



TEACHER'S GUIDE

American History II: The Civil War
to the 1960s

ABSTRACT

This document includes 28 lesson plans with supplemental websites for teachers using American History II: The Civil War to the 1960s

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[Course title]

Teacher's Guide

American History II: The Civil War to the 1960s

by

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Introduction

I would like to welcome you and your 8th grade students to *American History II: The Civil War to the 1960s*. It is the sequel to the 7th grade *American History I: Discovery to Pre-Civil War*. It is my desire that everyone enjoy exploring the content and concepts presented in the book.

Rationale for the Book

All the content presented within the book is based upon the exhaustively comprehensive 8th grade *Curriculum Guide* of the Archdiocese of Philadelphia. The guide was so comprehensive that all the concepts could not be encompassed within the book due to spatial limitations. To compensate for this, content that was editorially saved will be converted to a Blackline Master File (**BLM**) of Enrichment. This **Addendum** is an integral part of the book and is available in your Teacher's Resource Binder. You will be able to retrieve this material and use it to supplement your lessons.

Organization of the Book

American History II is organized into six units with a total of 28 lessons. This Teacher's Guide contains a suggested lesson plan for each lesson. You are encouraged to read each suggested plan, if for no other reason than to take notice of the **errata notes**. In addition, each lesson has a variety of websites delineated, mainly as supplemental enrichment for your students. Also, many vocabulary words are boldfaced. Their meanings can be found in the **Glossary**.

Assessment

There are two main aspects to assessment. One involves **formative assessment** and the other involves **summative assessment**. Formative deals with the formative aspects of your lesson. One prime example of formative assessment is a **cardiac** (in my heart) assessment of your objectives. Listening to your students' answers or discussions as they complete activities is another good example. Additionally, checking student answers to ungraded activities is formative feedback. To avoid redundancy, I am not placing formative assessment in the lesson plans. Almost any part of teaching that does not involve grading could involve formative assessment.

Summative assessment involves the grading aspect of teaching. Overall, teachers grade projects, activities, and tests. Summative assessment will be included in every lesson plan. Among the six units and 28 lessons, I have constructed 11 tests. My tests are thorough (although you cannot test for everything). You can use your own teacher-made tests, or borrow items from my tests and mix them with your tests, or use my entire test. You can also add items to my tests. Here is the structural organization of the tests. Tests consist of:

Unit 1 – Test 1 – Lessons 1 – 2	Unit 3 – Test 7 – Lessons 15 – 17
Unit 1 – Test 2 – Lessons 3 - 5	Unit 4 – Test 8 – Lessons 18 - 20
Unit 2 – Test 3 – Lessons 6 – 7	Unit 5 – Test 9 – Lessons 21 – 22
Unit 2 – Test 4 – Lesson 8 - 10	Unit 5 – Test 10 – Lesson 23 – 25
Unit 2 – Test 5 – Lesson 11 – 12	Unit 6 – Test 11 – Lessons 26 – 28
Unit 3 – Test 6 – Lesson 13 – 14	

Lesson 1 – A Prelude to War: A Review of Slavery and Sectionalism

Materials:

1. American History text, pp. 1-5

Objectives: It is desired that each student will be able to:

1. sequence major events leading up to the Civil War.
2. differentiate between Northern and Southern economies.
3. identify major political differences between the North and South.
4. describe the Underground Railroad.
5. associate men and women with their respective achievements and/or events.
6. associate the vocabulary words with their respective meanings

Suggested Teaching Strategies:

