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State of Iowa

1936

A Guide for Teaching History
in Grades Six, Seven,
and Eight

Issued by the Department of Public Instruction
Agnes Samuelson, Superintendent

Prepared by
CLARA M. WALLACE
Normal Training Supervisor

Published by
THE STATE OF IOWA
Des Moines

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TABLE OF CONTENTS

Unit		Page
	Introduction—Teaching History in Grades Six, Seven, and Eight....	7
SECTION ONE—OLD WORLD BACKGROUND		
I	What the Earliest People Have Done for Us	12
II	What the Greeks Have Done for Us	23
III	What the Romans Have Done for Us	29
IV	How Civilization Grew During the Middle Ages	35
V	How the People Lived During the Middle Ages.....	41
SECTION TWO—IOWA HISTORY		
I	The Discovery and Exploration of Iowa	47
II	Early People of Iowa	50
III	The Territory and State of Iowa	55
SECTION THREE—AMERICAN HISTORY		
I	How Men of the Old World Found and Explored the New World....	63
II	Europeans Found New Homes in America	73
III	The Colonists Separated Themselves from the Mother Country and Became Americans	88
IV	Development of the New Nation	99
V	Division, War, and Reunion	117
VI	Westward Extension and the Development of Industry	126
VII	The United States and Her Neighbors	139
VIII	Present Day Problems	149
	General Reference Books	152

FOREWORD

This bulletin has been prepared for the use of teachers in the later elementary grades and is meant to follow "A Guide for Teaching History in the Elementary Grades, One to Five Inclusive," which was published in 1935. It is supplemental to the Iowa elementary course of study and intended to be used with the text and reference books available in the schools. The units of work to be covered deal with Old World Background, Iowa History, and American History.

The emphasis in the state program for the improvement of instruction will continue to be focused upon the social studies. This history bulletin should have a place in the working equipment of teachers and supervisors of instruction along with the elementary course of study and the supplementary materials previously distributed for reading, language, safety, geography, history, dictionary use, physical education, and music. Since this bulletin will serve as the basis of the history program in the later elementary grades, its use in professional meetings, study centers, and for credit for certificate renewal is highly recommended.

Schools may take advantage of their library funds to add new and up-to-date materials each year for use in teaching the social studies. State aid funds may be expended this way. The state traveling library commission and local libraries may also be drawn upon for supplying helpful materials for instruction in the social studies.

The purpose in organizing this bulletin has been to provide workable materials directly related to classroom needs and which would be helpful in directing pupils' reading and study. No attempt has been made to make it complete. It is intended that teachers will work out additional units for use in their own departments. With this objective in mind the author has drawn upon available sources and has advised with leaders in the fields of United States history and elementary education. Special acknowledgment is made to Miss Mabel Snedaker, extension supervisor, State University of Iowa; Dr. Howard R. Anderson, head of social science, University Experimental School, State University of Iowa; Professor I. H. Hart, director of extension, Iowa State Teachers College; and staff members of the department of public instruction. The cooperation of textbook publishers in supplying books and references is also much appreciated.

AGNES SAMUELSON

Superintendent of Public Instruction

INTRODUCTION

Teaching History in Grades Six, Seven, Eight—The units outlined in this bulletin may be used as a guide in teaching history in grades six, seven, and eight. The bulletin is not to be considered as complete, nor is it to be thought of as a textbook. It is intended to be supplementary to the Iowa elementary state course of study and to occupy a place in the working equipment of teachers and supervisors of instruction along with the elementary state course of study, reading, language, safety, geography, dictionary, elementary history, and other bulletins supplementary to the elementary course of study.

Objectives in Teaching Sixth, Seventh, and Eighth Grade History—The following objectives should be kept in mind in teaching history in the intermediate and upper grades:

1. An understanding of social evolution, in other words how we came to be as we are
2. An appreciation of the great contributions made to us and our civilization by people of the past
3. An acquisition by the children of a desire to, and a responsibility for, carrying civilization on to a finer and greater height

Some of the reasons for teaching local and state history may be that:

1. It is a basis for developing state pride
2. It helps pupils to understand state and national movements and gives them the background for interpreting them

Grade Placement in Teaching History—The Guide for Teaching History in the Elementary Grades, One to Five Inclusive, published by the Department of Public Instruction in 1935, suggests the following grade placement:

Grades One and Two	—Community Life
Grade Three	—Indian Life
Grade Four	—Colonial Life
Grade Five	—Pioneer Life

The grade placement which is being suggested in this bulletin is:

Grade Six	—Old World Background and Iowa History
Grades Seven and Eight	—American History

Some schools may not wish to teach Old World Background in the sixth grade. They may wish to teach American history in this grade. A study of numerous courses of study, however, shows a marked tendency to concentrate the study of world development in the sixth grade. Courses of study also show that in many schools state history is taught in the sixth grade. In this guide the plan is to teach Old World Background for about two-thirds of the year and Iowa history for the remaining one-third of the year. The schools may adjust the outline to their own particular needs.

Five units of work in Old World Background have been outlined in this guide for the sixth grade. These units are:

1. What the earliest people have done for us
2. What the Greeks have done for us
3. What the Romans have done for us
4. How civilization grew during the Middle Ages
5. How the people lived during the Middle Ages

The three units prepared for Iowa history are:

1. The discovery and exploration of Iowa
2. Early people of Iowa
3. The territory and state of Iowa

Most courses of study show that American history is taught in the seventh and eighth grades. Some schools offer American history during the seventh grade and in the first half of the eighth grade. These schools usually offer civics during the latter half of the eighth grade.

Eight units of work have been outlined for the seventh and eighth grades. These units are:

1. How the old world found and explored the new world
2. Europeans found new homes in America
3. The colonists separated themselves from the mother country and became Americans
4. Development of the new nation
5. Division, war, and reunion
6. Westward extension and the development of industry
7. The United States and her neighbors
8. Present day problems

Schools which divide American history between the seventh and eighth grades may have pupils use the first four units during the seventh grade and the latter four units in the eighth grade. If the American history is to be completed in three semesters and government offered during the latter half of the eighth grade the first five units may be used during the seventh grade and the last three units during the first half of the eighth grade.

Organization of the Bulletin—Each unit for sixth, seventh, and eighth grade history is organized into three divisions, (A) teaching and learning procedure; (B) checking and summarizing procedure; (C) bibliography. The teaching and learning procedure includes the division of the units into a number of sub-units, problems, or topics. Under each of these divisions a lesson approach is suggested and is followed by directed study which consists of suggestive topics for pupils' reading. The lesson approach should tie up, to as great an extent as possible, the children's own present day experiences with the experiences of people of the past and also arouse an interest in the children for reading to find out how their experiences compare with the experiences of people in the past.

A suggestive list of activities or things for pupils to do have been arranged under each of the sub-units. These activities include:

1. Dramatization of historical events (growing out of regular class work)
2. Construction of models to represent machines; customs of earlier time; e.g., a frontier fort, an ancient building, or costumes representing colonial days
3. Extensive reading to secure needed information not only from textbooks but from supplementary texts, story books, and reference books

4. Reports to the class on special topics about which reading is done
5. Filling in outline maps
6. Writing paragraphs on various related topics of interest
7. Filling in charts and outlines
8. Finding pictures which relate to certain interesting topics
9. Making lists of important causes or results
10. Making comparisons

Some suggestive words for word study have been listed under each sub-unit. A child cannot read intelligently without an adequate vocabulary. There is obviously a special and more or less technical vocabulary in both geography and history. To the average adult many of the special words; such as, crisis, crusade, tax, plebiscite, and so on are so commonly used as to seem quite non-technical but to a child these words are apt to be either quite new or else more unfortunately familiar words with totally new meanings.

Some of the vocabulary which it is felt may cause children trouble has been listed after each sub-unit for special attention and study. The teacher should feel it a part of her work in the social studies (or in any other subject) to teach meanings for these words and for any others, not here included, that seem essential to an understanding of the books she is using. A dictionary definition is often not needed, but a functional meaning of some kind should be acquired. A few but perhaps not many of these special words are known to children from their previous reading. In most instances, however, the teacher must commence at the very beginning and give meanings to the essential special vocabulary just as the first grade teacher must perform the same function for the essential general vocabulary.

The checking and summarizing procedure includes two parts. The first part sometimes calls for the writing of a summary of the unit from an outline given in the bulletin and at other times the main headings for an outline of the unit are given and the pupils asked to complete the outline and then write a summary.

The second part of the checking and summarizing procedure consists of a test exercise which the teacher may require to be done either as a final test over the unit or as a teaching test with books open. Several forms of short answer and other forms of objective tests have been used as well as the filling in of charts and forms.

The bulletin does not purport to be complete, but is suggestive of what teachers may do to improve instruction in history. If by its use teachers do more to interest children in reading to find out, plan more interesting things for pupils to do in their study, give more attention to word study, give definite instruction in outlining and summarizing, and make and use more objective type tests it will be felt that the bulletin has accomplished its purpose.

Suggestions for Helping Pupils Who Have Difficulties in Studying History—

In most cases the children in the sixth, seventh, and eighth grades, who read their history lessons but seem to know nothing or little about what they have read, have vocabulary trouble, lack of organization, lack of experiences, and lack of imagination. To them history is not real. It is not living and never has lived. The teacher's problem then is to make history live for the children. To do this it is necessary for her as a first step to help them to be successful in understanding what they read. This can perhaps best be accomplished by

working with the group. The following are a few suggestions for helping children to read, understand and organize materials:

1. A plan whereby the teacher works with the pupils in doing purposeful reading and in organizing and summarizing materials read
 - a. Each pupil works with open book.
 - b. The teacher writes at the blackboard as the pupils help her work out the outline.
 - c. Pupils are asked to read a certain part of the lesson to find out what it is about. This becomes the first major heading of the outline which the teacher puts on the blackboard.
 - d. The standard outline form found on page 280 of the elementary state course of study should be used.
 - e. As teacher and pupils work through the material and the outline grows, constant use is made of the children's own experiences; for example, if studying the New England homes we may ask the children about the style of our homes today. Then we ask them to read to find out the style of the New England homes in colonial days.
 - f. The teacher contributes from her own experiences and also from her reading experiences.
 - g. After the day's lesson has been worked into the outline pupils may be asked to do additional reading from other books and reference books.
 - h. The outline is then divided among the pupils and each is asked to write a summary of his portion of the lesson. The outline is kept before the children while they write. They are expected to include in their summaries materials from several sources:
 - (1) What they got from the textbook reading while the outline was being made with the teacher
 - (2) Their own experiences
 - (3) The teacher's contributions
 - (4) Additional ideas from the reference reading
 - i. The summaries are now read to the class. This gives the teacher a check on what the pupils have acquired from various sources and also gives opportunity for correcting erroneous ideas. The summary affords splendid opportunity for correlating English with social studies.
2. The following are a few ways for definitely helping children to comprehend the material of a paragraph. By giving children exercises of this type each day comprehension should improve.
 - a. Choose a paragraph from a text or supplementary book and from it write a series of words on the board. Then write this direction—Mark the two things most important in this paragraph.
 - b. Write three, four, or five word phrases on the board which might tell what the paragraph is about. Then write this direction—Mark the group of words which tells best what this paragraph is about.
 - c. Write a few true and false statements on the board with regard

- to a certain paragraph. Then write this direction—Write “T” after the statement if it is true and “F” if it is false.
- d. Write this direction—Underline the sentence which best tells the main idea of this paragraph.
 - e. Write this direction—Write a title for this paragraph which best tells what it is about.
 - f. Put on the blackboard—Write as briefly as possible in your own words what this paragraph is about.

Suggestive Materials for Teaching History in Grades Six, Seven, and Eight—
An adequate up-to-date text, collection of work-type reading materials of appropriate levels of difficulty, history stories, and one or more good sets of reference books well-illustrated and comparatively easy to read should be accessible if there is to be a modern history program.

Reading tests given in grades from four through eight almost invariably reveal a range in depth of comprehension within a particular class of something like five grades. Evidently there should be available for the best readers in the class, study material of sufficient maturity to challenge their best efforts and at the same time other material which the poorest readers can comprehend. This is one of the essential means of providing for individual differences.

No teacher should attempt to teach intermediate and upper grade history without a good up-to-date map of the country or countries concerned in the study. Provision should also be made for sufficient outline maps which the children may use in carrying out the activities called for. A good globe is also essential in teaching history.

The bibliographies found at the close of the units should by no means be considered as complete. Each teacher should add to them as she finds materials which are helpful in the teaching and learning procedure of each unit.

SECTION ONE

OLD WORLD BACKGROUND

Typical Units for Sixth Grade

I. *What the Earliest People Have Done for Us*

A. Teaching and learning procedure

1. People who lived before the time of history

a. Lesson approach—

People haven't always lived just as we live today. There have been people living on this earth for thousands of years. Little is known about how the first people on this earth lived because they had not learned to write. We have no written records going back more than five thousand years.

In the beginning the world looked quite different from the world in which we live today. Look out of doors and tell me some of the things you see. As you look about, you see fences, houses, barns, fields, roads, cars, and so on. There were none of these things in the beginning. Can you imagine how strange it would be? When God created the world he first made the earth and things which grow on it, the heavens, animals, and finally he created man to rule over the earth. In studying this unit we are going to read to find out how we know about the earliest people and how they lived.

b. Directed study—

Read to find out about:

- (1) How we know about the earliest people
- (2) How men lived by hunting with stone weapons
- (3) How men living in the Stone Age learned to make fire
- (4) The early homes of man
- (5) How the earliest people lived
- (6) How men learned to live in families and tribes

c. Things for pupils to do—

- (1) Make a list of things the first men discovered.
- (2) Report to the class on:

What is meant by the Stone Age

What is meant by the New Stone Age

What is meant by the Bronze Age

What is meant by the Iron Age

What advantage early men had over the animals

How early men developed the ability to talk and use a system of words and phrases

What were some of the earliest methods of making fire

What is meant by the Ice Age

- (3) Write a paragraph on what we know about early man from the records in the rocks.
- (4) Through a series of pictures which you draw show the earliest kinds of shelter or houses used by man.
- (5) Write a paragraph telling how farming probably began.
- (6) Try to bring to class some Indian arrowheads and tell how these were made.
- (7) Draw a fist-hatchet.
- (8) Look in your text and reference books for pictures of the first animals.
- (9) Write a paragraph telling how the pictures of the first animals look different from the pictures of our animals today.
- (10) Write a few paragraphs contrasting food, clothing, shelter, and transportation of the early people with those of today.
- (11) Find pictures of, and be able to discuss the Art of earliest people.
- (12) Make a list of all the things which may have come to us from the first people.
- (13) Report on how early man may have come to make and use weapons and how he improved them.
- (14) Report on the Lake Dwellers.
- (15) Look up and report to the class on some of the myths of early man.
- (16) Write a paragraph on why man needed to make pottery.
- (17) Be able to describe the first writing done by man and do some of it to see if the class knows what you mean to tell.
- (18) Find out interesting things from your text and reference reading to report to the class on Stone Age men.
- (19) Report on reasons why you would think of the earliest people as being savages or uncivilized.
- (20) Make drawings to show the earliest weapons, tools, and utensils used by man.
- (21) Put into your notebook the things which we owe to the Stone Age man. You may draw or find pictures to illustrate each.

d. Word study—

Be able to tell how each of these words were used in your text or reference reading:

prehistoric	savages	inhabitants
civilization	domesticated	bronze
contributions	pottery	records
weapons	utensils	glacier
primitive	dwellers	chipped
tools	inventions	clan
tribe	cultivated	picture writing

2. What we owe to the first civilized people

a. Lesson approach—

You remember that in our study of the earliest people we spoke of them as savages or uncivilized people. You remember that they had to spend most of their time in looking for food and in protecting themselves against wild animals and the weather. Do you know of any people living today which we might call savage or uncivilized?

We are now going to study about the first civilized people. They were different from the uncivilized people in that they not only looked after food, clothing, shelter, and protection but they also thought and studied about the world in which they lived, made important discoveries, made inventions, had a religion, had powerful armies, formed empires, and conquered nations. We are now going to study about several nations of these civilized people.

b. Directed study—

Read to find out about:

- (1) The Egyptians, how they lived and what we got from them
- (2) The Babylonians and Chaldeans, how they lived and what we got from them
- (3) The Hebrews, how they lived and what we got from them
- (4) The Phoenicians, how they lived and what we got from them

c. Things for pupils to do—

- (1) Be able to report to the class on the following with regard to the Egyptians:
 - Why Egypt is called "the gift of the Nile"
 - How we know the story of ancient Egypt
 - Why the Egyptians built fine tombs
 - Why the pyramids were built
 - How the pharo lived
 - How the noble lived
 - Why irrigation was so important in Egyptian life
 - Three inventions of the Egyptians
 - Why men in Egypt became civilized
 - Egyptian religion
 - Egyptian writing
 - How most of the Egyptians earned their living
 - The scribes
- (2) Color Egypt on an outline map of the world.
- (3) Write a paragraph describing the Nile valley.
- (4) Read the story of the children of Israel in captivity as it is told in the Bible.
- (5) Find pictures of tombs, pyramids, temples, obelisks, buildings, and monuments for your notebook.
- (6) Draw a shadow clock.
- (7) Make a scroll such as the Egyptian used.

- (8) Write the name of the first great city in Egypt.
- (9) Write a paragraph on why the Egyptians were so careful of the bodies of their dead.
- (10) Draw pictures for your notebook showing the following in Egypt:
 "The City of the Dead"
 Trees growing in the desert
- (11) Write a paragraph on raising crops in Egypt.
- (12) Make a list of advantages which Egypt had as a place to live.
- (13) Report to the class on the rise and fall of Egypt.
- (14) Find a picture of the Sphinx to show to the class.
- (15) Be able to tell the story of "Osiris."
- (16) Make a list of the things which the Egyptians have contributed to our civilization.
- (17) Contrast the Egyptian farm implements with our farm implements today.
- (18) Discuss Egyptian trade and money.
- (19) Write a paragraph to show that the Egyptians were scientists.
- (20) Report to the class on the papyrus plant and its importance.
- (21) Make a map on the sand table showing Egypt and the Nile.
- (22) Make a picture of a boat used by the Egyptians.
- (23) Be able to report to the class on the following with regard to the Babylonians and Assyrians:
 Why primitive people were attracted to the Euphrates Valley
 Fall of Babylon
 How Babylonian writing differed from Egyptian writing
 Art in which the Babylonians excelled
 How Babylonians and Egyptians differed in their ideas of life after death
 Why Sargon and Hammurabi are remembered
 The Iron Age
 Religion of the Babylonians
 Inventions and writing
 Second Babylonian empire
 Where the Assyrians lived
 The chief enemies of the Assyrians
 How Assyrian art differed from Babylonian art
 Who Sennacherib was
 Why Nebuchadnezzar is remembered
 Cruelty of the Assyrians
 Fall of Assyria
 Weapons used by the Babylonian soldiers
 Goddess worshiped by the Babylonians
 The god worshiped by the Assyrians
 Capture of Nineveh

- (24) Show Babylonia on an outline map of Asia.
- (25) Find out from your geography about Babylonia today.
- (26) Write a description of the "hanging gardens."
- (27) Show Assyria on an outline map.
- (28) Report on why the land of Babylonia and Assyria was a good place to settle.
- (29) Find out why there were so many wars in Babylonia and Assyria.
- (30) Be able to tell why Babylonia and Assyria are called the "Land of Two Rivers."
- (31) Find some pictures of Babylonian and Assyrian books in your reference books.
- (32) Write a description of the Nomads.
- (33) Find a picture of the "hanging gardens."
- (34) Write a paragraph describing the lives of the Babylonian and Assyrian farmers.
- (35) Write these names in your notebook and after each tell why he was important:
 - Nebuchadnezzar
 - Hammurabi
 - Cyrus
 - Sennacherib
 - Sargon
- (36) Read and report to the class some interesting things which you find in Hammurabi's Code.
- (37) Read the story of Nebuchadnezzar in your Bible in Second Kings the 25th chapter.
- (38) Read to discover what was taught in the Babylonian schools.
- (39) Make a list of what was given to the world by the Babylonians and Assyrians.
- (40) Be able to report to the class on the following with regard to the Hebrews:
 - Where the early Hebrews lived
 - How the Egyptians treated the Hebrews
 - The influence of the Canaanites upon the Hebrews
 - How the Israelite women were treated
 - The Hebrew pastimes
 - How the Hebrew religion differed from other ancient religions
 - The founder of the Hebrew race
 - Name of the part of our Bible written by the Hebrews
 - The Hebrew's idea of God
 - How the Hebrews won Palestine
 - Why Solomon's kingdom fell to pieces
 - What peoples conquered the Hebrews
- (41) Find two other names for the land of Canaan.

