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Iowa Elementary Teachers Hand-
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Iowa Dept. of Public Instruction

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Iowa. Dept. of public
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teachers handbook, v.12:
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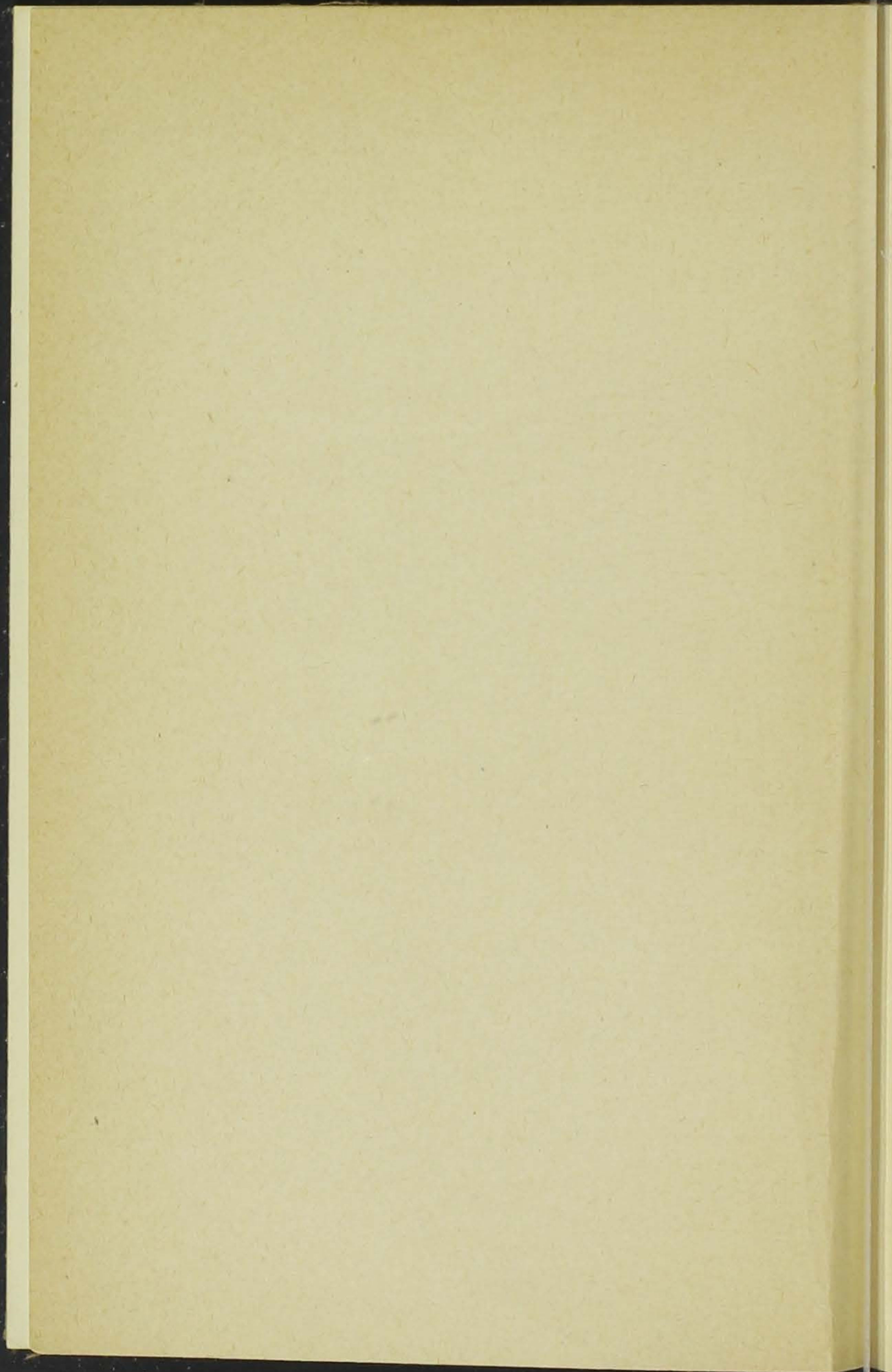
Iowa Elementary Teachers Handbook

VOLUME XII

American
History

GRADES 7-8

Published by
THE STATE OF IOWA
1946



Iowa Elementary Teachers Handbook

VOLUME XII

AMERICAN HISTORY

GRADES 7-8

Issued by the
DEPARTMENT OF PUBLIC INSTRUCTION
JESSIE M. PARKER, *Superintendent*
Des Moines, Iowa

Published by
THE STATE OF IOWA
1946

Iowa

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FOREWORD

Attention is directed to the close relationship which exists between this volume and Volume VI in the series, the title of which is, Social Studies. It was originally intended to include both in one volume, since the handbooks in this area were to be organized as social studies rather than as independent subjects. However, because of the extensiveness of the course and also because the social studies organization really terminated with Grade VI it was decided to bring the material out in a separate volume.

In order to insure complete familiarity with the organization of the social studies material, teachers are urged to read the foreword to Volume VI in which the philosophy governing the organization of the social studies program is stated. From this discussion it will be seen that the history which is taught in the primary and intermediate grades is limited to that which will make a contribution to better understanding of the geography taught in those grades. Consequently, the treatment given to history is limited and because it is organized around the geography it is not treated in chronological sequence.

There are a number of reasons for organizing the social studies material in this manner. Among them is the time factor since with this organization one subject is eliminated for those grades. Another important reason is that when history is organized separately in the elementary grades the pupils get three exposures to American history, organized on a chronological basis. This does not seem necessary especially when two courses so organized are offered at the junior high-school and senior high-school levels.

Before attempting to teach any of the units in this course, teachers are urged to read carefully the section headed, Introduction for the Teacher. This is important because here the Committee explains in detail the manner in which the units are organized and the best procedure to follow in using them.

This course of study is really a handbook in the true sense of the word since only one unit is organized as a complete

teaching unit. This is Unit I for Grade VII, which it is hoped will serve as a pattern for teachers to follow in developing the remaining units in the course. Space limitations prohibited more complete organization of the remaining units. Aside from this fact there is perhaps the more important reason that pupils and teachers both will gain much more from their experiences if they have the responsibility of developing their own units. Much helpful material is provided for each of the remaining units even though they are not complete.

It will be noted that the last three units in the handbook deal with Iowa history. A good deal of Iowa history will have been taught already in Grade V, along with the study of Iowa geography. It is the feeling of the Committee, however, that some additional work on Iowa history is needed and that it would be good to have it come at this maturity level. These Iowa units need not be left until last but can be taken up at any time when the material seems best to fit the purposes at hand, since they do not depend so much on chronology. The actual amount of time they receive will depend upon how much of this subject has been previously covered in the intermediate grades.

A unique feature about this course is the emphasis given to the history of agriculture. Much time and a considerable amount of research have gone into this effort. This is perhaps the first time that an attempt has been made to trace the historical development of agriculture at this level. Suitable reference material is not plentiful but suggestions are made throughout the course that will aid in utilizing to full advantage those which are available.

Special acknowledgment is here given to valuable consultative service rendered by Professor Louis Bernard Schmidt, Head, Department of History and Government, Iowa State College, and Professor Earle Dudley Ross, Department of History and Government, Iowa State College, in tracing the important events in the history of agriculture in this state. They have given generously of their time and have been most considerate in providing access to both their published and unpublished materials, which have been indispensable to the Committee in tracing these events.

JESSIE M. PARKER

Superintendent of Public Instruction

Des Moines, Iowa

March, 1946

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INTRODUCTION FOR THE TEACHER

General Statement

This handbook presents units for use in teaching American history in grades seven and eight. Iowa history is threaded into appropriate units, and a separate section is devoted entirely to Iowa. Considerable attention to certain phases of Iowa history has been given also in Volume VI of this series of handbooks. The title of the volume referred to is, "Social Studies."

The units in this handbook emphasize all three phases of our history—political, social, and economic. The units are conventional with one important exception. Unlike existing units in common use in Iowa schools, the units in this handbook treat agricultural history as a major theme. This emphasis was made in response to advice from the Central Committee, and in recognition of the valid bases which exist for it.

Two reasons for stressing the history of American agriculture will come to mind readily. First, Iowa is mainly, although by no means exclusively, an agricultural state, and pupils are familiar with farming and problems associated with it. Second, agriculture has been a far more significant element in American history than is generally recognized—especially by writers of history books for our schools.

Major Concepts in the History of American Agriculture

The units in this handbook are not fully developed. Space limitations have prevented such completeness. Furthermore, only the teacher and the pupils with whom he works can do the complete job. No course of study can possibly include all of the charts, reports, books, concrete objects, and so on which really constitute a completely developed unit.

Pupil and teacher references are readily available for those units and problems dealing with the more commonly treated aspects of American history. Unfortunately, few pupil references, aside from encyclopedias, are available on the history of American agriculture. However, scattered as the material is, teacher references may be located which are fairly adequate in their treatment of agriculture in its true significance and importance as a major element in American history.

A course of study should point the way toward emphasis upon neglected areas. If the bases for such re-direction are valid, pupil reference materials will appear on the market. In the meantime, the teacher will be able to share certain parts of his references with the pupils. He will be able to re-write for pupil use much pertinent material. It is becoming more common for writers of college books to include illustrations and photographs. Even college students can profit from visual aids. Such aids may be shared with pupils. Of course, teacher and pupils will be able to share jointly in the collection of materials, objects especially. Just think for a moment of the historical relics to be found in Iowa farm homes for a school museum. Why not also develop a picture album of the history of American agriculture. Newspapers, magazines and weekly papers for pupil use (see page 41 in Volume VI of this handbook series for a list of papers for pupil use) are a rich source of materials. For example, on July 12, 1945, the *Des Moines Register* carried a condensation of a report of the United States Department of Agriculture entitled, "How Foreign Trade Helps the Farmer." On the same day the leading editorial of this newspaper was entitled, "The Iowa Farmer as a World Trader." Iowa State College and the United States Department of Agriculture are important sources of authoritative materials relating to the place of agriculture in the local, national and world communities. Additional ideas will come to the teacher as a solution to the problem of collecting adequate instructional aids.

As a guide to the teacher, the bibliography includes carefully selected teacher references. In order to give further guidance for the teacher, there is given below an outline¹ of the major generalizations relative to the history of American agriculture. These references and this outline will serve as a check-list for use by the teacher in developing units. Agriculture is a strong thread. It should be woven into each unit—not always treated alone.

I. The Concept of the American Family Farm

A. Family farm as the most fundamental economic institution in American civilization

"The family farm is the most fundamental economic institution in American civilization. It has given char-

¹This outline is based almost entirely upon materials furnished by Professor Louis Bernard Schmidt, Head of the Department of History and Government at Iowa State College.

acter to the whole of American life. This is true of the family farm in all parts of the country. It has stimulated idealism, economic and social reform, nationalism and independence. It has strengthened democracy and individualism. The influence of the family farm in shaping the development of American social institutions hardly can be overestimated. The farm family has been regarded as characteristic of all that is good in family life. It has made important contributions to democracy and to representative government by putting democratic theories into practice on a large scale. The farm family makes democracy a truly national achievement in our country.

The importance of the family farm as a fundamental concept of the American way of life is based on two definite and interrelated assumptions: first, that the family farm, as conceived by the founders of the republic, is the corner stone of a democratic rural America; and, second, that it is the tangible expression of a sound philosophy of agriculture without which we cannot have a sound nation. The family farm constitutes today, as it has in the past, the fulfillment of the hopes and the aspirations of millions of people."¹

B. Definition of family farm

II. From Ox Team to Farm Tractor

A. The agricultural revolution

1. Change in farming from a simple, self-sufficient occupation into a modern business
2. Changes in farming most rapid and widespread in the Prairie Plains and Great Plains regions

B. Factors in the agricultural revolution and their effect on the farm family

1. The rapid transfer of the public lands to private ownership. "In the main, the great West was con-

¹Schmidt, Louis Bernard. *The Family Farm in the Machine Age*. Volume III in "The Challenge to Democracy," p. 655. Bulletin P23 (New Series) June, 1941. Ames, Iowa: Agricultural Experiment Station—Agricultural Extension Service, cooperating, Iowa State College.

quered by individuals or, to speak more accurately, by families."¹

- a. Land disposal laws
- b. Changes in American agriculture resulting from or coming along with completed disposal of public lands
 - (1) Transition from extensive to intensive farming
 - (2) Growth of tenancy
 - (3) Decline of agricultural export
 - (4) Reorganization of rural life
2. The settlement of the last frontier—the Prairie and Great Plains States
3. The mechanization of farming
4. The extension and development of transportation facilities
5. The migration of industries from the farm to the factory
6. The growth of domestic and foreign markets
7. The establishment of agencies for the promotion of scientific and practical knowledge relating to agriculture
8. The political organization and action of farmers to secure and maintain for agriculture an equitable place in our economic system.

III. What Will Become of the Family Farm?

IV. The Family Farm as a Home

V. Cooperative Individualism and Governmental Responsibility

VI. Conclusion

"The basic principle of a sound agriculture without which we cannot have a sound nation is 'the wide-spread private ownership of the land' for the ownership of the land by farmers is 'the ultimate assurance of freedom, of

¹Beard, Charles A., and Beard, Mary R., *The Rise of American Civilization*, Vol. I, p. 509. New York: The Macmillan Company, 1930.

democracy, and of scientific progress.' Economic security is the foundation of freedom, and freedom is the foundation of democracy and a condition essential to the progress of science. Of this, then, we may be certain, that both private and public action are necessary to secure a land utilization that will preserve the family farm and individual initiative as the characteristic features of American agriculture."¹

The Plan of Organization of the Units in This Handbook

The units in this handbook are organized according to the following pattern:

1. Unit Title
2. The General Situation
3. Problems, with each problem developed by :
 - a. Study guide
 - b. Materials
 - c. Optional activities
 - d. Summary of problem solution
4. Unit Summary
5. Unit Test

Each unit title is descriptive and it is frequently a complete sentence.

The term general situation has been used instead of headings such as overview, unit approach, preview, introduction and the like because problems arise from situations. When situations are real to pupils, they will cooperate with the teacher in setting up related problems calling for solution. The teacher, in so far as possible, should lead the pupils to participate in the decision as to the wording of each problem. Their ability to state appropriate problems is an indication that they have a genuine awareness of the general situation with which they are confronted. While it is true that, in most cases, the Committee has prepared a wording of the problems, the teacher should use these prepared problems as guides only. Many variations in the wording of any problem are possible.

The use of a study guide which involves utilization of proper materials, and the performance of varied optional activities on

¹Schmidt, Louis Bernard, *op. cit.*, page 668.

the part of the pupils give background for forming a useful solution to each problem.

The Committee chose to present each unit in the form of a series of problems for reasons already given, and because of a desire to stimulate pupils to understand *why* American history has unfolded as it has. A high proportion of the problems ask for an explanation of historical events, not merely the naming of them. The problem approach presents a challenge to the pupils. A problem that is real suggests that an attempt be made to solve it.

Then the problem approach gives the pupils and teacher a convenient basis for planning the blocks of work which will make up the course. Certain problems can be handled in a single period; others will take longer. A flexible plan may be used in that certain problems may be omitted and others of more significance to a given class may be included without "upsetting" the unit being studied.

The unit summary should do for the whole unit what the summary of the problem solution does for each problem. The unit summary, like the summary of the problem solution, should be developed by teacher and pupils as a class discussion activity, or by pupils individually with the aid of the teacher.

The unit test gives information about pupils' understandings which will serve as a basis for re-teaching. It also serves the very useful purpose of providing a basis for recording pupil progress. In addition there is evidence to show that pupils retain what they learn more permanently when they know that there will be a test. Obviously, care should be taken to make the test in such a way that the emphasis is on understanding of historical events and not on factual memory alone.

Suggested Teaching Procedures

1. Spend enough time setting up the general situation for each unit to be sure that the pupils understand it and feel ready to help state the problems to be studied. The printed statement given for the unit will be adequate in some cases. However, it will be wise to use various means of making the situation real. Discussion; use of questions; showing of pictures, charts, records, relics, and maps; making excursions and the employing of any other technique which will form a problem-provoking situation will be used from time to time by the alert teacher.

2. Plan—in advance—to have reference material of varying difficulty available for pupil use.

3. Develop each year and file for future use reading materials which must be re-written from sources not available to your pupils or which are too difficult for them to use directly.

4. Urge pupils to collect materials and prepare tables, charts, maps, and other illustrative items which may be used also by the next class studying the unit.

5. Develop a school museum and a catalog of historical relics, records and sites in the community which may be utilized when the unit is studied.

6. Use prepared visual aids. The teacher will do well to remember that much work in the field of visual aids is possible without resorting to the use of films and slides.

First of all, reference books, pictures, charts, maps, and historical relics or records should be provided. As already suggested many of the best visual aids for history instruction may be prepared or collected by teacher and pupils at little or no cost.

The Committee does not minimize the value of visual aids involving the use of films and slides. No attempt has been made to assemble a list of commercial sources, but below are listed four public sources in Iowa from which teachers will be able to secure help along all lines of visual education including films and slides, and suggestions as to appropriate equipment for their use:

Bureau of Visual Instruction, Extension Division,
State University of Iowa, Iowa City, Iowa
Visual Instruction Service, Extension Service Division,
Iowa State College, Ames, Iowa
Iowa Development Commission,
708 Crocker Building, Des Moines, Iowa
Iowa State Department of History and Archives,
State Historical Building, Des Moines, Iowa

Note: Literature available from this source tells what may be seen on a tour of the Iowa State Historical Building. A letter directed to Mr. Jack Musgrove, Museum Director at the above address, will bring information about his collec-

tion of color slides. He has slides available for loan which relate to Iowa flowers, birds, historical and scenic sites, mammals, insects and fish.

7. Arrange tours to points of historical significance; organize community projects with history as the major theme as a means of bringing parents and school patrons into cooperation with the history work of the school.

8. Have some class discussion of each problem studied. It is well, however, to allow pupils to work individually under supervision in preparation for a discussion of some phase of a problem. In certain cases one group of pupils might work out and present the solution to one problem and a second group would do the same for another problem. Time could be saved and the groups presenting their problem solutions would know that they were giving new material to the members of the other group. A true audience situation is more likely to be present if the material presented actually is a contribution not just a repetition of something already studied by everyone. Of course, when a pupil presents the results of an optional activity to the class, he is likely to enjoy a true audience situation.

SECTION ONE—GRADE SEVEN

Unit I—The People of Europe Become Interested in a New World

The General Situation

Almost one thousand years ago, Leif Ericson led a band of his fellow Norsemen from their homes in northern Europe on a daring voyage over the Atlantic Ocean. They discovered land. This land was probably North America. But there was no rush of settlers to this new land at that time. In fact it was about five hundred years later before European people again discovered America. Columbus is the man who is best known for the second discovery of America. He made his first voyage in 1492. In this unit we will try first to learn why some European nations had become interested in exploration at about the time Columbus made his voyages.

Columbus died without knowing that he had discovered a new world. In the second problem we will be concerned with learning why he failed to realize this fact.

After Columbus made his discoveries, many explorers were sent to the New World by European nations. Most of these explorers were anxious to find a way to get through or around the land which they found blocking their way. We will try to find the reason for these attempts as we study problem three.

Problem One

Why did some nations in Europe become interested in exploration at about the time Columbus made his voyages?

A. Study guide

1. Explanation of words or terms included in the problem
 - a. What is a *nation*?
 - b. What is meant by *exploration*?
 2. Changes in ways of living in Europe
 - a. How were the countries of Europe ruled before new nations interested in exploration became powerful?
- Sample work-type reading exercise for:

Developing the ability to use the Table of Contents to locate information

To the pupils: "Search through the Table of Contents in your own textbook and in other books on the list of references for this unit to find which books have information about the countries of Europe before the discovery of America. Make a list of books whose tables of contents make you quite sure that they contain the information needed to answer the above questions."

- b. How did the people of Europe live before the discovery of America?

Sample work-type reading exercise for:

Developing the ability to read to find the answers to direct questions

To the pupils: "Use your textbooks and reference books to find the answers to the following questions."

- (1) What was feudalism?
- (2) Who were the lords?
- (3) Who were the vassals?
- (4) How did the serfs and freemen differ?
- (5) Why did the lords fight one another?
- (6) Who were the knights?
- (7) What kind of lives did the peasants live?
- (8) What was the duty of the lord to his vassal?
- (9) What was the duty of the vassal to his master?
- (10) For what purpose was the medieval castle used?

- c. Who were the Norsemen?

Sample work-type reading exercise for:

Developing the ability to arrange ideas about a question in their proper order

To the pupils: "Use the index of different books and the proper volume in the encyclopedia set to find the answer to the above question. Read what you find. Then write about six short sentences which tell briefly who the Norsemen were and what they had to do with the discovery of America."

- d. What were the Crusades?

Sample work-type reading exercise for:

Developing the ability to organize material around a definite question

To the pupils: "Locate and read information about the Crusades. Organize what you find by telling when the Crusades took place, why people went on them, what people went on them, where they went, and how successful they were in carrying out their purpose.

- e. How were the Crusades related to the discovery of America?

Sample work-type reading exercise for:

Developing the ability to prove a point by citing words or phrases from the text or other reference

To the pupils: "Below are some statements. Use your books to find which ones are true and which ones are false. For each statement copy from the book or books you are using the words or phrases which prove that you marked it correctly."