1. This lesson is meant to serve as a review of the major issues and events leading up to the Civil War. Students should have some background knowledge of the issues and events but undoubtedly will need to be refreshed!
2. Review! Review! Review! -- the major pieces of legislation (acts), sectionalism, tariffs, compromises, and rulings. Along with the review of concepts, I would suggest building a sequence chart, which will serve as a visual reminder.
3. Use the DRTA (Directed Reading Thinking Activity) reading strategies that will help students absorb the content material in the lesson.
4. Activity 1 can generate some lively discussion. It would be a favorable time to develop the concepts of biased versus unbiased, and conflict of interest. Any judge who was a slaveholder should have recused himself from the case.
5. There are lots of people encapsulated in this lesson and Activity 3 is meant to reinforce the important roles the men and women played in the events leading to the Civil War. **Erratum: The directions for Activity 3 include women but there are no women in the table. The Enrichment Addendum contains information about H. Stowe, L. Mott, H. Tubman, and S. Truth.**
6. Activity 2 is designed to reinforce the first objective on sequencing.
7. If you are not grading Activities 2 and 3, allow your students to work in pairs, or threes.

Summative Assessment:

1. If you choose to grade Activities 2 and 3, you will have summative data.
2. Grades received from Unit 1 - Test 1 - Lessons 1 - 2 or your teacher-made test are summative data.

Related Websites:

1. <http://teachinghistory.org/history-content/beyond-the-textbook/23912>
2. <http://www.historynet.com/causes-of-the-civil-war>
3. <https://www.nps.gov/gett/learn/historyculture/civil-war-timeline.htm>
4. <https://www.nps.gov/fosu/learn/historyculture/upload/SLAVERY-BROCHURE.pdf>
5. <http://totallyhistory.com/dred-scott-v-sandford/>

Lesson 2 – The American Civil War: Part I

Materials:

1. American History II text, pp. 6-9

Objectives: It is desired that each student will be able to:

1. differentiate among the Northern, Southern, and border states.
2. explain pre-Civil War efforts to resolve the secession crisis.
3. identify the strengths and weaknesses of the North and South before the Civil War.
4. identify the main reason the Civil War was fought.
4. explain the Anaconda Plan.
5. identify common terms used to refer to Northern and Southern troops.
6. identify the meanings of key terms. **Note: Add copperheads. Copperheads were a vocal faction of Northern Democrats who opposed the American Civil War, wanting an immediate peace settlement with the Confederates.**

Suggested Teaching Strategies:

1. The map activity sets the stage for identifying the Northern and Southern states, and the border states that serve as a buffer zone between the two hostile camps.
2. Discuss the feasibility of the Crittenden Plan and the Corwin Amendment. In my opinion, the Corwin Amendment should have prevented the Civil War because it would have allowed the institution of slavery to continue.
3. **Note:** While no one was killed at the Battle of Fort Sumter, ironically, two soldiers were killed via an accidental explosion during a 100-gun salute that Major Anderson was allowed to perform upon leaving the fort.
4. Make sure that your students are clear on the major reason the Civil War was fought – to preserve the Union. Freeing the slaves became a subsidiary objective.
5. Set up a comparative chart delineating the strengths and weaknesses of the North and South.
6. Use a wall map of the U.S. to point out the extent of the area the Anaconda Plan covered.
7. Students could work in pairs to answer the questions for Activity 4. In Activity 4, I would also suggest you have your students correct the false statements so that they are true.

Summative Assessment:

1. Grades received from your teacher-made test or Unit 1 - Test 1 - Lessons 1 – 2, or your teacher-made test, will provide summative data.

Related Websites:

1. <http://civilwarhome.com/anacondaplan.htm>
2. <http://history1800s.about.com/od/1800sglossary/g/Anaconda-Plan-def.htm>
3. <http://www.civilwar.org/battlefields/fort-sumter.html>
4. <http://www.historynet.com/battle-of-fort-sumter>
5. <http://www.history.com/topics/american-civil-war/fort-sumter>
6. <http://www.civilwar.org/education/history/navy-hub/navy-history/the-blockade-runners.html>

Lesson 3 – The American Civil War: Part 2

Materials:

1. American History II text, pp. 10-14

Objectives: It is desired that each student will be able to:

1. locate major battlefields and important cities of the Civil War.
2. sequence the major battles and events of the early part of the Civil War.
3. differentiate between the Monitor and the Merrimac and cite their importance.
4. describe some of the early battles of the Civil War.
5. explain the importance of the Emancipation Proclamation.
6. associate key men with their achievements and/or events.