- (42) Give an account of the life of Moses and what he did.
- (43) Show on an outline map with crayolas the early homes of the Hebrews.
- (44) Read the Ten Commandments from the Bible and give the meaning of each to the class.
- (45) Write a description of Hebrew home life.
- (46) Put into your notebook pictures and stories about the early Hebrew leaders.
- (47) Read the story of Joseph.
- (48) Make a list of the important Hebrew leaders.
- (49) Relate the story of the captivity of the Hebrews.
- (50) Relate the story of Daniel.
- (51) Make a list of the contributions which the Hebrews have made to the world.
- (52) Be able to report to the class on the following with regard to the Phoenicians:
 - How Phoenicia got its name
 - How Phoenicia's location influenced the work of her people
 - The Phoenicians as traders
 - The two most famous cities
 - Phoenician money
 - What Phoenicia gave us
 - Phoenician artisans
 - Phoenician wares
- (53) Locate on an outline map:
 - Phoenicia
 - Countries with which Phoenicia traded
 - Most important Phoenician colonies
- (54) Make pictures of the early Phoenician's dress.
- (55) Write a description of how the alphabet came to us from Phoenicia.
- (56) Find pictures of things made in Phoenicia for your notebook.
- (57) Read to find out where our Bible got its name.
- (58) Make a list of the gifts of the Phoenicians to the world.
- (59) Make a chart in which you outline the gifts to the world of the Egyptians, Babylonians, Assyrians, Hebrews, and Phoenicians.

d. Word study—

- (1) Find these words in your text and reference reading and be able to tell how each is used:

gift	hieroglyphic	colony
conquer	papyrus	alphabet
mummy	empire	prophets
pyramids	decorate	origin
Sphinx	cuneiform	nation
tombs	reign	captivity
obelisk	"Tyrian purple"	worship

- (2) Write several paragraphs using some of these words.

B. Checking and summarizing procedure

1. Using the following outline as a guide write a summary of the unit just completed:

What the Earliest People Have Done for Us

a. People who lived before the time of history

- (1) How we know about the earliest peoples
- (2) How men lived by hunting with stone weapons
- (3) How men learned to make fire
- (4) The early homes of man
- (5) How the earliest people lived
- (6) How men learned to live in families and tribes
- (7) What we owe to the Stone Age man

b. What we owe to the first civilized people

- (1) Egyptians
 - How they lived
 - What they did
 - What we got from them
- (2) Babylonians and Assyrians
 - How they lived
 - What they did
 - What we got from them
- (3) Hebrews
 - How they lived
 - What they did
 - What we got from them

2. Test exercise

- a. Choose the correct word from this list to place in each blank below:

Moses	lead and zinc	David
Psalms	tin and copper	Canaan
Ten Commandments	Hebrews	papyrus
Pharaoh	Jerusalem	mummies
calendar	irrigation	write
king	emperor	gods

- (1) The pyramids were the tombs of the
- (2) The Egyptians made bronze by mixing
- (3) The Jews rebuilt the city of
- (4) The Egyptian king was called
- (5) was a shepherd boy who became king of the Hebrews.
- (6) Some of the were written by David.
- (7) Egyptian books were written upon
- (8) One of the Egyptian inventions which has come down to our time is the
- (9) The Old Testament is the Bible of the
- (10) God gave the by which to govern the Hebrews.

b. Mark these statements as true or false (T or F):

- (1) The Phoenicians were good farmers.
- (2) The Land of the Two Rivers was a good place to settle.
- (3) Most of the Egyptians earned their living by trading.
- (4) The world learned from Egypt how to build great buildings.
- (5) The great four-sided tombs of the pharos are called hieroglyphics.
- (6) Egypt is often called the queen of the seas.
- (7) The Phoenicians themselves made the alphabet.
- (8) David built the "hanging gardens."
- (9) The Babylonians were noted for their art.
- (10) The Assyrian people were very cruel.

c. Describe or define with a short answer the following:

- (1) Gift of the Nile
- (2) Scribe
- (3) Pyramids
- (4) Sphinx
- (5) Osiris
- (6) Hammurabi
- (7) Cuneiform
- (8) Alphabet
- (9) Promised Land
- (10) Prophets

d. Use this chart for listing the gifts bestowed upon the world by the following people:

Prehistoric man	Egyptians	Phoenicians	Babylonians	Assyrians	Hebrews

e. Fill in blanks or complete these sentences so that they are correct:

- (1) The word primitive means
- (2) Primitive man discovered the use of
- (3) Early man needed to trade because
- (4) The lake dwellers had tools made of
- (5) The first cooking vessels were made of

- (6) One of the most important needs of primitive man was
- (7) Man first made thread from
- (8) We know some things about how primitive man lived because
- (9) Prehistoric times are so called because
- (10) Late Stone Age men lived in houses.
- (11) Stone fist-hatchets were
- (12) Stone Age men made pictures on and
- (13) Stone Age men had dishes made of and
- (14) Barter was
- (15) Farming began in the Age.

C. Bibliography

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II. *What the Greeks Have Done for Us*

A. Teaching and learning procedure

1. How Greece began

a. Lesson approach—

Can you name some of the things which we learned in this country from the first civilized people? How should we feel toward people who have contributed such gifts to the world? (Talk with the children about the meaning of culture and have them mention some of the things we regard as culture today.)

We are now going to read to find out how the Greeks who have contributed so much in the way of culture made a start, how they grew, and what they have given us.

b. Directed study—

Read to find out about:

- (1) The origin of the Greek people
- (2) How the physical features of Greece affected the people
- (3) How the Greek city-states developed
- (4) How the neighbors of Greece influenced her
- (5) The beginning of Greek literature

c. Things for pupils to do—

- (1) Be able to report to the class on:
 - The food of the Greeks
 - The government in the days of the city-states
 - The neighbors of the Greeks and how they helped Greece
 - Who the bards were
 - Who Homer was and what he did
 - The city-states
 - The commerce and business of the Greeks
- (2) Find out who the Cretans were and why they were important.
- (3) Make a list of a half dozen Greek gods.
- (4) Make a list of a half dozen or more Greek heroes.
- (5) Write a paragraph describing the city of Sparta.
- (6) Write a paragraph telling in what ways Athens and Sparta differed from each other.
- (7) Show on an outline map where the Greeks lived and also show some of the important Greek cities.
- (8) Tell the story of King Midas and the Golden Touch.
- (9) Dramatize the story of King Midas and the Golden Touch.

d. Word study—

- (1) Be able to tell what these words mean and how they are used in your reading:

mythology	patriotism
architecture	oracle
drama	city-states
theatre	citizens

- (2) Write a paragraph or so using the above words.

2. How the ancient Greeks lived

a. Lesson approach—

In studying this topic we will find out how the early Greeks lived. As you read keep thinking about how they lived as compared to the way we live today. How many of you have ever attended a track meet? See if you can find anything in your reference reading about the Greeks that reminds you of our track meets.

b. Directed study—

Read to find out about:

- (1) Ways in which Athens and Sparta were different
- (2) How the lives of the noble and peasant differed
- (3) Ways in which the homes of the Greeks were not convenient
- (4) How our clothing is similar to that which the Greeks wore
- (5) Greek entertainments

c. Things for pupils to do—

- (1) Contrast the Greek games with our games today.
- (2) Tell the story of Leonidas and the Three Hundred and also dramatize this story.
- (3) Describe the houses, furniture, jewelry, and clothing of the Greeks and compare them with ours.
- (4) Write descriptions of Greek banquets, weddings, and theatres.
- (5) Report on the Greek wars.
- (6) Find pictures in your books to show how the Greeks lived.
- (7) Find pictures to show the class of Athenian architecture.
- (8) Read about the fight between the Spartans and Persians at Thermopylae.
- (9) Tell the story of the wooden horse to the class.
- (10) Make a list of famous Greek men and after each write what he did.
- (11) Find out why the Spartans refused to help the Athenians at Marathon.
- (12) Read and report on the story of Alexander and the horse Bucephalus.
- (13) Find out about slaves in Greece.

d. Word study—

Use these words correctly in sentences of your own:

amusements	gods	nobles
oath	goddesses	peasants
cadet	bards	costume
Olympic games	poets	tunic

3. Our debt to the Greek people

a. Lesson approach—

As you read about what we owe the Greek people compare our culture today with that of the early Greeks. Be prepared to make a list of what we have learned from the Greeks. How many of you have ever known any Greeks? Are there any in the town where you trade? Can you describe them?

b. Directed study—

Read to find out about:

- (1) How education of the boys in Athens and Sparta differed
- (2) Education of the girls
- (3) Beliefs of the Greeks in gods and goddesses
- (4) The oracles
- (5) What helped to unite Greece
- (6) How the Greeks spread their civilization
- (7) Important Greeks to be remembered and what they did

c. Things for pupils to do—

- (1) Write a paragraph contrasting education in Sparta with that in Athens.
- (2) Write a paragraph contrasting the education of the girls of Greece with that of girls today.
- (3) Find the oath every Athenian boy had to learn.
- (4) Report to the class on these topics:
 - Greek oracles
 - Things which helped to unite the Greeks
 - Greek art
 - The spread of Greek culture
 - Great Greek leaders
 - Greek religion, science, philosophy, sculpture, and drama
- (5) Make a list of the gifts of the Greeks to other peoples
- (6) Make a model of one of the Greek temples
- (7) Make a model from soap of a Greek ship
- (8) Try to find some examples of Greek architecture in your community

d. Word study—

Find out how these words are used in your reference reading:

A GUIDE FOR TEACHING HISTORY

traders	architecture	literature
succeeded	mathematics	sculpture
conquests	appreciation	statues
science	contribution	league
oratory	jury	statesman

B. Checking and summarizing procedure

- Using the following outline as a guide write a summary of this unit:

What the Greeks Have Done for Us

a. How Greece began

- The origin of the Greek people
- How the physical features of Greece affected its people
- Development of the city-states
- The influence of the neighbors upon Greece
- The beginning of Greek literature

b. How the ancient Greeks lived

- Differences between Athens and Sparta
- How the lives of the noble and peasant differed
- Greek homes
- Greek food and clothing
- Greek entertainments

c. Our debt to the Greek people

- Education of boys and girls
- Beliefs
- Uniting factors in Greece
- Greek art, science, philosophy, sculpture, and drama
- Important Greeks to remember and why they were remembered

2. Test exercise

- Make a sentence using each of these words:

gods	Homer	sculpture
Iliad	barbarous	Olympus
bards	metal	art
legends	theater	culture
literature	city-states	Crete

- Write the name of each of these Greek leaders and after each write a sentence telling what he did or why he was important:

Solon	Herodotus	Demosthenes	Homer
Socrates	Plato	Aristotle	
Draco	Leonidas	Pericles	

- Complete the following sentences:

- Two gifts which the Greeks have passed on to us are
- Alexander's attitude toward Greek culture was

- (3) Alexander led the Greek army to Troy because
 - (4) Alexander destroyed the Phoenician city of Tyre because
 - (5) The Spartans refused to help the Athenians at Marathon because
 - (6) The Olympic games were held
 - (7) The Athenian boy received much training in
 - (8) The Spartan boy studied how to be
 - (9) The Oracle at Delphi was a place where the Greeks went to
 - (10) At Marathon the Greeks defeated
 - (11) The strongest of the Greek heroes was.....
 - (12) The surface of Greece is
- d. Select from the words or phrases following each sentence the one that best completes its meaning:
- (1) The Greeks learned the alphabet from the
(Assyrians, Phoenicians, Hebrews, Stone Age Men)
 - (2) The Greeks moved their ships by
(sails, engines, air chargers)
 - (3) The Iliad and Odyssey tell about
(the destruction of ancient Troy, the Persian wars, the battle of Marathon)
 - (4) The Greek leader in the battle of Marathon was
(Herodotus, Darius, Miltiades, Homer)
 - (5) The Greek defeat of the Persians
(does not matter to us today, made it possible for the Greeks to give their gifts to the people of today, occurred on the water)

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III. *What the Romans Have Done for Us*

A. Teaching and learning procedure

1. The Roman people and how they lived

a. Lesson approach—

We are now going to study about other people of the old world and what they gave us. (Review what we have gained from other people of the old world up to the time of the Romans.)

b. Directed study—

Read to find out about:

- (1) Where Rome was settled
- (2) What the word "Tiber" means
- (3) The important mountains and rivers in Italy
- (4) Why the first settlers went into Italy
- (5) The three rivals of the early Italic tribes
- (6) Which of the Italic tribes founded Rome
- (7) Rome's progress under Etruscan rule
- (8) Improvements in government introduced by Rome after she became a republic
- (9) Why the Roman Republic established colonies
- (10) How Rome finally got free from the Etruscans and Gauls
- (11) Important things which the Romans learned from the Greeks
- (12) Result of the jealousy between Rome and Carthage for the Mediterranean trade
- (13) How Hannibal was received by the antagonistic Romans
- (14) Why Marius was given command of the Roman army
- (15) Why Pompey was chosen as a ruler
- (16) Julius Caesar and what he did
- (17) Improvements made in Rome during the reign of Augustus
- (18) What happened in Rome while Nero was emperor
- (19) How the social classes differed
- (20) Favorite games of Roman children
- (21) Who trained the children and what they studied
- (22) How a nobleman's house was furnished
- (23) How the dress of ordinary citizens differed from that of the nobles
- (24) Entertainment of the Romans

c. Things for pupils to do—

(1) Be able to report to the class on:

The Legend of Romulus and Remus

The Patricians

The Plebeians

The Roman senate

Written laws

Size of the Roman Republic

The Etruscans

Roman colonies

Influence of the Greek cities upon Rome

Territorial development of Rome

Treaties between Rome and Carthage

Punic Wars

Hannibal

Roman leaders

The nobles, soldiers, freemen, slaves, women, and babies of Rome

Children's toys, pets, and home training

The Roman schools

Houses and furniture in Rome

Roman clothing

Roman entertainment

The Gracchi

Roman roads

Roman books

Horatius at the bridge

(2) Read the poem, "Horatius at the Bridge," to the class. Also dramatize this poem in class.

(3) Show on an outline map Italy, Rome, and Sicily.

(4) Relate the story of Cincinnatus to the class.

(5) Write a paragraph giving a description of Hannibal's march.

(6) Find a description of Julius Caesar.

(7) Read as many of the Roman legends as you can find.

(8) Write a paragraph telling why Rome built roads.

(9) Dress some models of Roman citizens.

(10) Read the stories of Tiberius and Caius Gracchus and their mother Cornelia.

(11) Make a list of the things which the Romans learned from the Greeks.

(12) Make a list of the Roman qualities which you admire.

(13) Make a list of the Roman qualities which you do not admire.

(14) Report to the class on the founding of Carthage.

(15) Write a description of the new methods of fighting which Rome developed.

(16) Relate how Hannibal crossed the Alps.

(17) Construct a small model of a Roman warship.

(18) Find a picture of Hannibal crossing the Alps.

- (19) Construct a model of a Roman house.
- (20) Construct a model of a Roman temple.
- (21) Describe a Roman book.
- (22) Write a paragraph contrasting the entertainments of Greece and Rome.
- (23) List things which the world learned from Rome.

c. Word study—

Find these words in your text and reference reading and use them in sentences of your own:

rivals	dictator	control	tunic
tribes	plunder	pirates	arena
legend	peasants	stylus	gladiator
patricians	reign	design	nobles
plebeian	conquest	toga	costume

2. The Roman Empire and what Rome gave to others

a. Lesson approach—

(Review with the children the topic of the Roman people and how they lived. Have they ever seen a Latin book? They would no doubt be interested to see how Latin looks and to be told the meanings of a few Latin words.) We are now going to read to find out how the Romans built a great Empire and what they gave to others.

b. Directed study—

Read to find out about:

- (1) How the Greeks influenced Roman literature
- (2) What country influenced Roman sculpture and art
- (3) How Roman architecture differed from Greek architecture
- (4) The colosseum and why it was built
- (5) The chief Roman household gods
- (6) Why many Romans turned to Christianity
- (7) Why Roman people left the farms and went to the cities
- (8) The conditions which showed the decline of Rome
- (9) Why native Romans refused to serve in the army
- (10) How the Goths and Persians endangered the safety of the Roman Empire
- (11) The Vandals
- (12) What ended the Roman Empire
- (13) Things which the modern world owes to old Rome

c. Things for pupils to do—

- (1) Report to the class on the following topics:

- Roman libraries
- Roman sculpture
- Roman paintings
- Roman architecture
- The Colosseum
- Ancient gods
- Christianity

Farm life and city life

The Roman army

The Goths and Vandals

Augustus Caesar and what he did

What Rome did for the world

The growth of the Christian church

Jesus and the twelve disciples

The Christians and the Roman Empire

- (2) Find pictures of Roman emperors to show to the class.
- (3) Color on an outline map the territory ruled by Augustus Caesar.
- (4) Report to the class on the cruelties of Nero.
- (5) Make a list of reasons why Rome was taken over by a foreign ruler.
- (6) Write a paragraph telling how the Roman world became an Empire.
- (7) Describe life in Rome during the Empire.
- (8) Read about Roman gladiators and report to the class.
- (9) Write a paragraph on the destruction of Pompeii and what it meant to our knowledge of Roman life.
- (10) Make a list of the gifts to the world by the Romans.
- (11) Find pictures in your text and reference books showing:
 - Roman buildings; such as, the Colosseum
 - Building decoration
 - Roman aqueducts
 - The Roman Forum
 - Roman roads, bridges, and sewers
- (12) Find out about the Justinian Code.
- (13) Make a list of the evils in the Roman world.
- (14) Write a paragraph describing the Barbarian invasions.
- (15) Find out what is meant by the "golden age."
- (16) Find stories to read about Mark Anthony, Pompey, Brutus, and Cleopatra.
- (17) Find pictures of the Apian Way and tell what made it important.
- (18) Read an account of how the Romans persecuted the Christians.
- (19) Find out and explain to the class how the Greeks and Romans counted time.
- (20) Write a description of Caesar crossing the Rubicon.
- (21) Write the date for the end of the western Empire.

d. Word study—

Find out how these words were used in your text and reference readings:

arch	lava	suburb	dome	serf	clergy
bulletin	gild	villa	mosaic	pope	martyr
invasion	persecution	barbaric	emperor	conquer	stadium
arena	bishop	circus	columns	amphitheater	

B. Checking and summarizing procedure

1. Using these headings outline this unit and then write a summary from the outline:

What the Romans Have Done for Us

- a. The Roman people and how they lived
- b. The Roman empire and what Rome gave for others

2. Test exercise

- a. Write each word before its definition:

gladiators	Cicero	circus maximus
forum	Justinian Code	Eternal City
aqueducts	Pompeii	public buildings
Latin	mosaic	Colosseum
dome	“bread and games”	amphitheater

- a city buried by ashes and rock
- the largest of the amphitheaters
- the cry of the city mobs
- a building in which games were held
- the rounded top of a building
- the language of the Romans
- the greatest Roman orator
- a collection of Roman laws
- a name given to Rome
- the outdoor meeting place
- huge troughs to carry water
- a picture made of small pieces of stone
- where the races were held
- places built for all the people
- men trained to fight animals

- b. Fill the blanks in these sentences using words from the list below:

- (1) The lowest social class of the Romans was the
- (2) The was an improvement over the
- (3) Beginners were taught to write with a
- (4) Chariot races were held in the
- (5) Boys had to sit with their at the theater.
- (6) The were the highest social class in Rome.
- (7) The small Roman land owners were called
- (8) Roman children were given early training by their
- (9) The most important clothing to the Roman was his

toga	slaves	stylus
teachers	freemen	games
circus	soldiers	theatre
scroll	children	parents
sundial	nobles	hairdresser
chairs	water clock	knives and forks
freedom	couch	gladiatorial combats

- c. Make a list of the things we owe the Roman Empire.
- d. Tell something important about each of the following:
- | | |
|-------------------------|--------------------|
| the Barbarian invasions | the Colosseum |
| Roman art | the city-states |
| Roman literature | Julius Caesar |
| Roman law | Roman roads |
| the Roman language | Roman citizens |
| gladiators | Roman architecture |
| Roman games | Roman dress |

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IV. *How Civilization Grew During the Middle Ages*

A. Teaching and learning procedure

1. The effect of the Barbarian invasions upon the Roman Empire

a. Lesson approach—

You remember of reading and hearing about terrible floods and tornadoes which have swept away and torn down homes. Can you picture how places would look with the homes gone or destroyed? Can you imagine how the people whose lives were spared felt about the destruction of their homes? Possibly then you can imagine the destruction in the Roman Empire when the barbarians rushed in and destroyed beautiful cities by burning libraries, tearing down

marble palaces and statues. In making a study of this topic we are going to read to learn of the destruction wrought by the Barbarians and the results of the invasions to the country.

b. Directed study—

Read to find out about:

- (1) What is meant by the "Dark Ages"
- (2) Who the Barbarians were and where they came from
- (3) How the Barbarians destroyed the Roman civilization
- (4) What the Barbarians learned from the Romans
- (5) What the Romans learned from the Barbarians
- (6) How the Franks and Romans got along
- (7) The trouble between the Franks and Mohammedans
- (8) Who Charlemagne was and what he did
- (9) How Charlemagne governed his Empire
- (10) Why Clovis is considered an important ruler

c. Things for pupils to do—

- (1) Be able to report to the class on these topics:

Time of the Middle Ages

"The Hammer" and where he got his name

The Lombards

The Saxons

Why the Franks were Christians

Why Charlemagne was called a builder

Charlemagne's schools

Charlemagne's laws

How Charlemagne governed his Empire

- (2) On an outline map mark the location of the early home of the Franks.
- (3) Find out and explain to the class the origin of our maypole festivals and Christmas trees.
- (4) Show on an outline map the Frankish kingdom at the death of Charlemagne and also how the kingdom was later divided.
- (5) Write a paragraph describing the Teutons.
- (6) Read the story of Roland and be able to tell the class about it.
- (7) Write two ideas which have come to us from the Teutons.
- (8) Find and tell the story of the Nibelungenlied.

d. Word study—

Use these words in sentences of your own:

tomb

civilized

kingdom

century

conquered

heathen

barbarians

religion

coronation

reign

customs

nuisance

2. The Northmen and what they did

a. Lesson approach—

In this lesson we are going to find out about some people

who made Charlemagne and the brave Franks very much afraid of them. These people were the Northmen who were bold seamen.

b. Directed study—

Read to find out about:

- (1) What changes the Northmen made in Europe
- (2) The discovery of America by the Northmen

c. Things for pupils to do—

- (1) Be able to report to the class on these topics:

The Northmen as seamen
 The Northmen turn pirates
 The Northmen make colonies
 The discovery of Greenland and Iceland
 Leif the Lucky and what he did
 Later attempts to colonize Vinland

- (2) Write the date for the discovery of Vinland or America by the Northmen.
- (3) Show on an outline map Greenland, Iceland, and the part of America which the Northmen are thought to have found.
- (4) Find some Norse stories and read them to the class.
- (5) Make a list of names given to the Northmen.

d. Word study—

- (1) Find these words used in your reading and tell how they are used:

pirate	routes	nobles	voyage
weapons	raids	colony	trader

- (2) Write a paragraph using the above words.