True False (1) The Crusades were led by Columbus. Proof:

True False (2) The men who went on the Crusades found that the people of Europe had more luxuries than those who lived farther to the East. Proof:

True False (3) The Crusades helped kings and towns to become stronger. Proof:

True False (4) The Crusades helped to increase men's desires to find new ways of trading with the East. Proof:

- f. What did the invention of gunpowder, the printing press, and the compass do to awaken the Old World?

Sample work-type reading exercise for:

Developing the ability to supplement ideas read with items of personal experience

To the pupils: "After you have read about gunpowder, the printing press, and the compass, find how each of these three things is used today. Learn how to use a compass. Your science books will show how to use a magnet, a needle, a cork, and a glass of water to make a compass. Possibly the whole class could go to the print shop and see a printing press operate. Of course, you know that gunpowder is used in guns. What other uses of explosive powder can you tell about?"

- g. What was the importance of Marco Polo and his book?

Sample work-type reading exercise for:

Developing the ability to analyze what it is necessary to remember about a problem

To the pupils: "Make a list of the things you would like to remember about Marco Polo and the effects of his book. You cannot remember the whole story about Marco Polo. After you have located information about his trips and the wide interest which was shown by people in his book, you should pick out those things that are of interest to you and which you think are important. We will ask each pupil to present his list. Then we will decide what to remember."

- h. Why did Europeans want a water route to the East?
Sample work-type reading exercise for:

Developing the ability to explain a question by summarizing the reasons

To the pupils: "Write a list of all the reasons you can find to show why the Europeans wanted to find a water route to the East. Keep a record of the book in which you found each reason which you use. You do not need to use the exact words you find. You will find often that you can express the reason in fewer words than the book uses. If you use the exact words of the book, be sure to indicate this fact by enclosing what you copy in quotation marks."

- i. Who was Prince Henry and what contributions did he make to exploration by sea? When and how did Vasco da Gama carry out Prince Henry's dream?

Sample work-type exercise for:

Developing the ability to use an index to locate information

To the pupils: "Make a list of pages in each book you are using where you can find the story of Prince Henry. Look in the index for the words, *Henry*, *Prince*."

B. Materials

1. Basic history textbook used in local school
2. Parallel textbooks (single copies of various history textbooks)
3. Maps, pictures, and other aids to be collected by the teacher
4. Collateral reading materials
 - a. Encyclopedias approved by Department of Public Instruction
 - (1) Compton's Pictured Encyclopedia
 - (2) World Book Encyclopedia
 - (3) Britannica Junior Encyclopedia
 - b. Books of an informational type (single copies of books whose contents are devoted entirely or in part to a special presentation of factual or documentary accounts which can be used to give information concerning one or more phases of the problem)
 - c. Books of fiction

Note: The Pupil's Bibliography indicates for each book the units and problems where it will be most useful. Textbooks, maps, pictures, etc., are not listed.

C. Optional activities

1. Free reading

Choose a special book and read it. Possibly you will want to report what you read to the class.

2. Route of Leif Ericson

Trace the route of Leif Ericson on an outline map of the world.

3. Travel—then and now

Make two drawings—one showing the differences between land travel in Europe before the discovery of America and today, the other showing these same differences for water travel.

4. Demonstration of a compass

Arrange to show the class a compass and demonstrate how it works.

5. Products of trade between Europe and the East

Make a list of products which were traded between Europe and the East in the years before the discovery of America. Find out where we get these things today.

6. Food preservation—then and now

In the times before the discovery of America, the European people found it difficult to preserve their foods. Find out how they did it and what products from the East they used for this purpose. What ways of preserving food do we now have which these people did not have? Have we continued to use some of the same methods which they followed?

7. Trade routes of the Middle Ages

Select an outline map of the parts of Europe and Asia and the waters and large islands surrounding them. Then use three differently colored lines to show the three chief trade routes from Europe to the East which were used in the Middle Ages.

8. Time chart

Place important events in the order in which they happened. Leave room on your chart for other events which will be studied in connection with the rest of the problems in this unit. There are many ways to make

such a chart. Look for ideas in various books, and ask your teacher for suggestions.

9. Additional activities

If you find some additional things you would like to do, discuss your ideas with your teacher and make arrangements for their completion.

D. Summary of the problem solution

(Note to the teacher: The teacher and pupil should work out the problem solution together as a final organizing step and as an introduction to the next problem. The brief statement given below is for the guidance of the teacher. It is hoped that, after having studied and discussed the problem, the pupils will be able to prepare a similar statement. It is not necessary, of course, that the summary be written in paragraph form. In many cases an outline will be useful, for example.)

More than mere contact with the New World was necessary before it was effectively "found" by the peoples of Europe. Columbus made his voyages about five hundred years after Ericson made contact with North America. During these five hundred years European life underwent important changes which set the stage for exploration and discovery. Travelers brought back new knowledge of lands far to the East. The products of the East were in demand in Europe and traders made big profits. Important inventions such as printing, gunpowder, and the compass helped to speed up progress. New nations became powerful, and at about the time that Columbus made his voyages, these nations were anxious to expand their power. It was possible for adventurous explorers to get aid for their voyages.

Problem Two

Why did Columbus think he had discovered a new way to reach the East instead of a new land?

A. Study guide¹

1. The plan of Columbus

¹The teacher should not regard these study guides as exhaustive lists, nor should she try to limit her questions and problems to those suggested here. Resourceful teachers will use these as examples for further development of the lesson.

- a. What were some of the navigation difficulties faced by sailors in the days of Columbus?

(Note to the teacher: Sample work-type reading exercises were included for problem one. However, lack of space prevents including them for all the problems. Similar exercises should be used by the teacher in connection with all the problems. Excellent directions for their preparation are readily available.¹)

- b. What was Columbus' idea about reaching the East?
2. The attempt by Columbus to carry out his plan
 - a. How did Columbus finally get the Spanish rulers to provide him with the necessary ships and equipment for his first voyage?
 - b. What are the facts about the three voyages made by Columbus and what did he discover?
 - c. Why did Columbus call the people whom he found Indians?
 - d. Why was the new land discovered by Columbus called America?

B. Materials

See Pupil's Bibliography, pp. 118-127. See also suggestions made in the Foreword, Introduction for the Teacher, and Problem One

C. Optional activities

1. Free reading
2. The voyages of Columbus
Trace or draw a map showing the three voyages made by Columbus. Use a different color of pencil for each voyage.
3. Life and work of Columbus

Rearrange the following statements so that they will give in proper order the main events in the life and work of Columbus:

¹Bennett, H. K. *A Plan for Directed Study Through Work-Type Reading*. Mason City, Iowa: Klipto Loose Leaf Company, 1929.

Columbus claimed the land for Spain.
 He liked to study geography.
 Ships, men, and supplies were finally provided by Spain.
 On Columbus' third voyage he reached South America.
 He first saw land on October 12, 1492.
 Columbus needed ships and supplies for the journey.
 Columbus was born in Genoa, Italy.
 He decided that the East could be reached by sailing west.
 Columbus sailed away with three small vessels.
 Columbus' first discovery was among the West Indies Islands.
 The second voyage of Columbus led also to the West Indies Islands.
 Columbus died without knowing that he discovered America.

4. Key words

In your study of problems one and two you have used many of the following words. Write the meaning of each of them and tell of an event where the use of each word could be used:

continent	products	luxury
navigator	trade routes	compass
voyage	water route	caravan

D. Summary of the problem solution

Columbus believed that he could reach the East by sailing west. He and the people of his day, therefore, believed that they had found the East when they came to land by sailing west.

Problem Three

Why did many of the explorers of the New World, who came after Columbus, try to find a way across or through the land which they found?

A. Study guide

1. What did the people of Europe who explored in America find out about the coast line, the presence of natural water routes through the New World to the Pacific

Ocean; also the rivers, plains, mountains, climate, birds, animals, forests, and vegetation (plants) of the New World?

To the pupils: "This is a long question, but it is an important one to answer in completing the story of exploration in America. You must remember that Columbus and those who followed him were not really looking for a new land. They were looking for a way to get to the East by a water route. You know that Columbus thought that he had arrived in the East and that a little more searching would surely bring him to the shores of India, China, and Japan. Of course, this was the reason that every explorer kept traveling up and down the coast line of America and sailing up every river and bay which he hoped might be a passageway to the rich lands of the East which all were so anxious to find. You can see that all this searching or exploring gave people more and more information about America. Finally, people began to realize that the East had not been found at all. Really, a big new land had been found. As people learned more and more about it, many explorers became interested in going into the land to find what it was like. After more than one hundred years enough was known about this new land that people began to think about going there to live and make their homes. But we are getting ahead of our story. We will learn about this in our next unit. It is now our job to learn the story of the early explorations. Then we will be able to understand the settlements much better."

2. What was each of the following explorers who came to America looking for, what did each one do and find, and from what country did he come? Here are the names: John Cabot, Sebastian Cabot, Balboa, Magellan, Ponce de Leon, Cortez (some books spell it Cortes), Narvaez, Coronado, De Soto, Drake, Raleigh, Cartier, Champlain, and Hudson.
3. What can you find in your text and reference books about the Indians which the explorers found when they came to America?
4. Why didn't the country which first discovered great wealth in America at once send its own people over to America to live and make homes? What was the name

of this country? What kind of wealth did its explorers find? What was the nature of the work accomplished by the missionaries from this country? What parts of what is now the United States did explorers from this country find? For example, when and how was San Francisco started?

To the pupils: "We are interested today in our South American neighbors. If you learn the answers to these questions, you will be ready to learn about the South America of today which we will study in a later unit."

B. Materials

C. Optional activities

1. Free reading

2. Early Indian Life in America

Write a story of early Indian life in America. Include in your story the following:

How the Indians lived depended upon where they lived. Include the eastern forest Indians, the Indians of the great plains, the fishing Indians of the north-west coast, the farmer Indians of the southwestern desert, and the cruel Aztec Indians of Mexico; how these different groups of Indians built their homes, how they got their food and tools, how they traded, what they used for money, what their religion was, what work they did, how they waged war, how many Indians there were when the explorers first came to America, and how many there are today.

3. Collection of Indian materials

Look through your books to see if you can find any pictures of Indian money. Can you find pictures of Indian tools and weapons? Have you any of these in your school museum?

4. The work of the explorers

Fill in this outline after you have read about all of the exporers listed here:

Name of explorer	What he explored	Date of exploration	For what country he claimed the land he explored	What became of him
The Cabots				
De Soto				
Hudson				
Champlain				
Narvaez				
Drake				
Balboa				
Ponce de Leon				
Cortez				
Magellan				
Raleigh				
Coronado				
Cartier				
Pizaaro				

- On an outline map of America show where each of the above men explored. You might trace the route of each with a colored pencil.
- After the name of each of the above explorers, write why his exploration was important.
- What pictures can you find in your text, reference texts, and encyclopedia which have to do with these explorers and what they did?

D. Summary of the problem solution for the teacher's guidance

For many years the explorers, like Columbus, tried to find the East by sailing west. After they discovered that the New World was not really the East, they began to look for passages through or around it. In searching for this route, the explorers learned more and more about North and South America. Balboa discovered the Pacific Ocean in 1519; Magellan's expedition went around the world in the years

1519-1522. Only one ship made the full trip, but it really did bring back a cargo of spices. Then only was Columbus' belief that the world was round shown to be true.

European nations based their claims to territory in the New World on the discoveries their explorers had made while looking for a passage to the East. Spain's explorers found gold and silver, and Spain became very powerful. Gradually the people in Europe began to know that wealth could be found in the New World as well as in the Spice Islands of the East.

Problem Four

Why did England delay serious exploration and settlement a century after the Spanish?

A. Study guide

1. What were some of the internal problems of England during the sixteenth century?
2. What things were necessary to establish a system of colonization?
3. How did the defeat of the Spanish Armada change England's position as a nation?

B. Materials

C. Optional activities

To be planned by the teacher

D. Summary of the problem solution

The sixteenth century was a period in which England was finding herself as a nation. Although she possessed enough sea power to harass and raid the Spanish treasure fleets, it was not until after 1588 and the defeat of the Spanish Armada that she was truly a great naval power. It is clear that a nation could not establish an empire across three thousand miles of the Atlantic without establishing its sea power. It was also true that England during much of the sixteenth century was very busy at home with religious and political civil strife which stood in the way of true national development. The reign of Queen Elizabeth appeared to establish the power, the order, and the prestige of the English nation on a substantial basis.

E. Summary of the entire unit

(The teacher and the pupils should hold a discussion and summarize the problems of the entire unit.)

F. Unit test

See sample test items on pages 48 to 49 and 72 to 73 for suggestions.

Unit II—European People Come to America to Live, and England Wins the Struggle for Control of Most of North America

The General Situation

After the explorers had made their first discoveries in the New World, people did not immediately decide to go there to make new homes. Spain had found wealth in the form of gold and silver, and England was not yet ready for colonization. But within the one-hundred-year period after Columbus made his voyages, Englishmen began to plan for new homes in America. Between 1578 and 1584 Sir Humphrey Gilbert failed in his attempts to found a colony and finally lost his life at sea. In 1585 some English people were sent out by Sir Walter Raleigh with the idea of founding a colony in the New World. They stayed one year and another group of English people who came here to found a colony two years later were never seen again. Surely it was not easy to leave one's homeland to set up new communities in the New World. People must have had strong reasons for their determination to go. Other peoples besides the English found reasons for leaving their homes and the number going to the New World continued to grow. In later years the English gained control of most of North America.

Problem One

Why did people leave their homes to come to the New World?

A. Study guide

1. What kind of reports from the New World helped people to become anxious to go there?
2. The English people took the lead in taking families to America to make permanent settlements. The first successful colony by the English was Virginia, founded at Jamestown in 1607. Why were people ready to come at that time, and how was it possible for them to come?
 - a. Why were farmers and many other common people

facing hard times at the beginning of the seventeenth century?

- b. Why were the merchants becoming rich?
- c. What are the reasons that English merchants were forming companies which were ready to send people to America?
- d. How did England make Virginia a successful colony? Use the following topics as a guide for finding the answer to this question:

Hard times in Virginia

Captain John Smith

John Rolfe

The raising of tobacco

The granting of land in Virginia to people who would do their own farming.

The bringing of women to the colony as wives for the settlers

The first Representative Assembly in America (House of Burgesses)

- 3. The desire for profit is not the only reason why English people were ready to come to America. Why did the English people who founded Plymouth (the Pilgrims) in 1620 and other New England and middle colonies such as Massachusetts Bay, Rhode Island, Connecticut, Pennsylvania, and others come?
 - a. What trouble during this time did the people have with regard to worshipping God?
 - b. Why did the Separatists go to Holland and later come to America?
 - (1) What are the main facts about the trip of the Pilgrims to America in the Mayflower?
 - (2) What agreement about self-government did the Pilgrims make at the time of their landing in America?
 - c. Why did the Puritans want to found new homes in America?
 - (1) What are the main facts in the story of the settlement of Massachusetts Bay Colony?

(2) How did the people in Massachusetts Bay Colony govern themselves?

(3) Why did the Puritans have a somewhat easier time getting their settlements started than the Pilgrims?

4. What do the following terms mean?

representative	religious freedom	Separatists
charter	toleration	Puritans
compact	Pilgrims	emigration

B. Materials

C. Optional Activities

1. Free reading

2. Self-government in Virginia

Prepare a talk on self-government in Virginia. Tell how the people were governed at first, and how long they had to wait for a real opportunity to have their own representatives.

3. Mayflower Compact

Find out why it was written, and read it to the class.

4. Influence of historical events upon the present

Make a list of the events in the first colonies which have effects upon the way we do things today.

D. Summary of the problem solution

People left their homes to come to the New World because they felt that better opportunities for making a living, worshipping God, and enjoying their rights would be open to them. Many also were seeking adventure. Not all people came for the same reasons. Some came to stay; others did not plan to stay longer than it would take to "get rich quickly" through discovering gold or other wealth. When whole families came, however, the plan was to stay and make new homes.

Problem Two

Why did the people who came to the New World settle where they did?

A. Study guide

1. Following the early settlements in Virginia and in New

England, other English colonies were established until with the founding of Georgia in 1733 there were thirteen English colonies. Many of the people for these new colonies moved in from colonies which were already established. Other settlers continued to come into the English colonies, both from England and from other European countries. What were some of the new reasons why settlers were ready to come to America?

2. Make a study of the ways in which the thirteen English colonies were established.

a. Find answers to the following questions:

- (1) Why did Roger Williams and his followers make new homes in Rhode Island in 1636?
- (2) Why did Thomas Hooker lead people into Connecticut in 1636?
- (3) Why did Lord Baltimore and his followers make new homes in Maryland in 1634?
- (4) Why did the friends of King Charles II of England settle in the Carolinas in 1663?
- (5) From what people did the English take New York in 1664?
- (6) Why did William Penn and his Quaker followers come to Pennsylvania in 1662?
- (7) For what purpose did James Oglethorpe set up a colony in Georgia in 1733?

b. Make an English colony chart showing the following:

Colony	Time of Settlement	Leaders	Reason for Settlement

c. Group all the English colonies into three divisions:

New England Colonies	Middle Colonies	Southern Colonies

3. The English were not the only people who founded colonies in America. Study to learn about Dutch, French, and Spanish settlements.

B. Materials

C. Optional Activities

(It is suggested that teacher and pupils work out a list of activities for this problem. The teacher should feel free to select activities to suit the needs of the local class, or to substitute others for every problem. In many cases activities planned by the teacher and pupils will be more effective. Kelty¹ gives excellent helps for the development of history units, and she suggests many activities.)

D. Summary of problem solution

(Have pupils write their own summaries. In class discussions the teacher should check incorrect statements and help pupils to develop an adequate summary.)

Problem Three

What were the results of the various colonial methods used by the English, French, Spanish, and Dutch?

A. Study guide

1. The governments which sent out explorers and settlers differed in certain of their ways of establishing colonies. Read to find how the methods used by these countries differed.
2. Why were the methods used by the English more suc-

¹Kelty, Mary G. *Learning and Teaching History in the Middle Grades*. Boston: Ginn and Company, 1936.

cessful in founding permanent, growing, self-governing colonies than those of other nations?

B. Materials

C. Optional activities

(To be planned by the teacher)

D. Summary of the problem solution

(Have pupils write summaries.)

Problem Four

Ways of living and making a living were somewhat alike in all the English colonies in America. Why were many of the ways in the southern colonies different from those in the northern colonies?

A. Study guide

(It is suggested that teacher and pupils work out study-guide questions for this problem as an exercise in planning. Wallace¹ has prepared an excellent outline for this problem, and it might well be used by the teacher as a guide. Most schools already have a copy of this bulletin.)

B. Materials

C. Optional activities

(To be planned by the teacher)

D. Summary of problem solution

The ways of living in the southern and northern colonies differed for at least three reasons: (1) the locations were different; (2) the people differed somewhat in their religious and other reasons for coming to America; (3) the northern colonists had small farms on which they raised a variety of crops. They did more manufacturing of various things than the southern colonists; the southern colonists lived on large plantations and specialized in the raising of tobacco.

¹Wallace, Clara M. *A Guide for Teaching History in Grades Six, Seven, and Eight*. Issued by Department of Public Instruction, Des Moines, Iowa, 1936.

Problem Five

How was England finally able to take possession of most of North America?

A. Study guide

1. How did the French move into the American continent before England gained control?
2. In what ways did the English movements toward the interior of America bring trouble with the French?
3. What wars did the English and French have which finally gave the English in 1763 possession of most of North America?

B. Materials

C. Optional activities

1. Free reading
2. See suggestions made by Wallace.¹

D. Summary of problem solution

(Have the pupils write brief summaries.)

E. Unit summary

See suggestions made by Wallace.²

¹Wallace, Clara M. *A Guide for Teaching History in Grades Six, Seven, and Eight*, pp. 80-81.

²*Ibid.*, pp. 82-85.

Unit III—Colonists Under the Control of England Successfully Claim Their Rights to Freedom

The General Situation

In 1763 England gained control of most of North America. Many Americans now were ready to move on into the West which had been won from the French. However, important troubles arose between England and her colonists. First of all England placed restrictions upon the movement into the newly-won western territory. Then, there was the question of how the costs resulting from the war with the French should be paid. England felt that the colonies should pay a heavy share of these costs.

Through a long period of years the colonists had had experience in handling their local governments. They began to feel more and more that they should be given more freedom in making their own decisions. They did not welcome England's plan to collect taxes from them.

For a long time England had tried to control the trade and manufacturing of the colonies, but the colonists had always been fairly successful in evading the rules. As England began to become more strict in enforcing her rules, trouble followed.

Let us study the problems faced by the colonists in their relations with England following 1763, and learn why and how the colonists won their freedom.

Problem One

How did the English colonists get their ideas about their right to freedom?

A. Study guide

1. What ideas about freedom had developed in England by the time the first English people came to America to settle?
2. In what respects were the early colonists governed like people in England?
3. How did the colonists, through long experience, learn to govern themselves?

4. In moving into the Back Country or the West the colonists met new problems and solved them themselves.
 - a. What kind of people moved into the Back Country and why did they go there? What people besides the English were among those who moved west?
 - b. Why did the people on the frontier begin to feel that they did not owe much loyalty to England?

B. Materials

C. Optional activities

1. Free reading
2. The growth of freedom in England

Prepare a talk to show how the idea of self-government had been forced upon the kings of England by the time the colonists began to come to America.