Suggested Teaching Strategies:

1. Most of the major battles of the Civil War took place in the Eastern Theatre. The map will be quite cluttered and probably present perceptual difficulty for students. An overhead transparency may help to resolve those difficulties. I started out with a map activity to provide students with a geographic background of the Civil War. Remember, without geography, history has no place to happen! This lesson presents the early part of the war.
2. **Erratum: Numbers 5 and 10 were reversed. Number 5 should be Manassas and Number 10 should be Appomattox Court House. Place an extra t in Appomattox.**
3. Check the students' responses to the sequence chart to make sure they are accurate. The chart is to be filled in with two other battles described in Lesson 4.
4. **Note: General Ambrose Burnside is featured in the Enrichment Addendum in the Teacher's Resource Binder. Of note was Burnside's Bridge in the Battle of Antietam. Also, Burnside had enormous sideburns which is where the name originated from.**
5. Pinpoint the geographic location of the specific battles described in the lesson. Discuss strategies and results. Also, discuss the aftermath of battles. What would it be like to "clean-up" and treat 23,000 casualties (Antietam)?
6. Embellish the Emancipation Proclamation Executive Order and how it changed the nature of the war.
7. If you are not grading Activity 3 allow students to work in pairs, or threes.
8. It is entirely possible for you to assign your students a research report on a specific battle. If this is done, you will need to develop a specific set of rubrics for assessment purposes.

Summative Assessment:

1. If you are grading Activity 3, the scores will provide summative data.
2. Grades received from the Unit 1 - Test 2 - Lessons 3 - 5, or your teacher-made test, will provide summative input.
3. If assigned, grades received from a research report on a specific battle is summative input.

Related Websites:

1. <https://www.nps.gov/shil/index.htm>
2. <http://www.historynet.com/battle-of-shiloh>
3. <http://www.civilwar.org/battlefields/shiloh.html>
4. <http://everythinglincoln.com/articles/monitor-merrimac-battle.html>
5. <http://www.civilwar.org/battlefields/antietam.html>
6. <https://www.nps.gov/anti/index.htm>
7. <http://www.history.com/topics/american-civil-war/battle-of-antietam>
8. <http://www.civilwar.org/battlefields/bullrun.html>
9. <https://www.nps.gov/mana/learn/historyculture/first-manassas.htm>
10. <http://www.history.com/topics/american-civil-war/emancipation-proclamation>
11. <http://www.civilwar.org/education/history/emancipation-150/10-facts.html>

Lesson 4 – The American Civil War: Part 3

Materials:

1. American History II text, pp. 15 - 20

Objectives: It is desired that each student will be able to:

1. locate major battlefields and important cities of the Civil War.
2. sequence major battles and events of the latter part of the Civil War.
3. describe the battles of Vicksburg and Gettysburg.
4. explain the importance of the Gettysburg Address.
5. describe Sherman’s March to the Sea.
6. cite the importance of the Appomattox Court House.
7. explain women’s roles and African American involvement during the Civil War. **Additional information is included in the BLM file Enrichment Addendum.**
8. cite some of the medical issues during the Civil War.
9. associate key men and women (**included in the BLM file Enrichment Addendum**) with their respective achievements and/or events.
10. associate key details with their respective subheadings within the lesson.

Suggested Teaching Strategies:

1. As the material is covered, pinpoint the locations of the various places mentioned – New Orleans, Mississippi River, Vicksburg, Gettysburg, Atlanta, Savannah, Appomattox Court House, Richmond, Petersburg, etc.
2. Have your students sequence the battles and events starting with Vicksburg, Gettysburg, Gettysburg Address, Sherman’s March to the Sea, Petersburg/Richmond Campaign, Appomattox Court House. Have students fill-in the sequence chart on page 11 in Lesson 3.
3. Employ DRTA reading strategies so that students can maximize their acquisition of content material.