3. How England grew up

a. Lesson approach—

Have you ever heard of the Anglo-Saxons? Have you ever thought that you belong to the Anglo-Saxon race? We are now going to read to find out about how England got started and how it grew up.

b. Directed study—

Read to find out about:

- (1) Who the Britons were
- (2) How Britain fell under the power of the Angles and Saxons
- (3) How England became christianized
- (4) What King Alfred did for England
- (5) How the Danes changed life in England
- (6) Who William of Normandy was and what he did
- (7) The Domesday Book
- (8) What the Great Charter provided

c. Things for pupils to do—

- (1) Read and be able to report on these topics:

Britain under the Roman rule
 The Angles and Saxons enter Britain
 Life in Anglo-Saxon England

Danger from the Northmen
 King Alfred's work in England
 The Norman conquest of England
 Results of William's conquest of England
 English kings and the English law
 The Magna Carta

- (2) Make a character sketch of each of these men:
 King Alfred the Great
 William Duke of Normandy
- (3) Read and tell the class about the legend of King Arthur
- (4) Make a list of England's gifts to the modern world.
- (5) Look for pictures of any of the characters about which you have read in connection with the growth of England.
- (6) Find out about the Battle of Hastings and relate it to the class.
- (7) Find out what was written in the Domesday Book.
- (8) Write a paragraph on English law.

d. Word study—

Note how these words are used in your text and reference reading and use them in sentences:

heathen	Witan	lawgiver	common law
freemen	Anglo-Saxon	conquest	jury
Briton	treaty	barons	Magna Carta

B. Checking and summarizing procedure

1. Using these headings outline the unit and then write a summary from the outline:

How Civilization Grew During the Middle Ages

- a. The effect of the Barbarian invasions upon the Roman Empire
- b. The Northmen and what they did
- c. How England grew up

2. Test exercise

- a. Complete each of the following sentences about the Northmen:

- (1) The Vikings were called Northmen because
- (2) The Northmen had turned to the sea because
- (3) The countries which the Northmen visited as pirates were
- (4) The Northmen made their largest colony in
- (5) The Northmen left their homes in Norway because
- (6) The business which the Northmen carried on in Iceland was
- (7) Leif Erickson discovered Vinland because
- (8) Attempts to settle the new land failed because

- (9) The year Leif Erickson found Vinland was
- (10) Other names for the Northmen were

b. Mark each of these statements as true or false (T or F):

- (1) The people who inhabited the island of Britain when the Romans conquered it were the Danes.
- (2) The Great Charter is important because it relieved all freemen from paying taxes.
- (3) King Arthur was a Saxon King.
- (4) The Domesday Book was a record of all the land in England, the tenants, serfs, animals, agricultural tools, and every source of income.
- (5) The shires were officers.
- (6) Augustine is remembered because he stopped the sale of slaves in Rome.
- (7) King Alfred was interested in developing trade.
- (8) King Alfred defeated the Saxons.
- (9) The English language is an outgrowth of Anglo-Saxon.
- (10) The Model Parliament included a senate and a house of representatives.

c. Write a paragraph telling the effect of the Barbarian invasions upon the Roman Empire.

d. Give the meanings of these words:

Dark Ages	conquest	customs
raids	weapons	civilized
heathen	pirates	conquered
Anglo-Saxon	reign	kingdom

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V. *How the People Lived During the Middle Ages*

A. Teaching and learning procedure

1. Life in the Middle Ages

a. Lesson approach—

We have been studying about how the Roman Empire fell to pieces when overrun by the barbarian people, how Charlemagne's empire was broken up, and how, in general, a new civilization grew out of the remnants and mixtures of the old civilization. We are now interested in knowing just how the people of the Middle Ages lived.

b. Directed study—

Read to find out about:

- (1) Feudalism and how it developed in the Middle Ages
- (2) Duties of the lord and vassal
- (3) The manors and castles
- (4) Knighthood
- (5) Feudal warfare
- (6) Serfs and their duties
- (7) Development of town life
- (8) Industrial life
- (9) Difficulties in carrying on
- (10) Treatment of the first Christian leaders in Rome
- (11) Monasteries
- (12) Cathedrals
- (13) Pilgrimages
- (14) The Crusades
- (15) Results of the Crusades
- (16) Gifts of the Middle Ages to the modern world

c. Things for pupils to do—

- (1) Be able to report to the class on these topics:

Meaning of feudalism

Meaning of terms lord and vassal

Manors, castles, knighthood

Serfs

Town life

The guilds

Commerce during the early Middle Ages

Manufacturing

Troubles over money, wholesale trade, tolls, and duties

The merchants

Growth of Christianity

Origin of the monastery

The Crusades, their cause and result

- (2) Write a paragraph describing life in the castle.
 - (3) Compare or contrast amusements in the Middle Ages with our amusements today.
 - (4) Find out why there was so much fighting during feudal times.
 - (5) Describe the serf's house.
 - (6) Write a paragraph describing the work of the monk.
 - (7) Try to find something in your community which is of Gothic style.
 - (8) Bring to class any pictures you can find showing how the monks and crusaders dressed.
 - (9) Read and be able to tell the class about Gabriel and the Horn Book and illustrate a Horn Book.
 - (10) Read and tell to the class stories of Richard the Lion-hearted.
 - (11) Find pictures of old cathedrals to show to the class.
 - (12) Make a list of trading difficulties in the Middle Ages.
 - (13) Look for pictures of feudal castles and knights.
 - (14) Write a paragraph describing the Guilds.
 - (15) Compare the fairs of the Middle Ages with our county and state fairs today.
 - (16) Explain the organization of the church of the Middle Ages. Include:
 - Pope
 - Cardinals
 - Bishops
 - Parish priest
 - (17) Find pictures of shields and weapons used by the Teutonic warriors.
 - (18) Make a copy of the shield and spear of a knight.
 - (19) Make a model of a cathedral or of a castle.
 - (20) Describe life on a farm in mediaeval times. Compare it with present day farm life.
 - (21) Build a castle in the sand box.
 - (22) Write a paragraph telling of Peter the Hermit and his work.
 - (23) Write a paragraph describing the Crusades.
 - (24) Make a list of the gifts of the Middle Ages to the modern world.
 - (25) Describe the capture of Jerusalem.
 - (26) Contrast the "Middle Age" towns with our towns today.
- d. Word study—
Find out how these words are used in your text and reference reading:

feudalism	minstrel	jousts	serf
lord	jester	tourneys	gilds
vassal	knight	tournaments	apprentice
manor	squire	clergy	journeyman
castle	chivalry	nobles	monk
monastery	cathedral	pilgrimage	feudal

2. The beginning of a new age

a. Lesson approach—

In what age do we say we are living today? In the modern age or modern times. You will remember that we have studied about people in prehistoric times; that is, in times before there were written records. Then we studied about people of ancient times. Can you name some of these people? Next came people of mediaeval times or the Middle Ages and finally we come down to people of modern times. We are now going to read to find out about how modern history began.

b. Directed study—

Read to find out about:

- (1) The spread of Arabian culture and its effects upon Europe
- (2) The Renaissance
- (3) Trade and commerce in the thirteenth and fourteenth centuries
- (4) Marco Polo
- (5) Language and literature in Europe
- (6) The Troubadours
- (7) Science, invention, and art in the thirteenth and fourteenth centuries
- (8) Universities and learning

c. Things for pupils to do—

- (1) Be able to report to the class on these topics:
 - Arabian culture and its meaning
 - Mohammed and the Koran
 - Meaning of the Renaissance
 - Difficulties connected with trade
 - Why Marco Polo was important
 - Literature and science at the close of the Middle Ages
 - Studies and methods of instruction
- (2) Find out about and report to the class on Roger Bacon and what he believed.
- (3) Contrast the studies and methods of instruction of the earliest universities with those of ours today.
- (4) Make a list of important inventions which were made during the latter part of the Middle Ages.
- (5) Write a paragraph describing the Troubadours.
- (6) Find out in what countries there are many followers of Mohammed today.

- (7) See if you can find the names of some of the great artists of Renaissance days.
- (8) Look for pictures of old printing presses.
- (9) Find out why the invention of the compass and the astrolabe was so important.

d. Word study—

Find out how these words were used in your text and reference reading and use them in sentences of your own:

culture	seafaring	Latin
commerce	revival	predicted
Renaissance	astronomy	compass
Troubadours	routes	university

B. Checking and summarizing procedure

1. Using these headings outline the unit and then write a summary from the outline:

How the People Lived During the Middle Ages

- a. Life in the Middle Ages
- b. The beginning of a new age

2. Test exercise

- a. Complete these sentences:

- (1) Monasteries were built for the purpose of
- (2) When a man became a monk he promised
- (3) The head of a monastery was called a
- (4) Men who lived in monasteries were called
- (5) The most important work of the monk was

- b. Choose the correct word to write in each blank:

- (1) The man, under the feudal system, who held land belonging to another man was called a
(knight, slave, lord, vassal)
- (2) The men who choose the Pope of Rome are called
(monks, senators, cardinals, councillors)
- (3) A guild was an association of
(sailors, tradesmen, farmers, soldiers)
- (4) A monk is a person interested in
(sports, war, government, religion)
- (5) A monastery is a building in which live
(monks, knights, senators, kings)
- (6) A vassal was a
(king, tenant, president, general, lord)
- (7) A knight was a
(jester, vassal, landlord, king)
- (8) Tournaments were
(theatres, make-believe battles, round-ups, chivalry)

- c. Make a list of the gifts to the world by each of the following:

- (1) Men of the Stone Age
- (2) Egyptians
- (3) Phoenicians
- (4) Assyrians
- (5) Hebrews
- (6) Babylonians
- (7) Greeks
- (8) Romans
- (9) People of the Middle Ages

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SECTION TWO

IOWA HISTORY

Typical Units for Sixth Grade

I. *The Discovery and Exploration of Iowa*

A. Teaching and learning procedure

1. The discovery of Iowa

a. Lesson approach—

As you look about you in Iowa today what do you see? (Let children name things they can see from the school-room window.) Can you imagine how our country would look without the things you have mentioned? Can you think how it would look before any white men were here? In this unit we are going to read to find out how Iowa looked before there were white men here and also how we know about Iowa before there were white men in Iowa. We will also find out how Iowa was discovered.

b. Directed study—

Read to find out what you can about the following and be able to report to your class on reasons for:

- (1) Limestone and sandstone in Iowa
- (2) Gypsum beds in Webster county
- (3) Parts of Iowa covered by the glacial drift
- (4) Coal in Iowa
- (5) How we know what kinds of animals roamed over Iowa long ago
- (6) How Iowa was discovered

c. Things for pupils to do—

- (1) Find pictures of boulders left in Iowa by the glacial drift.
- (2) Show the following on an outline map of Iowa:
 - The lead mines
 - The gypsum beds of Webster county
 - Places where limestone is quarried
 - Location of the colored sandstone near McGregor
 - Iowa's important coal region
 - The Mississippi River
 - The Missouri River
 - Five lakes made by the glacier
 - The most important rivers of eastern Iowa
 - The most important rivers of western Iowa
- (3) Write the date for the discovery of Iowa and figure how long ago it happened.
- (4) Show on an outline map of Iowa what route was followed by Marquette and Joliet. Show the location

A GUIDE FOR TEACHING HISTORY

of McGregor, the place in Iowa which Marquette and Joliet probably first saw.

- (5) Read and be able to tell the story of how Marquette and Joliet discovered the Mississippi River and how they visited the Indians in southeastern Iowa.
- (6) Dramatize the meeting of the white men and Indians in Iowa.
- (7) Describe the first French and Indian battle in Iowa.
- (8) Make a list of the different tribes of Indians which were found in Iowa in very early days.

d. Word study—

- (1) Find these words in your reading and be able to tell how they are used:

quarry	glacial drift	lodge
gypsum	fur trader	calumets
glacier	portage	

- (2) Write a paragraph using the above words.

2. Early explorers in Iowa

a. Lesson approach—

Which parts of Iowa have you visited? In which part of Iowa do you live? (Review the discovery of Iowa with the children noting the date which they wrote as the date for the discovery of Iowa. Let them figure them to see how long it was after Iowa was discovered in 1673 before white men came to live here in 1788). In this unit we are going to read to find out who some of the first explorers and settlers in Iowa were, and what they did.

b. Directed study—

Read to find out about who these men were and what they did and be able to report to the class concerning them:

- (1) Julien Dubuque
- (2) Basil Giard
- (3) Louis Honore Tesson
- (4) Joseph Robidoux
- (5) Sergeant Charles Floyd
- (6) Meriweather Lewis
- (7) William Clark
- (8) Zebulon Pike
- (9) Manual Lisa
- (10) Albert Lea
- (11) Nicholas Perrot

c. Things for pupils to do—

- (1) Write a paragraph on the early life of Julien Dubuque and what he did.
- (2) Find pictures of Dubuque's settlement.
- (3) Report on the story of Dubuque's mines.
- (4) Be able to tell the story of Louis Tesson and his Iowa farm.
- (5) Find out how Iowa got its name and who named it.

- (6) Find out why Iowa was claimed by the French in early days and how the English finally got it.
- (7) Read about and make a report on Black Hawk.
- (8) Report to the class on Manuel Lisa and what he did.
- (9) Report to the class on Albert Lea and what he did.
- (10) Show the following on an outline map of Iowa:
 - First settlement in Iowa
 - Montrose in Lee County
 - The counties along which Lewis and Clark passed on their expedition to the west
 - Pikes Peak or Pikes Hill
 - First Iowa towns
- (11) On an outline map of the United States show the Louisiana Purchase of which Iowa was a part.
- (12) Make a list of things which the early men in Iowa traded to the Indians and what they received from the Indians.

d. Word study—

Find these words in your text or reference reading and use them in sentences of your own:

explorer	monument	pirogue	dragoons
trinkets	interpret	prairie	territory
merchant	possession	bison	lieutenant

B. Checking and summarizing procedure

- 1. Using the following outline as a guide write a summary of the unit:

The Discovery and Exploration of Iowa

a. The discovery of Iowa

- (1) Conditions in Iowa before white men came
 - (a) Limestone
 - (b) Gypsum
 - (c) Glacial drift
 - (d) Coal
 - (e) First animals in Iowa
- (2) How Iowa was discovered

b. Early explorers in Iowa

- (1) Early explorers and what they did
- (2) From what territory Iowa was made
- (3) First settlements in Iowa
- (4) How Iowa got its name
- (5) First Indians in Iowa

- 2. Test exercise. This exercise may be used either as a final test, or as a teaching test which is worked out with books open.

a. Complete the following sentences:

- (1) Sandstone was formed by
- (2) Shale is
- (3) Most of the coal beds of Iowa are located in the southern part because
- (4) A glacier is
- (5) Lead deposits in Iowa are found near

A GUIDE FOR TEACHING HISTORY

b. Use each of these words correctly in sentences:

glacier	lodge	quarry	trader
prairie	bison	gypsum	
portage	explorer	inhabitants	

c. After the names below tell briefly what each did:

- (1) Julien Dubuque
- (2) Marquette and Joliet
- (3) Zebulon Pike
- (4) Black Hawk
- (5) Lewis and Clark
- (6) Albert Lea

d. Place the number of the correct answer below in the blank in each sentence:

- made the first settlement in Iowa.
 covered Iowa in very early times.
 is the eastern boundary of Iowa.
 is the western boundary of Iowa.
 was part of the Louisiana Purchase.
- | | |
|---------------------------|------------------------|
| (1) The Mississippi River | (4) The Missouri River |
| (2) Glacial drifts | (5) Julien Dubuque |
| (3) Iowa | (6) Black Hawk |

II. *Early People of Iowa*

A. Teaching and learning procedure—

1. The Indians of Iowa

a. Lesson approach—

Do any of the places in or near your community have Indian names? No one knows when the Indians first came to Iowa, but we know from the mounds or graves that they made that they lived in nearly every county in Iowa. Have you heard of any of these mounds near your home? Do you know what people found in these mounds? In studying this unit we are going to read about the Indians in Iowa in early days, how they lived, important chiefs and warriors, and how they fought.

b. Directed study—

Read to find out about:

- (1) The bands of Indians in Iowa
- (2) How the Indians lived at home
- (3) The Indians as traders
- (4) Important chiefs and warriors
- (5) Indians at war
- (6) How the government tried to help the Indians
- (7) How the Indians were finally driven out of Iowa
- (8) The Spirit Lake Massacre
- (9) The Tama Indians

c. Things for pupils to do—

- (1) Make a list of all the Indian names which you can find in Iowa.

- (2) Write a paragraph telling how it is known that Indians lived in nearly every county of Iowa in early days.
- (3) Show on an outline map of Iowa where four groups were living when Iowa was bought as a part of the Louisiana Purchase in 1803.
- (4) Find out where these bands lived and mention some places which have been named for them:
 - Pottawattamies
 - Chippewas
 - Ottawas
 - Winnebagoes
 - Mascoutens
 - Sauks and Foxes
 - Sioux
 - Iowas
- (5) Make a list of five Iowa Indian tribes and after each write the name of its chief.
- (6) Write a paragraph describing the Indian homes.
- (7) 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
- (8) Draw pictures of Indian tools and weapons.
- (9) Make models of Indian tepees and wickiups.
- (10) Write a paragraph on how the Indians prepared their food.
- (11) Locate on an outline map four or five places where trading posts were located in Iowa.
- (12) 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.
- (13) List six fur traders of Iowa.
- (14) Find a picture of a blockhouse and of a stockade.
- (15) Show Fort Madison on your outline map.
- (16) Be able to tell the class the story of old Fort Madison.
- (17) Read the story of the Indian Chief Mahaska.
- (18) Find out about the Great Council of 1825 at Prairie du Chien and show this place on the map.
- (19) Give the purpose of the Neutral Ground in Iowa.
- (20) Try to find some Indian arrowheads, spearheads, or hatchets which you can bring to school to show the class.
- (21) Find out who Black Hawk and Keokuk were and write a paragraph telling what each did.

