principles laid down by the *Resolves* of the First Continental Congress, the *Declaration of the Causes and the Necessity of Taking up Arms*, and the *Declaration of Independence*

Teacher Procedures

h. Map Test

Directions: Locate the following items by number. (Use blank map)

1. Gettysburg
2. Sherman's March to the Sea
3. Vicksburg
4. Richmond

4. The teacher should know and use the principles of testing contained in the following references

Gibbons, *The Record of a Testing Experience in Senior High School Studies*, McKinley Publishing Co.

Paterson, *Preparation and Use of the New Type Examination*, World Book Co.

Ruch, *Improvement of the Written Examination*, Scott Foresman

Ruch, *Objective Examination Methods in the Social Studies*, Scott Foresman

Ruch, and Stoddard, *Tests and Measurements in High School Instruction*, World Book Co.

Rugg, *The Social Studies in the Elementary and Secondary Schools*, Twenty-second Yearbook of the National Society for the Study of Education, Public School Publishing Co.

Evidences of Mastery

11. To be able to make a diagram showing in one column political ideas in English documents such as the Magna Charta, Petition of Rights, and Bill of Rights; in another column the political ideas in the Declaration of Independence and the first ten amendments to the Constitution
12. To be able to write a paper setting forth the convictions of the Loyalists or Tories
13. To be able to make a comparison between the form of government under the Articles of Confederation and that set up by the Constitution

IV. FOUNDATIONS OF THE UNION AND NATIONAL POLITICS, 1789-1829

Time allotment: twenty days, approximately

Unit Objective

To learn how the new government was established and to trace its growth to the period of Jacksonian Democracy

Specific Objectives

1. To understand the difficult and complicated problem confronting Washington in establishing the new government and how it was solved
2. To understand how foreign relations between the new nation and other countries were set up
3. To see how foreign complications led to war with England
4. To know the origin and pronouncement of the Monroe Doctrine
5. To understand and appreciate the effect of inventions on industrial life
6. To understand the changes in transportation brought about during this period and their influence
7. To know how the Spirit of Nationalism developed and expressed itself
8. To know how American territory expanded
9. To know the evolution of political parties, 1789-1829

Teacher Procedures

1. See Teacher Procedures 3 to 13, under Unit I
2. Direct pupils in how to study an ordinary textbook assignment as follows
 - a. Review

Skim over the few pages previous to the assignment so as to get in mind what has gone before
 - b. First reading
 - 1) Read through rapidly so as to get the entire story
 - 2) Close the book and recall the general idea of the reading done
 - 3) Make a note of the "weak" places in this recall
 - c. Second reading
 - 1) This time read the lesson by paragraphs or sections
 - 2) The meaning of the new words should be looked up and placed in a history "word book"
 - 3) Pronounce these words to yourself so that you can use them
 - 4) Locate on a map all the new places
 - 5) Re-locate on a map all of the places of which you are not certain
 - 6) Unfamiliar proper names should be looked up. Frequently the index of your textbook will help. The gazetteer and the biographical lists at the back of the dictionary may also help

Pupil Activities

1. Pupils will read, outline, and report on references assigned by the teacher in connection with the appropriate specific objectives
2. Pupils will work out a detailed outline based on this skeleton outline
 - a. The formation of a new government
 - 1) Election of Washington; his fitness for office; his cabinet; the establishment of the federal judiciary
 - 2) Hamilton and his financial measures
 - 3) The establishment of the currency system
 - b. Relations with other nations
 - 1) Relations with England: the western posts; Jay's Treaty
 - 2) Relations with France
 - 3) Relations with Spain
 - 4) Proclamation of neutrality
 - 5) Alien and Sedition Laws; the Virginia and Kentucky Resolutions
 - 6) Restrictions of France and England on our commerce; Jefferson and "peaceable coercion"; The "War Hawks" and the expansionist theory; the War of 1812; attitude of sections; the Hartford Convention; principal naval and land battles; result of war and Treaty of Ghent
 - c. The Monroe Doctrine

Cause of origin; Persons directly responsible for pronouncement; Chief significance
 - d. Panama Congress
 - e. Changes in American industrial life
 - 1) American Industrial Revolution
 - 2) Inventions
 - 3) Effect of War of 1812 on manufacture

Evidences of Mastery

1. To be able to recognize the following dates-events in any connection: 1789, Washington, President; 1793, invention of the cotton gin; 1800, election of Jefferson; 1803, purchase of Louisiana; 1812, war with England; 1816, the first protective tariff; 1819, purchase of Florida; 1823, Monroe Doctrine; 1825, Erie Canal; 1828, Baltimore and Ohio Railroad; 1828, election of Jackson
2. To be able to tell the chief contributions of the following persons in a paper of 200 words: Henry Clay; Alexander Hamilton; Andrew Jackson; John Adams; John Quincy Adams; John C. Calhoun; De Witt Clinton; Robert Fulton; Thomas Jefferson; Daniel Webster; Albert Gallatin; John Jay; James Madison; John Marshall; James Monroe
3. To be able to explain these terms: implied powers; strict construction; "War Hawks"; neutrality; embargo; blockade; contraband; Holy Alliance; alien laws; right of deposit; Monroe Doctrine; spoils system; nullification; force bill; "Pet Banks"; Whigs

References

General Accounts

1. Babcock, *The Rise of American Nationality* (See index), Harper
2. Bassett, *The Federalist System* (See index), Harper
3. Channing, *The Jeffersonian System* (See index), Harper
4. Hart, *Formation of the Union* (See index), Longmans
5. Johnson, *Union and Democracy*, pp. 73-81, Houghton Mifflin
6. Orth, *The Armies of Labor* (See index), Yale University

Sources

1. Hart, *Contemporaries*, IV, pp. 430-434, Macmillan
2. MacDonald, *Documentary Source Book*, pp. 267-278, Macmillan
3. Muzzey, *Readings*, pp. 222-247, Ginn

Biography

1. Bruce, *Daniel Boone and the Wilderness Road*, Macmillan
2. Curtis, *The True Thomas Jefferson*, Lippincott
3. McFee, *The Story of Robert Fulton*, Barse and Hopkins

Teacher Procedures

- 7) Make an outline or a list of the important facts, trying to recall the associations in proper relationship
- 8) Place a star before anything on which satisfactory information can not be found and be sure to ask about it during class time
- 9) Now do any of the specific work called for by the teacher
- d. Skim over the lesson a third time to note how thoroughly you understand it
- e. Review your notes on the lesson a few minutes before the class period starts
3. Get pupils to realize that if they follow this plan they will find the first lesson a long one. The next lesson not take so much time. Each succeeding lesson will take less time until the time comes when you can get the lesson in shorter time than by a haphazard method. To know history one must be willing to pay the price—hard work
4. Organize the class into the House of Representatives to discuss the election of 1824
5. Have pupils outline the main principles of the Federalist and Anti-Federalist
6. Have pupils find and tabulate three decisions of John Marshall