3. Types of colonial government

Read to find out about the different kinds of local government which the colonies had, and how they handled their relations with the colonial governors, the English king, and Parliament. By 1750 there were thirteen English colonies on the mainland of North America. Classify them as to type of government at this time as *corporate*, *proprietary*, or *royal*.

4. Original project

The suggestions given in these lists of activities may not include anything which interests you. Your teacher will be glad to help you plan a special project if you have some ideas of your own. Do you like to write plays? You might like to plan to have yours presented to your class or school.

5. Life in the Back Country

Prepare a talk about the problems and hardships these people had to meet.

6. Map work

Show the routes which people followed in moving westward. Was there also some movement north and south between the mountains?

7. Famous cases in the development of the idea of freedom in the colonies

Were all the colonists considered to be equal, even from the earliest days?

Why was the Trial of Peter Zenger an important landmark in the development of ideas of freedom?

How did the colonists manage to protect their rights before the judges furnished by England?

Did the colonists deny some of the freedoms for which they said they had come to America?

D. Summary of problem solution

The English colonists got their ideas about freedom first of all from the fact that they considered themselves to be Englishmen. They wanted to enjoy the same freedoms which were guaranteed in the homeland. Then, too, the colonists had come to America partly because they wanted still more freedom than they had been allowed in England. The colonists were a long way from England. They had had many years of experience in working out ways to govern themselves, and they felt that they could handle many of their own affairs better than the King and Parliament could.

Problem Two

Why did England's plan of taxation anger the American colonists?

A. Study guide

1. Review the methods by which England tried to govern the colonies which were far away in America. Collect information about:
 - a. Colonial charters
 - b. Colonial legislatures
 - c. Colonial governors sent to America
 - d. Disregard of the welfare of the colonies by the King of England
 - e. Decision by the English Parliament that it had a right to put a direct tax on the colonists

- f. The work of colonial agents, such as Benjamin Franklin
2. Review the reasons that the colonists and England were not able to agree on the question, "What are colonies for?"
 - a. What did England feel that the raw products of the colonies should be?
 - b. What types of manufactured goods was England willing to allow the colonists to produce? Why was there any restriction?
 - c. What regulations did England place upon colonial trade, and why?
 - d. Did England found her colonies in the first place to make money for the home government?
 - e. As the years went by how did the colonists finally come to believe that they should no longer remain a part of the English empire? Do you think that they objected at first to being a part of the empire or do you think that they objected because they were not given enough to say about the affairs of the empire?
 3. What events show that the disagreements between England and her colonies became more and more severe?
 - a. Why did Prime Minister Grenville station English soldiers in America at the expense of the colonists?
 - b. Why did Grenville insist that Parliament pass the Stamp Act, and why did the colonists object to it? Did they object to having England get money, or did they object mostly to the new methods being used?
 - c. How did the colonists resist England's new laws?
 4. Terms to be understood:

Stamp Act Congress	Townshend Acts
Sons of Liberty	Non-importation Acts
Navigation Laws	Boston Massacre
Virginia Resolutions	Committees of Correspondence
Boston Tea Party	
 5. Finally the colonists were forced to unite more than

ever before because they learned that their objections to English regulations were very much alike.

- a. What features of England's new regulations affected all the colonists in similar ways?
- b. Why did the First Continental Congress, held in the fall of 1774, meet? How many colonies were represented, and what did it do?

B. Materials

C. Optional activities

(To be developed by teacher and pupils)

D. Summary of problem solution

(Let the pupils write summaries; then the teacher and pupils can use them as the basis for a class discussion.)

Problem Three

Why were some colonists in favor of being controlled by the English while other colonists wanted much colonial freedom?

A. Study guide

(To be developed by the teacher and pupils as an exercise in cooperative planning)

To the teacher: Show that many people both in England and America felt that the interests of both sides would be served more fully if England would exercise less control. Others, because of their business interests or because of their positions of authority, favored increased control. The farmers, the workers, the people on the frontier, and the colonists from countries other than England were very anxious, however, to have more freedom.

B. Materials

C. Optional activities

(To be developed by teacher and pupils)

D. Summary of the problem solution

(To be developed by the pupils with guidance of the teacher)

Problem Four

Why did the colonists finally make a complete break with England and turn to war?

A. Study guide

1. The First Continental Congress did not seek to have the colonies break away from England. The members had asked the King to grant them their rights as they saw them. Why did the Second Continental Congress, which met in the spring of 1775, finally vote in the summer of 1776, to break away completely from the mother country?
2. Items to know about and understand
 - a. Battles of Lexington and Concord
 - b. Declaration of Independence
 - c. Tories

B. Materials

C. Optional activities

1. Free reading

(Others to be developed by teacher and pupils)

D. Summary of problem solution

At first the colonists did not ask for full independence. They wanted the mother country to treat them as Englishmen. But the mother country did not understand and she tried to force the colonists to meet her demands. By the time the Second Continental Congress had its first session, the battles of Lexington and Concord had been fought. After more than a year of fighting, the colonial leaders made up their ideas that the only way for colonies to get England to respect their rights was to declare themselves to be "free and independent states."

Problem Five

How were the colonists finally able to win independence from England?

A. Study guide

1. How did the colonists get men for their army and navy,

and how were they able to keep these men supplied with food and equipment?

2. Why was it hard for England to keep its army well equipped?
3. What kept the colonists from working together as well as they should?
4. How did the Americans govern themselves during the war?
 - a. Read about the work of the Second Continental Congress.
 - b. Learn how the government under the Articles of Confederation was organized and when it began to operate.
5. What ways did the colonists use to raise money to pay the expenses of the war?
6. Why did the French finally decide to help American colonies get free from England, and how did they help?
7. What were the most important campaigns of the war on land and sea, and under what circumstances did the colonists finally win?
8. How were the terms of peace settled, and what were the results which were agreed upon in 1783?

B. Materials

C. Optional activities

1. Free reading

Special reports on battles

2. Prepare to report to the class on the following:

Battle of Bunker Hill

Battles of Trenton and Princeton

The Surrender of Burgoyne

Capture of Philadelphia

Parts Taken in the War by the Iroquois

Battle of Yorktown

3. The work of George Washington

Write a composition on the part George Washington took in the War for Independence.

4. Declaration of Independence

Find and read a copy of the Declaration of Independence. Does it tell why the colonists decided to break with England? Who were some of the leaders who signed it?

5. The treason of Benedict Arnold

Find and read the facts about Benedict Arnold's work for the American cause and his later act of treason against his country.

6. Chart of events

Make a time chart having two columns side by side that will show the chief military and non-military events connected with the American Revolutionary period from 1763 to 1783.

7. Our first flag

Report on the first flag of the United States. When was the term *United States* first officially used?

8. The United States in 1783

On an outline map of the United States show the boundaries of the U. S. in 1783.

9. The Treaty of 1783

Did England agree to give us our freedom?

Find a copy of this treaty and list the most important provisions in it.

D. Summary of the problem solution

(To be prepared by pupils under the guidance of the teacher)

E. Unit summary

(The teacher should help the pupils write a summary of the unit. An outline should be prepared either by the class or by each pupil. Then each pupil should write his own summary. Wallace¹ gives helpful suggestions.)

¹Wallace, Clara M. *A Guide for Teaching History in Grades Six, Seven, and Eight*, pp. 92-95.

Unit IV—A New Nation—The United States of America—Solves Its First Problems and Establishes Itself on a Firm Basis

The General Situation

When, in 1783, the United States officially gained political freedom from England, her people already had had considerable experience with self-government. Before the outbreak of the Revolutionary War it can almost be said that each colony was already a self-governing unit. The local people managed their own affairs with little effective interference from the mother country. When, during the reign of George III, England became more strict in its control of the colonies, the experience with self-government enjoyed in the past helped the colonies. They knew how to plan their objections to England's treatment.

While each colony had long handled its own local affairs with considerable freedom, imperial or national affairs were handled by the mother country. As a result, there had been few reasons for the colonists to favor political connections among the various colonies. In fact, there were many influences which operated to keep the colonies separated and jealous of each other. There were, of course, many common elements, which, even though not very apparent to many leaders at that time, formed a basis upon which stronger political connections were to be developed.

Following 1763, successive steps toward political connections among the colonies were taken. These steps can be indicated by these dates: 1765, 1774, 1775, 1776, 1777, 1781, 1783, 1785, 1786, 1787, 1788, and finally April 30, 1789. Although the political connections completed in 1789 with the official launching of the government had been brought about through a series of events leading to the adoption of the Constitution, there yet remained the task of welding states with many separate interests into a union strong enough to insure national strength. Thus, it is seen that many important problems had to be faced and solved if a strong nation was to be built following the Revolutionary War.

Problem One

Why did the first attempt at national government not work well?

A. Study guide

1. What were some of the problems which the new nation faced in its relation with other countries?

Read to find answers to questions such as these:

- a. What were the main agreements of the Treaty of Paris signed in 1783?
- b. What troubles did the United States have with England and other European powers:

Suggestions—Read to find out about:

- (1) England's refusal to give us the Northwest fur posts
- (2) Spain's control over the Southwest
- (3) Refusal of various European powers to cooperate with us in matters of government

2. What were some of the problems which the new nation faced at home?

- a. What important facts do we need to know about the conditions in the new United States of America?

Read to find out about:

- (1) The size and location of the Thirteen United States in 1783
- (2) The number of people and where they lived
- (3) The methods of travel and of handling messages
- (4) The condition of business following the war

- b. The Articles of Confederation were adopted before the war was over. Why was the government which they set up unable to solve the problems faced by the new nation?

B. Materials

C. Optional activities

1. Free reading
 2. Show on an outline map just what was included in the United States at the close of the Revolutionary War.
 3. Look up the population of the United States in 1783 and now. Draw a line one inch long to stand for the population in 1783. Draw another line to show the population today? How long will your second line be?
 4. Write a paragraph describing the kinds of people living in the United States after the war. In another paragraph tell where they lived and how their ways of living differed.
 5. Write a paragraph describing travel and communication in the United States just after the war.
 6. Write out a list of the weaknesses of the Articles of Confederation and be able to report to the class on how each was a weakness.
- D. Summary of problem solution
- (To be developed by pupils and teacher)

Problem Two

How did the Constitution correct the weaknesses which the Articles of Confederation had?

A. Study guide.

1. We have learned that the Articles of Confederation did not give us a government which was strong enough to handle the problems faced by the new nation. Now we want to collect information which will help us answer the problem given above.
 - a. How did our leaders prepare the way for the convention which wrote the Constitution?
 - b. What new features did the Constitution have which made a stronger government possible?
 - c. What were some of the arguments for and against the new Constitution?
 - d. Why did it become necessary for those favoring the new Constitution to promise to add a "Bill of Rights"

to it just as soon as the new government began to operate?

2. How was Washington chosen as our first president?

B. Materials

C. Optional activities

1. Free Reading

2. Be able to report to the class on the making, features, and adoption of the Constitution of the United States. Consider the following:

Why the Constitutional Convention was called

Who was at the convention

Who presided over the convention

Of what the delegates were afraid

The dispute with regard to representation in the new government how it was settled

The three branches of government

How the president was prevented from holding office for life

The signing of the Constitution

Objections by some people to the Constitution

The Bill of Rights

3. Find the names of the prominent men who signed the Constitution and make a list of them.

4. Draw a diagram of the Constitutional government showing that "The people of the United States are the foundation upon which the government of America rests."

5. Read and report to the class on the choice and inauguration of our first president.

6. Dramatize the Constitutional Convention as a class exercise.

D. Summary of problem solution

Many of our leaders soon realized that a stronger government was necessary. But the people and most of our leaders were as much afraid of a strong, centralized government as they were of the serious problems which they faced. Because of this the Constitution with its Bill of Rights was carefully worded so as to protect the rights

of the people and at the same time give us the basis for a strong government.

Problem Three

How successful were the Federalists in giving the new government under the Constitution a good start?

(This problem is left for pupils and teacher to develop as an exercise in cooperative planning.)

Problem Four

How did the United States win such a firm place among the nations of the world that its president could announce the Monroe Doctrine?

(This problem is left for pupils and teacher to develop as an exercise in cooperative planning.)

UNIT TEST (Sample Exercise)

Multiple Choice

- (....c....) 1. Why did Great Britain, in the years following the Revolutionary War, hold some of the fur-trading posts on our northwestern boundary line?
- a. We failed to keep the pirates from robbing British ships.
 - b. We failed to return property taken from the Loyalists.
 - c. We failed to collect from the states the money due British merchants.
 - d. We failed to convince English traders that we would not spoil their fur business.
- (....a....) 2. Which figure most nearly shows the population of the United States at the close of the Revolutionary War?
- a. Less than five million
 - b. Between five and ten million
 - c. Between eleven and twenty million
 - d. More than twenty million

- (....a....) 3. Which of the following additions was insisted upon by many states as they voted for ratification of the Constitution?
- a. The statement of a bill of rights
 - b. The freeing of the slaves
 - c. The provision for a strong army
 - d. The provision for freedom from taxes

Matching

- | | |
|---|-----------------|
| (....d....) 1. Where did the Constitutional Convention meet? | a. Annapolis |
| (....c....) 2. Where was the national capital first located? | b. Mount Vernon |
| (....a....) 3. Where was a convention held which resulted in a proposal that all states send delegates to a convention for the purpose of correcting the weaknesses of the Articles of Confederation? | c. New York |
| | d. Philadelphia |
| | e. Washington |
| (....e....) 4. When was George Washington inaugurated as President of the United States? | a. 1765 |
| | b. 1781 |
| (....b....) 5. When was the last battle of the Revolutionary War fought? | c. 1783 |
| | d. 1788 |
| (....c....) 6. When was the peace treaty which gave the United States freedom from England signed? | e. 1789 |

Essay

Tell why the small farmers were not very anxious to see the Constitution adopted.

Unit V—The United States Grows in Size and Her People Continue to Move Westward

The General Situation

After the Revolutionary War was over considerable attention had to be given to the organization of a government which would meet the needs of the people, and which would make it possible for the United States to take her place among the nations of the world.

During this time many of our people were moving eagerly into the West which had been made available to them following the war.

The Treaty of 1783 gave us most of the land as far west as the Mississippi River. But we were to gain far more territory in later years. In 1803 President Jefferson arranged for the purchase of Louisiana from France. Other additions were made through war and by purchase, and the present boundaries of continental United States were completed by 1853, less than seventy-five years after we gained our freedom.

Since the beginning of the later Westward Movement there has been in America a strong belief on the part of the majority in the family-sized farm. We have believed that "the public lands belong to the people." In 1785, while our government was still operating under the Articles of Confederation, an ordinance provided the first step in a series of laws which promised that the public lands were to be divided into small farms where families could make a living and have a home. All through our history our government has helped families to have their own farms.

The Westward Movement is the term used by historians to describe the way in which our people and new peoples from Europe spread out across our great country. Many of our own ancestors were among these people. It is interesting to learn why and how they traveled westward and how they settled their problems and laid the foundations for many of the things which we now enjoy.

Problem One

Why were there always people who were ready to move on toward the West?

A. Study guide

1. As people moved west, the frontier was the line beyond which few people had yet settled. This line moved westward from the time the first colonists came to America. Review the facts about the people who went out along the frontier up until 1783.
2. List the reasons why many people were ready to go west in 1783.

B. Materials

C. Optional activities

(To be chosen by teacher and pupils)

D. Summary of problem solution

(Let the pupils write summaries.)

Problem Two

How was the government able to prepare the way for the settlement of our people in the new territory gained by the Revolutionary War?

A. Study guide

1. How did the land between the Appalachian Mountains and the Mississippi River become the public domain (under control of the government instead of the states) of the United States?
2. What provisions for the organization of new territories and states from the public domain did the government make?
3. How was the West made more safe from the Indians?

B. Materials

C. Optional activities

1. Free reading

2. Map work

On an outline map, show the boundaries of the Northwest Territory.

D. Summary of the problem solution

Because the original thirteen states were finally willing to give up their claims to their Western Lands, it was possible for the federal government to make this vast territory available to the people and to make rules for its settlement. The people with the aid of the army forced the Indians into submission or retreat.

Problem Three

How did the Land Act of 1785 make the first step in dividing the public lands into parts of sufficient size to provide farm families with a living and a home?

A. Study guide

1. Read to find which type of American wanted the land to be turned over to the people—the people in the East (the older settlements) or the frontiersmen.
2. When people have the right to vote, the majority rules. Which states had the more representatives as time went on, those in the East or in the West? How did this number of representatives influence the government's attitude toward ownership of land by common people?
3. What were the provisions of the Land Act of 1785? Be sure to find how small a piece of land could be bought.
4. What was the difference between the New England and the Virginia systems of land ownership? Why is it correct to say that the Land Act of 1785 was a compromise between these two systems?
5. Why did it not prove to be wise to allow credit in the purchase of land? By allowing credit we mean that after 1796 until 1820 land could be bought by only paying down a part of the money.

B. Materials

The teacher will need to look up some of the material needed in her references and then share it with her pupils. It may be re-written or, in certain cases, read to or used directly by pupils.

C. Optional activities

1. Report to the class on the way a surveyor does his work.

If possible, talk with some one who works as a surveyor. Ask farmers in your county to tell you how their land lines are marked.

2. Find out how large a township is. If there are 640 acres of land in a section of land, how many farms of this size could there be in a township. A diagram will be a big help when you explain these things to your class. Do you believe that many frontier farmers in 1785 were able to buy and take care of 640 acres of land?

D. Summary of problem solution

To the teacher: The essential thing for the pupils to understand is that the Land Act of 1785 marks an early statement of the fundamental principle that the public lands really belonged to the people. This principle should run like a thread through later units which follow the Westward Movement. It found expression in the Land Act of 1820, in the Homestead Law of 1862, and so on again and again.

Problem Four

How did the people go about settling the West?

A. Study guide

1. Hunters and explorers, traders and trappers, farmers, shopkeepers and business men came west in about the order named. The first western states to be added to the Union were Kentucky and Tennessee. By what route did most of these settlers come?
2. The Indians north of the Ohio River were hard to subdue. When the Indians had been brought under control, many people from the South moved across the Ohio into this Northwest Territory. But most of the settlers for this area came by other routes. What were the two main routes by which these people came?
3. What sort of homes did the frontier people build?
4. How did the people on the frontier have good times in spite of their hardships?
5. What were some of the important early settlements in the Northwest Territory?

B. Materials

C. Optional activities

1. Free reading

2. Class reports

Prepare a talk for the class on one or more of the following:

Names of states formed out of the lands between the Appalachians and the Mississippi
Settlement which was the beginning of Chicago
(Other topics approved by your teacher)

3. Map work

On an outline map draw lines to show the principal routes followed by settlers as they moved west.

D. Summary of the problem solution

(Let the pupils prepare summaries in the form of talks to be presented to the class.)

Problem Five

Why did President Jefferson carry out the purchase of the Louisiana Territory?

A. Study guide

1. New land meant surplus crops. What two plans did the farmers who were not too far west use to find a market for their extra crops?
2. Why was it profitable for farmers and others to trade with the East, the West Indies, and even with Europe by way of New Orleans?
3. What trouble did Americans have with the New Orleans trade route?
4. How did Jefferson arrange the details for our purchase of Louisiana from France?

B. Materials

C. Optional activities

(This job is left to the teacher for this unit. A recent

series of resource units¹ suggests that activities be of three kinds; namely, initiatory, developmental, and culminating. The first type would be used for introducing the problem; the second for gathering and presenting information; and the third for doing something about the conclusions reached, such as presenting a program or planning some community project. Wallace² gives specific suggestions for activities for this problem.)

D. Summary of problem solution

(Teacher and pupils should develop this summary together by means of a group discussion.)

Problem Six

Why did it become necessary for the farmers who lived in the "Old South" to move on into the "Deep South"?

A. Study guide

1. What crops did the farmers in the Old South raise, and what effect did these crops and the methods of farming used have upon the soil?
2. Since even before the Revolutionary War farmers had been moving into the Lower or Deep South in order to find new lands for tobacco. How did a new crop and a new invention help save the farmers in the Deep South?
3. Why did the pioneers who settled in the Old South fall into two quite distinct classes with few interests in common?

B. Materials

C. Optional activities

1. Free reading
2. Compare the farming methods used by the early Virginia farmers with good present-day farming methods. Possibly you can talk to a farmer to learn how he keeps his

¹See Newcomer, Mabel and Krug, Edward. *How Our Government Raises and Spends Money*, pp. 63-74. Problems in American Life: Unit No. 1. Washington: National Education Association, 1942, Price 30c.

²Wallace, Clara M., *op. cit.*, p. 103.

land fertile and how he keeps it from washing away when heavy rains come.

3. Learn how a cotton gin operates. If you can find pictures, you can get the idea better. Possibly you can build a model to demonstrate before the class.
4. Do farmers today ever begin to raise new crops in order to solve problems growing out of loss of soil fertility or other causes? Ask a farmer what crops he now raises which were not grown in your community in earlier years.
5. On an outline map indicate the locations of the Old South and the Deep South.

D. Summary of problem solution

The Virginia farmer "mined the soil." He used poor farming methods. For example, he used little or no fertilizer, and he plowed his land in such a way that the topsoil was washed away. Even if he knew how to use better methods of farming, it was cheaper to occupy new land to the west and south than it was to keep the old farms in condition. However, this process could not go on indefinitely. The appearance of new varieties of cotton, increased demands for cotton, and the invention of the cotton gin made it possible to make a profit even on land which was not adequate for tobacco.

The rich settlers were able to buy the best land and set up plantations, but the poorer people were forced to go to the less desirable localities.