- (22) What places can you find which have been named for the chiefs, Black Hawk and Keokuk? Mark these places on your outline map.
- (23) Report on how the government tried to help the Indians.
- (24) Write a description of the first school for Indian children, and show the location of this school on your map.
- (25) Be able to report on the work of an Indian agent.
- (26) Make a list of all the Iowa counties which have Indian names.
- (27) Read to find out about the treaties by which the Indians gave up their claims to Iowa.
- (28) Be able to relate the story of the Spirit Lake Massacre.
- (29) Show on your outline map the place of the Spirit Lake Massacre. Also show the other lakes of this region.
- (30) Show on your outline map the home of the Iowa Indians.
- (31) List reasons why the Indians were driven out of Iowa.
- (32) Using this outline write a description of the Iowa Indians:
 - Location of home
 - Tribes
 - Size of reservation in Tama County
 - How they got their land
 - Houses
 - Schools
 - Work

d. Word study—

These words were used in the reading you did about the Indians. See if you can use them correctly in sentences:

tepees	tribe	shinny	hominy
wickiups	tomahawk	massacre	treaty
chief	squaw	victims	arrow

2. The pioneers and early settlements in Iowa

a. Lesson approach—

We have been studying about how the Indians first inhabited almost every county in Iowa. How do you suppose it would seem to see only scattered groups of Indians in this great middle western state of ours? After a time, however, white people began moving into Iowa. You remember how the Indians killed the white people at Spirit Lake. Before 1833 very few white people, perhaps only forty or fifty, lived in Iowa. How long ago is it then since white people began coming to Iowa? In our study of this unit we are going to read to find out how the pioneers settled in Iowa and how they lived in early days.

b. Directed study—

Read to find out about:

- (1) Why pioneers came to Iowa
- (2) How pioneers came to Iowa
- (3) From what states the Iowa pioneers came
- (4) Early homes of the pioneers
- (5) How the pioneers secured their claims
- (6) How the pioneers lived in their homes
- (7) How the pioneers made a living
- (8) Travel in pioneer days
- (9) Schools in pioneer days
- (10) Church in pioneer days
- (11) Recreation among the pioneers of Iowa
- (12) At least six nationalities of people who have settled in Iowa

c. Things for pupils to do—

- (1) Write a story about how the pioneers traveled to Iowa.
- (2) Find pictures of pioneers on their way to Iowa.
- (3) Try to find the picture "Westward" to show to the class. Tell what it means.
- (4) Make a list of cities which grew up in places where the pioneers crossed the Mississippi River.
- (5) Read about and be able to explain how a log cabin was built.
- (6) Model a log cabin from sticks representing logs.
- (7) Make a model of a rail fence.
- (8) Make a list of the things which the pioneers brought with them to Iowa.
- (9) Find pictures of spinning wheels and other machines used by the pioneers of Iowa.
- (10) Outline the things which the pioneer women had to do.
- (11) Be able to explain to the class how the pioneers made soap, hominy, and candles.
- (12) Compare what the pioneers had to eat with what we have to eat today.
- (13) List the work done by the the pioneer farmer.
- (14) Write a few paragraphs explaining the difference between the ways in which the pioneers farmed and the way we farm today.
- (15) Write a paragraph describing the early roads of Iowa.
- (16) Compare early roads in Iowa with our roads today.
- (17) 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

- (18) On an outline map show ten main highways in Iowa today.
- (19) Be able to report to the class ways in which the pioneer schools differed from ours today.
- (20) 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.
- (21) Write a paragraph describing school equipment.
- (22) Contrast early pioneer church life with our church life of today.
- (23) Be able to report on the first church building in Iowa and locate it on an outline map.
- (24) Make a list of the various recreations in Iowa in pioneer days and compare them with our recreations today.
- (25) 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. Word study—

Write a few paragraphs about the early pioneers of Iowa, using these words in the paragraphs:

pioneers	trundle bed	cradler
claim	hackle	swath
log cabin	linsey-woolsey	flail
puncheons	tallow-dip	jerkeys

B. Checking and summarizing procedure

1. Using the following headings make an outline for this unit and then write a summary of the unit:

Early People of Iowa

a. The Indians of Iowa

b. The pioneers and early settlements in Iowa

2. Test exercise. This exercise may be used either as a final test or as a teaching test which is worked out with books open.

a. Complete the following sentences:

- (1) The Indians with whom Dubuque first traded were the
- (2) Zebulon Pike was sent to explore
- (3) The first fort built in Iowa was at
- (4) The Indians were moved out of Iowa by
- (5) The Indians remaining in Iowa are

b. Write a sentence telling where each of these Indian tribes lived in Iowa. Find your answer from the places mentioned below:

- (1) Iowas
- (2) Sauks
- (3) Sioux
- (4) Omahas
- (5) Pottawattamies

Mississippi River Northern Iowa Des Moines River
Southwestern Iowa Missouri River Spirit Lake

c. Find the answer below and write its letter in the blank where it belongs:

- (1) The largest Sauk Indian village was located at
- (2) Black Hawk and Keokuk were both born at
- (3) Keokuk was friendly to the
- (4) After the Black Hawk War the principal leader of the Sauks and the Foxes was
- (5) The Indian leader of the Black Hawk War was

Keokuk

Saukenuk

A short distance below the present site of Rock Island

Americans

Black Hawk

d. Complete each sentence below:

- (1) The Black Hawk War was fought because
- (2) Fort Madison was built for the purpose of
- (3) The Indians had furs and to trade.
- (4) Traders paid the Indians for furs with
- (5) One of the early and leading fur traders in Iowa was
- (6) Iowa towns used as trading posts were
- (7) The Des Moines River was important to early settlers because
- (8) A portage was
- (9) Iowa rivers used by the early pioneers were
- (10) Early settlers came to Iowa by

e. Write several paragraphs using these words correctly:

- | | | |
|-------------|----------------------|---------|
| stage coach | dodger | claim |
| flail | stake and riderfence | Tama |
| cradle | clapboards | scalped |
| tomahawk | tribes | tepees |

f. Write an account of the Spirit Lake Massacre.

g. Make a list of people of various nationalities who have settled in Iowa.

III. *The Territory and State of Iowa*

A. Teaching and learning procedure

1. The territory of Iowa

a. Lesson approach—

In this unit we are going to read to find out how Iowa became a territory. Some of the reading which you are asked to do may not seem so easy and you may not understand part of it, but we do want you to know just how our Iowa

became a territory in the United States and how she finally became one of the forty-eight states in our United States.

b. Directed study—

- (1) Read from some seventh grade history book about the Purchase of Louisiana. Find this Purchase on a map and see if Iowa was included in it. Find out the date for this Purchase. Show the Louisiana Purchase on an outline map.
- (2) Find maps in your textbook or reference books which show Iowa as a part of the Michigan territory and also as a part of the Wisconsin and Missouri territories.
- (3) Read to find out how Iowa alone finally became a territory.
- (4) Read about the boundary dispute between Iowa and Missouri and how it was settled.
- (5) Read about the Mormons in Iowa.

c. Things for pupils to do—

- (1) Write the date for the creation of the territory of Iowa.
- (2) Write the name of Iowa's first governor and try to find his picture.
- (3) Show Iowa's first capitol on an outline map, and also her second and third capitols.
- (4) Make a list of the territories of which Iowa has been a part.
- (5) Write a paragraph telling the cause and results of the Iowa and Missouri boundary dispute.
- (6) Be able to report to the class on the trip west by the Mormons.
- (7) Show the trail of the Mormons through Iowa on an outline map.

d. Word study—

Write a few paragraphs using these words correctly:

Louisiana Purchase	governor	militia
territory	dispute	uniforms
capitol	boundary	Mormons

2. Iowa becomes a state

a. Lesson approach—

Do you know how many states had joined the Union before Iowa became a state? In this unit we are going to find out how Iowa became a state. We are also going to read about the progress which she has made since she became one of the United States.

b. Directed study—

Read to find out about:

- (1) How Iowa became a state
- (2) People from Europe who came to Iowa
- (3) Railroads in Iowa
- (4) Iowa's part in the Civil War

- (5) Some leaders in Iowa politics
 - (6) Changes in Iowa after the Civil War
 - (7) Iowa today
- c. Things for pupils to do—
- (1) Write the date for the admission of Iowa as a state.
 - (2) Be able to report to the class on the number of people in Iowa when she became a state.
 - (3) Write the number of people in Iowa today.
 - (4) Find the proposed boundary lines of Iowa which were not accepted.
 - (5) Describe Iowa's boundary lines.
 - (6) Report to the class on the selection of a capitol site for Iowa and tell how it was moved to Des Moines.
 - (7) Write to the Executive Council at the State House in Des Moines for Iowa Facts and some pictures of the Iowa Capitol and Park.
 - (8) Look at the names of the counties in Iowa and make the following lists:
 - Those named for presidents of the United States
 - Those with Indian names
 - Those named after heroes or battles of the Mexican War
 - Those named after other great men
 - (9) Write the name of Iowa's first governor after the state was admitted to the Union.
 - (10) Make a list of all the people of different nationalities who came to Iowa to live and give reasons why they came to Iowa.
 - (11) Ask your parents or grandparents if they had parents or grandparents who came to Iowa from Europe or from some of the eastern states.
 - (12) Be able to tell the story of the first railroads in Iowa.
 - (13) Find out about the United States government helping to build railroads in Iowa.
 - (14) Find pictures of trains in Iowa about 1856 and trains which we have today and be able to tell of improvements which have been made.
 - (15) Write the names of three railroads which cross Iowa from east to west and two which cross from north to south.
 - (16) Read the story of John Brown and what he did in Iowa.
 - (17) Explain what was meant by Underground Railroads.
 - (18) Write the name of Iowa's Civil War governor.
 - (19) Write a paragraph telling what part Iowa had in the Civil War.
 - (20) Be able to report on whether or not you have relatives; such as, great-grandparents who fought in the Civil War.

A GUIDE FOR TEACHING HISTORY

- (21) From the Iowa Official Register make a list of the governors of Iowa beginning with 1846.
- (22) Work out a unit on the history of your county. Include in it:
- First settlements
 - Early pioneers
 - Other things of interest in the early history of your county
- (23) Collect an exhibit of relics which help to show the history of your county.
- (24) Make a list of things which changed farming conditions after the Civil War.
- (25) Compare farming and living conditions in Iowa in 1870 and 1931.
- (26) Find reasons for low prices in 1870 and 1931.
- (27) Explain improved home conditions about 1876.
- (28) Be able to describe what people did for recreation in Iowa about 1880 to 1890.
- (29) Find out about and be able to report to the class on the following:
- Use of electric lights in Iowa
 - First bicycles
 - First automobiles in Iowa
 - Better ways for heating homes
 - Iowa farm machinery in 1936
 - Iowa crops
 - Iowa manufacturers
 - Iowa highways
 - Parks and beauty spots in the state
 - The State University, State Teachers College, and State Agricultural College
 - Iowa public schools
 - State Historical Library and Museum
 - Iowa authors
 - Iowa's nickname
 - Famous people of Iowa
 - Iowa climate
 - What is done for health in Iowa
 - How Iowa cares for her unfortunate people
 - Air transportation
 - Iowa natural resources
 - The seal, flag, and flower of Iowa
- (30) Find some rights guaranteed by the Constitution of Iowa.

c. Word study—

Write several paragraphs using these words:

constitution	underground railroads	governor
boundaries	regiment	osage oranges
capitol	copperheads	corn picker

B. Summarizing and checking procedure

1. Using the following headings make an outline for this unit and then write a summary of the unit:

The Territory and State of Iowa

- a. The territory of Iowa
- b. Iowa becomes a state

2. Test exercise. This exercise may be used either as a final test or as a teaching test to be worked out with books open.

a. Complete these sentences:

- (1) Iowa became a part of the Missouri Territory in, because
- (2) Iowa was a part of thePurchase.
- (3) The Iowa country was attached to the Michigan Territory because
- (4) Iowa was organized into a separate and independent territory in
- (5) The President chose as first governor of the Iowa territory.
- (6) To help the new territory, Congress
- (7) The first Territorial Assembly met at
- (8) The capitol was finally located at
- (9) Iowa was under territorial government until
- (10) Iowa became a state in

b. Write short paragraphs in answer to these questions:

- (1) How did Iowa get its present boundaries?
- (2) Why did Iowa get into a quarrel with Missouri?
- (3) How was the Iowa-Missouri boundary dispute finally settled?
- (4) Describe Iowa's boundary lines today.

c. Write several paragraphs using these words:

governor	dispute	constitution	trail
territory	boundary	legislature	regiment
Mormons	capitol	appointed	militia

d. Write an important sentence regarding each of these items:

First Iowa Railroads	The Iowa Flag
Highway Improvement	Iowa Crops
Iowa State Parks	Transportation in Iowa
Education in Iowa	Improvement of Homes
The Iowa Flower	Iowa Manufacturers

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SECTION THREE

AMERICAN HISTORY

Typical Units for Seventh and Eighth Grades

I. *How Men of the Old World Found and Explored the New World*

A. Teaching and learning procedure

1. Contributions made to our world today by the old world

a. Lesson approach—

What are some of the things which we have today that make us comfortable and able to enjoy living in this world? (Answers may be: safe, comfortable homes some of which are warm in winter and cool in summer because of insulation; good food to eat as a result of knowledge of how to preserve food and the shipping in of green vegetables in winter; comfortable clothing; improved tools and machinery for working both in and out of doors; excellent opportunity for recreation and amusement; and comfortable and pleasant means of travel and transportation.)

Do you know where and how people found out about things which provide us with such comfortable living conditions today? We are going to read to find out some of these things.

b. Directed study—

The Egyptians, Babylonians, Assyrians, Phoenicians, Greeks, Romans, Hebrews, Jews, and Germans are some of the people to whom we owe the beginnings of many of our comforts today. Read to find out about the following:

What people developed the alphabet, beautiful paintings and sculpturing, principles of law and government, Christianity, respect for personal liberty and high regard for women and family life, the calendar, a system of weights and measures, early literature, paper for books, trade, and the printing press.

c. Things for pupils to do—

(1) Find maps in your history books which show where the Egyptians, Babylonians, Phoenicians, Greeks, Romans, and Hebrews lived.

(2) On the line following each of these things which we got from the old world write the names of things we have today which are a result of these early contributions:

The alphabet

Roman law

Early Christianity

The calendar

Paper

Printing press

Regard for family life

Trade

System of weights and measures

Art

2. Conditions and events which led to the discovery of America

a. Lesson approach—

What continents do we study in geography today? Let us point out on the map all of the parts of the world which we know about today. Now let us look in our books to see if we can find out what parts of the world were known before America was found. How do you suppose people lived in those days? Do you suppose they had a system of government much like ours, and comfortable homes? We are going to find out through our reading.

b. Directed study—

From your text and reference books see if you can find out the following:

- (1) How the countries of Europe were ruled before the discovery of America
- (2) How the people lived in Europe before the discovery of America
- (3) Who the Norsemen were
- (4) What the Crusades were
- (5) How the Crusades were related to the discovery of America
- (6) What the invention of gunpowder, the printing press, and the compass did to awaken the old world
- (7) Why Marco Polo and his book were important
- (8) Reasons Europeans wanted a water route to the East
- (9) Who Prince Henry was

c. Things for pupils to do—

- (1) Trace the route of Leif Ericson on a map of the world.
- (2) Make two pictures, one showing the difference between land travel in Europe before the discovery of America and today, and the other showing these differences in water travel.
- (3) If you have a compass bring it to school and show the class how it is used.
- (4) Make a list of products which were traded between Europe and the East just before the discovery of America. Be able to tell where we get these things today.
- (5) Find a map of the parts of Europe and Asia and the waters and large islands surrounding. Trace it off. Then use three kinds of colored pencils and show the three chief trade routes of the Middle Ages.

d. Word study—

See if you can find these words in your text or reference reading. Use them in sentences of your own.

caravan	Turks	castle
Norsemen	trade route	knight
crusades	civilization	dark ages

3. The discovery of America

a. Lesson approach—

If you were taking an ocean trip today how would you probably travel? Have you ever seen a large steamship? Use your encyclopedia to find out about the size of our large steamships today. What accommodations are to be found on the steamships? Find out also how long it takes one to cross the Atlantic Ocean today. How long do you suppose it took Columbus to cross the ocean when he was making his discovery trips to America? What are some of the things you would like to find out about Columbus and his trips to America?

b. Directed study—

Read to find out about:

- (1) The boyhood of Columbus
- (2) Columbus' idea about reaching the East and where he got it
- (3) Navigation difficulties in the days of Columbus
- (4) What other country besides Spain was interested in navigation at this time
- (5) How Columbus finally got the necessary ships and equipment for his trip
- (6) Three voyages made by Columbus
- (7) What Columbus discovered
- (8) Why Columbus called the inhabitants of his discovered territory Indians and how they looked
- (9) For whom Columbus claimed the land he discovered
- (10) Where America got her name

c. Things for pupils to do—

- (1) Write a paragraph contrasting the explorations and discoveries of Columbus with those made by Admiral Byrd on his exploration at the South Pole.
- (2) Trace or draw a map showing the three voyages made by Columbus. Use a different color of pencil for each voyage.
- (3) Rearrange the following statements so that they will give the picture of the main events in the life and work of Columbus:

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) Write a description of the inhabitants which Columbus found on the new land he discovered.

(5) Write the story of what Columbus told when he returned from his first voyage.

d. Word study—

Find these words in your reference reading and give their meaning:

continent	products	royal court
navigator	trade routes	compass
voyage	water route	caravan

4. The exploration of America

a. Lesson approach—

How do you feel when something different or new has happened? How would you feel if gold were discovered on your father's farm? How do you suppose people felt when Columbus returned and told about the wonderful new land he had found? (Review with the children the story Columbus told when he got home from his voyage.) What would be the natural thing for people to want to do?

We are now going to read to find out who became interested in the new world, what they did, and to what countries they belonged.

b. Directed study—

(1) As you read keep in mind this question, "What did the people of Europe who explored in America find out about the coast line, the natural water routes through the new world to the Pacific Ocean, the rivers, plains, mountains, climate, birds, animals, forests, and vegetation of the new world?"

(2) See if you can find out what each explorer who came to America was looking for or what he wanted.

(3) Read to find out what each of these men did and from what country he came:

John and Sebastian Cabot, Balboa, Magellan, Ponce de Leon, Cortez, Narvaez, Coronado, De Soto, Drake, Raleigh, Cartier, Champlain, and Hudson.

- (4) Read all you can find in your text and reference books about the Indians which the explorers found when they came to America.

c. Things for pupils to do—

- (1) 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 northwest 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

- (2) 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?

- (3) Fill in this outline after you have read about all of the explorers 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				

A GUIDE FOR TEACHING HISTORY

- (4) 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.
- (5) After the name of each of the above explorers write why his exploration was important.
- (6) What pictures can you find in your text, reference texts, and encyclopedia which have to do with these explorers and what they did?
- (7) Write a paragraph telling why you would or would not have liked to have been one of the early explorers of America.
- (8) See if you can find out who these people were: Queen Elizabeth, John Hawkins, the Iroquois.
- (9) Fill in the following outline:
What part of America did each of the following claim and by right of whose exploration did each claim it?

Dutch
English
French
Spanish

- (10) Read and report to the class on Drake's trip around the globe.
- (11) Write a paragraph explaining ways in which the explorations of Amundsen and Byrd differed from those of the early explorers.

d. Word study—

Check with colored pencil all of the following words for which you know the meaning. Look up the ones you do not know in the dictionary and be able to use them in sentences.

exploration	circumnavigation	mainland
explore	conquest	pirate
mutiny	galleon	piracy
mission	settlement	treasure fleet
portages	line of demarcation	commodities
cavalier	natives	naval

B. Summarizing and checking procedure

1. The following is an outline of the unit on "How Men of the Old World Found and Explored the New World." From this outline pupils should write a summary of the unit:

How Men of the Old World Found and Explored the New World

- a. Contributions made to our world today by the old world
 - (1) By the Egyptians

- (2) By the Assyrians
- (3) By the Phoenicians
- (4) By the Greeks
- (5) By the Romans
- (6) By the Hebrews
- (7) By the Jews
- (8) By the Germans

b. Conditions and events which led to the discovery of America

- (1) Living conditions in Europe
- (2) Activities of the Norsemen
- (3) The Crusades
- (4) The control of eastern trade by Venice and Genoa
- (5) Marco Polo's travels and his book
- (6) Need for a new trade route to the East

c. The discovery of America

- (1) Navigation becomes a science
- (2) Columbus is interested in geography and has an idea
- (3) Columbus begs for ships, men, and supplies
- (4) Ships, men, and supplies are furnished by Spain
- (5) Columbus discovered America
- (6) Columbus made three voyages to America

d. The exploration of America

- (1) By the Cabots—1497-98—For England
- (2) By Ponce de Leon—1513—For Spain
- (3) By Balboa—1513—For Spain
- (4) By Cortez—1519—For Spain
- (5) By De Soto—1539—For Spain
- (6) By Narvaez—1528—For Spain
- (7) By Coronado—1540—For Spain
- (8) By Magellan—1519—For Spain
- (9) By Hudson—1609—For the Dutch
- (10) By Cartier—1534—For France
- (11) By Champlain—1608—For France
- (12) By Drake—1577—For England
- (13) By Raleigh—1584—For England

2. Pupils should now be able to do the following exercise. If they cannot do it without help let them refer to their books.

a. Fill in the blanks below using the proper name from this list: Jews, Germans, Greeks, Romans, Phoenicians

- (1) The contributed law and government to civilization.
- (2) The contributed art, literature, and appreciation to civilization.
- (3) The contributed Christianity to civilization.
- (4) The contributed a high ideal of family life to civilization.
- (5) The contributed the alphabet.

b. In a sentence tell why each of the following was important:
 Marco Polo

Leif Ericson
 Prince Henry
 The Crusades
 The compass
 The printing press

c. Use the proper words in these blanks:

- (1) Columbus was born at
- (2) He liked to study
- (3) He believed that the earth was
- (4) Columbus thought that he could reach the
by sailing
- (5) He had trouble in getting
- (6) Columbus finally got from the
- (7) He sailed with vessels.
- (8) Columbus discovered in
- (9) Columbus called the natives because
.....
- (10) Columbus reached the Islands
on his first voyage.
- (11) Columbus made voyages to America.
- (12) America was named for because
.....

d. On the line at the left of the name of each explorer put the number of the thing he did in history.