4. The material in this lesson should generate much discussion, especially the subject of medical conditions. It is amazing how important good hygiene was for the prevention of diseases. And astounding number of soldiers died due to diseases during the War.
5. Activity 3 is a two part one. Make sure the students understand the directions. One part of the activity involves having students classify Statements 1-9 into the various subheading in which they found the information. Part 2 involves listing the last name of the person that is being described.
6. If you are not grading Activity 3, allow the students to work in twos or threes.

Summative Assessment:

1. Grading student's answers to Activity 3 will provide summative data.
2. Grades received on the Unit 1 - Test 2 - Lessons 3 - 5, or your teacher-made test, are summative in nature.

Related Websites:

1. <http://www.history.com/topics/american-civil-war/american-civil-war-history/videos/pivotal-moments-history>
2. [of-the-civil-war-capture-of-atlanta](http://www.history.com/topics/american-civil-war/battle-of-atlanta)
3. http://www.ducksters.com/history/shermans_march_to_the_sea.php
4. <http://www.ourdocuments.gov/doc.php?flash=true&doc=36>
5. <https://www.nps.gov/liho/learn/historyculture/gettysburgaddress.htm>
6. <http://www.history.com/topics/american-civil-war/battle-of-gettysburg>
7. <http://www.civilwar.org/battlefields/gettysburg.html>
8. <http://www.historynet.com/battle-of-gettysburg>
9. <http://www.civilwar.org/battlefields/vicksburg.html>
10. <http://www.historynet.com/battle-of-vicksburg>
11. <http://www.history.com/topics/american-civil-war/american-civil-war-history/videos/the-union-siege-of-vicksburg>
12. <https://www.nps.gov/apco/index.htm>
13. <http://www.civilwar.org/battlefields/appomattox-courthouse.html>
14. <http://www.historynet.com/african-americans-in-the-civil-war>
15. <http://www.history.com/topics/american-civil-war/black-civil-war-soldiers>
16. <https://www.archives.gov/education/lessons/blacks-civil-war>
17. <http://www.civilwar.org/education/history/civil-war-medicine/civil-war-medicine.html>
18. <http://civilwarhome.com/civilwarmedicine.htm>
19. <http://www.sonofthesouth.net/leefoundation/civil-war-medicine.htm>
20. Log onto images of medical conditions during the Civil War.

Lesson 5 – The Pangs of Rebuilding, Reconstructing, and Renewing our Nation

Materials:

1. American History text, pp. 21 - 26

Objectives: It is desired that each student will be able to:

1. explain the conflict between the President and Congress over reconstruction in the South.
2. describe the efforts of Southerners to inhibit the freedmen's newly acquired rights.
3. explain the Compromise of 1877 and the end of reconstruction. (**in Enrichment Addendum**)
4. associate men with their respective events and/or achievements.
5. describe at least one scandal in the Grant Administration.
6. identify what the Black Codes and Jim Crow Laws were.
7. identify important amendments (13,14,15) to the U.S. Constitution.
8. describe the impeachment of President Andrew Johnson. (**in Enrichment Addendum**)
9. describe the assassination of President Lincoln.

Suggested Teaching Strategies:

1. Employ Reading in the Content Area strategies – Mine the Lesson for meaning.
2. There are several places in this lesson for some interesting discussion, such as Activity One. Today, it would be the Speaker of the House. Back then, the acting president would have been the president pro tempore of the Senate (senator with the longest tenure) Lafayette Sabine Foster of Connecticut, and then, Speaker of the House Schuyler Colfax.
3. Highlight the conflict between the executive and legislative branches of government about Reconstruction in the South.
4. Note the similarity and intent of the Black Codes and Jim Crow laws.
5. It's easy to get the 13th, 14th, and 15th Amendments mixed up, so I suggest a memorizing exercise on their intent.
6. The 15th Amendment states that Federal and state governments cannot deny a citizen the right to vote based on that citizen's race, color, or previous condition of servitude. I would think women would have been guaranteed the right to vote under this law! (sounds like the amendment should have included gender). Women were citizens of the United States. To deny this would imply that women were non-citizens of the U.S. The issue certainly should garner some interesting comments.
7. The Compromise of 1877 (**in Enrichment Addendum**) is also an interesting issue to discuss, primarily because there were no written records of the Compromise – sounds somewhat shady!
8. **Note: Grant was born Hiram** Ulysses Grant, but the Congressman who sponsored his admission to U.S. Academy mistakenly wrote his middle name as his first name and Grant never changed the error.
8. Activities 2 and 3 should provide you with evaluative input.

Summative Assessment:

1. Activities 2 and 3 could be graded.
2. Grades received from Unit 1 - Test 2 - Lessons 3-5, or your teacher-made test

Related Websites:

1. <http://www.history.com/topics/abraham-lincoln-assassination>
2. <http://www.ushistory.org/us/34f.asp>
3. <http://www.ushistory.org/us/35b.asp>
4. http://www.pbs.org/wnet/jimcrow/literacy_popup.html - a literacy test
5. <http://www.u-s-history.com/pages/h213.html> -Panic of 1873

Lesson 6 – Western Frontier Challenges: Settling the West

Materials:

1. American History text, pp. 27-33

Objectives: It is desired that each student will be able to:

1. identify the main factors that contributed to American economic growth.
2. analyze how the mining, cattle, and agricultural industries contributed to economic growth.
3. explain how improved technology (steel plow) contributed to economic growth.
4. associate men with their respective achievements and/or events.
5. associate various vocabulary words with their respective meanings.
6. describe the importance of various legislative farming acts.
7. identify places where major mining discoveries occurred.
8. explain the effects of the railroad upon the cattle industry.
9. describe life on the range for cattlemen and on the plains for farmers.

Suggested Teaching Strategies:

1. There is a lot of geography of western states in this lesson. Students should know where Nevada, South Dakota, Texas, Nebraska, Utah, Colorado, etc. are as well as some of the cities mention such as Omaha, Denver, Deadwood, Virginia City, etc.
2. Employ the DRTA method of reading and “mining” the lesson for meaning.
3. **Note: The original discoverers of the Comstock Lode were the Grosh Brothers. Comstock had little to do with the actual discovery of silver. Perhaps the Comstock Lode should be renamed the Grosh Lode!**
4. There are a number of vocabulary words in the lesson as well, some of which are self-evident.
5. You may need to spend more time on the concepts of how a government backs-up its monetary system, such as greenbacks, gold standard, or silver. That is, the currency could be greenbacks, silver, or gold. Many politicians argued for bimetallism. According to historical research, references made to free silver involved the free coinage of silver, but such status was not accorded to gold which, of course, was used in coinage. It really gets economically quite complicated.

6. **Erratum: The directions for Activity 1 state “on the next page.” The activity is on the same page.**
7. Activities 1 and 2 can provide you with evaluative input. If you grade them, students should work individually on them. If you do not grade them, then students can work in twos or threes.
8. There is an additional activity in the **Enrichment Addendum on page 9** which can be graded.

Summative Assessment:

1. Grading the two activities and the Addendum page would provide you with summative data.
2. Grades received on the Unit 2 – Test 3 – Lessons 6-7, or your teacher-made test

Related Websites:

1. <https://www.archives.gov/education/lessons/sioux-treaty> - original documents
2. <http://www.eyewitnesstohistory.com/knee.htm>
3. <http://historymatters.gmu.edu/d/5354/> - Bryan’s Cross of Gold Speech

Lesson 7 – Western Frontier Challenges: Native American Struggles

Materials:

1. American History text, pp. 34-39

Objectives: It is desired that each student will be able to:

1. analyze how economic growth in the U.S. involved exploitation of the Native Americans.
2. express feelings toward the U.S. government’s Native American policies.
3. explain how the expansion and improvement of the railroad was an integral factor in economic growth of our nation.
4. associate men and women with their various respective achievements and events.
5. associate various vocabulary terms with their respective meanings.
6. describe the importance of various legislative initiatives.
7. identify geographic places that are highlighted in this lesson.