Problem Seven

As the people moved westward, why did improvements in farm machinery become more and more necessary, and how did inventions help the farmer?

(This problem is to be developed by the teacher and pupils. It will be found that the farmer began more and more to depend upon others to make goods for him which he could exchange for his products. Consequently, improved machinery helped him to become more prosperous.)

Problem Eight

Why can it be said that the development of transportation

—roads, canals, and railroads—helped to tie the West and the East closely together?

(This problem is to be developed by the teacher and pupils. Bring out the fact that the lines of transportation ran east and west as the system developed. This, together with the fact that the East used the products of the West, and sold their manufactured goods there, helped these two sections to become closely bound together.)

Problem Nine

How did Florida, Texas, California, and Oregon become a part of the territory of the United States?

(This problem is left for the teacher to develop.)

Unit VI—The Nation Makes Progress, Living Conditions Improve, and Ordinary People Gain More Power

The General Situation

We have learned in Unit V how our nation grew to its present continental size. We have learned how the first stages of the Westward Movement took place. We have learned also how we began to make progress in inventions, travel, farming, manufacturing, trade, and politics. In later units we will learn how we gained our outlying possessions, how we finished settling our country, and how we made progress along the other lines mentioned above.

We say that a nation makes progress, too, if living conditions improve, and the common people have more chance to enjoy the goods, the opportunities, and the freedom which are all too often limited to the rich, and the more fortunate people. Historians agree that the quality of American life did improve a great deal from 1800 to 1850, and that common people came to have a larger share in affairs of government.

We must remember that American farmers have always used their right to vote in ways that they believed would benefit them. In 1820, they showed their political strength in the government's new land law. In this year Congress passed a new land law. This law permitted people to buy as little as eighty acres of land for a minimum price of \$1.25 per acre. In 1832, this size was further reduced to forty acres. This made it easier for people to buy land. They no longer had to farm land owned by a big company. A farm gives work for everyone in a family. In fact, the great majority of our farms are now operated by single families. When a man buys a farm and he and his family operate it, there is more independence and freedom than when the land belongs to a big company.

Let us turn then to a study of the problems involved in this new emphasis upon the importance of the common people in a country.

Problem One

Why, between 1800 and 1850, did people in America have more food and clothing, and better goods of all kinds than ever before?

A. Study guide

1. Read to find out about

- a. How hand labor was used to produce food, clothing, and other goods in 1800.
- b. How American shippers developed worldwide trade, especially with England, Europe, and China.
- c. Why the discovery of the Columbia River improved trade with China.
- d. How new machines helped the farmer and the manufacturer to produce more.
- e. How the use of iron helped the farmer and the manufacturer.
- f. How the clipper ship aided trade.

2. What did the government do to help increase production and trade?

B. Materials

C. Optional activities

(To be planned by the teacher)

D. Summary of the problem solution

Americans began to use machines instead of their hands to produce food, clothing, and other goods. They began to use canals, railroads, and better ships to carry goods to market. These changes helped to make food, clothing, and all other goods more plentiful than ever before.

Problem Two

How did the common man begin to make his power felt in government, and why was it possible for him to gain this power?

(This problem is left for the teacher to develop. The study guide questions should be worded in such a way that the pupils will find that the freedom-loving citizens of the

West and the newly-qualified voters of the old states were able to gain more control over the government. The study guide should center on Andrew Jackson as the leader of the common people. Typical textbooks cover this problem.)

Problem Three

Why did the Land Act of 1820 help in developing further the idea of the family-sized farm?

A. Study guide

1. Why was the eighty-acre farm provided by the Land Act of 1820 more satisfactory than the 640-acre farm provided by the Land Act of 1785?
2. How did the price per acre in 1820 compare with that in 1785?
3. Why was it probably a good thing for the individual farmer and his family that the government insisted on cash sales of land in 1820?
4. Just how would you define a family farm? Would your definition depend upon the type of farming done, for example?

(Note to the teacher: See page 656 of the bulletin prepared by Louis Bernard Schmidt entitled, "The Family Farm in the Machine Age." Its full title is given in the bibliography, page 129.)

B. Materials

C. Optional activities

(To be worked out by the teacher)

D. Summary of problem solution

(To be developed by pupils and teacher, keeping the emphasis on the principle of liberal disposal of public lands)

Problem Four

How were steps taken to improve the quality of life for all during the period between 1800 and 1850?

A. Study guide

1. How were provisions begun for the aid and care of unfortunate people?

2. How did women begin to gain increased rights to take part in everyday affairs of their communities and nation?
3. How did we begin to provide free schools for all children?
4. Who were some of America's famous authors during this period?
5. What steps toward the establishment of peace were taken at this time?

B. Materials

C. Optional activities

1. Free reading
2. Find out how prisoners, insane persons, and other unfortunate people are cared for in Iowa. Then study conditions for the care of such people from colonial times to the present. Has there been improvement?
3. Read about the work of Horace Mann in helping to establish free schools and report what you find to the class.
4. Study the school laws for Iowa in order to find what is said about compulsory school attendance. Try to find how long ago it was that school attendance was not compulsory.

D. Summary of the problem solution

During the fifty years following 1800, Americans gave more attention to the improvement of everyday living conditions for all than had been true before this time. First of all, necessary goods became more plentiful, and somewhat less time was necessary for the business of making a living. Then, also, Americans were anxious to test out the assertions made in the Declaration of Independence which said that every individual was worthy of a fair chance to make a success of his life. Underprivileged people were given aid; women were given more rights; and opportunities for all children to attend free schools became more and more widespread. American writers, artists musicians, and scientists began to make contributions to richer living. Churches also helped to strengthen the democratic ideals of our people.

Unit VII—Americans in the Northern and Southern States Develop Separate Interests Which Lead to Civil War

The General Situation

In a country as large as the United States and in a country which grew as rapidly as ours did, both in size and population, it is not surprising to find that separate interests soon began to develop. These separate interests, as we all know, became so severely different that it looked as though there might be two nations instead of a single United States of America. We know that the Civil War was fought because of this problem. In this unit we will attempt to learn why war came and how the Union was saved by years of bitter, tragic fighting.

Problem One

Why did the South dislike the government's tariff policy?

A. Study guide

1. Why would you expect leaders from plantations of the South to have ideas about the tariff problem which were different from the ideas of the leaders from the farms and factories of the North?
2. Things to know
 - a. What is a tariff?
 - b. Why did people who operated factories want a tariff?
3. It is often said that the American farmer has had a habit of being very loyal to his party and that he has sometimes failed to vote in his own best interests. Why did he vote for tariff for protection rather than just for revenue purposes when such a tariff would tend to raise the price of things he had to buy? Note to Pupil: You will need to read about Henry Clay's "American System." You will also need to read about the manufacture of various goods in the Western states and how much effect the people engaged in such business had upon the tariff policies of the West. Find out what the

iron makers of Pennsylvania, the wool growers of Ohio and the Middle States, the hemp growers of Kentucky, and manufacturers everywhere thought and you will have a clue as to why the West supported the East in its desire for higher tariffs.

B. Materials

C. Optional activities

1. Free reading
2. Make a list of products produced in the North and South, and find where the markets for these products were. What effects did tariffs have upon trade and business conditions in the South as compared with the North.
3. Read to find how plantation life and customs differed from those of the North.
4. By 1860 which section of the country had the more wealth? Why?

D. Summary of problem solution

The manufacturing states of the Northeast and the farming states of the Northwest were able to control the tariff policy of the government. The manufacturers wanted the tariff as a protection against competition of foreign-made goods. The farmer of the Northwest sold his products to the factory and business people. Therefore, they felt that whatever aided the people in the East would also help them to become more prosperous because there would be a better home market for their crops.

But the situation in the Southwest was different. Here the planter class exercised political leadership. The plantation farmers sold their cotton abroad, and commonly bought manufactured goods from England where they could buy them cheaply. Of course, they would not be in favor of a tariff which would increase the cost of the goods which they imported. They did not need a home market for their cotton.

Of course, the Northeast and Northwest did not always work together well, and their interests were not always the same. But they worked together on the tariff and were able to outvote the South on the question of the tariff.

Problem Two

At one time there was general agreement that there should be an end to slavery. Why did the southern farmers again come to believe that it was necessary for them to have slaves?

A. Study guide

1. When and how were slaves first introduced into America?
2. Did all the colonies try out the plan of using slaves for labor?
3. Why did slavery work out better in some colonies than in others?
4. Why at about the time of the Revolutionary War did most of the colonists become convinced that slavery was no longer desirable?
5. Why, as the Southwest became settled, did the demand for slave labor again become strong?
 - a. Why did cotton at first not give promise of being a profitable crop except along the coast of Georgia and South Carolina?
 - b. Why was Whitney's cotton gin such an important invention?

B. Materials

C. Optional activities

1. Free reading

(Teacher and pupils working together can plan appropriate activities for this problem.)

D. Summary of problem solution

Labor was a scarce item in colonial days. Negro slavery was in use in the British and French West Indies, and the Spanish had used negro slaves all before the idea was tried out in the English colonies in America. The small farmer of the North found it unprofitable to own slaves, and the Negro was not trained to do work in manufacturing or trade. But the tobacco plantations were able to show a profit from such labor.

Later in the years soon after the Revolutionary War tobacco became a less profitable crop. Too, there was some feeling in America that slavery was wrong. The Declaration of Independence had held that "all men are created equal." Some plantation owners did free their slaves. The Constitution made the foreign slave trade illegal.

But by 1800 conditions were changing rapidly. A new staple crop went with the settlers who moved into the Southwest in search of new and fertile lands. This crop was cotton. In 1793 Whitney invented his cotton gin. Now, for the first time, "short-staple" cotton, which was the only kind that could be grown on almost any kind of land, could be raised at a profit; that is, with cheap slave labor. Southern leaders, therefore, changed their minds about slavery and began to insist that it was necessary. Again they began to say that slavery was not evil.

Problem Three

Why did the sections disagree over the Texas question and relations with Mexico; and over the question of extending slavery each time the territory of the United States became larger?

A. Study guide

1. From what section of the country did most of our first presidents come?
2. As the Westward Movement continued, why did the North and West become more thickly populated and more wealthy than the South?
3. The southerners wanted slavery extended to the new western lands because they expected to see cotton raising continue to spread. Why were they wrong in the belief that cotton would spread ever westward?
4. Why by 1860 was the South faced with an end of the wave of prosperity and growth which began soon after the Revolutionary War?

B. Materials

C. Optional activities

1. Free reading
2. Make a map showing where American cotton is raised

today. How does this map compare with the cotton-raising section of the United States in about 1860?

D. Summary of the Problem Solution

(Have each pupil prepare his own solution. The teacher should have the solutions presented in class and the group should discuss them and finally develop the ones which they and the teacher can accept.)

Problem Four

In the early stages of the Westward Movement, the West and South had many interests which were alike, and they had similar political ideas. Why did the West finally unite with the northern states of the East and oppose the South in the Civil War?

A. Study guide

1. Why did the West and South "pull together" for a time?
2. How did the directions finally taken by the main arteries of transportation bind the West and North together?
3. Why did the people of the West and North think alike about the slavery question?
4. Learn about the following items and try to determine why they were related to the final decision of southern leaders to form a new nation. (Add other items to the List.)
 - a. The abolitionists and their work
 - b. The Compromise of 1850
 - c. The Fugitive Slave Law and the Dred Scott Decision
 - d. The Kansas Nebraska Act
 - e. The beginning of the Republican party and the election of Abraham Lincoln as President

B. Materials

C. Optional activities

1. Free reading

(Others to be planned by teacher and pupils)

D. Summary of the problem solution

For a time the West and South seemed to have problems which were similar enough to draw them together. The people who first came into these areas had somewhat similar problems of living, and they were anxious to prevent the privileged people from controlling the government.

Until canals, roads, and railroads made trade with the East easy, the people in the Northwest carried on much of their trading by way of the New Orleans markets, and this might have kept the interests of those two western sections alike. More and more, however, the transportation routes to the eastern states were improved, and the western farmers began to form business contacts with the East instead of the South. In the South cotton became the leading crop. Cotton was sold abroad, and the southern planter carried on much of his trade with foreign countries. The goods he purchased in foreign markets would not be bought from manufacturers in the United States. The western farmers' prices would not be helped by this foreign trade, they felt. One system of farming depended upon slavery and the other did not. The manufacturing states of the East had no need for slaves either. Each time the country grew in size and as new territories were settled, trouble was bound to arise. If slavery were to be the rule, the small farmer of the West would have no chance.

Many differences such as those listed above helped to influence the West to join the East against the South in the Civil War. Finally, with the election of Lincoln, the South lost political control. Influential southern leaders felt that their states must leave the Union in order to protect their system, and the Civil War followed.

Problem Five

How was the North able to win the war and keep the states united?

(This problem is left for the teacher to plan.)

SECTION TWO—GRADE EIGHT

Unit I—Rebuilding the Nation After the Civil War

The General Situation

In 1865 the South, exhausted by four years of warfare and blockade, surrendered to the victorious North. The Civil War had ended. But the order to "cease firing" does not bring an end to the problems of war. Indeed, the end of a war brings problems as important as war itself. Consider the costs of the Civil War. North and South together had lost over a million men, killed or wounded. Both North and South had spent millions of dollars and had gone deeply in debt.

However, there was a difference in the condition of the North from that of the South. The South saw many of its cities battered by siege and battle. Its formerly wealthy planters were now poor, often bankrupt. Many former slaves, recently made free men, roamed the countryside, some of them in search of work; others seeking to avoid it. The North had suffered less. The southern trade had been wrecked by the Union blockade, while Northern trade had flourished. Wheat farmers had prospered in foreign markets because for three years Europe had suffered poor wheat harvests. The war had encouraged the growth of industries, the development of railroads, and the increase of banks in the North.

Therefore, even though the guns of war had ceased to fire, the United States had many problems to settle.

The war had helped to settle a few problems.

(1) In the first place, the war had proved that the Union was stronger than a section.

(2) Secondly, the war had ended the threat of a further extension of slavery. In fact, slavery itself was legally abolished.

(3) Also, the war had almost destroyed the old plantation system of the South, while it had caused great increase in industry in the northern states.

Let us then consider some of the important problems facing the nation after the Civil War.

Problem One

How were the states of the Confederacy to be re-admitted to the Union?

A. Study guide

1. Which states were concerned?
2. What were the different plans for admitting these states?
3. Why did Congress use such a harsh plan of reconstruction?
4. Why did Congress attempt to impeach President Johnson?
5. Do you think the plan of reconstruction used was a wise one? Why?
6. Terms to know:

Lincoln Plan of Reconstruction
Freedman's Bureau
The Fourteenth Amendment
Impeachment
Military Reconstruction

B. Materials

C. Optional activities

1. Write a letter or diary entry showing how a Confederate soldier might have felt when he returned home.
2. Write a criticism of each of the plans for reconstruction.
3. Prepare a talk on one of these subjects:
Why Johnson and Congress Quarreled
The Freedman's Bureau
The Negro After the War
The Way Impeachment May Take Place
4. Show on a map the states of the Confederacy, the military districts during reconstruction, and the dates each state was re-admitted to the Union.

D. Summary of the problem solution

Lincoln and Johnson favored a moderate plan of reconstruction by which the southern states would come easily into the Union again. Congress, however, forced a plan of military reconstruction on the South. Its aims were to punish the South and to prevent its rise to its former position of political power.

Problem Two

How did the South regain control of its governments after the Civil War?

A. Study guide

1. Who were the "carpetbaggers" and "scalawags"?
2. How did the "carpetbaggers" and "scalawags" use the negro vote to control the governments of the South?
3. Why was the Ku Klux Klan organized? How did it operate?
4. When were federal troops removed from the South?
5. Terms to know:

Carpetbagger
Scalawag
Ku Klux Klan
Home Rule

B. Materials

C. Optional activities

1. Write a dialogue showing the feelings of two Confederate soldiers as they discuss "carpetbag rule" in the South.
2. Give a talk or write a paper on one of these subjects:
How the Ku Klux Klan operated
Why the Klan was organized
3. Make a *time line* of important events in the reconstruction period between 1865 and 1876.

D. Summary of the problem solution

Southerners who hated rule by "carpetbaggers" and "scalawags" cooperated with them as little as possible. They

organized secret movements such as the Ku Klux Klan to frighten Negroes and outsiders and to show how strong their resistance to carpetbag rule really was. In 1876 President Hayes ordered removal of the last federal troops from the South.

Problem Three

Why did the North suffer from a depression after 1873?

A. Study guide

1. Why had manufacturing and industry grown so rapidly during the war?
2. What were some of the happenings which caused the public to lose confidence in the nation's prosperity before 1873?
3. What were some of the effects of this depression?
4. Terms to know:

Panic

Depression

Speculation

Jay Cooke and Company

B. Materials

C. Optional activities

1. Write an exchange of letters between a farmer and his city dwelling friend or relatives telling each other of the effects of the depression on their lives.
2. Give a talk on "What Happens During a Depression."

D. Summary of the problem solution

Overexpansion and speculation due to war and rapid national development led to the failure of several important financial institutions. Scandals in government and business caused a loss of public confidence. The stock exchange closed; unemployment was serious; savings were lost; farmers even burned corn for fuel. A revival of westward expansion and business activity due to the great undeveloped opportunities of the nation helped to restore normal economic life.

UNIT TEST (Sample Exercises)

Note to teacher: These are sample exercises of types that may be used successfully in evaluating achievement in the social studies. They are not offered as a complete test but as an illustration of types you may use.

Multiple Choice

1. (Used to get at a *reason* for some historical fact)
Why did Southerners organize the Ku Klux Klan after the Civil War? (c)
 - a. They thought they could begin the Civil War again and perhaps win it.
 - b. They organized it as a club mainly for recreational purposes.
 - c. They used it as a means of regaining control of the governments of their communities and states.
 - d. They organized it to promote better understanding among Negroes and whites.
2. (Used to get at the *fact* itself.)
What organization after the Civil War was intended to regain white Southern control of Southern governments? (b)
 - a. The Freedman's Bureau
 - b. The Ku Klux Klan
 - c. The Know-Nothing Party
 - d. The Granger Movement

(Although examples like the first are more difficult to construct, they generally test more thorough understanding than the second illustrated type.)

Matching

- | | |
|--------------------------------|---|
|a.... 1. Freedman's Bureau | a. organization to look after Negroes' rights |
|c.... 2. Ku Klux Klan | b. Northerners who governed the South during reconstruction |
|b.... 3. "carpetbaggers" | c. organized to regain home rule for the South |
|d.... 4. "scalawags" | d. Southerners who cooperated with the North |
|f.... 5. "black-and-tans" | e. Congressmen who wished to impeach Johnson |
| | f. recently freed Negroes |

(Always have *extra* foils in right-hand column. Have students place letter of correct matching term *before* the number. Use terms of similar type in left-hand column. *Do not mix* names, dates, places, definitions together in one exercise.)

Time, or Chronology

Arrange these in the order they took place:

Removal of federal troops from South
Organization of the Ku Klux Klan
Passing of the Fourteenth Amendment
Assassination of Lincoln

Essay

1. Why did Congress use such harsh methods of reconstruction in the South?
2. What methods did Southerners use to regain control of their local governments?
3. Give four effects of the depression of 1873?

(Read answers closely. Attempt to get students to write concisely and to the point.)

Unit II—The Settlement of the Great Plains Area

The General Situation

In 1890 for the first time in our history the census showed no distinct frontier line. Not all of the West was occupied, to be sure, but the period of cheap, available good land now appeared to be at an end.

The western plains, though settled late, had been settled rapidly during the decades of the '70's and the '80's. The railroads which had already spanned the continent encouraged settlement in certain areas. Not only did thousands of eastern Americans move farther west, but communities of settlements of Swedish, Norwegian, Danish, and German immigrants developed.

The Homestead Act of 1862 made possible the acquisition of land on generous terms. However, much of the best land was already in the hands of railroads, and private investors who sold land directly to the settlers.

The Westward Movement in the Great Plains area differed from other parts of the same movement. This was especially true in the case of problems faced by farmers. Iowa is near the Great Plains Area, but it is better to refer to it as being in the Prairie Plains Area.¹ Iowa farmers faced some of the same difficulties as those in the Great Plains area did. It will be interesting to note and discuss these difficulties and to learn how they were overcome.

Problem One

Why was this region populated so late?

A. Study guide

1. Why had settlement in the earlier period of the Westward Movement proceeded more slowly?
2. What means of travel had earlier western settlers found available?

¹Webb, Walter Prescott. "Land Regions of the United States" in *The Great Plains*, p. 34. (map.) Boston: Ginn and Company, 1931.

3. Why was the west coast settled before the western plains?

B. Materials

C. Optional activities

1. Draw a map showing when the various areas of the United States became settled.
2. Show on a map the railroad routes on the western plains at 1870 or 1880.
3. Draw on a map the principal cities found in the Great Plains region about 1890. Why did these cities grow up where they did?

D. Summary of the problem solution

(Have students write summaries; read and compare and criticize the solutions.)

Problem Two

What part did the Homestead Act play in its settlement?

A. Study guide

1. When was the Homestead Act passed?
2. What were the conditions under the Homestead Act by which a settler could acquire land?
3. Was all of the land of the plains country available for settlement under the Homestead Act?
4. What other laws later cleared up some of the problems raised by the Homestead Act?

B. Materials

C. Optional activities

1. Make a chart showing the procedure for getting a farm under the Homestead Act.
2. Write a theme describing the experiences of a settler in establishing a homestead.
3. Discuss the problems of life of a Nebraska pioneer.