- | | |
|---------------------|---|
| Cartier | 1. Searched for the seven cities of Cibola |
| Balboa | 2. Conquered Mexico |
| Cabots | 3. Discovered the Pacific Ocean |
| Drake | 4. Led the first expedition around the world |
| Cortez | 5. Called his vessel the Half Moon |
| De Soto | 6. Sailed up the St. Lawrence River |
| Coronado | 7. Discovered the Mississippi River |
| Magellan | 8. Was a pirate and great sea-man |
| Hudson | 9. Explored the Atlantic seaboard for England |
| Ponce de Leon | 10. Discovered Florida |

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II. *Europeans Found New Homes in America*

A. Teaching and learning procedure

1. The result of Spain finding gold in America

a. Lesson approach—

After studying the early explorations of America which European country would you say sent the most explorers to America? (At this point review with the children what the Spanish explored in America. Review especially the work of Cortez, Ponce de Leon, Narvaez, Pizarro, Coronado, and De Soto.) What have you read that these men found which made them especially interested in America?

b. Directed study—

(1) Review the work of the Spanish explorers keeping in mind to look for these points:

What each explorer was looking for

How the Spanish explorers treated the Indians

How the Queen of Spain felt about the riches of America

(2) Read to find out the effect upon Spain of getting treasure from America.

(3) Read to find out about the destruction of the Spanish Armada.

(4) Find out about the founding of Florida.

(5) Read to find out about the activities of the Spanish in Mexico, Texas, and California.

(6) What can you find out about Spanish missions?

c. Things for pupils to do—

(1) Look in your books and reference books for pictures of the Spanish missions. Would you be able to represent one of these in the sand table?

(2) Show on an outline map of North and South America the extent of the Spanish possessions in the new world.

(3) Make a report to the class on the activities of the Spanish on the water and the story of the Spanish Armada.

(4) Be able to tell what you have found out from your

reading as to how the Spanish and French got along in America.

- (5) Report on what you consider the importance of the fact that the English defeated the Spanish.

d. Word study—

Take your geography book and see what Spanish names of places you can find in New Mexico, Texas, Mexico, and southern California.

2. Why people came from England to make homes in America

a. Lesson approach—

Mention reasons why we enjoy living in America. (Try to bring out our homes, government, and freedom as to schools and churches.) From your reading what do you remember about living conditions in Europe about the time America was discovered and explored? What would then be the natural thing for men who found out about a wonderful new country to want to do? (In this unit the plan is to develop reasons for making new homes in America, difficulties met, and how the people lived in colonial times.)

b. Directed study—

- (1) Read to find out about the attempts made by Sir Walter Raleigh to found an English colony in America.
- (2) Review reference and textbook material to see if you can find out anything more about hard times in England about 1606. See if you can find out why the farmers had a hard time. Also, how do you find that the merchants were prospering at this time in England?
- (3) Read to find out the reason why the English merchants formed companies which sent representatives to America.
- (4) See if you can find out from your reading how England made Virginia a successful colony. Find out what part each of the following had in making Virginia successful:
 - Captain John Smith
 - John Rolfe
 - The raising of tobacco
 - The granting of land in Virginia to people who would cultivate the soil for themselves
 - The bringing of women to the colony as wives for the settlers
 - The first Representative Assembly (House of Burgesses)
- (5) Find out what you can in your text and other history books about the trouble people in England had with regard to worshipping God.
- (6) Find out why the Separatists went to Holland and why they later came to America.

- (7) Read about the trip of the Pilgrims to America in the Mayflower.
- (8) Find out about the beginning of the Massachusetts Bay Colony in 1630 and why the Puritans wanted to found new homes in America.
- (9) Read to find out the following:
 - Why Roger Williams and his followers made new homes in Rhode Island in 1636
 - Why Thomas Hooker and his people made new homes in Connecticut in 1636
 - Why Lord Baltimore and his followers made new homes in Maryland in 1634
 - Why the friends of King Charles II of England made new homes in the Carolinas in 1663
 - Why the Dutch made new homes in what is now New York and what later became of their colony
 - Why Wm. Penn and his Quaker followers made new homes in Pennsylvania in 1662
 - Why James Oglethorpe and his friends made new homes in Georgia in 1733

- (10) Find out how the colonies were grouped. Group them into three divisions by heading up three columns:

New England Colonies Middle Colonies Southern
Colonies

c. Things for pupils to do—

- (1) Write the date for the founding of Jamestown.
- (2) Look on a map of America to see if you can locate Jamestown.
- (3) See if you can figure how long it was from the time Jamestown was started until the first opportunity was given the people to help govern themselves.
- (4) Make a picture which will show or illustrate the occasions which made Virginia a successful colony.
- (5) Show the class what pictures you can find in various books of people at work in tobacco fields and indentured servants at work.
- (6) Write the date for the founding of the Plymouth colony.
- (7) Figure how long it was after the founding of Jamestown before Plymouth was founded.
- (8) Write a paragraph telling the contents of the Mayflower Compact.
- (9) Make a list of the prominent men of Plymouth and be able to tell why each was prominent.
- (10) Find pictures of the Pilgrims and of the Mayflower.
- (11) Find and read the poem "The Landing of the Pilgrims" by Felicia Herman. Read and discuss this poem with the class.

A GUIDE FOR TEACHING HISTORY

- (12) Make a colony chart showing the following:
- | Colony | Date | Leader | First Settlement | Prominent Men |
|--------|------|--------|------------------|---------------|
| | | | | |
- (13) On an outline map show, using crayolas, the territory included in each of the thirteen colonies.
- (14) Write after the name of each of the thirteen colonies the reason why the colonists made homes here.
- (15) Write the date for the last English colony founded.
- (16) Write a composition telling about how the people of the various colonies got along with the Indians.
- (17) Be able to describe each of the following important documents:
- Mayflower Compact
 - The Fundamental Orders of Connecticut
 - The New England Confederation
 - Act of Toleration
 - Charter
- (18) Make a list of all the ways in which you can show that we have "toleration" in our country today.
- (19) Work out plays dramatizing the beginning of various English colonies in America.
- (20) Make a report to the class on the significance of the Mason-Dixon Line.
- (21) Make reports on the establishment of New Jersey and Delaware.

d. Word study—

Find these words in your text or reference reading and use each in a sentence of your own:

representative	counsel	Puritans
hostilities	compact	settlers
proprietary colony	religious freedom	toleration
charter	Pilgrims	union
indentured	Separatists	emigration

3. How the people of the English colonies lived

a. Lesson approach—

When people came from England to Virginia in the seventeenth and first part of the eighteenth centuries the country didn't look as it does to us today. Let us point out again on the map the location of the northern, middle, and southern colonies. What are some of the interesting things we notice about the farms and towns as we ride along today? What are some of the comforts which we have in our homes today? How much of our farms are fit for raising crops today? How would we feel if our farms were all covered with timber and bushes and if we couldn't see a neighbor's house for miles and miles? Have we anything to fear today as we live in our homes? How would it seem to always have to be on the lookout for Indians?

In this lesson we are going to read to find out how the people who came to America as English colonists lived. We

will need to think about how the people lived in each of the three groups of colonies. The different conditions in these groups affected their ways of living to some extent.

b. Directed study—

Read to find out about:

- (1) How the white men and Indians got along
 - Ways which the colonists had for defending themselves against the Indians
 - Wars with the Indians
 - How the Indians helped the colonists
- (2) How the colonists developed their own industries
 - Farming
 - Fishing
 - Boat building
 - Trade
 - What was used for money in the colonies
- (3) Transportation and travel
- (4) What home life the early American colonists had
 - How the houses of the New England colonists differed from those of the southern colonists
 - Heating and lighting of homes
 - Where materials for clothing were obtained
 - Manufacturing of clothing
 - How food was obtained and prepared
 - How food was served, dishes, and table manners
 - Work of the women in the homes
 - How servants came to America
 - How sick people were given care
- (5) What provision was made for schools
 - How schools differed in the New England and southern colonies
 - Subjects studied in school and textbooks used
 - Types of schools
 - Education of girls
 - Teachers and their salaries
 - Early colleges founded
- (6) What provision was made for churches
 - How Sunday was spent
 - Types of churches
 - Pews and how used
 - Differences between churches in the New England and middle colonies
 - Ministers
 - The Quakers and their church
 - Churches in the various colonies
- (7) The administration of punishments in the colonies in England and in our country today
- (8) How American farming, shipping, and trade developed

- How farming in the northern and southern colonies differed
 - Plantation farming in the southern colonies
 - Farm animals
 - Manufacturing in the northern and southern colonies
 - Trade in the northern and southern colonies
 - How England tried to control colonial industry
 - How pirates injured shipping
 - Products of the South
 - Travel and visiting in the South
 - Towns which became thriving
 - (9) How the colonists had a good time—various sports, holidays, amusements, and games
 - (10) How the early colonial frontier moved west
 - How far west the frontier moved
 - Why Germans and Scotch-Irish came to America and settled on the frontier
 - Life in the frontier homes
 - How the colonies got along with one another
 - Improvement of travel in the eighteenth century
 - Newspapers
 - How boys learned trades
 - (11) How the colonists were governed
 - Royal, proprietary, and charter colonies
 - Making laws in the colonies
 - How England dominated the colonies
 - (12) Find out what part each of the following men had in developing the colonies:
 - George Washington
 - Daniel Boone
 - Benjamin Franklin
 - James Robertson
 - (13) How the Navigation Acts passed by the English Parliament before 1700 affected colonial trade and growth
- c. Things for pupils to do—
- (1) Find pictures of colonial homes. See if you can find pictures which show differences between the way people lived in the northern and southern colonies.
 - (2) Write two paragraphs, one describing home life in Virginia and the other home life in Massachusetts. There were great variations even within each of the colonies.
 - (3) Write a paragraph contrasting school days in the northern colonies with those in the southern colonies.
 - (4) Write a paragraph contrasting church attendance in the northern colonies with that in the southern colonies.

- (5) Write paragraphs contrasting home, school, and church life in the colonies with ours today.
- (6) Report to the class on how travel and transportation in colonial days differed from ours today.
- (7) Make an outline of the ways in which the Indian helped the white man.
- (8) Make some models from soap or clay of the following: colonial houses, blockhouses, and colonial furniture.
- (9) Be able to tell or write about the interior and furnishings of each room in a colonial house.
- (10) Draw and explain a hornbook.
- (11) Find all of the colonial pictures you can for your scrapbook.
- (12) Write the names of the thirteen colonies and after each write whether it had a royal, proprietary, or charter form of government.
- (13) Dress some dolls to show the styles in colonial days.
- (14) Contrast the work done by the women today with that done by the women in colonial days. See if you can find pictures to illustrate these differences.
- (15) Contrast the trade routes in colonial days with our trade routes today.
- (16) Make a sketch of the early life of George Washington and find pictures showing interesting events in his early life.
- (17) List the different kinds of work done by Benjamin Franklin.
- (18) Find at least a half-dozen sayings of Benjamin Franklin and illustrate these sayings on a school-room poster.
- (19) Write a paragraph on the feats of Daniel Boone.
- (20) Make a list of the ways in which the northern, southern, and middle colonies differed.
- (21) Make a list of the conditions, occupations, ways of living, and ways of thinking which had much to do with holding the people in each group of colonies together.
- (22) Find a picture of a harbor in colonial days and contrast it with one of the important harbors today.
- (23) Find pictures of the New England Primer and be able to contrast a few pages of it with one of our primers today.
- (24) Report to the class on what was found in the first American newspapers.
- (25) Report on "Poor Richard's Almanac."
- (26) Make a list of Franklin's inventions.
- (27) Make a list of the things commonly used in your home today which were unknown in colonial days.
- (28) Find out and report on how candles are made.

A GUIDE FOR TEACHING HISTORY

d. Word study—

Be able to tell in what ways you found these words used in your reading about how the people of the English colonies lived:

trundle bed	palisade	blockhouse
hour glass	cowherd	meetinghouse
fireplace	catechism	charter
candles	aristocrats	pillory
succotash	sickle	stocks
Dutch oven	cutlass	ducking-stool
pewter	smugglers	plantation
tankard	piracy	commons
quilting bees	privateer	great lot
apple parings	clapboards	meadow lot
husking bees	stockade	frontier

4. England took America from France

a. Lesson approach—

What usually happens when two people or two countries claim the same thing? What examples can you give to illustrate your answer? What do you suppose would be the result of two countries trying to claim our country? Let us review the claims of England in America. Now let us review the claims which France was making in America. We will point out these places on the map. Do you know of any places in North America today where you can tell by the language, names, or customs that it was once French territory? In this lesson we are going to read to find out how England was able to take America away from France.

b. Directed study—

Read to find out about:

- (1) What effect the early French explorers, missionaries, and fur traders had on the growth of New France
- (2) How the people of New France and the Indians got along
- (3) How the ways of farming, fishing, and fur trading by the people of New France compared with the methods used by the English colonists
- (4) The causes and results of the four wars between England and France in North America
- (5) Why Pontiac's War was fought

c. Things for pupils to do—

- (1) Report to the class on the following topics:

Why Champlain was called "The Father of New France"

Who the Jesuits were

How the French and Iroquois Indians got along

What Marquette and Joliet did

What La Salle did

Why the fur trade was important in New France

What kind of farmers the French made
 How the people of New France were governed
 Number of English and French colonists
 Why the English and French colonists fought
 When the French and English wars took place
 Names of the wars between the English and
 French

The part George Washington played in these wars
 When the French and Indian War was fought and
 why it was so named

Who each of these men were and what part each
 had in the war:

Braddock
 William Pitt
 Montcalm
 Wolf

The capture of Quebec

The Peace Treaty between England and France in
 1763

Pontiac's War

- (2) Show New France on an outline map.
- (3) On outline maps trace the routes of Marquette, Joliet, and La Salle.
- (4) Make a graph to show the number of English and French people in America at the time of the war.
- (5) Make a list of reasons why England was able to take America from France.
- (6) Read Longfellow's *Evangeline* and write a paragraph describing how you think the Arcadians must have felt upon having to leave their homes. On a map show where the Arcadians lived.
- (7) Find and read the story of Deerfield.
- (8) On an outline map show what territory in America changed hands in 1763.
- (9) Write a paragraph telling what might have been the result if France had won out in the French and Indian War.

d. Word study—

Tell how these words were used in the study of how England took America from France:

baptized	Hurons
grenadiers	forts
occupants	trading posts
stockade	coureurs de bois
black robes	seigneur

B. Summarizing and checking procedure

1. The following is an outline of the unit on "Europeans Found New Homes in America." From this outline pupils should write a summary of the unit:

Europeans Found New Homes in America

- a. The result of Spain finding gold in America
 - (1) The Spaniards took wealth from the new world and transported it to Spain
 - (2) Wealth from America made Spain one of the richest nations in the world
 - (3) The founding of Florida
 - (4) Troubles between England and Spain over gold and trade
 - (5) Spain defeated
 - (6) The founding of New Mexico, Texas, and California
- b. Why people came from England to make homes in America
 - (1) Conditions in England which caused some of the people to want to come to Virginia
 - (2) Raleigh's attempt at colonization
 - (3) Creation of companies by London merchants and representatives from them coming to America
 - (4) Difficulties which the Jamestown colonists had to overcome
 - (5) How Virginia finally became a successful colony
 - (6) Why the Separatists left England for Holland and finally came to America
 - (7) The colonies at Massachusetts Bay, Rhode Island, Connecticut, Maryland, Pennsylvania, and New Hampshire were settled for religious and political freedom
 - (8) Reasons for starting the colonies of New York, New Jersey, North and South Carolina, Delaware, and Georgia
- c. How the people of the English colonies lived
 - (1) Relations between the white men and Indians
 - (2) Development of their own industries by the colonists
 - (3) Trade and transportation
 - (4) Home life of the early American colonists
 - (5) Schools in colonial days
 - (6) Churches in colonial days
 - (7) Punishment in the colonies
 - (8) Development of farming, snipping, and trade
 - (9) Recreation in the colonies
 - (10) Moving to the westward
 - (11) Colonial government
 - (12) Important men connected with colonial development
 - (13) Effect on the colonies of the Navigation Acts
- d. England took America from France
 - (1) Effect of the early French explorers, missionaries, and fur traders on the growth of New France

- (2) Relations between the people of New France and the Indians
 - (3) Methods of farming, fishing, and fur trading in New France as compared with the methods used by the English colonists
 - (4) Causes and results of the wars fought between England and France in America
 - (5) Pontiac's War
 - (6) Treaty at close of French and Indian War
2. Pupils should now be able to do these exercises. If they cannot do them without help let them refer to their books.
- a. By filling in this outline show what improvement we have made over colonial days:

	Used by the colonists	Used by us today
(1) Ways for building homes		
(2) Ways for heating and lighting homes		
(3) Ways for cooking food		
(4) Ways for traveling and transporting goods		
(5) Ways for educating children		
(6) Ways for farming		
(7) Ways for buying and selling goods		
(8) Ways for manufacturing		

A GUIDE FOR TEACHING HISTORY

b. Define the following, as they were used in your text, in your own words:

- (1) Frontier
- (2) Royal colony
- (3) Burgesses
- (4) Cavaliers
- (5) Indentured
- (6) Coureurs de bois
- (7) Stockade
- (8) Compact
- (9) Separatists
- (10) Pilgrims
- (11) Proprietary
- (12) Toleration

c. On the dotted line at the left put the letter of the best sentence ending.

- (1) Sir Walter Raleigh tried to (a) build great cities in New York (b) mine gold in California (c) start a better school system in England (d) plant a colony in America
- (2) Spain was interested in America because of (a) missionaries (b) gold (c) schools (d) fishing
- (3) The Virginia colony prospered because of (a) its community storehouse (b) its development of agriculture (c) freedom enjoyed by its people (d) discovery of mineral resources
- (4) The colony founded as a home for Quakers was (a) Connecticut (b) Maryland (c) New France (d) Pennsylvania
- (5) The colonial people were able to control their own governments through a body called the (a) assembly (b) parliament (c) council (d) senate
- (6) The colony of Georgia was founded chiefly for the purpose of (a) developing the lumber resources of the country (b) making money for the founders (c) giving debtors and criminals opportunity to start life anew (d) preventing Florida from northward expansion
- (7) New Netherlands was settled by the (a) Pilgrims (b) Dutch (c) Spanish (d) French
- (8) The occupation most widely followed in the thirteen colonies was (a) farming (b) fishing (c) fur trading (d) ship building
- (9) As a result of the French and Indian War (a) France (b) the Indians (c) Spain (d) England was driven out of America
- (10) The condition in the English colonies which

was most attractive to immigrants was (a) complete religious toleration (b) cheap land (c) danger from the Indians (d) political independence from European control

- d. Before each name in the first column write the letter that most accurately indicates the expression in the second column that goes with that name:

..... (1)	Washington	(a)	captured Quebec
..... (2)	Braddock	(b)	defended Quebec
..... (3)	Oglethorpe	(c)	was prime minister of England
..... (4)	Dale	(d)	was defeated and killed because he did not understand Indian warfare
..... (5)	Winthrop	(e)	later became father of his country
..... (6)	Montcalm	(f)	was founder of one English colony that had no conflict with the Indians
..... (7)	Baltimore	(g)	was leader of a rebellion against the governor of Virginia
..... (8)	Hooker	(h)	founded Georgia
..... (9)	Smith	(i)	was a harsh-ruling governor of Virginia
..... (10)	Penn	(j)	was governor of Massachusetts Bay colony
..... (11)	Pitt	(k)	was governor of Plymouth
..... (12)	Wolfe	(l)	was proprietor of Maryland
..... (13)	Williams	(m)	founded the Connecticut settlements
..... (14)	Bacon	(n)	was the savior of Jamestown colony
..... (15)	Bradford	(o)	Was an exile from Massachusetts because of his religious beliefs

- e. Number the following events in order of their occurrence:
- Settlement of Plymouth
 - Settlement of Jamestown
 - Settlement of Georgia
 - Close of French and Indian War

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III. *The Colonists Separated Themselves From the Mother Country and Became Americans*

A. Teaching and learning procedure

1. Causes of the war between England and her colonies

a. Lesson approach—

How do you feel if you think you are not being treated fairly? How do you suppose the colonists felt when they thought the mother country was not treating them fairly? Is there ever much chance for a misunderstanding when two people or two countries begin to feel that the other is unfair? Do you suppose the colonies were always fair to the mother country?