Pupil Activities

- f. Changes in transportation and communication
 - 1) Steamboat
 - 2) National Road
 - 3) Canals
 - 4) Railroads
- g. The development of nationalism
 - 1) The establishment of the Second United States Bank
 - 2) The tariff
 - Attitude of South toward Tariff of 1816; the "Tariff of Abominations"; Clay and the American system
 - 3) Decisions of the supreme court; the work of John Marshall
- h. Expansion of the American people
 - 1) Louisiana Purchase
 - 2) Purchase of Florida
 - 3) Growth of the West and its significance in American history
- i. Changes in political life
 - 1) The Federalists and Anti-Federalists
 - 2) Method of election of president, 1800. Twelfth amendment
 - 3) Election of 1824
3. Stronger pupils will prepare a paper on one or more of these problems:
 - a. Life in the West, 1800-1820
 - b. The Cone Ridge Revival
 - c. The First Railroad
 - d. Foreign Relations in Jackson's Time
 - e. Jackson the Great Democrat
 - f. The Development of Transportation Facilities from Colonial Times to the Civil War
4. Pupils will listen to reports by other pupils, take notes, emphasize good points, ask questions, and make summaries

Evidences of Mastery

4. To be able to make the following maps, using an appropriate outline map: United States at the close of the American Revolution; Louisiana Purchase; trails to the Far West; the Lewis and Clark Trail; Erie Canal; the vote by sections in 1824, 1828
5. To be able to make an informational outline over the entire unit, or one of its main subdivisions without reference to textbook or to notes
6. To be able to give a floor talk of ten minutes over the entire unit; one of from three to five minutes on one of the main divisions

V. EXPANSION AND CONFLICT, 1829-1865

Time allotment: thirty days, approximately

Unit Objective

To learn how the increasing pressure of the slavery problems worked itself into open conflict

Specific Objectives

1. To understand the development of the democratic spirit in American life as illustrated in the life of Andrew Jackson and his presidency
2. To understand how American education expanded and developed
3. To understand the effect of inventions on the economic life of the period
4. To know the significant foreign relations 1829-1865
5. To see how the desire for territory was a part of the slavery question
6. To grasp the significance of the slavery question in its effect on American economic, social, and political life
7. To understand how the slavery issue finally resulted in civil war

References

General Accounts

1. Chadwick, *Causes of the Civil War* (See index), Harper
2. Dodd, *Expansion and Conflict*, Houghton Mifflin

Teacher Procedures

1. See Teacher Procedures 3 to 13, under Unit I
2. See testing under Units II and III
Some Visual Aids for the Teacher of American History
3. The teacher should utilize the many visual aids that are available. Some of these with suggestions for their use may be found in the following:
 - a. Motion pictures
Chronicles of America, Yale University Press Film Service, Yale University, New Haven, Conn.
Edited Pictures System, New York City General Vision Company, New York City Society for Visual Education, Chicago, Illinois
 - b. Pictures
Art Extension Society, 415 Madison Avenue, New York
Brown's Pictures, Beverly, Mass.
The Copley Prints, Curtis and Cameron, Boston
Handbooks, postcards, pictures from The Metropolitan Museum of Art, New York City
McKinley Illustrated Topics in American History, McKinley Publishing Co., Philadelphia
Perry Pictures, Malden, Mass.
The University Prints, Newton, Mass.
 - c. Slides
Extension Division, University of Iowa, Iowa City
Keystone View Company, Meadville, Penn.

Pupil Activities

1. Pupils will read, outline, and report on references assigned by the teacher in connection with the specific objectives
2. Pupils will work out a detailed outline for the various points in this outline
 - a. Jacksonian Democracy
 - 1) Andrew Jackson; personal characteristics and training; previous experience; election of 1824 and results; election of 1828 and the spirit of America; inauguration and political beliefs
 - 2) Problems of Jacksonian Democracy
 - a) Spoils System: why expanded; objections
 - b) Internal improvements: extent; position of Clay
 - c) Trouble with the Indians: Jackson's policy; results
 - d) Nature of the Union: State Rights theory; Contract theory; Hayne-Webster debates as focal point; Calhoun's exposition; views North and South; economic reasons
 - e) The Tariff and Nullification of South Carolina: Force Act; Compromise Tariff of 1833; breach between Jackson and Calhoun
 - f) The Bank Question: previous history; why up at this time; Jackson's objections to Bank; attempts to secure charter; Jackson's veto; Election of 1832; "Wildcat Banks"; Specie Circular; Panic of 1837; Independent Treasury Plan
 - g) Development of political parties; Anti-Masonic; Whigs and their origin, policies, and attitude towards slavery; formation of Democratic Party; its policies
 - h) Democratic developments: extension of suffrage; change from caucus to convention system; newer views concerning women's rights; Workingman's party

Evidences of Mastery

1. To be able to recognize the following dates and events in any connection: 1828, election of Jackson; 1830, Hayne-Webster debates; 1832, nullification by South Carolina; 1836, Texan independence; 1844, Morse invention of the telegraph; 1845, Texas admitted to the Union; 1846, Mexican War started; 1846, Iowa admitted to the Union; 1850, Compromise of 1850; 1854, Kansas-Nebraska Act; 1857, Dred Scott Decision by Supreme Court; 1858, Lincoln-Douglas debates; 1860, Election of Lincoln and secession of South Carolina; 1861, Lincoln's Call to Arms; 1863, Emancipation Proclamation; 1865, Surrender of Lee and end of War
2. To be able to identify these historical personages. To be able to write a 300-word theme or to make an extended floor talk on those starred:

Charles F. Adams
George Bancroft
Henry W. Beecher
John Bell
Thomas H. Benton
James G. Birney
Black Hawk
John C. Breckinridge
John Brown
James Buchanan
*John C. Calhoun
Lewis Cass
Salmon P. Chase
*Henry Clay
Peter Cooper
Jefferson Davis
Dorothea L. Dix

References

3. Garrison, *Westward Extension* (See index), Harper
4. Hart, *Slavery and Abolition*, Chaps. 7-9, Harper
5. Hosmer, *The Appeal to Arms*, Chaps. 1-19, Harper
6. Hosmer, *The Outcome of Civil War*, Chaps. 2-28, Harper
7. Schlesinger, *Political and Social History of the United States* (See index), Macmillan

Sources

1. Hart, *Contemporaries*, IV, Chaps. 6-13, Macmillan
2. Hart, *Source Book*, Chaps. 15, 18, Macmillan
3. Muzzey, *Readings*, pp. 278, 378, 408-421, Ginn

Biography

1. Bradford, *The American*, Houghton Mifflin
2. Brady, *The True Andrew Jackson*, Lippincott
3. Bryan, *Sam Houston*, Macmillan
4. Charnwood, *Abraham Lincoln*, Holt
5. Howells, *Years of My Youth*
6. Hunt, *John C. Calhoun*, Jacobs
7. Iles, *Leading American Inventors*, Holt

Teacher Procedures

d. Books

The Pageant of America, Yale University Press, New Haven, Conn.