D. Summary of the problem solution

(Have students summarize the solution as a *problem quiz*.)

Problem Three

How did the railroads influence settlement here?

A. Study guide

1. Where were the principal railroad routes in this region?
2. What encouragement did the railroads offer to settlers?
3. Why did the railroads want to help to populate the West?

B. Materials

C. Optional activities

(Have students suggest appropriate and interesting activities.)

D. Summary of the problem solution

The railroads encouraged immigration to the western plains. They had representatives in Europe and eastern America to persuade people to settle in the West. The railroads needed farmers and settlers for customers along their lines. As the region became settled, business for the railroads would increase. Sometimes the railroads even provided temporary shelter and loans of money to new settlers in the area.

Problem Four

(Note to the teacher: This problem overlaps to a degree with the first three, but it is desirable to emphasize it in order to establish clearly the concepts involved.)

The ax, rifle, boat, and horse were the tools used at first by our pioneers as they moved westward. A professor of history by the name of Webb who lives in Texas says that, in settling the Great Plains area and the Prairie Plains area, our pioneers had more need for things not called for where there had been plenty of timber and water. He lists a new set of tools that had to be used. He says that the horse was needed more than ever. In his new list of tools he includes such things as the six-shooter, barbed wire, and windmills.¹ Professor Schmidt of Iowa State College stresses in addition the covered wagon, the sod house, the harvester-combine, the tractor and truck: "The first period is symbolized by the rifle, the axe, the log cabin, the ox, and river transportation; the second by the

¹*Ibid.*, See preface and entire book.

covered wagon, the sod house, the windmill, barbed wire, the horse, the harvester-combine, railroad transportation, the gasoline tractor and the motor truck."¹ Webb also tells about the unusual weather conditions in the plains area. Why did the settlement of the Prairie Plains area and the Great Plains area call for new tools and how did the use of these new tools help the farmer to make a success of the type of agriculture suited to these areas?

A. Study guide

(To the teacher: Include questions which will bring out facts to show:

1. The locations of the Prairie Plains and Great Plains Areas.
2. The contrast of these areas with those wherein American history had its beginnings.
3. How the Plains Indians solved their problems of living in a timberless, semi-arid region and how they were a factor to be considered as our settlers moved in.
4. The activities of the Spanish in the Great Plains region and lessons to be gained from their lack of success as settlers.
5. The American approach to the Great Plains.
6. The fence problem and its solution by the invention and widespread use of barbed wire.
7. The Cattle Kingdom and the cattle drives: their beginnings and sudden end—the relation of transportation and fencing to them—the relation of westward movement of farm ownership to them.
8. The search for water in the Great Plains.)

B. Optional activities

1. Prepare a story of the types of fences used as Americans moved westward. Include types of fences (stone, rail, earthen, hedge, smooth and barbed wire) and show *how* each was used and *where* and *when* and *why*. Tell about the invention of barbed wire. The electric fence is the newest type. Tell how it works.

¹Schmidt, Louis Bernard. *The Family Farm in the Machine Age*. Volume III in "The Challenge to Democracy," p. 658.

2. Find out all you can about windmills and show how they have helped farmers.
3. Make a study of weather conditions in the Prairie Plains and Great Plains. Be sure to include hot winds and chinooks, northers, blizzards and hailstorms.

Problem Five

How did the Westward Movement in this region differ from that in other regions?

A. Study guide

1. What differences in land policy of the government are found in the settlement of this region?
2. What differences were there in modes of transportation?
3. How did conditions of life for a Dakota settler differ from those of an early settler in the Ohio country?
4. How would the life of a Dakota settler compare in difficulty with that of an early Kentuckian?

B. Materials

C. Optional activities

(From the students' study of the facts, have them write a summary of the solution.)

Principal differences were these:

1. Means of travel
2. Type of environment
3. Type of agriculture
4. Types of people and manner of migration

Unit III—The United States Becomes an Industrial Nation

The General Situation

In colonial days and in our early national period most Americans had lived by farming. After the Civil War American life became more and more industrialized. Machines, factories, and roaring furnaces became increasingly important in the life of the nation.

Great networks of railroads crossed and recrossed the nation, shooting straight across prairies, winding and groping through twisting passes, burrowing their way through the solid rock.

Around the factories grew great cities, and in these cities arose all the problems that arise when many people live together in limited areas—problems of housing, sanitation, law enforcement, education, recreation, and many others.

Large industries also meant large profits for some men. Among the "Captains of Finance" were men like John D. Rockefeller in oil, Andrew Carnegie in steel, Cornelius Vanderbilt in railroads, J. Pierpont Morgan in banking, and many others.

As the nation changed from a simple, rural pattern to a complex industrial one, new problems arose. These were problems which in many cases affect our lives today. They had to do with questions of where industry got its raw materials and how it transported them, of how the workers lived and how they banded together to gain better conditions of life, and of how the rise of "big business" changed the ways of living for all the people.

Problem One

Where did the industrial nation get its raw materials?

A. Study guide

1. What raw materials are essential to the factory system?
2. Where did America's deposits of iron, coal, copper, and oil lay chiefly?

3. Why did New England become an important industrial region?
4. Why did Pittsburgh become a center of steel manufacture?
5. What industries did American agriculture supply raw materials for and what are the facts now?
 - a. Read to find what cereals provide the raw materials for milling, baking, and breakfast foods.
 - b. Read to find what cereals are used to make alcohol, starch, and syrup.
 - c. Read to find the industries that are based upon dairy products; wool from sheep and goats; cattle hides; cattle, hogs, and sheep; poultry and eggs; fruits and vegetables; cotton and flax; sugar cane; tobacco; and others.
 - d. Read about meat-packing, leather making, flour milling, canning, making of alcohol, tobacco manufacturing, dairy industries, baking, beverage making and other industries which use raw materials produced by farmers. Try to find how important these industries were in colonial times and at the present time too.
 - e. Read to find the names of manufactured products which use things grown by farmers, but which are not used for food or clothing.
 - f. Find out about the commercial preparation of animal and poultry feeds as an industry requiring raw materials produced by farmers.

Note to teacher: H. J. Thornton¹ refers to commercially mixed feeds as, "the entrance of a new and vastly important factor into agricultural economics." In another statement he says, "While expanding settlement was shrinking the cattle range, increasing population in the older regions was raising land values and contracting individual holdings. This forced many farmers in the East and Middle West to exchange extensive for intensive agriculture; and

¹Thornton, H. J. *The History of the Quaker Oats Company*, p. 163. Chicago: The University of Chicago Press, 1933.

the ensuing drift to dairy cattle, the improvement in beef and hog strains, and a vast development in poultry farming marked the effort to make productive value commensurate with land appreciation."¹

6. What types of processing plants located in Iowa use products of Iowa's farms and where are these plants located?
7. It is clear that farmers depend upon the factory for food, clothing, and even many machines which the colonial people and pioneers made for themselves. Read to learn what percent of the raw materials now used by factories comes from the farm.
8. Did America conserve its raw materials or natural resources during the nineteenth century?

B. Materials

The teacher will find excellent information on many of the points in the above study guide in the book edited by Harold Francis Williamson entitled *The Growth of the American Economy; An Introduction to the Economic History of the United States*. This book is fully described in the Teachers' Bibliography, p. 128. Another source will be found in the Iowa Bibliography, p. 147, under the title *Directory of Manufacturing Establishments*.

C. Optional activities

1. Map the principal sources of iron and coal in America.
2. Map the principal steel-producing cities.
3. Draw maps of various industries such as flour, textiles, automobiles, farm machinery, and steel, and show where each gets its raw materials.
4. Write a theme on "America's Resources for Becoming a Manufacturing Nation."
5. Give a talk on some subject related to Conservation of Our Natural Resources.
6. Visit the local feed dealer and learn what farm products go into the commercially mixed feeds he has for sale.

¹*Ibid.*, p. 163.

7. Make a list of the things that the pioneer farm family made for itself, but which are now made or prepared in a factory.

D. Summary of the problem solution

America had an abundance of iron and coal for industrial growth. New England rose to importance in the days of water power and maintained some of her leadership because of her early start. Industries such as steel in Pittsburgh, furniture making in Grand Rapids, flour milling in Minneapolis developed near to sources of important raw materials. The nineteenth century was a period of wasteful use in regard to most of our natural resources, including soil, timber, oil, coal, and others.

In pioneer times farm life was self-sufficient because the farmer and his family produced almost everything that they ate or wore or used. As the United States became an industrial nation, the farmer began to limit himself to the production of raw materials for the factory. Then he had to buy with money the finished or processed goods from the factory. He was no longer self-sufficient, and he had to think of his farm as a part of a more complicated system.

Problem Two

What developments in science and invention made big industry possible?

A. Study guide

(It is suggested that teacher and pupils work out studies for this problem as an exercise in planning.)

Problem Three

How did the industrial nation transport its goods?

A. Study guide

1. Discuss the development of railroads from 1860 to 1900.
2. Why is good transportation essential to an industrial nation?
3. What developments or improvements in railroads made transportation better and more effective after 1860?

4. What other modes of transportation have come to compete successfully with the railroads?

B. Materials

C. Optional activities

1. Make a scrapbook of progress in transportation since 1865.
2. Show contrasts between present and earlier means of transportation by means of posters or cartoons.
3. Give a report on the building of one of our great railroads such as the Union Pacific, the Great Northern, or the Santa Fe.
4. Show on a map how railroads to the Pacific often followed earlier routes of travel.

D. Summary of the problem solution

In the latter half of the nineteenth century a rapidly expanding railroad system hauled most of the nation's freight. River traffic declined, while trucks and planes were yet to be. The block system, efficient dispatching, automatic coupling, air brakes, refrigerator cars, and other developments made transportation by rail more efficient and speedy. In the twentieth century, trucks served both as "feeders" and as competitors to the railroads.

Problem Four

Where did the industrial nation get its supply of workers?

A. Study guide

1. What effect did the existence of free land have on the labor supply?
2. Why were Europeans willing to migrate to America?
3. Why did Americans encourage immigration before 1920?
4. How did the immigration before 1890 differ from that afterwards?

B. Materials

C. Optional activities

1. Read parts from a good book by an immigrant; for example, Mary Antin's *The Promised Land*, or Jacob A. Riis' *The Making of an American*.
2. Have the teacher read to you from Leonard O. Ross' *The Education of Hyman Kaplan*.
3. Write a diary telling the experiences of an immigrant on arriving in America.
4. Explain to the class why immigrants usually lived in groups and were slow to give up old customs and languages.
5. Discuss the debt owed by America to immigrants for what they have contributed to our life.
6. Ask some one in your community who came here from Europe to tell you the story of why, when, and how he came to America.

D. Summary of the problem solution

In Europe poverty and political oppression and compulsory military service made many people dissatisfied. In America, an expanding industry needed workers. Free land often attracted workers more than did a job in a factory. Therefore, industry looked abroad for a labor supply. Before 1890, most of the workers came from northern European nations; after 1890, the majority came from southern and southeastern Europe.

Problem Five

Why did the workers form labor unions?

A. Study guide

1. Describe working conditions in factories of the 1870's.
2. What were the "Knights of Labor"? Why did they organize?
3. Why did the American Federation of Labor grow to such prominence?
4. What gains did laboring men achieve through union activities?

5. What are labor's principal weapons for gaining its ends?
6. What has government done to assist labor?
7. How do the C.I.O. and A.F. of L. differ?

B. Materials

C. Optional activities

1. Prepare a biography of Samuel Gompers.
2. Report on "the gains of labor since 1870."
3. Make a list of all the ways you can think of that labor helps the nation.
4. What are the expenses of living in a city that a working man has to meet? Prepare a budget for a worker's family who lives in Des Moines, Sioux City, Ottumwa, or some other Iowa city.

D. Summary of the problem solution

The new industry expanded so rapidly that sometimes the worker's welfare was neglected. Long hours, disagreeable surroundings, and dangerous tasks often confronted him at work; while at home his family lived in crowded, unsanitary city tenements.

The worker no longer was a man of importance whom the boss knew by name. Instead he was one of hundreds or thousands who daily entered the mill or factory. Organized in unions he had bargaining power; alone his threat to quit work was of no avail. Organized, a strike was a powerful instrument to lend weight to argument. The Knights of Labor, the American Federation of Labor, the Railroad Brotherhoods, and the Congress of Industrial Organization are America's most famous unions.

Problem Six

By what methods did a business like Standard Oil become so big?

A. Study guide

1. How did the petroleum industry become important?
2. How did John D. Rockefeller organize the Standard Oil Company?

3. What advantages does a big concern have for development and expansion of industry?
4. How did Standard Oil deal with its competitors?
5. How did the government attempt to regulate "big business."
6. Terms to learn:

monopoly
trust
ruthless competition
rebates
Sherman Anti-Trust Act

B. Materials

C. Optional activities

1. Prepare a report on the life of John D. Rockefeller.
2. Draw a map of America's petroleum resources.
3. Make a chart showing the advantages and disadvantages of "Big Business."

Advantages

Disadvantages

D. Summary of the problem solution

By superior organization, ruthless competition, efficient productive methods, and secret agreements with railroads, Standard Oil became a great monopoly. Rockefeller's company gained foreign markets and promoted progress in scientific research.

Problem Seven

How has the growth of industry changed America's way of living?

A. Study guide

1. How has the growth of cities affected modern life?
2. Did industry raise America's standard of living?
3. Contrast your way of everyday living with that of your grandparents.
4. How have inventions made life simpler for farmers, housewives, and workers?
5. In what ways have inventions made our lives less simple?

B. Materials

C. Optional activities

(Let students suggest activities for this problem.)

D. Summary of the problem solution

(Have the students see who can write the best summary.)

Unit IV—America Rises to World Power and Takes Part in the First World War

The General Situation

America is a world power. This means that her voice and actions in world decisions of war and peace are of great importance. Yet America has not always been a world power of the first magnitude. The Civil War less than a century ago saw the United States facing the test of whether it could survive as a nation, much less a world power.

Even before the nation had completed its conquest of the continent—twenty-three years before the frontier line was declared to have disappeared, and forty-five years before the admission of the last of the forty-eight states—America in 1867 negotiated with Russia a treaty for the purchase of Alaska.

The efforts of Hawaiian groups to be annexed to the United States succeeded only under the pressure of the Spanish-American War. America's easy conquest of Spain and the large accession of territory including the Philippines and Puerto Rico seemed to mark America's entry into the arena of imperialism and to demonstrate her rising significance in world affairs.

By the time of World War I America's potential strength was recognized, although at the outbreak of the war we announced our intentions of strict neutrality. Three years of war proved the impossibility of neutrality, so America entered the conflict in defense of its rights and the larger principles of democracy and world peace. Our part in the war, although marked by less bloodshed than that of the Allies, proved to be the determining factor in bringing about an Allied victory. The weight of American might in food, supplies, weapons, and men had tipped the balance.

But with victory came reaction. America, the world power, seemed to turn her back on world affairs and to seek a new isolation from Europe. This situation is discussed in more detail later, and is closely related to problems of Unit Eight.

Problem One

Why did we purchase Alaska in 1867?

A. Study guide

1. How did Russia happen to possess territory in North America?
2. Why did America want to buy this territory?
3. What were the terms of the purchase?
4. How did the public at first regard the purchase?
5. In what respects has Alaska been valuable to the United States?
6. Why is Alaska of importance to us in a military sense?

B. Materials

C. Optional activities

1. Draw a cartoon showing the public's attitude toward Seward's purchase of Alaska.
2. Draw a map of Alaska showing its principal settlements and natural resources.
3. Discuss the question of whether Alaska should become a state.

D. Summary of the problem solution

Secretary of State Seward was a strong believer in territorial expansion. Russia had found her possessions in America profitless and was eager to sell; we feared that another power might gain Alaska. Although the public scoffed at "Seward's icebox," time was to prove it worth many times the purchase price of \$7,200,000 because of its wealth in gold, furs, fish, and other resources.

Problem Two

How did the Spanish-American War affect our position as a world power?

A. Study guide

1. Why did we go to war with Spain in 1898?
2. Describe the military and naval effort required to defeat Spain. How long did the war last?

3. With whom did the various important powers of Europe sympathize?
4. What effect did our easy victory have on our position?
5. What possessions did we acquire as a result of the war?

B. Materials

C. Optional activities

1. Write a paper on one of the battles of the Spanish-American War.
2. Draw a map showing the location of military action.
3. Draw a map of the territories we gained as a result of the Spanish-American War.

D. Summary of the problem solution

The easy defeat of Spain brought recognition of the growing power of America. The possessions gained meant that we had embarked upon a course of imperialism with all its risks and responsibilities. The possession of the Philippines meant that America must have in the future a serious concern in Far Eastern affairs, a result of great importance to our own times. World power once attained meant assumption of risks we could not avoid, responsibilities to be neglected only with disaster. To maintain its possessions America had to expand its navy and increase its arms. America had broken its continental limits for better or for worse.

Problem Three

Of what value are America's territories and possessions?

A. Study guide

1. What is Hawaii's importance to the United States?
2. Why is close cooperation and sympathy with a free government in the Philippines desirable to us?
3. What products do we import from Puerto Rico?
4. What are the conditions of life for the people of Puerto Rico?
5. Why is the Panama Canal of such great importance to the United States?

6. Why did America buy the Virgin Islands? Were they a bargain?

7. Of what use are our smaller island possessions?

B. Materials

C. Optional activities

1. Discuss whether Hawaii should become a state.

2. Make a scrapbook of news items, pictures, and articles dealing with our territories.

3. Give a report on the construction and importance of the Panama Canal.

4. Make a chart of our possessions, thus:

Name	Date Acquired	Manner Obtained	Size (Compared with Iowa)	Population	Products	Importance

5. Draw a map of our greater America. Show airline distances and time of travel between territorial ports and American ports by tramp steamer, by passenger ship, by air clipper.

D. Summary of problem solution

(Do Activity No. 4 as a group exercise for summary of this problem solution.)

Problem Four

Why did America enter the first World War?

A. Study guide

1. What was America's attitude toward the European war at its beginning in 1914?

2. Identify these:

The Lusitania sinking
The Zimmermann note
The *Arabic* and *Sussex* pledges
Ruthless submarine warfare

3. How did Germany abuse our rights as a neutral?
4. What reasons did Wilson give in his war message for our declaration of war on Germany?
5. Compare our reasons for going to war in 1917 with our reasons in 1941?

B. Materials

C. Optional activities

1. Make a time line showing the repeated German abuses of our neutrality up to April 6, 1917.
2. Write a theme on the Lusitania sinking.
3. Give a talk to the school on "Why We Declared War on Germany in 1917."
4. Talk with older people who remember our entry into the first World War. Ask them lots of questions; get them to tell you many things about it.
5. Look in your attic or storerooms to see if you have any old newspapers or magazines that date back to 1917 or 1918.

D. Summary of the problem solution

Although America attempted to remain neutral, many factors made this impossible. Germany ignored our rights to the use of the seas, sank vessels without warning, engaged in spy activity and sabotage in this neutral nation, plotted against our security in Mexico, and finally announced a policy of "ruthless submarine warfare." These acts together with our horror at Prussian war methods, our dislike for Kaiserism, and our ties of sentiment and friendship to England all helped bring about the declaration of war in 1917.

Problem Five

What part did America have in winning the first World War?

A. Study guide

1. How were the Allies getting along when the United States entered the war?
2. What aid in supplies and food did America give?
3. How did the American navy aid in winning the war?
4. What part did American troops take in the war?
5. How did America finance the war? What were the costs of the war?
6. How did our losses in men compare with those of England and France?
7. What would be a fair statement of America's part in the victory?
8. Identify:
convoy
John J. Pershing
Woodrow Wilson
Chateau-Thierry
The Argonne Forest
St. Mihiel
Liberty loans

B. Materials

C. Optional activities

1. Draw a diagram of a convoy.
2. Write a theme on "America's Part in World War I."
3. Discuss with older people the sacrifices made at home during the war.
4. Find out all you can about the great "flu" epidemic of 1919.

D. Summary of the problem solution

In 1917, the year of America's entry, the Allied fortunes were at ebb tide. France was nearly "bled white"—her soldiers were deserting and mutinizing. In the same year Russia concluded a separate peace with Germany. But American aid in supplies and weapons and men brought new hope to the Allies. The American navy convoyed two

million troops safely to France. In 1918 the Allies were able to stem the last German offensive and to open the victory drive. Especially in the clearing out of the St. Mihiel salient and in the terrible battle of the Meuse-Argonne did American troops play an important role. The costs of the war were met by sale of bonds and increased taxes. Estimated costs to America were about \$33,000,000,000 (thirty-three billion dollars). Our Allies who suffered longer, harder years of war would rightfully resent a claim that "we alone won the war"; but it is undoubtedly fair to say that the weight of our supplies and food and manpower tipped the balance favorably for the Allied cause.

Problem Six

Did America take its share of responsibility for maintaining world peace after 1919?

A. Study guide

1. What were Woodrow Wilson's plans for peace?
2. What was the League of Nations?
3. Why did we fail to join?

B. Materials

C. Optional activities

(Summarize the answer to this problem in your own words. Keep your summary until you study Unit VIII. See what you think of your summary at that time. Compare it with the summary in the Course of Study for that unit.)

Unit V—Agriculture Faces Its Problems in an Industrial Nation

The General Situation

At the time of the American Revolution, this nation was mainly a rural nation. In fact, nine out of every ten Americans at that time made a living by farming. But after the Civil War, industry forged ahead of agriculture, and farming ceased to be the way of life for a majority of Americans.