We are now going to find out through a study of this unit what the trouble was between England and her colonies and the result of this disagreement.

b. Directed study—

Read to find out about:

- (1) How England though far away tried to govern the colonies in America
 - The colonial governors sent to America
 - The disregarding of the welfare of the colonies by the king of England
 - The assertion of the English parliament of its right to tax the colonies
 - The colonial legislature
- (2) What England regarded as the purpose of colonies and ways in which England would benefit by her colonies
 - With regard to colonial products
 - With regard to manufactured goods
 - With regard to profit by trade
 - With regard to raising money for the home government
- (3) The English and the colonial points of view with regard to the purpose of the colonies
- (4) Why 10,000 English soldiers were stationed in America by Prime Minister Grenville at the expense of the colonists
- (5) Why Grenville got the Stamp Act passed by Parliament and what it was
- (6) How the colonists accepted the soldiers and the Stamp Act and what they did to resist them
- (7) Reasons why the colonists objected to being taxed by England
- (8) The meaning of each of the following:
 - Stamp Act Congress
 - Sons of Liberty
 - Navigation Laws
 - Virginia Resolutions
 - Townshend Acts
 - Non-importation Agreements
 - Boston Massacre
 - Committees of Correspondence
 - Boston Tea Party
- (9) When the First Continental Congress met, what it was and what it did
- (10) Some of the early leaders in the quarrel
- (11) Battles of Lexington and Concord

c. Things for pupils to do—

- (1) Give reasons why we have taxes today and why people do not refuse to pay them.
- (2) Write the names of the different taxes which we pay and tell for what the money is used.

A GUIDE FOR TEACHING HISTORY

- (3) Outline in your notebook a list of unpopular measures passed by Parliament and all the means used by the colonists for opposing each one.
- (4) Arrange a class debate in which some of the class take the part of Parliament and the others the part of the colonies.
- (5) Dramatize the Boston Tea Party.
- (6) Compare the ways in which news was communicated in colonial times with the ways in which news is conveyed in our country today.
- (7) Make a chart to show the most important articles taxed by the Stamp Act and Townshend Acts. Make another chart to show the most important articles taxed by the government of the United States today.
- (8) Make a graph showing comparatively the number of men in the standing army of United States today and the number of men in the army sent by Grenville to protect the colonists.
- (9) See what pictures you can collect or find in books which show some of the conditions which the colonies considered very unjust.
- (10) Find and read in class as many of the following poems as you can:
 - Paul Revere's Ride—Henry W. Longfellow
 - The Rising of 1776—Thomas B. Read
 - The Battle of Lexington—Mason L. Weems
 - Concord Hymn—Ralph W. Emerson
 - Seventy-six—William C. Bryant
 - The Revolutionary Alarm—Bancroft
- (11) Sing together our first patriotic song.
- (12) List all the reasons why the mother country treated her colonies as she did.

d. Word study—

- (1) These words were used in your text and reference reading. Use them in sentences of your own.

non-importation	expansion
tax	massacre
repeal	inflict
assent	attitude

- (2) Write a paragraph using the above words.

2. How the American colonists won the war

a. Lesson approach—

Why do we celebrate the fourth of July? Which nations settled here in the beginning? What became of Spain in America? What happened to France in America? What do we mean by "mother country"? Why did the colonies rebel against the mother country? Were the colonies free on July 4, 1776? What remained to be done after independence was declared?

b. Directed study—

Read in your texts and reference books to find out:

- (1) The effect of the battles of Lexington and Concord on the colonists
- (2) Happenings which led up to the Revolutionary War
- (3) How the colonies raised, equipped, and maintained an army and navy
- (4) Troubles which the British had in keeping up a well-equipped army
- (5) How the Americans governed themselves during the war
- (6) Troubles with some people who remained loyal to the king
- (7) The most important campaigns of both sides
- (8) How and why the French helped the American colonies get free from England
- (9) How money was raised to pay war expenses
- (10) The treaty of peace and its results

c. Things for pupils to do—

- (1) Be able to report to the class on the following:
 - Battle of Bunker Hill
 - The battles of Trenton and Princeton
 - The surrender of Burgoyne
 - Capture of Philadelphia
 - Part taken in the war by the Iroquois
 - Battle of Yorktown
 - Date when the war began
- (2) Report on the fighting on the sea.
- (3) Write a composition on the part George Washington took in the War for Independence.
- (4) Find and read a copy of the Declaration of Independence.
- (5) Make a list of the prominent men who signed the Declaration of Independence.
- (6) List reasons why the British fought at a disadvantage.
- (7) Find a picture of Independence Hall in Philadelphia.
- (8) Look up a description of the winter spent at Valley Forge and read it to the class.
- (9) Find the names of all the foreigners you can who helped the Americans win the war.
- (10) Read and describe to the class the treason of Benedict Arnold.
- (11) Make a diagram showing the form of government which the Americans substituted for British colonial government.
- (12) Outline the activities of the Second Continental Congress.
- (13) On an outline map of the United States show by means of pictures or drawings the physical features

along the boundaries of the United States in 1783. Show whether or not they presented barriers to crossing the boundaries.

- (14) Report on the first flag of the United States.
- (15) Make a time chart having two parallel columns that will show the chief military and non-military events connected with the American Revolutionary period from 1763-1783.
- (16) Using an outline map of eastern United States show the battles of the Revolutionary War making the victories of the Americans with one color and those of the English with another color.
- (17) Read to the class as many of the following poems as you can find:
 - Yankee Doodle—Dr. Richard Shuckburgh
 - Song of Marion's Men—William C. Bryant
 - Grandmother's Story of Bunker Hill—Oliver W. Holmes
 - Nathan Hale—Francis M. Finch
 - Paul Revere's Ride—Henry W. Longfellow
- (18) Write in a paragraph the terms of the treaty of peace following the Revolutionary War.

d. Word study—

Be able to give the meanings of these words which you found used in your text or reference books:

treason	revolutionary
independence	musket
ammunition	neutral
siege	cavalry
declaration	blockade
alliance	ally

B. Summarizing and checking procedure

1. From this outline pupils should write a summary of the unit:

The Colonists Separated Themselves From the Mother Country and Became Americans

a. Causes of the war between England and her colonies

- (1) Passage of the Navigation Acts
- (2) The Stamp Act
- (3) The Billeting Act
- (4) The attitude of the colonies toward the passage of the Navigation, Stamp and Billeting Acts and what they did to resist these Acts
- (5) The Townshend Acts
 - What they were
 - Why Parliament passed them
 - Why the Americans objected to them
 - What the Americans did
 - How England struck back

- (6) The Boston Tea Party
 - What it was
 - Why it happened
 - Punishments inflicted on Boston
 - How the colonies reacted to these punishments
- (7) How the colonists kept themselves and England informed of colonial affairs and interests
- (8) Lexington and Concord
- b. How the American colonists won the war
 - (1) Events and arguments leading to the Declaration of Independence
 - (2) American army and navy
 - How raised
 - How equipped
 - Leader
 - How maintained
 - (3) British difficulties in maintaining a well-equipped army
 - (4) How the Americans governed themselves during the war
 - (5) Troubles of the colonists who remained loyal to England
 - (6) Most important battles of the war
 - (7) Important leaders on both sides
 - (8) How and why France helped the American colonists win their independence
 - (9) The war on the sea
 - (10) Trouble between the Americans and Iroquois
 - (11) Treaty of peace and its results

2. Pupils should now be able to do these exercises. If they cannot do them without help let them refer to their books.

a. Put the number of the statement most correctly describing him on the line at the left of the name of each person.

- | | | |
|---------------------------|-----|--|
| John Paul Jones | (1) | President of the second Continental Congress |
| Samuel Adams | (2) | Captured Crown Point and Ticonderoga |
| Lafayette | (3) | British minister who had a tax levied on glass, paper, and tea |
| Champlain | | |
| Thomas Jefferson | (4) | America's most important sea fighter in the Revolution |
| George Rogers Clark | (5) | Warned the people of Lexington that the British were coming |
| Ethan Allen | (6) | Winner of the northwest territory |

- d. Write what you consider the general cause for the war between England and her colonies.
- e. List five direct causes for the Revolutionary War.
- f. On the line at the left put the letter of the best sentence ending.

- (1) The Boston Massacre was (a) firing at the British troops by the Americans (b) an Indian attack led by Pontiac (c) a riot in protest against the Stamp Act (d) the putting to death of Braddock by the Americans
- (2) The Declaration of Independence was adopted in (a) 1763 (b) 1789 (c) 1776 (d) 1775
- (3) The Americans were defeated at Bunker Hill because (a) ammunition gave out (b) the Americans were untrained and raw (c) the British had more men (d) The British were aided by gunboats
- (4) The Boston Tea Party was (a) an attack on the British in Boston (b) the throwing of a cargo of tea into Boston harbor (c) a social function in Boston (d) an attack on a ship in Boston harbor by Indians
- (5) The war was brought to a close by the battle of (a) King's Mountain (b) Princeton (c) Yorktown (d) Trenton

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IV. *Development of the New Nation*

A. Teaching and learning procedure

1. The new nation set up its government and got started

a. Lesson approach—

What usually happens when there is a group without a leader? What happens when the mother of a flock of baby chicks is taken away from them? How many states were there when they secured their independence from the mother country? How do you suppose England felt about the success of the young states? What would be apt to be the conditions among the states with no authority to hold them together? What can you see as a possibility when the old government or leadership is gone?

We are going to read in this lesson to find out the condition of the states at the close of England's rule, how they set up their own government and chose a leader

b. Directed study—

Read to find out about:

- (1) The size and location of the thirteen states in 1783
- (2) How many people there were and how they were distributed
- (3) Methods of travel and communication in 1783
- (4) What business conditions were in the United States just following the war
- (5) The attempt to set up governments and the weaknesses of the Articles of Confederation
- (6) The preparation, features, and adoption of the Constitution of the United States
- (7) Washington chosen to start the new government
- (8) Hamilton's five plans for putting the new government on a firm financial basis
- (9) How the first political parties started in the United States
- (10) How the United States as a nation got along with foreign governments for the first twelve years
- (11) How the United States chose a second president

c. Things for pupils to do—

- (1) Show on an outline map just what was included in the United States at the close of the Revolutionary War. Make each state a different color.
- (2) Make a graph to show the comparative number of people living in the United States at the close of the war and at present.
- (3) 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.

- (4) Write a paragraph describing travel and communication in the United States just after the war.
- (5) 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.
- (6) 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 and 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
- (7) Find the names of the prominent men who signed the Constitution and make a list of them.
- (8) 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."
- (9) Read and report to the class on the choice and inauguration of our first president.
- (10) Report on the first president's cabinet.
- (11) List and be able to explain Hamilton's five plans for financing the government.
- (12) Report on the Whiskey Rebellion and tell why it was important.
- (13) Be able to explain how political parties got started in the United States.
- (14) Report on the attitude of the people of the United States toward mixing in foreign wars.
- (15) Report on the Alien and Sedition Acts.
- (16) Give reasons why John Adams was chosen as second president of the United States.
- (17) Dramatize the Constitutional Convention as a class exercise.
- (18) Make a list of the important things which happened during Washington's administration.
- (19) Give reasons for locating the national capitol at Washington.
- (20) Make a list of the important things which happened during Adam's administration.

- (21) Write the date of Washington's administration.
 (22) Tell why John Marshall was important to our country.

d. Word study—

These words were found in your textbook and reference reading. Use them in sentences of your own:

congress	alliance	compromise
alien	rebellion	judicial
sedition	oath	executive
ratification	legislature	disunited

2. How the new nation settled and held the west

a. Lesson approach—

What stories have you read of pioneers? Have you ever heard your grandparents speak about pioneer days in Iowa or some other state? Do you know of any people in this neighborhood who are pioneers to this state? (Talk about what it meant to be a pioneer in early days.) In our lesson this time we are going to read to find out some things our nation had to meet as the people began to move farther west.

b. Directed study—

Read to find out about:

- (1) How people lived just after the Revolutionary War
- (2) How the land between the Appalachian Mountains and the Mississippi River became the public domain of the United States
- (3) What kind of government was worked out by the United States for those living in the new territories
- (4) Why people moved westward
- (5) Routes followed to the west and means of travel
- (6) How and why the United States got Louisiana and Florida
- (7) What difficulties the people had with Indians
- (8) Foreign trade
- (9) Ways used to improve transportation

c. Things for pupils to do—

- (1) Write the name of the man who became president of the United States in 1800.
- (2) Report to the class on these topics:
 - The public domain
 - The Ordinance of 1787
 - Names of states formed out of the northwest and also southwest territories
 - Important work done by Rufus Putman
 - Indian wars in the new territory
 - Settlement of the northwest and the beginning of Chicago

Andrew Jackson and why he was an important man in United States history

Why and when we bought Florida and the amount paid for it

Troubles with the Spanish at New Orleans

Reasons for and facts concerning the purchase of Louisiana—price paid

Travel and transportation and why it needed to be improved

Government roads

Privately built roads

Steamboats and their effects

The Erie Canal and its importance

The Indians driven west

- (3) Show on an outline map of the United States the Northwest and also Southwest territories. Show the states which were made from these territories.
- (4) Look in your reference books to see what you can find about how people traveled to their new homes.
- (5) Write a paragraph about the activities of Tecumseh.
- (6) Write a paragraph about the activities of Andrew Jackson.
- (7) Fill in this outline with regard to new territory purchased by the United States:

Territory	When Purchased	From What Country Purchased	Amount Paid	Why Purchased
Florida				
Louisiana				

- (8) Show on an outline map the territory included in Florida and Louisiana.
- (9) List reasons why it was so necessary for the United States to control New Orleans.
- (10) See what stories you can find on the old stage coach and its use. Find pictures of the stage coach. Can you make a picture of one?
- (11) Compare the roads built by the government in 1811 and 1817 with our present United States highways No. 34 and No. 69 or any others with which you are familiar.
- (12) Compare inns and roadhouses with our hotels, gas stations, and cabin camps today.
- (13) Write a paragraph on the invention of the steamboat and its effect on transportation.

- (14) Show on an outline map:
 Location of the Erie Canal
 Other important canals
 Most important early highways
- (15) Write a paragraph telling why it was so important to have improved means of transportation.
- (16) Discuss in a paragraph the right which Monroe and Livingston had to buy Louisiana and whether they paid too much for it.
- (17) Write a paragraph on whether or not General Jackson had a right to invade Florida.
- (18) In a paragraph compare the purchase of Florida with that of the Louisiana territory.
- (19) Express in a paragraph your views of the way the Indians were treated.
- (20) As a final study of this topic list all the reasons you have found why the new nation was able to settle and hold the west.

d. Word study—

Report on the meanings of these words used in connection with the study of this topic:

territories	trespassing	adjacent
purchase	vehicles	opportunities
domain	turnpike	products
navigable	interpretation	canals

3. How the United States became a strong nation

a. Lesson approach—

We have talked before about what the new states did for government when they separated themselves from the mother country. You remember that all, though not agreed on every detail of the new government, decided to pull together for the good of the nation. Can you give any examples to show that team work is necessary in games if they are to be successful or in community projects if they are to be successful? Can you show that some individuals must be willing to give up some things at times for the good of the community if the community is to prosper? This problem of national spirit or of being willing to give up some things for the good of the nation was one that confronted our country from about 1800-1825.

b. Directed study—

Read to find out about:

- (1) Why the work of Thomas Jefferson was so important to our country at this time
- (2) Why the decisions of John Marshall with regard to the purchase of Louisiana were important
- (3) Why there was an embargo act and what was hoped it would accomplish

- (4) Why the War of 1812 was fought, important battles, and results
 - (5) Why the people of New England opposed the War of 1812 and what they thought of withdrawing from the Union
 - (6) Why the Missouri Compromise was necessary, date for making, and what it did
 - (7) Why it was necessary to impose a new national policy, the Monroe Doctrine, and what it was
- c. Things for pupils to do—
- (1) Write a paragraph explaining why Thomas Jefferson said in 1800 that the United States was a "rising nation."
 - (3) See if you can find reasons why at this time (1800) some people still thought the national government had too much power.
 - (3) Compare Thomas Jefferson with George Washington, John Adams, and Alexander Hamilton as to ideas about a strong central government.
 - (4) Write a description of Thomas Jefferson as a man.
 - (5) Report on what the New England States thought of the purchase of Louisiana and also explain the Hartford Convention.
 - (6) Make a list of the reasons why the United States fought the war of 1812.
 - (7) Write the name of the man who was president of the United States when the United States entered the War of 1812.
 - (8) Outline briefly the War of 1812.

<i>War at Sea</i> Vessels involved.	Important Admirals or Captains	Results
<i>War on Land</i>		

- (9) Read and report on three ways in which the United States tried to force England to cease her abuses without going to war.
- (10) Write a paragraph telling how the English urged the Indians to war on the United States.
- (11) Who opposed the War of 1812?
- (12) Report to the class on how the causes for the War of 1812 grew out of the war between England and France.
- (13) Outline the terms of the Treaty of Ghent.
- (14) List the national effects of the War of 1812.
- (15) Explain the meaning of "The Era of Good Feeling."
- (16) See what you can find out about slavery, using this outline to guide your reading:
 - Distribution of slaves in the North and South during the colonial period
 - Why there were fewer slaves in the North than in the South
 - Cause of anti-slavery sentiment
 - Status of slavery in the Northwest Territory
 - What the Constitution said about slavery
 - Effect of the cotton gin on slavery
 - Reasons for the Missouri Compromise
- (17) Write out and be able to state the terms of the Missouri Compromise. Give the date of the Compromise.
- (18) Use the following outline for reporting on the Monroe Doctrine:
 - Time
 - Causes for
 - Content (in two paragraphs)
 - Effects
- (19) Make a poster which shows conditions which you believe would have led everyone in the United States to support the war of 1812.
- (20) Show the activities of the War of 1812 on an outline map.
- (21) Color an outline map to show the Missouri Compromise.
- (22) Make a poster illustrating the provisions of the Monroe Doctrine.
- (23) Give reasons why these are important times in United States history: 1803, 1820, 1823.
- (24) Tell the story of the writing of the Star Spangled Banner.
- (25) Find and read to the class the song "Constitution and Guerriere."

d. Word study—

- (1) Explain how these words were used in your text and reference reading:

duel	inauguration	national policy
intercept	frigate	treaty
era	broadside	impressment
ballot	compromise	man-of-war

- (2) Use these words in a paragraph or so.