4. The teacher through the assignment should set special problems through which pupils will be led to a mastery of the objectives

Pupil Activities

b. Industrial and Social Progress, 1830-1860

- 1) Highways: canals; railroads
- 2) Filling up the West: Admission of Arkansas 1836, Michigan 1837, Florida 1845, Texas 1845, Iowa 1846, Wisconsin 1848, California 1850, Minnesota 1858, Oregon 1859
- 3) Inventions such as McCormick reaper, Morse telegraph, Howe sewing machine, Kelly Bessemer steel, Good-year vulcanizing process
- 4) Advance in public education: position of labor; high schools and colleges established; newspapers cheaper
- 5) Great literary development: Poe, Whittier, Longfellow, Prescott, Bancroft, Emerson, Holmes, Lowell, Parkman, Bryant, Hawthorne
- 6) Social reform movements: prison reform; Communistic settlements; Abolitionists; Temperance movements; position of women in these movements

c. The Slavery Problem

- 1) Early history: introduction into Virginia 1619; colonial progress very slow; reasons; Ordinance of 1787; Slavery compromises of the Constitutional Convention; attitude of men like Washington, Jefferson, and others towards slavery; first Fugitive Slave Law; attitude of England towards slavery and slave trade; efforts to stop slave trade
- 2) Cotton gin invention and increase of acreage. Comparison of production before and after invention; new states in relation to political problems; "King Cotton"; Westward spread; Texas
- 3) Description of the slavery institution: life of the slave; treatment; slave markets; slave trade; cotton planter aristocracy; position of "poor whites"; southern defense of slavery

Stephen A. Douglas
John Ericsson
Edward Everett
David G. Farragut
Millard Fillmore
John C. Fremont
William L. Garrison
*U. S. Grant
Horace Greeley
Wm. H. Harrison
Robert Y. Hayne
John B. Hood
Joseph Hooker
Sam Houston
*Andrew Jackson
Joseph E. Johnston
Albert E. Johnston
*Robert E. Lee
*Abraham Lincoln
James Longstreet
Horace Mann
George B. McClellan
Cyrus H. McCormick
George G. Meade
Francis Parkman
Wendell Phillips
George E. Pickett
Franklin Pierce
Zebulon Pike
James K. Polk
Antonio L. De Santa Anna
Carl Schurz
Winfield Scott
*Wm. H. Seward
Philip H. Sheridan
John Sherman
William T. Sherman
Joseph Smith
Edwin M. Stanton
Alexander H. Stephens
Harriet B. Stowe
Charles Sumner
Roger B. Taney
Zachary Taylor
George H. Thomas
Robert Toombs
John Tyler
Martin Van Buren
Cornelius Vanderbilt

Notes by Teacher

Pupil Activities

- 4) American Colonization Society: purposes; settlement of Liberia 1822; Liberian history; American interest in Liberia to-day
- 5) Missouri Compromise 1820: Need of it; balance of power in Senate; Clay's position as Compromiser
- 6) Anti-slavery movements: abolitionists; Garrison and the *Liberator*; Lovejoy; Emerson; Whittier; John Brown's exploits; Underground Railroad; Adams and the Gag Resolution; Stowe's *Uncle Tom's Cabin*; Liberty Party in elections of 1840 and 1844; Free Soilers in 1848 and 1852; formation of the Republican Party and the election of 1856
- 7) Nat Turner's Insurrection; fear of South; blame on Abolitionists
- 8) Texas: settlement by Southern slave-owners; struggle for independence; the Alamo; Lone Star State 1836-1845; reasons for delay of admission; election of 1844; admission 1845
- 9) Mexican War: causes; leaders; battles; Wilmot Proviso; How Mexican Cession opens up new slavery problems
- 10) Compromise of 1850: position of Clay, Calhoun and Webster; main points of compromise; advantages to each section; admission of California 1850
- 11) Popular Sovereignty: reasons for present problem; position of new Republican Party; Douglas; Kansas-Nebraska Act 1854; "Bloody Kansas"; Lecompton Constitution
- 12) Dred Scott Decision 1857: the problems involved in case; Taney and the majority opinion of Court; minority view; repeal of Missouri Compromise and Compromise of 1850
- 13) Lincoln-Douglas Debates: occasion; position of each; why important; Freeport Doctrine and effect on Douglas's position

Evidences of Mastery

Benjamin F. Wade
 *Daniel Webster
 John G. Whittier
 David Wilmot
 William L. Yancey

3. To be able to explain these terms: Abolitionist; *Alabama* incident; American party; American Colonization Society; Anti-Masonic Party; the Astors; Barnburners; The *Liberator*; Liberia; Liberty Party; Lincoln-Douglas debates; Lone Star State; "Manifest Destiny" policy; martial law; Blockade runner; "Bloody Kansas"; bonds; Brook Farm; Border States; Constitutional Unionists; Copper-heads; Crittenden Plan; draft riots; Dred Scott Decision; Emancipation Proclamation; Emigrant Aid Society; expansionist; Federal Union; forty-niners; "54-40 or fight"; Freeport Doctrine; Free Soilers; greenbacks; habeas corpus; Harpers Ferry; hard times; "Higher Law" speech; *Impending Crisis*; Gadsden Purchase; Gag Resolution; gradual emancipation; Kansas-Nebraska Act; "King Andrew"; "King Cotton"; Kitchen Cabinet; Knownothing Party; Lecompton Constitution; Mason and Dixon Line; *Merrimac* and *Monitor*; Mexican Cession; Mormonism; national banking system; nullification; Omnibus Bill; Oregon Country; Ostend Manifesto; Panic of '37; penny newspapers; personal