Among the problems faced by the farmer after the Civil War was that of transportation. Farmers must have routes to market, and for farmers in the great plains, rivers and canals were not available. The expanding railroad system seemed to meet the need; but railroad rates were high—in fact, the farmer often thought them to be unfairly high.

Also, invention had placed new machines, plows, rakes, reapers, and threshers at the command of the farmer. But these, too, were expensive. Farming became a business requiring considerable capital. To raise this capital a farmer often mortgaged his farm and went in debt.

Besides the problems of transportation, machinery costs, and credit arrangements, the farmer also had his troubles in the way of droughts, hail, tornadoes, insects, and loneliness.

As the West was settled, some farms were simple "homesteads" of 160 acres; others were great domains like the Dalrymple Ranch of 55,000 acres.

To attempt to master some of their problems the farmers sought aid through organization and political action. Most noted organization was the Patrons of Husbandry, usually called the Grangers. This organization gave the farm family opportunities for recreational gatherings and group activities. It also resulted in strong support for state laws regulating the costs of railroad shipping.

Political action gaining agriculture's support included the "Greenback" Party, the Populist movement, and William Jennings Bryan's "Free Silver" campaign. The basic argument of the dissatisfied farmers was that agriculture supplied

goods which the nation could not do without, but received in exchange rewards which were unfairly small.

Good prices, lower rail and machinery costs after 1900 silenced much of the farm protest for a decade. The World War, of course, brought great new markets, and extremely high prices for land and farm goods.

But the end of the war brought a severe shock. Europe's farmers went back to work and began to produce food for Europe. In America, scientific and machine methods made it possible to produce more crops than could be sold. This, of course, made prices drop. After 1929, farm prices went so low that Iowa farmers sometimes burned corn for fuel just as their grandparents had done decades earlier.

The federal government tried several schemes of assistance, but the most successful policy seemed to be the plan of systematic crop reductions to meet the market needs. This plan was worked out along with a program of soil conservation.

Farmers have shown that they do not need to seek direct aid from the government as the only basis for solving their problems in this industrial age. They have helped each other save money through cooperation with others. Usually, but not always, they organize what is referred to as a cooperative or sometimes as a co-op. There are producers' cooperatives and consumers' cooperatives. Farmers organize cooperatives in order to save money in producing and marketing or purchasing goods or services. The aim is not to make a profit. Instead the aim is to make savings in processing, selling and buying, and to distribute these savings fairly among the members. Cooperation among farmers in early colonial times was necessary in order to meet the labor and materials shortages. House raisings, husking bees, plowing, and ship launchings called for group action. Cooperation in order to save money in marketing and buying goods is a more recent development. "It appears to be the almost unanimous opinion of agricultural experts that consolidation of interests on the part of the farmers is essential to their prosperity."¹

State and national laws have been passed which give the legal foundations upon which the more highly organized types of farmers' cooperatives have been built.

¹Faulkner, Harold Underwood. *American Economic History*, pp. 450-451. New York: Harper and Brothers, 1938.

Problem One

Why did farmers suffer "hard times" in the 1880's?

A. Study guide

1. Why did it cost a farmer so much to market his crops?
2. Why was it difficult for him to make ends meet?
3. What natural difficulties faced the western farmer at this time?

B. Materials

C. Optional activities (for Problems One and Two)

1. Read one of Hamlin Garland's books describing farm life in the latter part of the nineteenth century; for example, *Boy Life on the Prairie*.
2. Talk to older people in your community who remember farm conditions in earlier times. Discuss these study problems with them. Ask them to help you through this unit.
3. Write a diary of a farmer or a farmer's wife during the '80's.

D. Summary of the problem solution

(Have pupils write brief summaries.)

Problem Two

How did farm life in the 1880's differ from farm life today?

A. Study guide

1. Why was farm life so much more lonely and isolated in early times?
2. What tasks done then by hand now are done by machines?
3. What educational, social, and recreational advantages does the modern farmer have?
4. Would you have enjoyed life in the 1880's better in any way than today?

B. Materials

C. Optional activities (See Problem One.)

D. Summary of the problem solution

(Have the students write brief summaries.)

Problem Three

Why was the Populist Party organized, and why was William Jennings Bryan so popular in farm areas?

A. Study guide

1. What were the farmer's principal troubles?
2. How did they expect to improve their condition by political action?
3. What did the Populist Party stand for?
4. Who was its candidate for president?
5. Why did farmers often favor William Jennings Bryan?
6. What was Bryan's attitude toward the farmer?
7. Why did farmers want "cheap money"?
8. Describe the political campaign of 1896.
9. Terms to know:

free silver

Populists

James B. Weaver

cheap money

the gold standard

William Jennings Bryan

William McKinley

B. Materials

C. Optional activities

1. Ask older people in your community if they remember James B. Weaver. Talk about the Populist movement with them.
2. Ask people you know if they ever heard William Jennings Bryan speak. Find out what they thought of him.
3. Read William Jennings Bryan's "Cross of Gold" address to the class.
4. List the political demands of the Populists. Have any become laws?

5. Write an argument either for or against Bryan's election in 1896.

D. Summary of the problem solution

The farmer who paid much for what he bought and received little for what he sold turned to political action. Since he was usually in debt, he supported "cheap money" proposals. The Populist movement represented the protest of a wide section. It stood for free silver, a graduated income tax, postal savings banks, government operation of railroads, telephone and telegraph, direct senatorial elections, secret ballot, and other reforms. Their strength was added to the Democratic party in 1896 when that party nominated William Jennings Bryan for the presidency. However, after a bitter campaign McKinley was elected.

Problem Four

What effect did the World War have on American agriculture?

A. Study guide

1. Why did our markets increase so much during the first World War?
2. What happened to farm prices?
3. What happened to land prices?
4. What were the bad results of these "boom" prices?
5. What happened to farm prices when Europe went back to work?

B. Materials

C. Optional activities

1. Talk these problems over with your parents. Ask older people what they remember about World War farm conditions.
2. Draw a graph to show how prices of farm goods rose and fell as a result of the war.

D. Summary of the problem solution

Feeding Europe's millions expanded our farm markets greatly. Prices skyrocketed and Iowa land sold for \$300,

\$400, and \$500 an acre, and even more. When Europe went back to raising her own food our "boom" collapsed. Many who were heavily in debt lost their farms. Many rural banking institutions failed.

Problem Five

Why did agriculture not share fully in our national prosperity from 1921-1929?

A. Study guide

1. In what condition did the World War leave American agriculture?
2. What had happened to our foreign markets?
3. How were farmers able to raise a surplus of goods?
4. What was the condition of business and industrial life during this period?
5. What was the attitude of the government toward legislation to aid the farmer?
6. Terms to know:
surplus
McNary-Haugen Bill
Calvin Coolidge
prosperity
legislation

B. Materials

C. Optional activities

1. Talk the study-guide problems over with people who were farming during this period. Get their ideas and opinions.
2. Imagine you were a farmer during the period. Write a letter to your Congressman telling him what you think should be done.

D. Summary of the problem solution

Agriculture, overexpanded by war and producing surplus crops through scientific agriculture, had lost its foreign markets. While laborers' wages increased and industrial profits climbed, farm prices remained low. President Coolidge, opposed to direct farm aid, twice vetoed farm relief legislation.

Problem Six

What did the depression do to the farmer?

A. Study guide

1. What happened to farm prices during the depression?
2. What plan of aid did the Hoover administration attempt?
3. How did farmers unite to save their homes against foreclosure of mortgages?
4. Why was such a surplus of farm goods on hand?

B. Materials

C. Optional activities

1. Talk to people who lived through the depression on farms. Ask them to tell you about conditions.
2. Write a summary of what people have told you about this problem. Do you find any differences of opinion?

D. Summary of problem solution

Farm prices went to record low levels. Loss of city purchasing power further increased the surplus problem. The Farm Board attempted to buy and store surpluses, but the problem was too big. Farmers resorted to united action to save their homes and farms.

Problem Seven

How has the government aided the farmer in solving his problems?

A. Study guide

1. Why was there a surplus of farm goods?
2. What was the AAA?
3. How did the AAA attack the surplus problem?
4. How did the government combine soil conservation with crop control?
5. Why is soil conservation important?
6. What methods of soil conservation are practiced in your community?

7. Why was it necessary for government to come to the aid of the farmer?

B. Materials

C. Optional activities

1. Have a farmer explain to you how he cooperates with the federal government.
2. Draw diagrams or pictures of soil conservation devices used in your community.
3. Discuss with your classmates the effects of government aid to agriculture.
4. Discuss the part the farmer plays in war.

D. Summary of the problem solution.

The federal government in 1933 instituted a system of crop reduction designed to attack the surplus problem. Due to unconstitutional features, the first law was revised. Farm aid was distributed for the dual purpose of soil conservation and crop reduction. The government also has established credit agencies, given extension aid and educational advice, has sponsored CCC projects, and in many other ways has aided the farmer.

Problem Eight

How do farmers' cooperatives help farm people to make savings and thus improve their standards of living?

A. Study guide

1. What is a farmers' cooperative? Is it a way to save production costs and buying costs? Is it a profit-making plan?
2. What are the more common types of farmers' cooperatives in Iowa and in the United States?
3. In what ways does the small-scale business man cooperate to make savings in the operation of his business?

B. Materials

See teacher references, pp. 127 to 130, also refer pupils to encyclopedias and to local sources such as farm organiza-

tions or local cooperatives—probably farmers' elevator, farmers' cooperative store, and farmers' creamery.

C. Optional activities

1. Look for a simple cooperative in your own community. Possibly you can find a beef-butcher ring, for example.
2. Locate a farmers' cooperative creamery and find out how it saves money for its members.
3. Make a list of the different kinds of cooperatives which operate in your community or at other places in Iowa.
4. Visit local merchants and learn how they cooperate with other business men in order to reduce operating expenses.

D. Summary of the problem solution

(To be worked out by pupils and teacher. Be sure to avoid possible misunderstandings with local merchants by showing pupils that business men too have ways to save money through cooperation, and that when wealth is conserved, the standard of living is made better for all. The small-scale business man often has been as hard hit as the farmer. He must seek the answer to his problems, not through opposition to farmers' cooperatives but through the setting up of cooperative organizations of his own.)

Unit VI—America and Its New World Neighbors

The General Situation

Since 1817, under the terms of the Rush-Bagot agreement, the boundary between the United States and Canada has been a non-militarized frontier. What a marvel in this warring world—a frontier of three thousand miles without forts or battleships!

With Canada our relations have remained peaceful because of consistent effort, common ideals, mutual advantage, and genuine confidence. Our relations with our neighbors to the South, our Latin-American neighbors, have been less serene.

At times in the past, South Americans have learned to distrust our aims and intentions. The Monroe Doctrine often has seemed to them to be a one-way affair, in which they should have a larger share.

America's "dollar diplomacy" in Latin America; our part in the Panama Revolution; our armed intervention in Haiti; the Dominican Republic, Nicaragua and elsewhere; and even the memory of such distant events as the Mexican War have sometimes caused our southern neighbors to fear us and to dislike us as "the Colossus of the North."

Presidents Hoover and Roosevelt saw the dangers of this attitude and recently many efforts have been made to bring about good will and friendly cooperative action among the Americas. Good will tours, the "Good Neighbor" policy, reciprocal trade agreements, and educational efforts are all parts of a program to bring better relations among the nations of this hemisphere. Of course, the importance of the problems relating to this issue has been increased greatly by the entry of several western hemisphere nations into the Second Great War.

Problem One

Why have our relations with Canada remained so peaceful?

A. Study guide

1. How have boundary disputes between America and Canada been settled?

2. What similarities are there in the governments of Canada and America?
3. How have both nations been aided by our peaceful relations?
4. What "common ideals" do America and Canada share?

B. Materials

C. Optional activities

1. Write to the grade school in some Canadian town or city and try to get a Canadian student interested in corresponding with you.
2. Outline the treaties by which America's boundary settlements with Canada have been made.
3. Give a report on Canada's government.
4. Write a description of a Canadian city, based on an encyclopedia article. (Winnipeg, Montreal, Quebec, Toronto, Ottawa, etc.)

D. Summary of the problem solution

Canada and America have adjusted their boundary disputes by peaceful methods and by compromise. Democratic ideals in both nations, as well as a common mother country and native language bind us together. Both nations profit by peaceful relations with one another; war would be pointless and foolish. A confidence and security born of over a century of peace have brought about this splendid result.

Problem Two

Why did Latin-American countries come to look upon us with distrust?

A. Study guide

1. Why did Latin-Americans learn to dislike the Monroe Doctrine?
2. What did South America think of our part in the Mexican war?
3. Why have we been called "the Colossus of the North"?

4. Terms to learn:
dollar diplomacy
armed intervention
Panama Revolution

B. Materials

C. Optional activities

1. Write a short summary of the Mexican War as a South American would see it.
2. Give a talk on "Past Mistakes in Dealing with Latin-America."
3. Draw a map showing places where we have used "armed intervention" in Latin-America.

Problem Three

How has the United States recently worked for understanding and cooperation among the nations of this hemisphere?

A. Study guide

1. What is meant by the "Good Neighbor" policy?
2. How do reciprocal trade agreements help relations?
3. What changes of attitude have taken place in Latin America?
4. How has the Second World War affected relations?
5. Terms to learn:

Cordell Hull
"Good will tours"
"Good Neighbor" policy
"reciprocal trade agreements"
"hemisphere defense"
"hemispheric solidarity"

B. Materials

C. Optional activities

(Teacher to devise such activities as she has time for. Aim especially to increase students' informational background on Latin America itself.)

D. Summary of the problem solution

Beginning with President Hoover and with increased efforts under Cordell Hull and Sumner Welles, we have attempted to make Latin America forget our "dollar diplomacy" and "armed intervention." The Good Neighbor policy seeks for cooperation—not for domination. Better relations with many nations in Latin America and a great public interest in the problem are already evident results. Relations with Mexico have especially turned to the better, partly as a result of increased travel via the Pan-American highway. The war has in most cases increased the will to cooperate for mutual security.

Problem Four

Why have we recently been on such good terms with Brazil and on rather poor terms with Argentina?

A. Study guide

1. How have these countries differed in their cooperation with us against the Axis?
2. In what respects do the products of Brazil and Argentina differ?
3. Why is it easy for us to trade with Brazil?
4. Why is it difficult for us to trade with Argentina?
5. What other reasons does Argentina have for not cooperating fully in hemisphere defense?

B. Materials

C. Optional activities

1. Compare the products of Argentina with those of Iowa.
2. Give a talk on the "Resources of Argentina."
3. Draw a diagram showing where Brazil's and Argentina's exports went before the war.
4. Write themes on Buenos Aires and Rio de Janeiro.
5. Give a floor talk on "Brazil's Coffee Industry."

D. Summary of the problem solution

Brazil raises many crops we need, principally coffee and

cocoa; so with Brazil we enjoy a beneficial natural trade. But Argentina raises many crops of which we possess a surplus, including wheat, corn, sheep, and especially cattle. Since we buy few Argentinian goods, they look for trade and friendship elsewhere. Argentina's "natural trade" is with Europe. Argentina has also been affected by pro-Axis minorities, by Old World ties of acquaintance, by pro-Axis statesmen in high places, and by actual Fifth Column activities. Brazil, on the other hand, has led the way toward close hemispheric defense cooperation.

Unit VII—America Experiences the Great Depression¹

The General Situation

In October of 1929 there occurred the stock market crash which heralded the beginning of the most severe economic depression in the nation's experience. A decade of business and industrial expansion, of ungoverned speculation, and of inflated economic optimism came to this abrupt conclusion. From 1929 to 1933 the symptoms of depression increased and multiplied. Thousands of banks closed their doors; insurance and investment houses failed; farm mortgage foreclosures mounted alarmingly; railroads, factories, and businesses admitted bankruptcy. In every city local charities were tried to their limits, and beyond, to meet the terrific burdens of relief; while all across the land queues of bewildered, subdued Americans stood in breadlines—mute testimony to a problem of unemployment numbered in the millions.

Under the Hoover administration direct governmental action to meet the crisis was delayed until it became clear that it could not be further postponed. Principal act of the Hoover administration was creation of the Reconstruction Finance Corporation, an institution equipped to lend to banks, railroads, insurance companies, and other financial organizations. It was believed that by thus "priming the pump" of business, normal conditions might be restored.

By March of 1933, however, when Franklin Delano Roosevelt became President, the depression had reached its worst depths. Roosevelt, whose administration quickly became known as the "New Deal," inaugurated a broad plan of action to attempt social and economic reorganization. Tariff and banking reform, labor and farm legislation, public works and relief measures, flood control measures, social security programs—all these and more constituted the program of the New Deal.

Our job in this unit is to see why government entered so many avenues of enterprise in this period.

¹In this unit a deliberate attempt is made to encourage initiative and individual planning on the part of the teacher. See how well you can develop this unit.

Problem One

What happened to the economic life of our nation between 1929 and 1933?

A. Study guide

(Teachers should frame questions designed to bring out descriptive details in regard to the depression.)

B. Materials

C. Optional activities

(Use activities which will send students to people who remember the depression. If the teacher remembers those years, she can help out by recounting her own recollections.)

D. Summary of the problem solution

(Have students write summaries. Compare these to paragraph one of The General Situation at the introduction to this unit.)

Problem Two

How did the depression affect the lives of the people of America?

A. Study guide

1. How did the depression affect the lives of the farmers?
2. How did the depression affect the city workers?
3. How did it affect business and industry?
4. How did it affect your community?

B. Materials

C. Optional activities

(Teacher may design appropriate problems and projects. Allow students to suggest interesting tasks. Plan cooperatively.)

D. Summary of the problem solution

(Have students make lists of the effects of the depression on lives of the people. See how many accurate points can be made.)

Problem Three

How did Americans with the help of their government attempt to rebuild a strong nation?

A. Study guide

1. What attempts did the Hoover administration make to improve economic conditions?
2. How did the "New Deal" attempt to help people solve these problems?
 - a. Crop surpluses
 - b. Unemployment
 - c. Banking failures
 - d. Farm and home mortgage foreclosures
 - e. Low prices
 - f. Floods and soil erosion

B. Materials

C. Optional activities

1. Give special reports on work of the CCC, the AAA, the TVA, and other New Deal agencies.
2. Discuss the accomplishments of the New Deal; compare good and bad features.

D. Summary of the problem solution

(Sum up what the class has learned cooperatively. Write the summary on the board; have students copy it in their notebooks.)

Problem Four

Why did it seem necessary for the government to help overcome the effects of the depression?

A. Study guide

(Teachers and students are asked to solve this problem on their own resources. See how well you can plan the attack, locate materials, devise activities, and arrive at conclusions. This should be a chance for teacher and class to prove their resourcefulness. Try to do a good job of solving the question.)

B. Materials

Unit VIII—The United States Takes Part in a World Struggle for Freedom

The General Situation

In 1917 and 1918 the United States had taken part in "a war to end war" and "to make the world safe for democracy." But we know now that neither of these goals was reached in World War I. Why not? Some critics say, "We won the war and lost the peace." This much is true: When the Treaty of Versailles was signed, America did not become a member of the League of Nations which her own President Wilson had originated. Instead, in 1920, the United States elected as President, Warren G. Harding, who indicated that we would "return to normalcy." This seemed to mean that we would try to forget about the war.

In 1921 at Washington, a conference of nations took place for the purpose of limiting naval building. Here the United States, Britain, Japan, Italy, and France agreed to set limits on the number of battleships each could own.

In 1928 most of the nations signed a fine-sounding treaty called the Kellogg-Briand Pact. The signers of this treaty pledged themselves to outlaw war as a means of settling disputes and to settle all conflicts by peaceful methods. In 1942 most of the signers of the "Treaty to Outlaw War" were engaged in history's most bitter war.

Thoughtful men everywhere had hoped for peace. In America and England men hoped so strongly for peace that they seemed to forget to prepare for the possibility of war. *But other nations were preparing.*

Across the Pacific—far away it seemed in 1931—Japan was using her military might to steal the property of Chinese neighbors. America and England did not act to stop her.

In 1935 and 1936, Mussolini, Italy's "sawdust Caesar," won a "great victory" over the ill-equipped Abyssinians and annexed that unlucky kingdom to his empire. While its Emperor, Haile Selassie appeared before the League of Nations to protest, that organization allowed the Italians present to howl him down.

In Spain, too, the democracies allowed a further Fascist conquest when Dictator Franco took over the government with the aid of Moors, Italians, and Germans.

Now the danger was a full-grown menace. In Germany, wicked, clever Adolf was using every trick of propaganda and every brutal method of dictatorship to prepare that nation for aggressive war. Promising his people the riches of the world as spoils of war, he led his armies in a series of sometimes peaceful conquests into the Rhineland, into Spain, into Austria, into Czechoslovakia. Finally, in September, 1939, after breaking every solemn oath and treaty, after proving himself one of history's most vicious liars and murderers, he attacked Poland. England and France at last declared war on this tyrant.

Let us study how America finally entered the struggle for freedom.

Problem One

Why did America try to remain "isolated" in the first years of the war?