4. Changes made which affected the ways of living

a. Lesson approach—

Where do we get our food and clothing today? How did people in Washington's time get their food and clothing? Name a half dozen things which you use every day. Where do these things come from? Is it difficult for you to get them? Where and how would George Washington have been able to get them? Ask someone you know, who is sixty years old or older, which of the things you have mentioned she used at your age. Ask this person also how she traveled when she was your age. In this lesson we are going to note some changes between about 1785-1815 which have had a great effect upon the way people lived at that time.

b. Directed study—

Read to find out about:

- (1) How the people got food to eat, clothing to wear, and tools to use about 1790 or 1800
- (2) How the Revolutionary War affected trade or commerce
- (3) The effect of the discovery of the Columbia River upon our trade with China
- (4) Make a list of the various foods you eat and the materials from which clothing is made and tell where each comes from. Tell where these things were obtained by people of the United States in 1800.
- (5) See if you can find out what some of the new machines were which influenced
 - Southern agriculture
 - New England manufacturing
- (6) Make a list of all the ways in which American manufacturing was helped between 1790 and 1850.
- (7) Write a paragraph contrasting the factory conditions in England with those in America.
- (8) Discuss child labor in factories.
- (9) Write four paragraphs showing the growth of manufacturing in the United States. Use this outline:
 - Home manufactures
 - Manufactured goods from England
 - Hand manufactures
 - Factories using machinery

- (10) Report to the class on how iron became useful in manufacturing and farming.
- (11) Describe all the powers of nature which were used by the people in making a living.
- (12) Report to the class on the significance of the "air charger" as supplying modern conveniences to farmers' homes today.
- (13) Report to the class on how coal was found to be important to manufacturing.
- (14) Be ready to discuss in class:
 - The improvement of sailing vessels
 - Coming of the railroad
 - Coming of the telegraph
 - Machinery which helped farmers in the South
 - Machinery which helped farmers in the North
- (15) Find pictures of the first railroads and steam trains.
- (16) Make a poster showing how the iron industry has improved machinery both for factory and farm.
- (17) Arrange a class debate on the advisability of the taxation placed on imported goods by Congress in 1816.

d. Word study—

Use these words in sentences of your own:

industrial	tinder-box	whaling ships
bobbin	Yankee	cradle
harpoons	pioneers	scythe
linsey-woolsey	tilled	

5. National problems from 1824-1840

a. Lesson approach—

Every president has certain hard national problems to meet. What do you remember to be some of the difficult problems these presidents had to meet:

Washington
Adams
Jefferson
Monroe

What are some of the problems our present president is having to meet? We are now going to study about the many rather important problems which Andrew Jackson had to meet when he became president of the United States.

b. Directed study—

Read to find out about:

- (1) The early life of Andrew Jackson
- (2) The importance of Jackson's election to the presidency
- (3) The spoils system
- (4) Protective tariff problems

- (5) South Carolina's "Doctrine of Nullification" and how it was peacefully averted
- (6) Internal improvements
- (7) Why Jackson vetoed the National Bank
- (8) How the two main political parties, Whigs and Democrats, were affected by Jackson's policies
- (9) The hard times of 1837
- (10) The rise of abolitionism

c. Things for pupils to do—

- (1) Be able to report on the early life of Andrew Jackson. See if you can find some good pictures of Jackson. Make a list of ways in which he seemed to differ from other presidents about whom you have studied.
- (2) Give Jackson's motto and how some interpreted it.
- (3) Give Jackson's nickname and see if you can find out how he got it.
- (4) Report on Jackson's inauguration.
- (5) Make a list of the problems which President Jackson had to face.
- (6) Report to the class on why Jackson was the "idol of the common people."
- (7) Be able to report to the class on these important topics:

The spoils system and its evils

Jackson's attitude toward the tariff

South Carolina and nullification

How nullification was peacefully averted

Jackson's attitude toward defending the Union

Jackson's attitude toward internal improvements and reasons for this attitude

Why Jackson was against the National Bank and what he did to it

What the political parties stood for

Troubles over slavery and the Nat Turner Insurrection

- (8) Write a paragraph describing "The Liberator."
- (9) Compare the hard times of 1837 with the depression of recent date.
- (10) Report on why Martin Van Buren who followed Andrew Jackson as president was not as popular with the people as Jackson had been.

d. Word study—

- (1) Find these words in your reference reading and be able to tell what they mean:

veto	nullification	turmoil
abomination	spoils system	violated
electoral	tariff	abolitionists

- (2) Write a paragraph using these words.

6. American life, 1800-1860

a. Lesson approach—

What advantages are afforded you for an education and self-improvement today? What provision has our state made for taking care of people who are ill or who are mentally unfit to care for themselves? What ways are there today for punishing criminals? Who is given the right to vote in the United States? Do you think the people have always had the privileges which we have been talking about?

We are going to read to find out what improvements in living were made about one hundred years ago.

b. Directed study—

Read to find out about:

- (1) Changes in the ways of living in the North and in the South
- (2) Differences in ways of living between the North and the South
- (3) The life of the Southern mountaineer
- (4) The lot of the Negro slaves
- (5) What attempts were made to help unfortunates
- (6) How all white men got the right to vote
- (7) The movement to free the slaves
- (8) How schools in America had improved by 1850 over those of colonial days
- (9) Religion in the United States from 1850-1860
- (10) Newspapers and magazines
- (11) American writers from 1850-1860

c. Things for pupils to do—

- (1) Write two paragraphs, one on the house in which the southern planter lived and one on the house in which the New England manufacturer lived in 1850.
- (2) Find out whether the life of the Southern mountaineer today is very different from that of 1850 or 1860.
- (3) Make drawings to show classes of people who lived in the South.
- (4) Report on reasons why some thought the Negro slaves should be freed and why others thought they should not be freed.
- (5) Make a list of all the ways your state has for caring for unfortunate people and contrast these with what was done with them in colonial days. Write a paragraph showing improvements made from 1800-1860.
- (6) Make an outline to show how the schools of 1850 had improved over those of colonial days. Show how there has been a greater improvement since 1850.
- (7) List the names of ten well-known authors of American literature who were prominent in this period of American history.

d. Word study—

(1) Give the meanings of these words:

hominy	humane	circuit riders
cowhorn	tilled	tenants
		seminary

(2) Use the above words in a paragraph.

B. Summarizing and checking procedure

1. Using these topics as main divisions pupils should now be able to complete the outline and then write a summary of the unit:

Development of the New Nation

- a. The new nation set up its government and got started
- b. How the new nation settled and held the West
- c. How the United States became a strong nation
- d. Changes made which affected the ways of living
- e. National problems from 1824-1840
- f. American life from 1800-1860

2. Test exercise

a. Place a T before each statement that is true and an F before each that is false.

- (1) Franklin was chosen chairman of the Constitutional Convention.
- (2) The Constitutional Convention met in Philadelphia.
- (3) The Constitution as adopted was a series of compromises.
- (4) The people who favored the adoption of the Constitution were called Federalists.
- (5) Georgia was the first state to ratify the Constitution.
- (6) Rhode Island was the last state to ratify the Constitution.
- (7) No branch of our government has any check upon any other branch.
- (8) Our Constitution provides for three separate and distinct branches of government.
- (9) The first ten amendments to the Constitution are known as the Bill of Rights.
- (10) The anti-federalists feared a strong national government.

b. List five weaknesses of the Articles of Confederation

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c. Use such as you need of these names correctly in the following sentences:

Captain Lawrence	Baltimore	Macedonia
Francis Scott Key	Constitution	Peacock
Harnet	Federalists	Tecumseh
Wm. Henry Harrison	Ghent	United States
Frolic	Guerriere	Washington
Detroit	Henry Letters	Wasp
The War of 1812	Java	War Hawks
Tippecanoe	O. H. Perry	New Orleans
Commodore McDonough		

- (1) was the city in which the treaty ending the War of 1812 was signed.
- (2) was a battle fought by Andrew Jackson after peace had been declared.
- (3) wrote the Star Spangled Banner.
- (4) was saved from capture by the heroic defense of Fort McHenry.
- (5) was an Indian chief who led an attack on western settlements shortly before the War of 1812.
- (6) was the American commander who put down the uprising.
- (7) was the battle in which the Indians were defeated.
- (8) was a bundle of documents, purchased by the United States government for \$50,000 which increased the hard feeling against England.
- (9) was the name of the United States frigate known as "Old Ironsides."
- (10) were names by which the Congressmen from the West and South were known just before the War of 1812.
- (11) and were two English warships which were defeated and captured by "Old Ironsides."
- (12),,, and were American warships besides "Old Ironsides" that defeated and captured English warships.
- (13) was a political party the members of which met at Hartford and voted that national taxes raised in New England should be used only for the defense of the New England states.
- (14), an important American city, was captured and partly burned by the English.
- (15), an American naval commander, defeated the English fleet on Lake Champlain.

- (16), an American general, recaptured Detroit from the English.
- (17) wrote after the battle of Lake Erie, "We have met the enemy and they are ours."
- (18), an American stronghold, near the Great Lakes, was surrendered to the English without firing a shot.
- (19), an American commander, cried, "Don't give up the ship."
- (20) was called Mr. Madison's War.

d. Fill the blanks in these sentences:

- (1) The name of the process for separating iron from iron ore is
- (2) Inventions which have helped with the development of communication are,,, and
- (3) The inventor of the telegraph was
- (4) The inventor of the reaper was
- (5) The inventor of the sewing machine was
- (6) The inventor of the first practical steamboat was
- (7) Two great holdbacks to westward migration were and
- (8) The inventor of the cotton gin was
- (9) The leading manufacturing center of the United States became
- (10) Four inventions which have helped in the development of daily newspapers are,,, and

e. After each of these words or groups of words write a definition or explanation:

- (1) Missouri Compromise
- (2) Monroe Doctrine
- (3) Nullification
- (4) Ratification
- (5) Frigate
- (6) Alien
- (7) Sedition
- (8) Turnpike
- (9) Immigrate
- (10) Inaugurate

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V. Division, War, and Reunion

A. Teaching and learning procedure

1. Why the United States divided into two warring sections

a. Lesson approach—

What very often happens when folks do not agree on some issue? They fight sometimes with words and sometimes with fists or guns. This is what happened to our country. First, however, there were reasons to divide the North from the South. Can you remember in our study of history if there has ever been any danger before of troubles within the Union causing some states to rebel? If so, can you make a list of troubles? In this lesson we are going to find out why the United States divided into two sections.

b. Directed study—

Read to find out about:

- (1) Why slavery entered into the question of admitting Texas to the Union
- (2) Why the admission of Texas to the Union led to the Mexican War
- (3) Why the war with Mexico was fought, what battles there were, and the results
- (4) Why the South was worried over the refusal of slavery in an increasing number of territories
- (5) Why the Compromise of 1850 was made
- (6) Why bitterness was increased between the North and the South by the Abolitionists, Fugitive Slave Law, and Dred Scott Decision
- (7) Why the Kansas-Nebraska Act was favored by the South and opposed by the North
- (8) Why the Republican party was started and its attitude toward slavery
- (9) Why the Lincoln-Douglas debates brought Abraham Lincoln before the country
- (10) Why the southern states thought the election of Lincoln made it necessary for them to leave the Union to protect their rights
- (11) Why Lincoln took the attitude he did toward the Confederacy in his inaugural address in 1861

c. Things for pupils to do—

- (1) Look up an account of the following men and be able to report to the class concerning them. Watch to see what part each takes in the war.

Abraham Lincoln

Robert E. Lee

Jefferson Davis

Ulysses S. Grant

- (2) Read about the following and report what you find out to the class:

The trouble with Mexico over American settlements in Texas

Texas declared its independence from Mexico

The question of admitting Texas into the Union

War with Mexico

Cause

Date

President Polk's offer

The three principal campaigns

Results of the war

Peace treaty

How the admission of Texas to the Union had anything to do with bringing on the Civil War

- (3) Find out how the request of California to enter the Union had anything to do with bringing on the war.
- (4) Report on Calhoun's view of Northern-Southern equality and why Webster opposed secession.
- (5) Write out the five provisions of the Compromise of 1850.
- (6) Find out and report on which of the five provisions of the Compromise of 1850 caused more trouble over slavery.
- (7) Be able to describe the following:
 - Underground railroad
 - Personal Liberty Laws
 - Popular Sovereignty
- (8) Explain what the elections of 1852 and 1856 had to do with the slavery problem.
- (9) Report on the Kansas-Nebraska Act and Dred Scott Decision and explain how they helped to bring on the war.
- (10) Write a paragraph on the beginning of the Republican party and what it stood for.
- (11) Describe the Lincoln-Douglas debates and dramatize them.
- (12) Report on the activities of John Brown and tell what bearing they had in promoting the war.
- (13) Describe the exciting election of Lincoln in 1860.
- (14) Report on the following with regard to secession:
 - When proclaimed
 - Which states formed the Confederacy
 - Confederate constitution
 - Seat of Confederacy
 - President of the Confederacy
- (15) Give Lincoln's view of the Union as expressed in his inaugural address of March 4, 1861.
- (16) Report on the fall of Sumter.
- (17) Show on an outline map of the United States the results of the treaty following the Mexican War.
- (18) Make a map showing the Kansas-Nebraska problem.
- (19) Make a list of all the compromises which were made in an attempt to settle the slavery problem.
- (20) See if you can decide why Uncle Tom's Cabin was written.

d. Word study—

- (1) Be able to explain the meanings of these words:

sovereignty	secession	resolution
perpetual	fugitive	constitutional
Confederate	compromise	endure
Union	compact	treaty
- (2) Use the above words in two paragraphs.

2. The war between the North and the South

a. Lesson approach—

As we saw through the study of why the Union divided, war was certain to happen. Did any of your ancestors take part in the Civil War? Are there any Civil War veterans living in your community? Have you ever heard a Civil War veteran tell of his experiences and if so can you relate them to your class? Have you ever seen any movies of Civil War times?

b. Directed study—

Read to find out about:

- (1) How Lincoln felt about secession and slavery
- (2) How the North and South compared in strength
- (3) How the North and South met the difficulties of securing soldiers, money, food, clothing, and munitions for their armies
- (4) How people lived in the North and South during the war
- (5) How the northern blockade affected the southern states
- (6) The chief war campaigns in the West, around Richmond, those to divide the South, and the final result
- (7) The leaders of the North and the South
- (8) The Emancipation Proclamation and its effect upon the outcome of the war

c. Things for pupils to do—

- (1) Review President Lincoln's attitude toward slavery and the Union.
- (2) Write a paragraph comparing the numbers and strength of the North and South.
- (3) Read and report on the part the navy had in the war.
- (4) See what accounts you can find of how the people of both the North and South lived during the war.
- (5) Report on how soldiers were obtained for the armies of both the North and South.
- (6) Find out what advantages the South had over the North.
- (7) Discuss the raising of money for carrying on the war in both the North and South.
- (8) Make a chart showing:
 - Most important battles of the war
 - Generals on both sides
 - Results
- (9) Be able to explain what the Emancipation Proclamation was and its effect upon the outcome of the war.

- (10) Find and read to the class as many of the following as you can:

Tom Taylor, *The Blue and the Gray*

T. B. Read, *Sheridan's Ride*

W. H. Thompson, *The High Tide at Gettysburg*

Walt Whitman, *O Captain! My Captain!*

Denis McCarthy, *The Veterans*

A. J. Ryan, *The Conquered Banner*

3. How the states of the North and South were again united

a. Lesson approach—

After every war there must follow a period of rebuilding what the war has destroyed. Can you see any reason why it is more difficult to rebuild after a civil war than after a foreign war? It took more than ten years to get the North and South reunited on terms of equality and justice. Can you think of some things which would need to be considered in reuniting the North and the South? We will read to find out just how they were reunited.

b. Directed study—

Read to find out about:

- (1) Lincoln's plan for readmitting the southern states to the Union
- (2) The congressional plan of reconstruction
- (3) What the fourteenth and fifteenth amendments were and how they affected the southern states
- (4) How congress tried to punish President Johnson for opposing its policies
- (5) How southern white men got control of their own state governments again

c. Things for pupils to do—

- (1) Be able to report to the class as to how the plans by President Lincoln and congress for reuniting the nation differed.
- (2) Read and report on the murder of President Lincoln.
- (3) Write the name of Lincoln's successor.
- (4) Be able to report on the following topics showing how each was important in the reconstruction program:
 - The free Negro
 - The fourteenth and fifteenth amendments
 - "Carpetbaggers"
 - Ku Klux Klan
 - How the Negro was prevented from voting
 - Why the congressional leaders carried out the plans they did
- (5) Report on ways in which President Johnson was indiscreet.
- (6) Report on why President Johnson was impeached.
- (7) Look up and report on the work of Clara Barton.

d. Word study—

Discuss the meanings of these words used in connection with this topic:

impeach	carpetbag	campaign
amendment	emancipation	

B. Summarizing and checking procedure

1. Using the following topics as main divisions, pupils should now be able to complete the outline and then write a summary of the unit:

Division, War, and Reunion

- a. Why the United States divided into two warring sections
- b. The war between the North and the South
- c. How the states of the North and South were again united

2. Test exercises

- a. Choose the proper name for making each sentence complete and write it on the line where it belongs:

John C. Calhoun	Jefferson Davis
Robert E. Lee	Ulysses S. Grant
Daniel Webster	Stonewall Jackson
Battle of Gettysburg	Fort Sumter
Montgomery	Abraham Lincoln
Manassas	Fall of Vicksburg
Andrew Johnson	Stephen A. Douglas
South Carolina	

- was the turning point of the war.
- was vice president during Lincoln's second term.
- was the first capitol of the Confederacy.
- was another name for the Battle of Bull Run.
- was commander-in-chief of the Union army in 1864.
- was a man who helped Clay pass the Compromise of 1850.
- was the first state to withdraw from the Union.
- was the president of the Confederacy.
- was an important event of July 4, 1863.
- was the place where the first shot of the war occurred.
- was a great southerner who died at Chancellorsville.
- said, "A house divided against itself cannot stand."
- was commander-in-chief of the confederates in 1863.

- b. Make a list of the presidents of the United States including in an outline:

Presidents from Washington to Grant

Party to which each belonged

An important event connected with each administration

c. Use an outline map and colored pencils

- (1) Color green the first seven states to secede from the Union.
- (2) Color yellow and name the four states which left the Union immediately after the bombardment of Fort Sumter.
- (3) Color light blue and name the nineteen free Union states.

d. Place on the line at the left the letter of the best sentence ending.

- (1) Taylor won the most important battle of the Mexican War at (a) Santa Fe (b) Palo Alto (c) Buena Vista (d) Texas
- (2) The Fugitive Slave Law of 1850 provided that (a) slavery should be prohibited in the territories (b) citizens must aid in the capture of runaway slaves (c) slaves were not allowed to leave a slave state (d) slaves should never be returned to slavery
- (3) The Kansas-Nebraska Bill provided for (a) permitting popular sovereignty in the territories (c) enforcing the Missouri Compromise in territories (d) compelling the territories to have slaves
- (4) The passing of the Kansas-Nebraska Act brought about the formation of (a) Liberty Party (b) Free-Soil Party (c) Republican Party (d) Progressive Party
- (5) The "underground railroad" was (a) a way for returning freed slaves to slavery (b) a system of helping slaves escape (c) importing slaves into the cotton fields (d) a subway in a large city

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VI. *Westward Extension and the Development of Industry*

A. Teaching and learning procedure

1. How the western lands were opened to settlers

a. Lesson approach—

Have you ever been farther west than you are living to-day? If you have been how did you go and where did you go? How long did it take you to go? What different ways of traveling to the west can you name?

As you remember when explorers and those who wished to make homes first came to America they settled along the eastern coast of what is now the United States. How and why do you suppose they moved west in those days? In this unit one of the topics which we will study is about how the lands to the west were opened to settlers.

b. Directed study—

Read to find out about:

- (1) How the government expedition of Lewis and Clark increased knowledge of the West
- (2) Work of the fur traders and trappers in the West
- (3) The Oregon Trail and settlement of the Oregon country
- (4) Discovery of gold in California

c. Things for pupils to do—

- (1) Trace the routes taken by the following on an outline map of the United States:
 Lewis and Clark
 Zebulon Pike
 Captain Robert Gray
 Jedediah S. Smith
 John C. Fremont and Kit Carson
- (2) Report to the class on the work of John Jacob Astor.
- (3) Write a paragraph describing the work of the trapper.
- (4) Make a list of important fur traders.
- (5) Report to the class on the Oregon Trail and the settlement of Oregon.
- (6) Show the Oregon country on an outline map.
- (7) Report on the boundary troubles between the Oregon Territory and British Columbia.
- (8) Find accounts of the California gold rush in 1849 and read and discuss them in class.
- (9) Write a paragraph tracing the Mormons and their settlements.
- (10) Use an outline map of the United States to show how the United States grew from 1789 to 1860. Include:
 Purchase of Louisiana
 Purchase of Florida
 Annexation of Texas
 Cession of Mexico
 Gadsden Purchase

d. Word study—

Find these words in your text and reference reading and be able to report on their meaning:

cession	trapper	keelboats
annexation	trader	boundary
acquisition	adobe	Forty-niner

2. How the West was changed by the settlers

a. Lesson approach—

When gold was discovered in the West what was naturally the effect upon the people of the East? In studying this topic we are going to read to find out about the movement of people to the West and what helped them to develop this western country.