Notes by Teacher

Pupil Activities

Evidences of Mastery

d. Civil War

- 1) Causes reviewed; election of 1860; secession of South Carolina; inauguration of Lincoln; efforts towards peace; comparative figures—economic and military; position of southern military men; position of Lee
- 2) Progress of the War: struggle for border slave states; Ft. Sumter; Lincoln's Call to Arms and the response; campaign in the West; Fts. Henry and Donelson, 1862; Vicksburg, 1863; opening of the Mississippi; campaign in the East; Peninsular campaigns; Gettysburg, 1863; blockade of southern ports; the *Alabama* and the *Florida*; Faragut; Sherman's march through the Confederacy; leaders both sides; reasons for southern defeat; England and France
- 3) Home life North and South during the War; relief work
- 4) Financing the War: methods used North and South; greenbacks and government bonds; decline of greenbacks; national banking system established; how it worked
- 5) Summary of the results of the war. Also found in next unit

e. Summary of Foreign Affairs, 1829-1865

- 1) South and its desire for land in the Caribbean Sea; Cuba; Ostend Manifesto; position of North
- 2) England: *Caroline* affair; Northwest boundary dispute; Webster-Ashburton Treaty; Clayton-Bulwer Treaty
- 3) Oregon dispute: American and English claims; Settlement of disputes
- 4) Texan question: Mexican view towards American annexation; admission of Texas 1845; Mexican War; cession of territory
- 5) England during Civil War: Trent affair; *Alabama* Claims; question; England's attitude towards France; view of English labor

liberty laws; popular sovereignty; "Remember the Alamo"; Republican Party; "Reoccupation of Oregon"; sanitary fairs; scalawags; Sheridan's ride; Sherman's march to the sea; spoils system; squatter sovereignty; states rights theory; 13th Amendment; "Tippecanoe and Tyler too"; Trent Affair; *Uncle Tom's Cabin*; underground railroad; volunteer system; war contractor; Webster-Ashburton Treaty; Whigs; "Wide Awakes"; Wilmot Proviso

4. To be able to make an informational outline over the entire unit, or one of its main divisions without reference to textbook or notes
5. To be able to give a floor talk of at least fifteen minutes over the entire unit; or one of three to five minutes on one of the main divisions
6. To be able to make the following maps using an appropriate outline map
 - a. Missouri Compromise
 - b. Territorial expansion 1820-1860
 - c. Free and slave territory 1860
 - d. Election of 1860—both popular and electoral vote
 - e. Secession and border states
 - f. Important trails and roads to the West 1840-1860
 - g. Important campaigns and battles of the Civil War

Notes by Teacher

1. Civil War
 2. Reconstruction
 3. Gilded Age
 4. Progressive Era
 5. World War I
 6. World War II
 7. Cold War
 8. Vietnam War
 9. 9/11
 10. War on Terror
 11. Great Recession
 12. Arab Spring
 13. Black Lives Matter
 14. COVID-19
 15. Ukraine War
 16. Israel-Palestine Conflict
 17. Russia-Ukraine War
 18. China-Taiwan
 19. North Korea
 20. Iran
 21. Syria
 22. Yemen
 23. Libya
 24. Iraq
 25. Afghanistan
 26. Pakistan
 27. India
 28. China
 29. Japan
 30. South Korea
 31. North Korea
 32. Taiwan
 33. Hong Kong
 34. Macau
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Evidences of Mastery

h. Admission of states
1820-1860

7. To be able to do the following projects

a. Write a diary of a northerner spending a week on a southern plantation

b. Write an editorial showing how Calhoun justified slavery

c. Write an editorial for an Abolitionist paper

d. Make a graph showing production of cotton 1800-1860

e. Prepare a brief showing our claims to the Oregon Country

f. Write a letter of a "Forty-niner" telling about California

g. Dramatize a Lincoln Cabinet incident

h. Draw Civil War cartoons giving North or South attitude

VI. PROBLEMS OF RECONSTRUCTION, 1865-1877

Time allotment: ten days, approximately

Unit Objective

To understand the great political, economic, and social problems facing the Union at the end of the Civil War. In particular, to get the problem of the South relative to the economic and social

Specific Objectives

1. To trace the social readjustments necessary in the South after the Civil War
2. To know how the plantation system was broken up and how the South developed industrially
3. To know how the South was brought back into the Union
4. To understand the hostility of Congress to Johnson and his policies
5. To understand how the West developed economically during this period
6. To understand the Constitutional changes made in amendments to the Constitution

References

General Accounts

1. Dunning, *Reconstruction, Political and Economic* (See index), Harper
2. Lingley, *Since the Civil War* (See index), Century

Teacher Procedures

See Teacher Procedures under Unit I

Special Helps for the Teacher of American History

Aids to History Teachers, University of Iowa Extension Division, Iowa City

1. Pierce, B. L., *The Socialized Recitation*
2. Pelzer, L., and Daley, C., *The Correlation of History and Geography*
3. Brandt, *The High School Library*
4. Plum, *The Correlation of English and American History in the American History Course*
5. Barngrover, and Forsee, *The Teaching of Current Events in the High School*
6. Pierce, B. L., *Visual Aids in Teaching History*
7. Andrews, *The Study of Original Sources*

Editorial Research Reports, 839-17th St., N. W., Washington, D. C.

Logasa, Hannah, *Historical Fiction Suitable for Junior and Senior High School*, McKinley Publishing Co., Philadelphia

Martz, *Teacher's Handbook in American History*, Harter School Supply Co., Cleveland

Pupil Activities

1. Pupils will read, outline, and report on problems assigned by the teacher
2. Pupils will work out a detailed outline for the problems in the following outline
 - a. Social readjustments in the South
 - 1) The rise of the small farmer class
 - 2) The "poor whites" and their new social status
 - 3) The effect on the planter class
 - 4) The effect on the disfranchised class
 - 5) How the slave, untutored and without property, found himself a free man; how he could earn a livelihood; what his relations with his former master became; rise of the negro problem; "Jim Crow" legislation; efforts to settle the problem by education
 - 6) Some solutions of the present-day negro problems
 - 7) Position of the carpet-bagger (His political influence to be developed later)
 - b. Economic reconstruction of the South
 - 1) Break-up of the plantation system. Changed system of labor. New methods of cultivation of crops. New crops
 - 2) The commercial and industrial revolution in the South
 - 3) The development of mineral wealth in the South. Timber. Cotton mills. Transportation facilities. Water-power. Coal. Oil. Steel
 - 4) Growth of Southern cities
 - 5) Brief survey of economic conditions in South to-day
 - c. Political reconstruction
 - 1) Loyal governments set up in the seceded states before 1865
 - 2) Southern movements for peace and a restoration to the Union before the close of the War
 - 3) Lincoln's Proclamation of Amnesty; the ten per cent plan; attitude of North and South towards Lincoln's plan
 - 4) The Wade-Davis Bill

Evidences of Mastery

1. To be able to recognize the following dates-events in any connection: 1865, Thirteenth Amendment; 1868, Fourteenth Amendment; 1868, Impeachment of Johnson; 1870, Fifteenth Amendment
2. To be able to discuss these historical personages in a 300-word theme or floor talk: Johnson; Grant; Greeley
3. To be able to identify these historical personages: Colfax; Conkling; Fish; Seward; Haynes; Phillips; Schurz; Stanton; Stevens; Sumner; Seymour; Wade
4. To be able to explain these historical terms: amnesty; antebellum; Black Codes; carpet-baggers; Civil Rights Bill of 1866; Civil Rights Bill of 1875; conquered province theory; copperheads; diversified industry; fourteenth amendment; fifteenth amendment; forty acres and a mule; freedmen; Freedmen's Bureau; "iron clad" oath; "Jim Crow" laws; Ku Klux Klan; Lincoln's policy; Loyal League; military reconstruction; Reconstruction Committee; scalawags; states suicide theory; Tenure of Office Act; textiles; vagrancy laws
5. To be able to make an informational outline over the unit or one of the main divisions
6. To be able to give floor talks on the entire unit or one of the main divisions, without notes