A. Study guide

1. How had our participation in the first World War helped to build up isolationist feeling?
2. What had early American statesmen said about taking part in European wars?
3. Why was it difficult to realize the mistakes in isolationist thinking?
4. What were the principal errors in isolationist thinking?
5. What "Neutrality Laws" were on the books when the war opened?
6. Terms to learn:
isolation
embargo
allies
Axis

B. Materials

C. Optional activities

1. Discuss the differences between America's position in Washington's time and our position today.
2. Show by maps how times of travel between Europe and America have changed since 1800.
3. Give a floor talk on "The Mistakes of Isolationists."

D. Summary of the problem solution

America, disillusioned by the after-effects of the first World War and mindful of the advice of early national statesmen, had written an Arms Embargo Act into its statutes, indicating its aim of isolating itself from war. Hating war and loving peace, we forgot we might have to fight for the very survival of our ideals, our property, and our way of life. Our friends were attacked; we stood by hesitant, helping by half-way methods. Only the attack on Pearl Harbor cleared our minds and gave us the resolution to fight and pay the price of liberty.

Problem Two

How did we aid the Allies before our entry into the war?

A. Study guide

1. How did the "Cash and Carry" Act modify the Arms Embargo?
2. What was the effect of the Lend-Lease Act?
3. What was the "50 destroyer deal"?
4. Why were our sympathies with England from the very start of the war?
5. Terms to learn:
Cash and Carry
Lend-Lease

B. Materials

C. Optional activities

(Allow students to suggest and plan appropriate activities.)

D. Summary of the problem solution

Problem Three

What are the differences between the democratic way of life and the kind of world Hitler stood for?

A. Study guide

1. What happens to freedom of speech and press in a dictatorship?
2. What did Hitler do to freedom of religion? (Jews, Protestants, and Catholics)
3. How did Hitler's schools differ from those you attend?
4. What are the important things to good citizenship in a dictatorship?
5. How do the qualities of a democratic citizen differ from those above?

B. Materials

C. Optional activities

1. Discuss as a group "How Freedom Is Lost in a Dictatorship."
2. Write an imaginary letter to Hitler telling him why you could never stand for his system of government.
3. Make a list of Hitler's most obvious "crimes against civilization." (For example, invasion of Low Countries, bombing of open cities, execution of hostages, etc.)

D. Summary of the problem solution

In a democracy, the individual is prized; his worth and value are asserted; his rights of free thought, speech, press, assembly, and worship are respected and maintained. In a dictatorship, individuals exist to serve the state; private judgment of values does not exist. If lust, greed, and bestiality serve the nation's ends, the dictator cultivates them. A democracy attempts to preserve a flexible society where the natural errors of man will tend to be corrected rather than to perpetuate themselves. With its moral and ethical ideals founded on Christianity and the noblest philosophy of the race, democracy—embodying as it does man's eternal quest for truth—stands as the very antithesis to the decadent, predatory ideology of the dictators.

Problem Four

What part did America take in the war and how did the war change our manner of living?

(This problem is left for the teacher and pupils to develop.)

Problem Five

Now that World War II has ended victoriously for the allied powers, what steps are being taken to make sure that we will have permanent peace?

(This problem is left for the teacher and pupils to develop.)

AMERICAN HISTORY BIBLIOGRAPHY

Note: Although space limitations have not permitted the including of annotations, each publication listed below has been described fully even when such description involves rather long subtitles. This has been done to aid the teacher in making appropriate selections and in placing orders for books to be added to the library. Most of the pupil references have been keyed to the grade and unit where they will be most useful. For example, the first book in the pupil references is written by R. G. Adams. It has 206 pages; sells for a list price of \$2.50; has a reading difficulty range of from about sixth to ninth grade; and is especially appropriate for use in the second unit of Grade 7. The second book, written by Albjerg and Knight has ten introductory pages, one hundred ninety-four pages in the main part of the book and it also has an appendix. Slight differences in abbreviations are due to the fact that several different committee members prepared the descriptions. Similar information is given for each pupil reference but with varying degrees of completeness.

Many companies have branches throughout the United States. The county or city superintendent will have the nearby addresses of most publishing houses.

A few intermediate-grade history textbooks have been listed merely to suggest that easy-reading textbook material would be appropriate for a small part of the library. Most of the books included deal more extensively with the subjects treated than is possible in a textbook. The Committee does favor the adoption of a textbook appropriate for use in the seventh and eighth grades. No evaluation of available textbooks has been made by the Committee. It is the judgment of the Committee, however, that most seventh and eighth grade textbooks now available could be used with the units of this handbook.

The Committee does not present this bibliography as a complete list of valuable references. The books were selected carefully, but with a full realization that certain good books would be omitted. Supplementary lists, prepared from time to time, would be desirable.

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SECTION THREE—IOWA HISTORY

GRADE EIGHT

Introductory Statement

Special attention to Iowa history in a separate section at the close of Grade VIII is defensible, not because Iowa's history may properly be considered apart from the American history of which it is a part, but because many phases of American history have counterparts in Iowa's history. Pupils will understand the larger historical movements better when they see them illustrated and made real in their own state's history.

Pupils get most of their knowledge of history from books. Consequently, they do not realize how the historian prepares his materials. As pupils study the history of their own state, they can have experiences with the methods which a historian uses. In every Iowa community there are relics, monuments, old records, pictures, abandoned roads and trails, old houses, and other first hand sources which form the raw material with which the historian works. History is thus made more real and interesting to children.

Boys and girls who become interested in the history of Iowa and their own communities will have a basis for greater personal enjoyment of the environment afforded by their own state. They will develop understandings, too, which will help them to assume their local civic responsibilities both as children and later as adults. This prediction is valid especially when the social and economic aspects of local and state history are emphasized.

The amount of new material the teacher will want to present in this separate emphasis on Iowa history will depend upon the extent to which the history of Iowa already has been threaded into the social studies work of the earlier grades and into the American history units of the seventh and eighth grades. A careful analysis of the needs of the group of pupils involved should precede the work on Iowa history in Grade VIII. Then special attention should be given to those significant problems for which the pupils have an unsatisfactory solution.

Unit I—Iowa Is Discovered, Explored and Settled

The General Situation

Iowa—"beautiful land," as the Indians called the region—has a story which began long before even any Indians lived here. Through long ages, the area we now call Iowa was prepared for the use of man.

In this unit we will learn how Iowa looked before men came here. Then we will learn how Iowa was discovered, explored and settled.

Problem One

How has it been possible to write the story of the way the land and other natural resources of Iowa were prepared?

A. Study guide

1. In the fifth grade we learned that Iowa is located in the region known as the "The Corn and Livestock Belt." In geography we say that this is a human-use region. Of course, we know corn and livestock are not the only products of this region. But since they are so very important, we use them to name the region in which Iowa is located.

In history we refer often to the Prairie Plains and the Great Plains. Find these areas and color them in on an outline map of the United States, or, better yet, on an outline map of North America. Your geography book has helpful information. There is a good map on page 34 in Walter Prescott Webb's book entitled *The Great Plains*.¹ This map shows the land regions of the United States.

2. Read to find out about Iowa before people lived here.
 - a. How do we know that Iowa was once under the sea?
 - b. Read to learn how sandstone, limestone and lead were formed in Iowa.
 - c. Read to learn how coal, and shale or slate were formed in south-central Iowa.

¹Webb, Walter Prescott. *The Great Plains*, p. 34 (map). This book is listed on page 130 of this handbook.

- d. Read to learn where Iowa's deposits of gypsum are located and also how they were formed.
- e. Read to learn what glaciers are and how, ages ago, they helped to form the rich farm lands of Iowa.
- f. Read to learn how we know what kinds of animals roamed over Iowa long ago.

B. Materials

See Iowa Bibliography, pp. 145 to 150.

C. Optional activities

1. Find pictures of boulders left in Iowa by the glacial drift.
2. Show the following on an outline map of Iowa:
 - a. The lead mines
 - b. The gypsum beds of Webster County
 - c. Places where limestone is quarried
 - d. Location of colored sandstone near McGregor
 - e. Iowa's important coal region
 - f. The Mississippi River
 - g. The Missouri River
 - h. Five lakes made by the glacier
 - i. The most important rivers in eastern Iowa
 - j. The most important rivers in western Iowa
3. Go on a field trip and locate some of the natural features of Iowa about which we have been studying.
4. Have your parents take you to see a museum where rocks and fossils found in Iowa are on display. In some museums you will find exhibits showing how coal was formed in Iowa. At the State Historical Building you will find bones of the huge animals which once roamed Iowa and were known as mastodons. Museums including the types of materials referred to above are also located in other Iowa towns.
5. Word study
 - a. Find these words and others in your reading and be able to tell what they mean:

quarry	glacial drift	sandstone	mastodon
gypsum	glacier	fossil	limestone

D. Summary of problem solution

(To be prepared by teacher and pupils)

Problem Two

We now know much of the story of the discovery and exploration of Iowa because of our work in earlier grades. Let us now review this story and also find a good solution to this problem: How was Iowa discovered and explored and why must we know about the discovery, exploration and settlement of early America in order to understand better what took place in the discovery and exploration of Iowa?

A. Study guide

(To be developed by the teacher)

B. Materials

See Iowa Bibliography, and follow suggestions already given in this handbook.

C. Optional activities

(To be developed by the teacher. Here is a good place to begin planning with pupils the preparation of an album of Iowa history. In a rural school, all pupils in the school may participate. Even parents may be brought into this project. It should be loose-leaf in form to insure flexibility. As an incentive, plans could be made to enter the album in appropriate county or state exhibits such as fairs, for example. If it were planned as a cooperative project, it could be a way in which the pupils might serve their community by helping to plan Iowa vacation tours. People in the community could be asked to bring back pictures for the album. A school museum could grow out of the same project, too. See *Iowa—A Guide to the Hawkeye State* and *The State of Iowa Welcomes You* for suggestions. These books are listed in the Iowa Bibliography.)

D. Summary of problem solution

(In developing this summary with the pupils, Iowa's relation to the discovery and exploration of early America should be stressed. Then in the next problem, Iowa history in relation to the Westward Movement should be emphasized.)

Problem Three

How did the first white settlers displace the Indians in Iowa and how did Iowa share in the Westward Movement?

A. Study guide¹

1. Read to find out about:

- a. The bands of Indians in Iowa
- b. How the Indians lived at home
- c. The Indians as traders
- d. Important chiefs and warriors
- e. Indians at war
- f. How the government tried to help the Indians
- g. How the Indians were finally driven out of Iowa
- h. The Spirit Lake Massacre
- i. The Tama Indians

2. Read to find out about:

- a. Why pioneers came to Iowa
- b. By what means the pioneers transported themselves and their belongings to Iowa
- c. From what states and by what routes the Iowa pioneers came
- d. Early homes of the pioneers
- e. How the pioneers secured their claims
- f. How the pioneers lived in their homes
- g. How the pioneers made a living
- h. Travel in pioneer days
- i. Schools in pioneer days
- j. Church in pioneer days
- k. Recreation among the pioneers in Iowa

B. Materials

C. Optional activities

1. Activities which will help to make the importance of Indians in Iowa's history more clear

¹Throughout this handbook, frequent references have been made to *A Guide for Teaching History in Grades Six, Seven and Eight* which was prepared by Clara M. Wallace and issued by the Department of Public Instruction in 1936. The Iowa section of this publication will be helpful to teachers who have it available in their schools. See pages 48 to 62. The Committee has adapted certain materials from this section in the preparation of the study guide on the settlement of Iowa.

- a. Make a list of Indian names now used for rivers, towns and counties in Iowa.
- b. Write a paragraph telling how it is known that Indians lived in nearly every county in Iowa in early days.
- c. Show on an outline map of Iowa where various groups of Indians were living when Iowa was bought as a part of the Louisiana Purchase in 1803.
- d. Write a paragraph describing the Indian homes.
- e. Be able to report to the class on:
 - Care of the Indian baby
 - Work of the Indian women
 - Work of the Indian men
 - Indian amusements and games
 - Manner of travel
 - Indian food
- f. Visit a museum and see:
 - Indian tools and weapons
 - Models of Indian teepees and wickiups
 - Materials used by Indians to prepare food
 - Indian weapons
 - Indian clothing
 - Indian pottery and art work
- g. Locate on an outline map places where trading posts were located in Iowa.
- h. Make a list of the things which the Indian traded to the white man and also a list of things the white man traded to the Indian.
- i. Describe methods used by fur traders of Iowa.
- j. Demonstrate to the class the method of construction of a blockhouse and a stockade.
- k. Locate Fort Madison on your outline map and tell the class the story of old Fort Madison.
- l. Read stories about Indians such as Mahaska, Black Hawk and Keokuk.
- m. Learn how the Indian agents tried to help the white settlers and Indians in their dealing with each other.
- n. Tell the story of the Spirit Lake Massacre.
- o. Describe the various treaties by which the Indians gave up their claims to Iowa, and how one group of Indians came back and was aided in establishing the Indian settlement at Tama.

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- d. Read to learn where Iowa's deposits of gypsum are located and also how they were formed.
- e. Read to learn what glaciers are and how, ages ago, they helped to form the rich farm lands of Iowa.
- f. Read to learn how we know what kinds of animals roamed over Iowa long ago.

B. Materials

See Iowa Bibliography, pp. 145 to 150.

C. Optional activities

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2. Show the following on an outline map of Iowa:
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D. Summary of problem solution

(To be prepared by teacher and pupils)

Problem Two

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A. Study guide

(To be developed by the teacher)

B. Materials

See Iowa Bibliography, and follow suggestions already given in this handbook.

C. Optional activities

(To be developed by the teacher. Here is a good place to begin planning with pupils the preparation of an album of Iowa history. In a rural school, all pupils in the school may participate. Even parents may be brought into this project. It should be loose-leaf in form to insure flexibility. As an incentive, plans could be made to enter the album in appropriate county or state exhibits such as fairs, for example. If it were planned as a cooperative project, it could be a way in which the pupils might serve their community by helping to plan Iowa vacation tours. People in the community could be asked to bring back pictures for the album. A school museum could grow out of the same project, too. See *Iowa—A Guide to the Hawkeye State* and *The State of Iowa Welcomes You* for suggestions. These books are listed in the Iowa Bibliography.)

D. Summary of problem solution

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Problem Three

How did the first white settlers displace the Indians in Iowa and how did Iowa share in the Westward Movement?

A. Study guide¹

1. Read to find out about:

- a. The bands of Indians in Iowa
- b. How the Indians lived at home
- c. The Indians as traders
- d. Important chiefs and warriors
- e. Indians at war
- f. How the government tried to help the Indians
- g. How the Indians were finally driven out of Iowa
- h. The Spirit Lake Massacre
- i. The Tama Indians

2. Read to find out about:

- a. Why pioneers came to Iowa
- b. By what means the pioneers transported themselves and their belongings to Iowa
- c. From what states and by what routes the Iowa pioneers came
- d. Early homes of the pioneers
- e. How the pioneers secured their claims
- f. How the pioneers lived in their homes
- g. How the pioneers made a living
- h. Travel in pioneer days
- i. Schools in pioneer days
- j. Church in pioneer days
- k. Recreation among the pioneers in Iowa

B. Materials

C. Optional activities

1. Activities which will help to make the importance of Indians in Iowa's history more clear

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- a. Make a list of Indian names now used for rivers, towns and counties in Iowa.
- b. Write a paragraph telling how it is known that Indians lived in nearly every county in Iowa in early days.
- c. Show on an outline map of Iowa where various groups of Indians were living when Iowa was bought as a part of the Louisiana Purchase in 1803.
- d. Write a paragraph describing the Indian homes.
- e. Be able to report to the class on :
 - Care of the Indian baby
 - Work of the Indian women
 - Work of the Indian men
 - Indian amusements and games
 - Manner of travel
 - Indian food
- f. Visit a museum and see :
 - Indian tools and weapons
 - Models of Indian teepees and wickiups
 - Materials used by Indians to prepare food
 - Indian weapons
 - Indian clothing
 - Indian pottery and art work
- g. Locate on an outline map places where trading posts were located in Iowa.
- h. Make a list of the things which the Indian traded to the white man and also a list of things the white man traded to the Indian.
- i. Describe methods used by fur traders of Iowa.
- j. Demonstrate to the class the method of construction of a blockhouse and a stockade.
- k. Locate Fort Madison on your outline map and tell the class the story of old Fort Madison.
- l. Read stories about Indians such as Mahaska, Black Hawk and Keokuk.
- m. Learn how the Indian agents tried to help the white settlers and Indians in their dealing with each other.
- n. Tell the story of the Spirit Lake Massacre.
- o. Describe the various treaties by which the Indians gave up their claims to Iowa, and how one group of Indians came back and was aided in establishing the Indian settlement at Tama.

2. Activities which will help to picture who the early white settlers in Iowa were and how much we are indebted to them
- a. Write a story about how the pioneers traveled to Iowa.
 - b. Find pictures of pioneers on their way to Iowa.
 - c. Try to find the picture "Westward" to show to the class. Tell what it means.
 - d. Make a list of cities which grew up in places where the pioneers crossed the Mississippi River.
 - e. Read about and be able to explain how a log cabin was built.
 - f. Model a log cabin from sticks representing logs.
 - g. Make a model of a rail fence.
 - h. Make a list of the things which the pioneers brought with them to Iowa.
 - i. Find pictures of spinning wheels and other machines used by the pioneers of Iowa.
 - j. Outline the things which the pioneer women had to do.
 - k. Be able to explain to the class how the pioneers made soap, hominy, and candles.
 - l. Compare what the pioneers had to eat with what we have to eat today.
 - m. List the work done by the pioneer farmer.
 - n. Write a few paragraphs explaining the difference between the ways in which the pioneers farmed and the way we farm today.
 - o. Write a paragraph describing the early roads of Iowa.
 - p. Compare early roads in Iowa with our roads today.
 - q. Describe the following bridges after you have found pictures or have gone over them:
 - Bridge at Omaha between Iowa and Nebraska
 - Bridge at Davenport between Iowa and Illinois
 - Bridge at Lansing between Iowa and Wisconsin
 - r. On an outline map show ten main highways in Iowa today.
 - s. Be able to report to the class ways in which the pioneer schools differed from ours today.
 - t. Locate the first school in Iowa on an outline map and read to find out who the teacher was and what salary he received for teaching school.

- u. Write a paragraph describing school equipment.
- v. Contrast early pioneer church life with our church life of today.
- w. Be able to report on the first church building in Iowa and locate it on an outline map.
- x. Make a list of the various recreations in Iowa in pioneer days and compare them with our recreations today.
- y. Make a list of at least six nationalities of people who have settled in Iowa and show on an outline map where they have settled.

D. Summary of problem solution

(To be prepared by pupils and teacher)

E. Unit Summary

(Have the pupils summarize the unit. One method would be to prepare an outline of the main points as a class discussion activity and then to use this outline as a basis for written summaries to be prepared by each pupil.)

F. Unit test

Unit II—Iowa Takes Her Place in the Union and Makes Important Contributions to the Nation's Progress

The General Situation

Iowa is not a nation. It is a state and it is a part of the nation known as the United States of America. We must, therefore, know how Iowa's history is related to the progress of our nation if we are to understand and appreciate Iowa fully.

In many ways, Iowa has been associated more closely with American history than almost any other state. European explorers found her early. She was a part of the Louisiana Purchase. She lies between our two greatest rivers. The first overland trails touched or crossed her beautiful plains. The first transcontinental railroad crossed Iowa. Westward moving settlers at first travelled on through Iowa in search of gold and opportunities to the Far West. Later settlers and immigrants came to Iowa to stay. Here they became prosperous and here they have continued to make important contributions to the security and progress of the nation. In dozens of ways Iowa and her people demonstrate the truth of the inscription which appears on the Soldiers and Sailors Monument on the State Capitol Grounds in Des Moines and which says, "Iowa, her affections, like the rivers of her borders, flow to an inseparable union."

(To the teacher: The Committee has suggested problems for this unit without providing study guides or problem solutions. The work of developing these problems is left to the teacher. In the FOREWORD to this volume it was stated that pupils and teachers might profit a great deal from units which they developed themselves. If the teacher has been careful to treat Iowa's part in the American history with which it is closely related, many of the problems in this unit will not take as much time as otherwise.)

Problem One

What is the story of the steps by which Iowa became first a territory and later a state?

Problem Two

Why is it correct to say that a complete study of Iowa's history would include much of the history of the United States? How, for example, does the story of Iowa politics fit into the history of our nation?

Problem Three

In the last unit, we learned how the pioneer settlers came to Iowa from other parts of the United States and how they solved their first problems. About the year that Iowa became a state, large numbers of people began to come from Europe. Who were these people, why did they come and what qualities did they have which fitted them to be good Iowa settlers?

Problem Four

One of the writers, listed in the Iowa Bibliography (pages 145 to 150) by the name of Mr. Borah, calls Iowa an "Abiding Place of Plenty." In the next unit we will learn why Iowa is a place of plenty when it comes to farm crops and livestock. Why it is true also to say that Iowa—in addition to her leadership in farming—is becoming important among the states because of the growth of her business and industry (manufacturing)?

One Iowa newspaper¹ recently printed an article entitled, "The Versatility of Iowa." Because this article defines the contributions which Iowa makes as a manufacturing state and because it, at the same time, shows the close dependence of much of this manufacturing upon farm products, it is quoted in full below:

"Iowa is regarded as an agricultural state, which it is. It is the outstanding farm state of the nation.

But more than that it has importance as a manufacturing state that receives so little emphasis that many persons fail to perceive the full significance.

During 1925 the state had a cash gross farm income of \$754 million and the value of manufactured products was very nearly as much—\$747 million.

Since 1925 the value of farm products marketed has

¹*Estherville News.*

increased steadily to the peak in 1944 of \$1,683 million while manufacturers kept pace with \$1,250 million.