A GUIDE FOR TEACHING HISTORY

b. Directed study—

Read to find out about:

- (1) What type of people came to the West as the result of the discovery of gold
- (2) How the improvement of transportation and communication affected the West
- (3) Indian difficulties and results
- (4) How the cattle and sheep industries grew
- (5) Purchase of Alaska

c. Things for pupils to do—

- (1) Find stories to read to the class about the results of finding gold and silver in the western mountains.
- (2) Write a paragraph describing the type of people who now came to the mountainous country.
- (3) Read and report on the improvement of travel in the West. Include:
 - Overland mail
 - Pony Express
 - The railroad to the Pacific
- (4) Report to the class on Indian troubles following the Civil War. Include:
 - Why the Indians moved west
 - Difficulties with the Cheyenne Indians
 - Red Cloud
 - Massacre of Custer and his army
 - How the government of the United States helped with the Indian question
 - How and where Indians live today
- (5) Write two paragraphs, one describing how the western plains were turned into farms and the other telling how farming in this region differs today from farming in Iowa and in the East.
- (6) Outline the early history of Alaska. Include:
 - Purchase of Alaska
 - People of Alaska
 - Gold
 - Industries
 - Communication

3. The age of machinery and invention

a. Lesson approach—

Name some of the machines and conveniences which we have today both in and out of our houses which makes living easy and comfortable for us. How do you suppose people got along when they didn't have these things? (Show children pictures of travel in cities and the country about 1850 and talk with them about means of communication in those days. Discuss with them ways in which streets and roads in those days differed from our streets and roads today.)

b. Directed study—

In studying this topic we will need to read to find out the following:

- (1) How railroads grew and what effect they had upon industry
- (2) Ways in which the use of iron and steel became important
- (3) How oil has become important to industries
- (4) How the people have been able to make more use of natural resources
- (5) Effect of inventions and improved machinery upon cities

c. Things for pupils to do—

- (1) See what you can find on the Industrial Revolution in England and report your findings to the class.
- (2) Write a paragraph comparing the Industrial Revolution in the United States with that of England.
- (3) Make a poster which shows the development of transportation in the United States from the beginning until the present time. Include both land and water and also air transportation.
- (4) Read one of Mark Twain's books which describes river travel activity and report on it to the class.
- (5) Make a graph showing the growth in railroad mileage from 1860 to the present time.
- (6) Make a scrapbook in which you put all the pictures and clippings you can find which show:
 - Improvement of travel and transportation
 - Improvement of machines
 - Growth of machinery for communication
- (7) Be able to report to the class on how steam and electricity have affected transportation and how they affected the Industrial Revolution in general.
- (8) Make a poster to show improvements in communication.
- (9) Write a paragraph on the importance of iron and steel in the growth of machinery.
- (10) Report to the class on why each of the following men were important:

Cornelius Vanderbilt	William Kelly
Edward H. Harriman	Andrew Carnegie
Cyrus W. Field	Henry Clay Frick
John D. Rockefeller	John Wanamaker
Marshall Field	Samuel F. B. Morse
Alexander Graham Bell	Thomas A. Edison
- (11) Write the story of oil and include in your story:
 - How oil was first discovered
 - How the industry grew
 - Rockefeller's part in the oil industry
 - How oil has helped the United States

- (12) Make a list of all the natural resources which have helped to develop industry in the United States.

d. Word study—

Use these words in sentences of your own:

Indian Reservations	incandescent
plains	electricity
communication	transcontinental
transportation	economic
industries	conveniences
ranch	natural resources

4. The industrial revolution in the various sections of the United States and how machines changed social conditions

a. Lesson approach—

(Talk with the children about the various industries in our community today. Bring out changes in our ways of living today from the way people lived in our community just after the Civil War.)

b. Directed study—

Read to find out the following:

- (1) The effect of the Industrial Revolution upon the northern part of the United States
- (2) The effect of the Industrial Revolution in the South
- (3) The effect of the Industrial Revolution in the West
- (4) The application of modern science to agriculture and our vast natural resources
- (5) Tariffs and their effects upon manufacturing
- (6) Use of machines for mass production
- (7) Development of electricity
- (8) What people have come to the United States during the past three-quarters of a century
- (9) Working and living conditions of the people in the cities from 1850-1900
- (10) Effects of the labor-union upon working and living conditions of wage earners
- (11) Bettering living conditions in the cities
- (12) How new laws have improved working and living conditions
- (13) Educational developments which have made the United States a better place in which to live

c. Things for pupils to do—

- (1) Write a paragraph each on the effects of the Industrial Revolution in the North, South, and West.
- (2) Make a list of early New England inventors and tell what each invented.
- (3) Make a list of the various clothes and things which you commonly wear and tell where each is manufactured.

- (4) Write a paragraph telling the difference between the New and Old South.
- (5) Describe two phases of western development.
- (6) Report on the part which each of the following had in developing the West:
 - Invention of barbed wire
 - Well drill and windmill
- (7) Through posters or scrapbooks show what part each of the following have had upon the development of our country:
 - Agricultural colleges
 - United States Department of Agriculture
 - Invention of farm labor-saving machinery
 - New methods of farming
 - New factory machines
 - The gasoline, automobile, and rubber industries
 - Improved highways
 - Improved railroads and canals
 - Enlarged merchant marine
 - Radio
 - Electricity in the homes
- (8) Fill in an outline map of United States to show the states admitted to the Union between 1876 and 1912.
- (9) Make a poster or scrapbook to show the difference in living conditions in cities and rural districts in about 1850 and the differences between living conditions in cities and rural areas at present.
- (10) Make a scrapbook or poster to show the chief farm machinery in 1800, 1850, and 1936.
- (11) Contrast the highways in the United States in 1836 with those of 1936.
- (12) Be able to explain and illustrate agricultural specialization.
- (13) Write a paragraph on the power used in your community or in a nearby city and tell how it is furnished.
- (14) Group the leading industries of the United States into northern, southern, and western divisions.
- (15) Write a paragraph on immigrants to the United States stating what advantages they have and also what hardships they meet.
- (16) Find out and report on our immigration laws and why we have such laws.
- (17) Make an outline of ways in which our government has tried to improve social conditions. Include in your outline:
 - Health Labor Unfortunate people
 - Recreation Crime problems Education

d. Word study—

Find these words in your text and reference reading and be able to report as to their meaning:

tariff	merchant marine	petroleum
cooperative	commerce	community
specialization	federal	museums
merchandise	refrigeration	melting pot
immigrant	Labor Union	sculpture

5. Government regulation of big business

a. Lesson approach—

(Talk with the children about the number of people living in the cities and on the farms before and after the Civil War and how it became necessary for the government to take a part in regulating big business.)

b. Directed study—

Read to find out about:

- (1) The growth of big business
- (2) The problems of labor and capital
- (3) How the government tried to regulate big business, labor, and capital
- (4) Political parties and leaders from the Civil War to the present
- (5) How American industry was protected against foreign competition
- (6) The federal government and our money system
- (7) What was done to develop and protect the national domain
- (8) Problems of democracy and of government

c. Things for pupils to do—

- (1) Make a list of the presidents of the United States from the close of the Civil War to the present and after each one write the most important occurrences during his administration.
- (2) Be able to report to the class on the following topics:
 - Laws to hold in check the "Spoils System"
 - The protective tariff
 - The money system of the United States and laws regarding it
 - Laws to regulate banks
 - The Federal Reserve System
 - Regulation of the railroads by the government
 - Governmental control of the national domain
 - The secret ballot
 - The direct primary
 - Growth of the federal government
- (3) Make a poster showing the need for government regulation of big business.

(4) Make an outline showing the progress made in democracy. Include in your outline:

- Australian ballot
- Direct primary
- Initiative and referendum
- Woman suffrage
- Direct election of United States senators

d. Word study—

Be able to give definitions for these words which you found used in your text and reference reading:

- | | | |
|-------------|--------------|------------------|
| regulation | organization | commission |
| capital | federation | speculation |
| revolution | strikes | caucus |
| corporation | lockouts | primary election |
| competition | union | suffrage |

B. Summarizing and checking procedure

1. Using the following topics as main divisions, pupils should now be able to complete the outline and then write a summary of the unit:

Westward Extension and the Development of Industry

- a. How the western lands were opened to settlers
- b. How the West was changed by the settlers
- c. The age of machinery and invention
- d. The Industrial Revolution in the various sections of the United States and how the machine changed social conditions
- e. Government regulation of big business

2. Test exercises

a. Fill in the following chart by naming inventions since the Civil War for the purposes as given:

Transportation	Communication	Farm Machinery	Household Aids

b. Complete each of the following sentences:

- (1) The pioneers were
- (2) One marked effect of the Civil War on agriculture in the South was
- (3) The Ku Klux Klan was

- (4) The panic of 1873 was caused by
- (5) Since 1890 immigration has greatly increased from
- (6) The Homestead Act provided
- (7) The chief cause of the Indian wars was
- (8) Settlers came to the Rocky Mountain states chiefly because
- (9) Grant's administration was chiefly noted for
- (10) Though labor was scarce, the homesteaders produced large crops because

c. Mark the following statements as true or false (T or F):

- (1) A tariff is a law against imported goods.
- (2) Theodore Roosevelt was an enemy of Civil Service Reform and a friend of the Spoils System.
- (3) The Federal Reserve System was established in 1913.
- (4) There is no difference between a panic and a depression.
- (5) The paper money issued by the government fell in value after the Civil War because it was poorly printed.
- (6) Colonel Chas. A. Lindbergh was the first person to fly across the Atlantic Ocean.
- (7) The Indians have had no excuse for their uprisings.
- (8) Pike and Kit Carson were called the Forty-niners.
- (9) Farmers organized the Grange to protect their own interests.
- (10) The Civil Service Reform provides for a merit system.

d. After each of these events write the name of the person or persons associated with it:

- (1) First American steamboat
- (2) Non-stop flight in airplane across Atlantic
- (3) Invention of the Clearmont
- (4) Inventor of the seaplane
- (5) Invention of the phonograph
- (6) Invention of the typewriter
- (7) Invention of the telephone
- (8) Invention of the radio
- (9) Laying the Atlantic Cable
- (10) Invention of the telegraph
- (11) First express company
- (12) First American built locomotive

- (13) First canal in the United States
- (14) First vulcanization of rubber
- (15) First inventors of automobiles

e. Use these words correctly in sentences of your own:

- (1) acquisition
- (2) communication
- (3) transcontinental
- (4) natural resources
- (5) immigrant
- (6) tariff
- (7) merchant marine
- (8) corporation
- (9) speculation
- (10) caucus

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VII. *The United States and Her Neighbors*

A. Teaching and learning procedure

1. Colonial possession and foreign policies

a. Lesson approach—

We have found out why and how the United States has possession of all the country within our borders today. Let us note again its size. (Let children point out on a map the outline of the United States and also review with them how we got the various parts of it.) We are now going to read to find out what other possessions the United States has and how she got these possessions.

b. Directed study—

Read to find out about:

- (1) The Samoan and Hawaiian Islands: where they are, their size, climate, people, natural resources, and how the United States got them
- (2) Why there was a war between the United States and Spain in 1898
- (3) The fighting during the Spanish-American War
- (4) Peace between United States and Spain
- (5) The size, location, people, climate, and natural resources of the Philippine Islands

- (6) What the United States has done for the Philippine Islands
 - (7) How the American government feels about Philippine independence
 - (8) Changes in Porto Rico since 1898
 - (9) How the United States has obtained possession of Guam and the Virgin Islands and why they are important to the United States
- c. Things for pupils to do—
- (1) Report to the class on the following topics:
 - How and why the United States became interested in Hawaii and the Samoan Islands
 - Show the class the location of these islands
 - The people of Samoa and how they live
 - What the United States has done for Samoa
 - How the United States got Hawaii
 - Description of the Hawaiian Islands
 - What led up to the war between United States and Spain
 - Main battle of the Spanish-American War
 - Results of the Spanish-American War
 - How the United States got control of the Philippine Islands
 - Description and history of the Philippine Islands
 - The Philippine Islands' independence question
 - How and when the United States obtained control of Porto Rico
 - What the United States has done for Porto Rico
 - How and when the United States obtained the Virgin Islands
 - How and when the United States obtained Guam
 - How the Virgin Islands and Guam are useful to the United States
 - (2) Show the following on an outline map: Hawaii, Cuba, Samoa, Philippine Islands, Porto Rico, Virgin Islands, and Guam.
 - (3) Write a paragraph on the commercial motive of the United States for expansion in the Pacific Ocean.
 - (4) Write a paragraph explaining the motive which caused the United States to expand its power into the Caribbean Sea.
 - (5) Make a list of the chief products of the colonial possessions of the United States.
 - (6) Write the date for the war with Spain.
 - (7) Outline the results of the Spanish-American War.
- d. Word study—
- Use these words in sentences of your own:
- | | | | |
|-----------|------------|----------|--------------|
| annex | marine | naval | independence |
| territory | tropical | harbor | foreign |
| native | annexation | interior | possessions |

2. Why the United States has taken more and more part in world affairs

a. Lesson approach—

Can you think of some reasons why the United States would by 1917 be interested in world affairs? What possession does she have by this time? Discuss with the children such topics as:

How able was the United States to take an interest in world affairs in 1789?

What were the contents of a famous doctrine of 1823 and what brought about that doctrine?

Was the United States interested in foreign affairs in 1861-1865?

Show how the United States had grown in its ability to participate in foreign affairs by 1898.

We are going to study the activities of the United States in world affairs during the latter part of the nineteenth century.

b. Directed study—

Read to find out about:

- (1) The Alabama claims
- (2) How the Monroe Doctrine helped the United States in disputes with France and England.
- (3) The "Open Door Policy"
- (4) The Panama Canal
- (5) Troubles of the United States in the Caribbean region and how settled
- (6) Why the United States finally entered the World War
- (7) The raising, training, and equipping of a United States army to fight in France
- (8) Final results of the entry of the United States into the World War
- (9) Terms of the treaty of peace
- (10) The organization, purpose, and membership of the League of Nations
- (11) Reasons why the United States refused to join the League of Nations
- (12) Results of the World War

c. Things for pupils to do—

- (1) Be able to report to the class on the following topics:
The Alabama claims
How keeping the principles of the Monroe Doctrine have been helpful to the United States
Boxer Uprising in China in 1900
The Panama Canal:
Why needed
How the land for it was secured
Building and cost of the canal

Troubles the United States had with people in the Caribbean region

Cause for the World War in Europe

Time for World War

Why the United States entered the World War

How the United States raised and trained an army

How the United States financed her part in the World War

Main conflicts in the World War

The Armistice

Cost of the war

Treaty of Peace

The League of Nations

- (2) Write a paragraph on "How the Monroe Doctrine has been helpful to the United States."
- (3) Make a list of important happenings in the United States between the Civil War and 1920.
- (4) Make a poster showing interesting facts connected with the Panama Canal.
- (5) Write a paragraph describing the "Open Door Policy" of China.
- (6) Write a paragraph explaining what President Wilson meant by the statement, "The world must be made safe for democracy."
- (7) Explain in what respects fighting in the World War was different from fighting in the Civil War or the War of 1812.
- (8) List six boards created by Congress for directing activities at home in carrying on the World War.
- (9) Make a list of ways in which people at home in the United States helped to win the World War.
- (10) Outline the results of the World War.

d. Word study—

Be able to give the meaning of these words:

cantonment	marine	ammunition
armistice	arbitrate	expeditionary forces
artillery	legation	neutral
submarine	fortification	neutrality

3. The promotion of peace by the United States

a. Lesson approach—

Give a list of reasons why most people in the United States are anxious for international peace. In studying the topic we are going to read to find out how the United States has tried to promote world peace.

b. Directed study—

Read to find out about:

- (1) President Wilson's fourteen points
- (2) Relations of the United States with Mexico, Latin-America, China, and Japan

- (3) Washington Conference
- (4) Kellogg Peace Pact
- (5) World Court
- (6) London Conference
- (7) Recent attempts to reduce armaments
- (8) Relations with Russia

c. Things for pupils to do—

- (1) Be able to report on these topics:
 - Relations with Mexico
 - United States and Latin-America
 - European debts
 - The World Court
 - The Washington Conference and its results
 - Other peace conferences and results
 - Relationships of the United States with China and Japan
 - United States problems with Russia
- (2) Write several paragraphs on how the United States has tried to promote world peace.
- (3) Make a list of the presidents of the United States since 1897, mention the political party of each and list the principal events in each administration.

B. Summarizing and checking procedure

1. Using the following topics as main divisions, pupils should now be able to complete the outline and then write a summary of the unit:

The United States and Her Neighbors

- a. Colonial possessions and foreign policies
- b. Why the United States has taken more and more part in world affairs
- c. The promotion of peace by the United States

2. Test exercise

- a. Fill the blanks in these sentences:
 - (1) The first great world peace conference in which the United States took part was called by It met at in the year The chief delegate from the United States was Its purpose was to
 - (2) The Washington Disarmament Conference was called by in the year It a successful conference.
 - (3) The third great peace conference in which the United States had part was held at in the year The chief delegate from the United States was The chief result for world peace was
 - (4) Four presidents who have been outstanding pro-

motors of world peace were,,
, and

b. Mark these statements as true or false (T or F):

- (1) General Merritt invaded Porto Rico and took possession of the island.
 (2) Commodore Dewey defeated the Spaniards in the battle of Manila Bay.
 (3) The United States government demanded that Spain withdraw from Cuba.
 (4) The United States was to pay Spain ten million dollars for the Philippines.
 (5) Roosevelt's "Rough Riders" became distinguished in the battle of Santiago.
 (6) General Miles captured Manila in the Philippines.
 (7) The United States sent the Maine to Havana, Cuba, to protect our citizens.
 (8) The Filipinos wanted United States to set up a Filipino republic after we defeated Spain.
 (9) The United States purchased Hawaii from Spain.
 (10) The United States took over Samoa because Germany was unfair to the natives.

c. Fill in the blanks

The United States went to war with Germany because:

- (1)
 (2)
 (3)

d. Place the number of the correct answer in each blank:

- (1) A country which joined the Allies in 1915
 (2) Three war weapons first introduced in 1915,,
 (3) A French stronghold which Germany attempted in vain to take
 (4) A country which joined the Allies in 1916
 (5) Two countries which Germany tried to rouse against the United States and
 (6) German airships which raided the cities of Paris and London
 (7) Two great passenger lines sunk by German submarines with the loss of American lives and
 (8) The most important battle of the World War
 (9) A country which joined the Central Powers in 1915

(10) A peninsula in Turkey on which allied soldiers were defeated

- | | |
|---------------|-----------------|
| 1. Mexico | 8. Lusitania |
| 2. Roumania | 9. Jutland |
| 3. Tanks | 10. Italy |
| 4. Zeppelins | 11. Bulgaria |
| 5. Verdun | 12. Gallipoli |
| 6. Sussex | 13. Japan |
| 7. poison gas | 14. Liquid fire |

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VIII. *Present Day Problems*

A. Teaching and learning procedure

1. Meeting the depression problems

a. Lesson approach—

In making a study of this unit on present day problems we are going to read to find out what these problems are, what caused them, and how they are being solved.

b. Directed study—

Read to find out about:

- (1) The boom years following the World War
- (2) The market crash
- (3) Changes in American life caused by the depression
- (4) President Herbert Hoover's plans for meeting the problems of depression
- (5) President Franklin D. Roosevelt's plans for meeting the problems of depression

c. Things for pupils to do—

- (1) Write the date for the beginning of the depression.
- (2) Make a list of the depressions which have occurred in the United States beginning with the panic of 1837 and give the main reason for each panic or depression.
- (3) Write a paragraph on the changes brought about in American life by the depression.
- (4) Read and be able to report on the following measures inaugurated for the purpose of caring for depression problems. It will be necessary for you to consult your text, reference books, newspapers, and magazines in preparing these reports.

The Bank Holiday

The National Economy Act

The Civilian Conservation Corps

The Securities Act

The Agricultural Adjustment Act

The Potato Control Act

The Disaster Loan Act

The Tennessee Valley Authority Act

The Gold Clause Act

The Emergency Railroad Transportation Act

The National Industrial Recovery Act

The Guffey-Snyder Coal Act

The Public Works Administration

The Civil Works Administration

The Federal Emergency Relief Administration

The Air Mail Contracts

The Federal Communications Commission

The Lindbergh Kidnapping Law

The Federal Marshalls Act

The Wheeler Bill
 The National Housing Act
 The Home Mortgage Relief Act
 The R. F. C. Extension Act
 The "Hot Oil" Act
 The Work Relief Act
 The Works Progress Administration
 The National Theatre Act
 The Wagner-Connery Labor Relations Act
 The Federal Register Act
 The Social Security Act
 The Banking Act of 1935
 The Revenue Act of 1935
 The Public Utilities Holding Company Bill
 The Neutrality Act
 The 1935 "War Games"

d. Word study—

Write a paragraph using these words in it:

depression	agricultural	mortgage
emergency	administration	relief

B. Summarizing and checking procedure

It is suggested that the tests on present day events to be found in newspapers and magazines, such as in the magazine "Time," be used in connection with this unit.

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