References

3. Paxson, *The New Nation* (See index), Houghton Mifflin
4. Schlesinger, *Political and Social History of the United States* (See index), Macmillan

Sources

1. Hart, *Contemporaries*, IV, pp. 459-462, Macmillan
2. McLaughlin, *Readings*, pp. 354-362, Appleton
3. Muzzey, *Readings*, pp. 455-459, Ginn

Biography

1. Nicolay, *The Boy's Life of Ulysses S. Grant*, Century
2. Washington, *Up from Slavery*, Doubleday

Pupil Activities

- 5) Johnson's Proclamation
 - 6) The attitude of Congress toward the problem of reconstruction
 - a) Charles Sumner's views
 - b) Attitude of Thaddeus Stevens
 - c) The Joint Commission on Reconstruction
 - d) The Civil Rights Act
 - e) The Fourteenth Amendment
 - f) Reconstruction Act of March 2, 1867; July, 1867; and March, 1868
 - 7) Hostility of Congress toward President Johnson
 - 8) Carpet-bag governments
 - a) How organized (scalawags)
 - b) Defects and troubles
 - c) How defeated
 - 9) The Black Codes
 - a) Examples
 - b) Effects on South
 - c) Present status
 - 10) Union leagues
 - 11) Ku Klux Klan and similar organizations: purpose; strength; value
 - 12) The Force Acts
 - 13) Thirteenth, fourteenth, and fifteenth amendments
 - a) Contents and purposes of each
 - b) Reactions to these amendments
 - c) Present status and why
 - 14) Grant's part in the reconstruction
 - d. Economic stabilization of North and West (See later topics such as Financial Problems Since the Civil War, etc.)
 - e. Significance of the Civil War and Reconstruction
3. Pupils will give well-organized oral reports in good English on special assignments in the above outline
 4. Pupils will collect pictures, letters, and information from the elders of the community
 5. Pupils will compare conflicting accounts by various authorities

Evidences of Mastery

7. To be able to show the following on an outline map: the Southern States in the order of coming back into the Union
8. To be able to write some pages from the diary of a Southerner, 1865-77
9. To be able to prepare a negro talk about the "forty acres and a mule" myth
10. To be able to prepare a paper on the Impeachment of Johnson
 - a. Brief showing reasons for his impeachment
 - b. Brief showing his defense
 - c. Letter written to a friend explaining how you as Senator from Iowa would vote on impeachment
11. To be able to write a letter from a southern gentleman appraising Grant's terms as President
12. To be able to prepare tables showing economic comparisons of the South, 1860-1885
13. To be able to construct maps showing the elections of 1868, 1872, 1876

VII. PERIOD OF AMERICAN INDUSTRIALIZATION, 1865-1900

Time allotment: forty days, approximately

Unit Objective

To appreciate the changing conditions of American life caused by the effective functioning of the Economic Revolution

Specific Objectives

1. To understand the influence of the Industrial Revolution as it manifested itself following the Civil War
2. To know what changes were made in industry and agriculture and the effects of these changes
3. To appreciate the significance of the increased means of transportation and communication
4. To understand the growth of big business organization and its effect on labor and government
5. To trace the story of the large developments in the field of finance
6. To show the shifting tariffs and their effect on the economic life of the nation
7. To appreciate the new position of the United States in the field of international diplomaacy
8. To trace the growing demands of the American people for more democracy

References

General Accounts

1. Beard, *Contemporary American History* (See index), Macmillan

Teacher Procedures

1. The teacher should be able to instruct how to make graphs, charts, and other visual helps. Such books as Willard C. Brinton's *Graphic Methods for Presenting Facts* (Engineering News Company, New York) pp. 361-363, and Guetter's *Statistical Tables* (McKinley Publishing Company, Philadelphia) are suggestive

Books and Pamphlets for the American History Teacher

- Dawson, *Teaching the Social Studies*, Macmillan
- Dawson, *The History Inquiry*, McKinley Publishing Co., Philadelphia
- Hillegas, editor, *The Classroom Teacher*, Vol. XI, The Classroom Teacher, Inc., Chicago
- Johnson, *Teaching of History in Elementary and Secondary Schools*, Macmillan
- Knowlton, *Making History Graphic*, Scribner
- Gambrill, *Experimental Curriculum Making in the Social Studies*, McKinley Publishing Co., Philadelphia
- The Social Studies in Secondary Education*, Bureau of Education Bulletin, 1916, No. 28
- Tryon, *The Teaching of History in Junior and Senior High Schools*, Ginn

Professional Magazines for the American History Teacher

- The American Historical Review*
- The Historical Outlook*
- The Iowa Journal of History and Politics*
- The Mississippi Valley Historical Review*
- The New England Quarterly*
- The Palimpsest*

AMERICAN HISTORY

47

Pupil Activities

1. Pupils will read, outline, and report on problems assigned by the teacher in connection with the specific objectives
2. Pupils will work out a detailed outline for the various points in this outline

- a. Economic and industrial developments, 1865-1900

- 1) Civil War period introduced an economic transformation

Effects of earlier inventions; extent of manufacturing; types of agriculture; centers of population; extent of immigration; extent and organization of capital and labor; extent and means of transportation; rapid settlement of the great West; admission of states; simplicity of life in 1860 as compared with to-day

- 2) Changes in industry

Influence of various inventions on manufacturing; effect of war tariffs on manufacturing; substitution of hand labor by machinery; growth of different industries; centers of industrial expansion

- 3) Changes in transportation

Railroad mileage in 1860; increased mileage during the next few decades; effect of good transportation facilities on politics, industry, and society; attitude of government towards railroad building; chief lines and roads; trunk lines

- 4) Changes in agriculture

Labor-saving machinery on the farm; irrigation; increase of acreage; increase of tenant farming; increase of export trade in farm products; centers of various agricultural crops

Evidences of Mastery

1. To be able to recognize the following dates-events in any connection: 1867, purchase of Alaska; 1869, completion of Union Pacific Railroad; 1871, *Alabama Claims Settlement*; 1876, Bell telephone; 1876, Hayes-Tilden election dispute; 1878, Bland-Allison Act; 1879, Resumption of Specie Payment; 1887, Interstate Commerce Commission; 1889, admission of Montana, Washington, North Dakota, and South Dakota; 1890, Sherman Anti-Trust Act; 1896, Election of 1896; 1897, Dingley Tariff; 1898, Spanish-American War