The nation has pretty much taken Iowa for granted, regarding her as a productive agricultural region that is a little uninteresting to view from the club car of a trans-continental railroad train. The state is beginning to make a serious impression.

Much of modern manufacturing is basic in agriculture. That is true of soybeans, hemp, corn, meat and other products. Iowa has some cheap coal of its own, but more than that it has vast agricultural resources which are in themselves producing enormous income and which are attracting processors and manufacturers to the state.

Manufacturing has kept pace with agricultural development to such an extent that it may well be that Iowa will have as well-balanced and profitably balanced economy as any state in the union."

(Note: The Iowa Development Commission, 708 Crocker Building, Des Moines, Iowa, has been established by the State Legislature. Teachers should keep in touch with the work of this Commission. This Commission has a full program through which it shows why Iowa—along with "continued successful leadership in agriculture"—is at the same time a "Land of Industrial Opportunity."

The teacher will find basic information in the references given in the Iowa Bibliography, in usual statistical sources such as the *World Almanac*, and in Iowa newspapers and magazines.)

Problem Five

What part have Iowans had in protecting the security of their nation in war?

Problem Six

What is the story of the development of transportation in Iowa?

Problem Seven

Iowans believe in education. How have our public schools, colleges and universities grown from 1830 to the present time?

Problem Eight

All through our history until our country had no frontiers left open to settlers the Westward Movement went on. Of course, the various churches moved westward also. How have the various religious groups established their churches in Iowa?

Problem Nine

Why must a state be interested officially in protecting the welfare of all its citizens and how has Iowa tried to protect its normal citizens and to care for its unfortunate people?

Problem Ten

Nowadays when we study the history of a nation, we try to understand how the people have lived in the past and how they live now. It helps to understand people when we know such things about them as their sports and recreation; newspapers, magazines, and radio stations; books, works of art and skill; theaters; fairs; music; and architecture. Why do we understand and appreciate life in Iowa when we know these things about ourselves and our fellow Iowans?

Unit III—Iowa Gains National Leadership in Agriculture

The General Situation

Our work in geography and history has given us knowledge about Iowa's favored position as a food-producing state. Iowa has the land, the climate, and the people of the proper type and quality for success in agriculture. In this unit we will review these facts and conclusions, and we will trace the steps by which Iowa has become a leader in agriculture.

Problem One

Why has farming been the most important business in Iowa?

A. Study guide

1. Read to find out why the soil of Iowa is very fertile.
2. Read to learn why most of the land in Iowa may be cultivated easily.
3. Locate figures about temperatures and rainfall in Iowa.

B. Materials

C. Optional activities

1. Collect samples of different types of soils found in Iowa.
2. Prepare a circle graph showing the proportions of Iowa's area which may be classified as: tillable land, lakes and swamps, and waste land. Make a similar graph for a state which is not famous for its agriculture and compare the results.

D. Summary of problem solution

(To be developed by teacher and pupils)

Problem Two

Why must one know the story of the use and improvement of farm machinery to understand properly Iowa's remarkable progress in agriculture?

(This problem is left for the teacher and pupils to develop.)

Problem Three

What improvements have taken place during the past one-hundred years in the quality of Iowa's crops, and in the methods farmers use to raise these crops?

(To be developed by teacher and pupils)

Problem Four

What improvements have taken place during the past one hundred years in types of poultry and livestock raised on Iowa's farms, and in the feeding and care of such poultry and livestock?

(To be developed by teacher and pupils)

Problem Five

In what ways have Iowa farmers helped one another through cooperation in the production and marketing of agricultural products?

(To be developed by teacher and pupils)

Problem Six

What is meant by soil conservation; what is the history of soil conservation in Iowa; and why must farmers give attention to it all of the time?

(To be developed by teacher and pupils)

IOWA BIBLIOGRAPHY

Note: This bibliography has the following four parts: recent textbooks; other informational books and pamphlets; fiction with an Iowa background; and periodicals.

Much of the finest reference material to be had is available currently from the various state departments and other agencies. Among the state departments furnishing such materials from time to time are the Department of Public Instruction, Department of Agriculture, Bureau of Labor, State Conservation Commission, State Highway Commission, Department of Health, Department of History and Archives, and Iowa Development Commission.

Local county superintendents will have information concerning the publications available giving the history of local counties.

As has been stated elsewhere in this handbook, there is much excellent reference material which exists in a form which is either unavailable to children or is not written for them. The Committee assumes that teachers and groups of teachers will want to know what these sources are in order that they may be drawn upon. The State Historical Society of Iowa, Iowa City, Iowa, published *A Reference Guide to Iowa History* in 1942. This guide was compiled by William J. Petersen. Although much of the material to which it refers is available only in libraries in the form of articles in magazines, this guide is invaluable to the teacher who wishes to do serious work year after year in the preparation of teaching materials for her pupils. Every teacher has access to libraries where the magazines in this guide may be used. The guide does include books as well as magazine articles, however.

The table of contents of this reference guide includes detailed classifications. The main subject headings are listed below:

Physical Foundations	Local Government
Natural Phenomena	Cities and Towns
Wild Life	Iowa and the Civil War
The Indians of Iowa	Iowa and Foreign Wars
Discovery and Exploration	Education in Iowa
Soldiers on the Frontier	Religion in Iowa
Early Settlements and the Pioneers	Cultural Activities
The Land and Its Owners	Amusements and Recreation
Immigration	Health in Iowa
Travel	Social and Economic Problems
	Printing and Publishing

Territorial Government	Transportation and Communication
State Government	Business and Industry
Administration of Justice	Agriculture
Suffrage, Parties, and	Iowa History
Elections	Biographies of Iowans
Iowa and National Affairs	

Iowa State College will publish soon a book on the history of farming in Iowa. The title probably will be "A Century of Farming Practices in Iowa." The book is being written by members of the faculty at the College. Dr. Earle D. Ross, a professor in the Department of History and Government, will be the editor of this book.

The State Historical Society of Iowa also will publish soon a book by Earle D. Ross on Iowa agriculture.

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- Iowa Welcomes You.* (Note: This booklet carries this sentence just inside the cover: "Iowa Welcomes You to the Hospitality and Beauties of the 'Hawkeye State.'" The booklet includes the pictures of the present elected state officials; it is full of interesting information about Iowa—past and present. It includes many, many beautiful pictures. Write to the State Printing Board, Des Moines 19, Iowa, for information about securing this publication).
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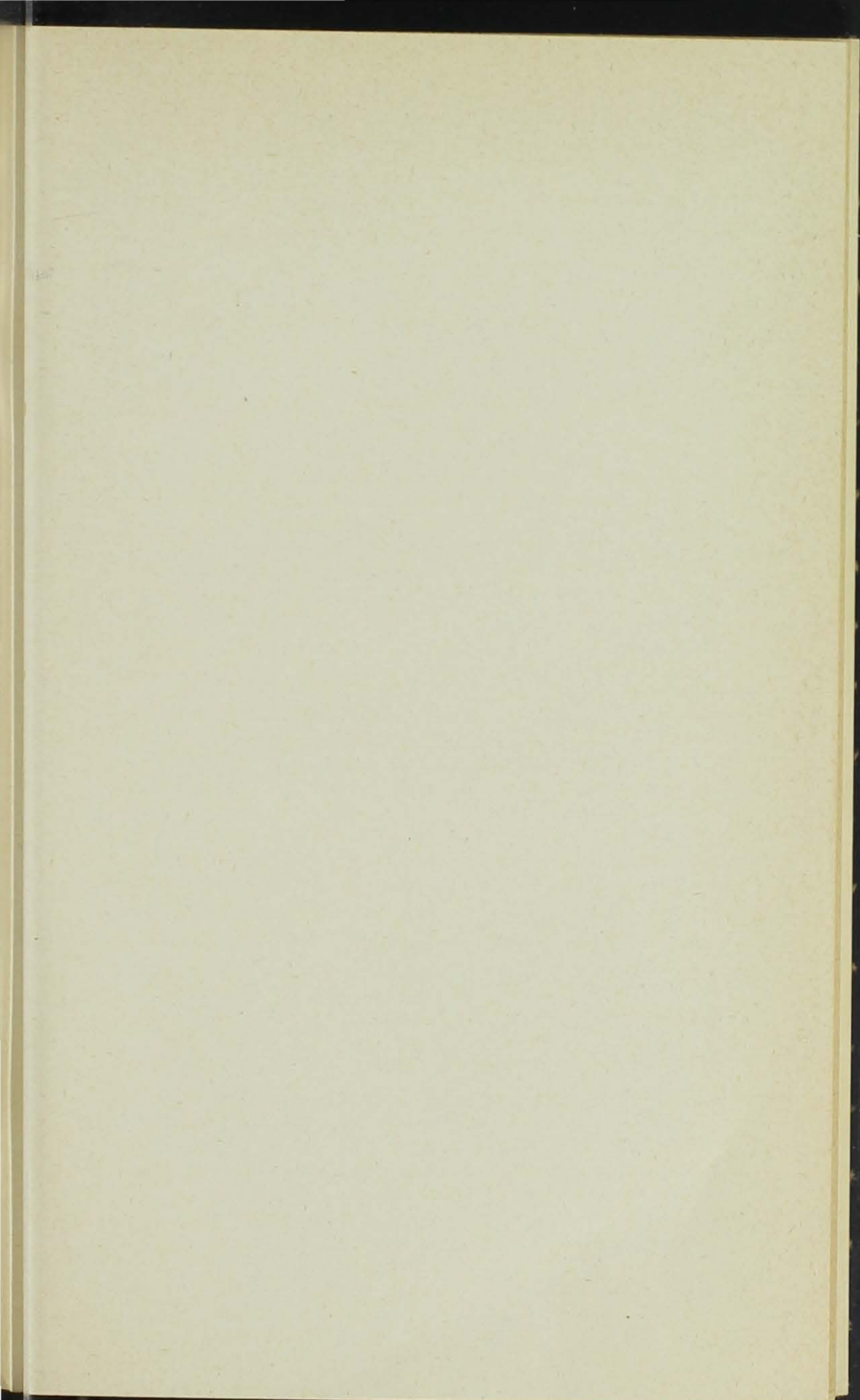
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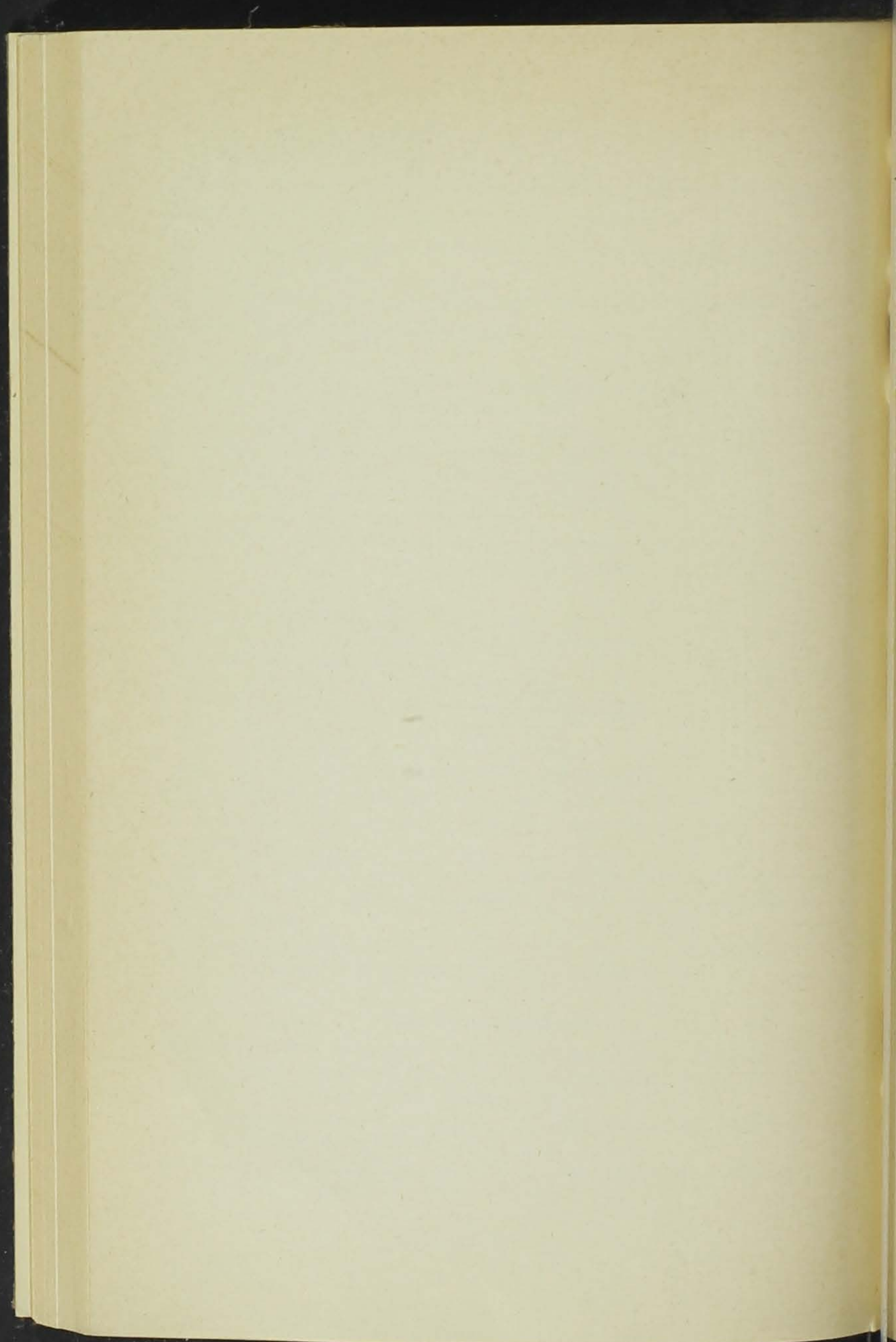
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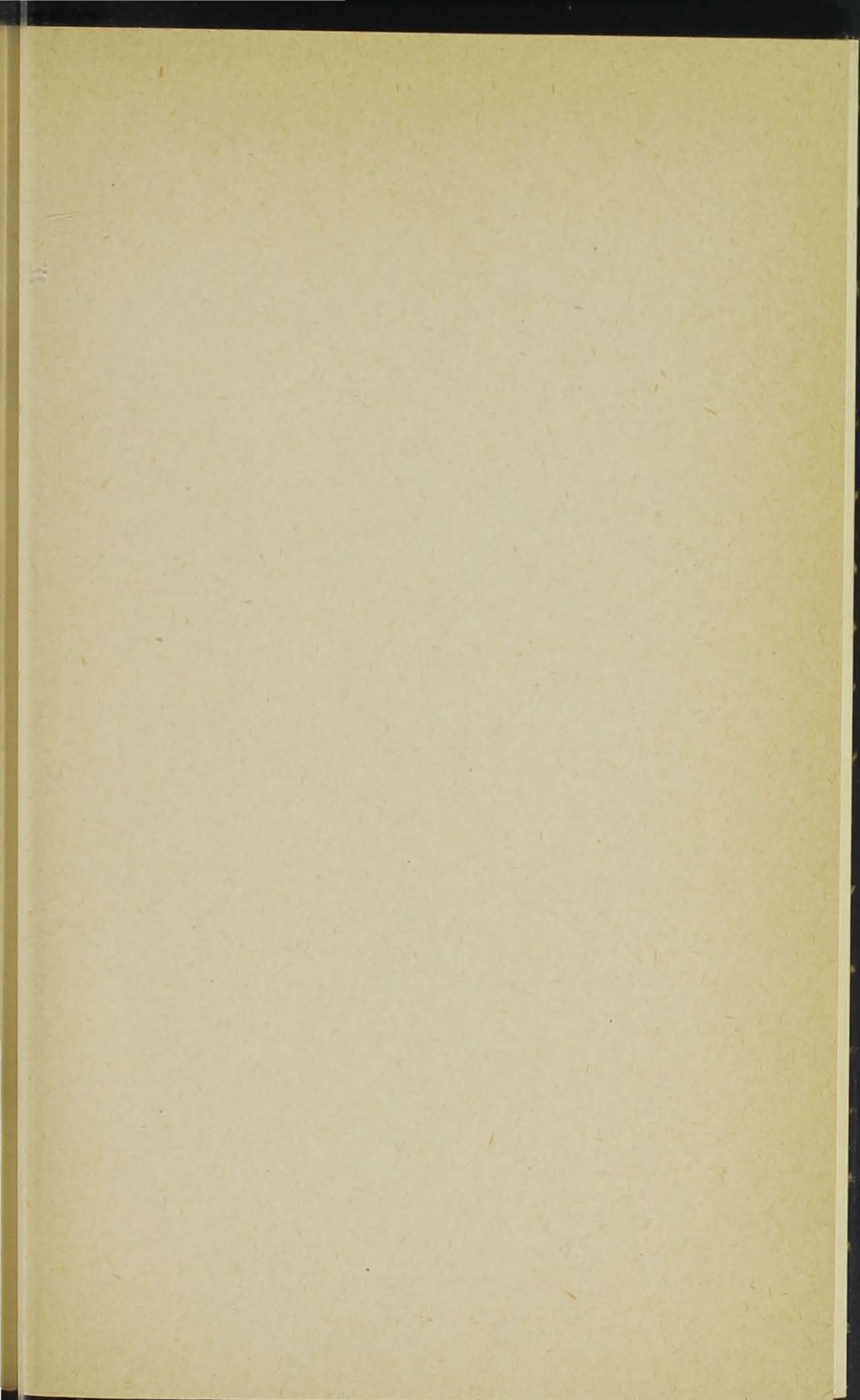
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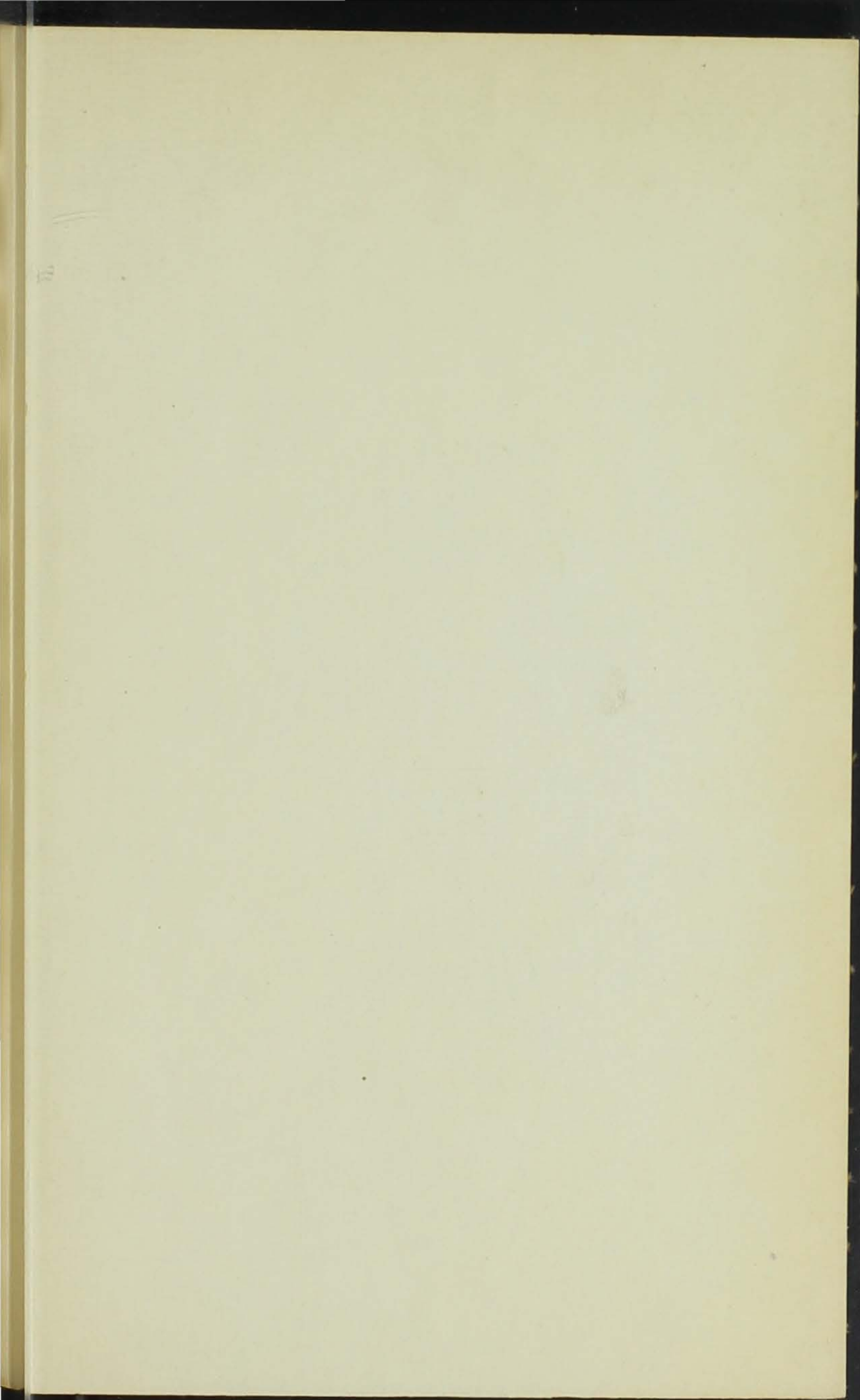
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