2. To be able to identify these historical personages. To be able to write a 300-word theme or to make an extended floor talk on those starred

Charles F. Adams
Louis Agassiz
Nelson W. Aldrich
John P. Altgeld
*Wm. B. Allison
Susan B. Anthony
Chester A. Arthur
P. T. Barnum
Alexander G. Bell
Edward Bellamy
*J. G. Blaine
James Bryce
John G. Carlisle
Champ Clark
*Grover Cleveland
Wm. F. Cody
*Thomas A. Edison
H. C. Frick
James A. Garfield
Henry George

References

2. Dewey, *National Problems*, Chaps. 13, 19, Harper
3. Hendrick, *The Age of Big Business*, Yale University
4. Latane, *America as a World Power*, Chaps. 13-15, Harper
5. Lingley, *Since the Civil War*, pp. 68-71, 194-216, Century
6. Ogg, *National Progress*, Chaps. 13-15, Harper
7. Orth, *The Armies of Labor*, Chaps. 5, 6, 7, Yale University
8. Paxson, *Recent History of the United States*, pp. 57-70; 390-392, Houghton Mifflin
9. Schlesinger, *A Political and Social History of the United States*, Chaps. 16, 24, Macmillan
10. Thompson, *The Age of Invention*, Yale University
11. Wells, *Industrial History of the United States*, pp. 313-320; 356-386; 468-470; Chapter 24, Macmillan

Sources

1. Hart, *Contemporaries*, Vol. IV, Macmillan
2. McLaughlin, *Readings*, pp. 340-354, Appleton
3. Muzzey, *Readings*, p. 508, Ginn

Biography

1. Carnegie, A., *Autobiography of Andrew Carnegie*, Houghton Mifflin
2. Meadowcroft, *The Boy's Life of Edison*, Harper
3. Tarbell, *The Life of Elbert H. Gary*, Appleton

Pupil Activities

- 5) Changes in communication
Improved methods of telegraphy; invention and growth of the telephone; the submarine cable; improvements in post-office facilities
- 6) Mining activities
Extent of coal production in 1860; causes and results of increased coal production in the next few decades; increased use of iron; relationship to coal, silver, and gold mining; relation to money and population; copper mining; other ores mined

b. Labor and capital problems

- 1) The consolidation of business enterprise
Why business consolidation followed the war period; effect of the protective tariff; advantages and disadvantages of large-scale production; forms of organization; partnership; corporation, trust, monopoly; rise of capitalists; Vanderbilt, Hill, Carnegie, Morgan, Harriman, and others; railroad consolidation; rate wars, long and short haul, pooling, discrimination, capital invested; growth of combinations in coal, steel, oil, etc.; combinations in telegraph, telephone, express, and banking
- 2) Attempts of the government to control big business
State railway commissions; the Granger Laws; Interstate Commerce Act, 1887; Sherman Anti-Trust Law, 1890; Hepburn Act, Mann-Elkins Act; prosecution of such trusts as Standard Oil and the American Tobacco Company; Federal Trade Commission, 1914; Clayton Anti-Trust Act, 1914; Esch-Cummins Act

Evidences of Mastery

- U. S. Grant
*Samuel Gompers
Jay Gould
Horace Greeley
Mark A. Hanna
Benjamin Harrison
John Hay
R. B. Hayes
James J. Hill
Queen Liliuokalani
J. P. Morgan
Gifford Pinchot
T. V. Powderley
Thomas B. Reed
*John D. Rockefeller
John Sherman
Carl Schurz
Wm. M. Tweed
Theo. N. Vail
Cornelius Vanderbilt
Geo. Westinghouse
*James B. Weaver
3. To be able to explain these terms: A. F. of L.; anarchist; arable land; arbitration; Australian ballot; "Big Business"; bimetallism; boycott; Cattle Kings; capital; center of population; Civil Service Commission; collective bargaining; contract labor; closed shop; greenbacks; holding company; homestead; immigrant; cow country; corporation; corrals; Coxey's Army; Crime of 1873; demonetization of silver; density of population; discrimination; eight-hour day; emigrant; Fisheries Dispute; free coinage of silver; General Land Office; gold standard; Granger laws; Populist; preemption; rebates; recall; income tax; initiative; Inter-

Notes by Teacher

Notes by Teacher

1. The organization of business enterprises

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Pupil Activities

3) Organization of labor

Cause and rapid spread of such organizations by Cleveland's time; Knights of Labor, purpose, organization, strength, and decline, causes of decline; American Federation of Labor, purposes and organization, influence of Samuel Gompers, attitude of labor toward Greenbackers, Populists, Socialists, I. W. W.'s, etc.

4) Disputes between labor and capital

Causes; wages, length of working day and right of organization; historic strikes, Strike of 1877, strikes on the Gould System, 1885, Homestead Strike, Pullman Car Strike, Anthracite Coal Strike, Railroad Brotherhoods Strike; results of strikes; meaning and use of arbitration; methods of settlement used by Roosevelt and Wilson

5) Organization of agriculture

Problems of organization different from those of labor; Patrons of Industry, rise and importance; the Grange; coöperative efforts, their value; the Non-Partisan League

c. Financial problems

- 1) Problems arising from the wartime greenbacks
- 2) Coinage Act of 1873, objections to it
- 3) Resumption Act of 1875, outcome, stability
- 4) Bland-Allison Act 1878, demanded by West, reasons
- 5) Sherman Silver Purchase Act 1890
- 6) Bryan, 16 to 1 and the election of 1896
- 7) Gold Standard Act of 1900
- 8) Federal Reserve Act of 1912
- 9) Panics, causes and treatment. How the Reserve Act stopped them

Evidences of Mastery

state Commerce Commission; Knights of Labor; laissez-faire policy; land agent; lock-out; long and short haul; merger; monopoly; Mormons; Mugwumps; open shop; operator; partnership; pool; referendum; Sherman Anti-Trust Law; single tax; 16 to 1; socialism; Stalwarts; strike; sweatshop; tenant farming; tenement; trade-unionism; trunk lines; trust; vigilantes; walking delegate; ward boss

4. To be able to make an informational outline over the entire unit, or one of its main divisions without reference to textbook or notes

5. To be able to give a floor talk of at least fifteen minutes over the entire unit; or one of three or five minutes on one of the main divisions

6. To be able to make maps on outline maps showing

- a. Admission of states 1865-1912
- b. Frontier in 1860, 1870, 1880, 1890
- c. Deposits of various important ores and time of development
- d. Election of 1876, both popular and electoral votes
- e. Election of 1896, both popular and electoral votes
- f. Development of railroads 1860-1910

Notes by Teacher

Pupil Activities

Evidences of Mastery

d. Tariff problems

- 1) Arguments advanced for a high protective tariff following the War
- 2) Attitude of Republicans towards high protective tariff
- 3) Attitude of the Democrats towards free trade
- 4) Arguments used by each side. Sectional interests
- 5) Discussion of the tariff by Cleveland. Why important
- 6) McKinley Tariff, 1890
- 7) Wilson Tariff, 1894
- 8) Dingley Tariff 1897
- 9) Payne-Aldrich Tariff 1909
- 10) Underwood-Simmons Tariff 1914
- 11) Emergency Tariff of 1921
- 12) Fordney-McCumber Tariff 1922
- 13) Tariff Commission and its history
- 14) Present status of the tariff discussion

e. Foreign relations 1865-1901

- 1) Growth of trade, demand for raw materials; need of foreign markets and foreign investments
- 2) Application of the Monroe Doctrine since Civil War
 - a) Its changed character
 - b) The Maximilian incident
 - c) The Doctrine under Secretary Blaine
 - d) Cleveland and the Venezuela Boundary Dispute
 - e) The Doctrine under Harrison
 - f) President Roosevelt's interpretation
- 3) The purchase of Alaska, 1867
- 4) Problems concerning the Isthmian Canal
- 5) The Samoan Islands
- 6) The Hawaiian Islands
- 7) Question of Chinese exclusion. Attitude of labor

- g. Important cities 1860, 1880, 1900
7. To be able to make graphs showing
 - a. Railroad mileage 1860-1920
 - b. Production of coal and steel 1860-1920
 - c. Growth of population, 1860-1930
 - d. Growth of cities, number, 1860-1920
 - e. Growth of urban vs. rural population 1860-1920
 - f. Number and importance of strikes 1865 to present
 - g. Growth of capital 1860-1920
8. To be able to make a table showing political control of each house of Congress 1865-1901. Also presidents and their party affiliations

Notes by Teacher

Pupil Activities

- 8) Trade agreements with Japan
 - 9) Relations with Latin America
 - 10) United States and Cuba
 - 11) Indian Wars and the settlement of Indian questions
- f. Political problems
- 1) Results from the long continuance of Republican rule
 - 2) Effect of the Cleveland administrations
 - 3) Abuses in political life
 - a) The boss and the machine
 - b) Political scandals: Tweed Ring; Tammany Hall; the Credit Mobilier; the Whiskey Ring; Mulligan Letters; etc.
 - 4) Reform movements; Liberal Republicans; Mugwumps
 - 5) Civil Service Reform
 - 6) Ballot reforms
 - 7) Muck-rakers and their influence
 - 8) Initiative and referendum
 - 9) The recall
 - 10) Demand for popular election of senators; reasons
 - 11) Development of the primary system
 - 12) The influence of men like Roosevelt

VIII. THE UNITED STATES AS A WORLD POWER (Since 1900)

Time allotment: twenty-five days, approximately

Unit Objective

To understand the development of the United States from an isolated state into one of world-wide associations

Specific Objectives

1. To understand the significance of the Spanish American War in relationship to the Pan-American states
2. To know the meaning of the later applications of the Monroe Doctrine
3. To appreciate the American participation in various international conferences as a move away from the traditional policy of isolation
4. To trace the American participation in the World War and to show some of the problems growing out of the war
5. To understand the present immigration problem and its implications
6. To trace the important progressive movements in politics since 1900
7. To know the important problems of the Harding and Coolidge administrations

References

General Accounts

(See references under Unit VII. Consult index for pages)

Sources

1. McLaughlin, *Readings*, Appleton
2. Muzzey, *Readings*, Ginn

Teacher Procedures

See Teacher Procedures under Units I and VII

A Minimum Library of Twelve Books in American History for the Senior High School

1. Adams, *Provincial Society*, Macmillan
2. Bogart, *An Economic History of the United States*, Longmans
3. Eggleston, *Our First Century*, Barnes
4. Fish, *The Rise of the Common Man*, Macmillan
5. Hart, *Social and Economic Forces in American History*, Harper
6. Hockett and Schlesinger, *A Political and Social History of the United States*, 2 vols., Macmillan
7. Hunt, *Life in America one Hundred Years Ago*, Harper
8. Morris, *Heroes of Progress in America*, Lipincott
9. Muzzey, *Readings in American History*, Ginn
10. Nevins, *The Emergence of Modern America*, Macmillan
11. Paxson, *The New Nation*, Harper
12. Wertenbaker, *The First Americans*, Macmillan

Pupil Activities

1. Pupils will read, outline, and report on problems assigned by the teacher in connection with the specific objectives
2. Pupils will work out a detailed outline for the various points in the following outline
 - a. Problems arising from the Spanish-American War
 - 1) Growing interest of the Americans in Latin America
 - 2) The War: causes; progress in Cuba and Philippines; results
 - 3) Acquisition of Porto Rico; Foraker Act; changes due to Americans in government, education, and economics
 - 4) Problems of the Philippines: importance to the United States; American reforms; Jones Act; question of independence
 - 5) Relations with Cuba: our interests there; American control; Platt Amendment; European attitude towards us
 - b. The New Imperialism
 - 1) Monroe Doctrine widened under Roosevelt; "Big Stick" policy; attitude of Central and South American states
 - 2) Panama Canal: history of previous Isthmian attempts; Panama revolt and Roosevelt's action; construction and data on use of Canal; later payment of money to Colombia
 - 3) Santo Domingo and Haiti
 - 4) Nicaragua: our interests; internal difficulties; views of the two parties on our intervention; present status
 - 5) Our relations with Mexico: internal difficulties; rival governments; Huerta, Villa, and Obregon; punitive expedition by President Wilson; American oil and other interests
 - 6) Purchase of Danish West Indies 1917: reasons and importance

Evidences of Mastery

1. To be able to recognize these dates-events in any connection: 1903, Canal Zone secured; 1912, election of Wilson; 1913, Federal Reserve Banking System established; 1917, American entrance into World War; 1917, Virgin Islands secured; 1919, Peace of Versailles; 1920, Prohibition Amendment; 1920, Woman Suffrage Amendment; 1921; Washington Limitation of Armament Conference
2. To be able to discuss these historical characters in a 500-word theme or floor talk

W. J. Bryan
Calvin Coolidge
Henry Ford
Herbert C. Hoover
Robert LaFollette, Sr.
Theodore Roosevelt
Woodrow Wilson
3. To be able to identify these historical characters

Emilio Aguinaldo
Count von Bernstorff
Tasker H. Bliss
Wm. E. Borah
Jos. G. Cannon
Chas. G. Dawes
Eugene V. Debs
George Dewey
John Dewey
Ferdinand Foch
G. W. Goethals
Samuel Gompers
Wm. G. Gorgas
Wm. R. Green
Warren G. Harding
Wm. R. Hearst
Victoriano Huerta
Chas. E. Hughes
J. J. Joffre
Frank B. Kellogg

References

Biography

1. Antin, *The Promised Land*,
Houghton Mifflin
2. Bok, *The Americanization
of Edward Bok*, Scribner
3. Hammond, *Charles Proteus
Steinmetz*, Century

Pupil Activities

- c. American participation in international conferences
 - 1) America's part in Treaty of Portsmouth
 - 2) Conference at Algeiras
 - 3) Second Hague Conference
 - 4) Declaration of London
 - 5) President Wilson at Versailles
 - 6) Washington Limitation of Armament Conference
 - 7) America's unofficial participation in League of Nations
 - 8) America and the World Court
- d. Immigration
 - 1) Comparison by decades previous to 1900. Nationalities
 - 2) Change in character of immigrants
 - 3) Large totals 1900-1910
 - 4) Restriction following the War. Quotas
 - 5) Present status
- e. World War Problems
 - 1) Underlying and immediate causes of the World War
 - 2) America's Neutrality; reasons for it; the President's Proclamation; his efforts towards peace
 - 3) Wilson's "Fourteen Points"
 - 4) Reasons for America's entrance into the War; mobilization; Liberty Loans, Red Cross and other activities; resources
 - 5) Course of the war previous to America's entrance; following events; important battles where Americans were engaged; position among the Allies; cost of the War to the United States; position of women in industry
 - 6) Wilson at the Peace Conference; his "Fourteen Points"; League of Nations; attitude of the Senate towards treaty

Evidences of Mastery

Robert Lansing
Henry C. Lodge
Wm. G. McAdoo
Wm. B. McKinley
Frank O. Lowden
Andrew Mellon
John Mitchell
Walter H. Page
John J. Pershing
Elihu Root
W. T. Sampson
Wm. H. Taft
Ida M. Tarbell
Francisco Villa
Orville and Wilbur Wright
Leonard Wood

4. To be able to explain these terms: Adamson Act; Agricultural Bloc; A. E. F.; Americanization; Anti-Saloon League; "bad" trusts; "Big Three" at Versailles; "Big Stick" policy; Bolshevism; budget reform; Bull Moose; Clayton Anti-Trust Law; Committee on Public Information; conservation policy; coolie labor; co-operative movement; deadlock; dollar diplomacy; Draft Law; Entente; Espionage and Sedition Laws; Esch-Cummins Act; Federal Trade Commission; Federal Reserve Act; foreign loans; "Fourteen Points"; freedom of the seas; industrial democracy; imperialism; insurgents "irreconcilables"; Jones Organic Act; Hague Conference; I.W.W.; League of Nations; lock canal; merchant marine; muck-raker; "The New Freedom"; open door policy; "organic act"; pacifism; Platt Amendment;

(Continued on page 60)

Pupil Activities

- 7) Election of 1920; relation to Wilsonianism
- 8) Final peace under Harding
- 9) Demobilization and "return to normalcy"
- 10) Speculation during and following the War; profiteering; increase of crime; low state of public morality
- 11) Depreciation of purchasing power of the dollar; high cost of living; credits; the farm problem
- 12) Problem of the National Debt; Budget Director
- 13) Eighteenth Amendment; previous history of prohibition; Volstead Act; enforcement problems; bootlegging
- 14) Foreign debts; foreign credits; Dawes Reparations Commission
- 15) Extension of government control

f. Progressive movements in politics

- 1) Roosevelt Progressives; reforms in Congressional Rules; Bull Moose Party and the election of 1912
- 2) LaFollette movement: economic basis; election of 1924; results
- 3) Income Tax Amendment
- 4) Popular Election of senators Amendment
- 5) Women given the ballot: history of the demand; suffragettes; results
- 6) Direct primary movement

g. Harding and Coolidge Administrations

- 1) Issues bringing back Republican control; election of 1920
- 2) Western discontent: McNary-Haugenism; equalization fee; veto by President Coolidge
- 3) Soldiers' Bonus
- 4) Teapot Dome Scandal
- 5) The new Ku Klux Klan. Its organization. Influence in politics. Its decline

Evidences of Mastery

preparedness; profiteering; profit sharing; punitive expedition; Reservationists; sabotage; sea-level canal; Schedule K; socialism; Soldiers Bonus; Spanish misrule; "Square deal"; "Steamroller"; Teapot Dome Scandal; Triple Alliance; Utopian; Versailles Treaty; Washington Conference; welfare work; W. C. T. U.; Workman's Compensations; World Court; Quota Law; reclamation; Reparations Commission; Hay-Pauncefote Treaty

5. To be able to make an informational outline over the entire unit, or one of its main divisions without reference to textbooks or notes

6. To be able to give a floor talk of at least fifteen minutes on the entire unit; one of three to ten minutes on one of the main divisions

7. To be able to make these maps on outline maps

a. World map showing territories acquired or controlled as a result of the Spanish-American War

b. World map showing the line-up of combatants in the World War

c. European map showing the "sore spots" of Europe before the World War

d. European map showing the "sore spots" of Europe at the present time

Pupil Activities

- 6) Restriction of immigration
- 7) Election of 1924: Democratic Convention at New York City; position of La Follette
- 8) American intervention in Nicaragua
- 9) Reduction of the Public Debt
- 10) America's problem regarding the World Court
- 11) Election of 1928: position of parties and candidates; use of radio; results
- 12) Secretary Kellogg's Peace Pact

3. Pupils will do in preparation from day to day many of the activities listed under

Evidences of Mastery**Evidences of Mastery**

e. World map showing the important provisions as to territory of the Treaty of Versailles. American interests also

f. Election of 1912; popular and electoral votes

g. Election of 1924; popular and electoral votes

h. Election of 1928; popular and electoral votes; also a map of this election showing changes of states 1920 and 1924

i. Ratification of the Prohibition Amendment

j. Ratification of the Woman Suffrage Amendment

8. To be able to make graphs showing

a. Imports and exports 1865 to present; totals

b. Imports and exports to most important countries

c. Merchant Marine 1800 to present

d. Miles of wire and number of telephones 1880 to present

e. Number of immigrants 1865 to present

f. Number of immigrants, divided Northern and Southern European, 1865 to present

g. Decline in purchasing power of the dollar 1913 to present

9. To be able to construct charts and tables showing

a. Chief minor parties 1865 to present: names; leaders; issues

Evidences of Mastery

- b. Important women 1865 to present: importance; time
- c. Directory of National Officers to-day: names; offices; dates of appointment
- 10. To be able to show the trends of tariff acts 1865 to present: names; dates; etc.
- 11. To be able to name twenty-five famous living Americans; reasons for importance
- 12. To be able to list important fiction (Historical, published last five years): date published, author, title, field covered
- 13. To be able to list important biography, published last ten years: date published, author, character covered
- 14. To be able to give nicknames of important Americans 1865 to present: names; nicknames; reasons, if any, for nicknames

Notes by Teacher

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