Suggested Teaching Strategies:

1. Because of the abuses and exploitation of the Native Americans, this is a highly emotional lesson that should be dealt with great sensitivity. For a nation that was founded on Christian ideology and democratic principles, the U.S. government’s treatment of Native Americans was unconscionable. It is an ugly chapter in our nation’s history but I attempt to treat it factually – it is history and it did happen.
2. In my writing of the lesson, I refer to Native Americans as Indians because that is how they were historically referred to. I am ever mindful of the politically correct phrase Native Americans.

3. Similar to Lesson 6, there are many references to geographic places which should be located on maps. This entire area is what was known as the “Western Frontier,” interestingly explored by Frederick Jackson Turner’s thesis on the American Frontier, and closed by the U.S. Census Bureau of 1890.
4. Employ the DRTA Reading strategies as students read and discuss.
5. The atrocities of the massacres should generate much discussion. I left out of the text that the bodies were sexually mutilated, but I left in the fact the soldiers physically mutilated the Native Americans.
6. On the lighter side, I have suggested for each person to give him/herself an Indian name. The exercise is meant to be fun, not denigrating nor derogatory. No one knows how Geronimo received his Indian name which translated into One Who Yawns.
7. Discuss the Dawes Act, treaties, and Indian Peace Commission report. It’s interesting to note how condemning the report was and what negligible impact it had on U.S. policies toward Native Americans.

Summative Assessment:

1. Grading Activities 1 and 4 will provide summative assessment.
2. Grades received from Unit 2 – Test 3 – Lessons 6-7, or your teacher-made test

Related Websites:

1. <https://www.warpaths2peacepipes.com/native-american-indian-names/fox-names.htm>
2. <https://www.nps.gov/sand/index.htm>
3. <http://www.historynet.com/sand-creek-massacre>
4. <http://www.legendsofamerica.com/na-sandcreek.html>
5. <http://www.ushistory.org/us/40a.asp>
6. <http://www.ushistory.org/us/40e.asp> - Wounded Knee
7. <http://www.eyewitnesstohistory.com/knee.htm>
8. <https://www.wounded-knee.com/>

Lesson 8 - Age of Big Business: Railroads

Materials:

1. American History II text, pp. 40-43

Objectives: It is desired that each student will be able to:

1. identify the major factors needed that contributed to industrial expansion.
2. locate important geographic places described in the lesson.
3. cite various safety inventions that contributed to the growth of railroads
4. identify whether railroad tycoons were captains of industry or robber barons.
5. identify the respective achievements of railroad tycoons.
6. identify the meaning of phrases and vocabulary words in conjunction with the lesson.

Suggested Teaching Strategies:

1. As you proceed through the lesson, use maps to pinpoint the various railroads described. i.e., B & O Railroad.
2. As you list the factors needed for industrial growth, have your students provide examples. For example, #1 - labor pool would be immigrants; #2 – natural resource would be iron ore, sand, etc.; #3 – transportation systems would be steam engine and railroads, or steamboats
3. Remind students that canals competed simultaneously with railroads for shipping business (as did the Conestoga wagon). Interestingly, the first railroad track in the United States was only 13 miles long, but it caused a lot of excitement when it opened in 1830. Charles Carroll, the last surviving signer of the Declaration of Independence, laid the first stone when construction on the track began at Baltimore harbor on July 4, 1828.
4. Relate the phrases “Age of Big Business” and “Gilded Age” with the time era – 1860-1900 (and you could extend the era into the 1910s.
5. Set up a sequence list of the founding of the big railroad companies, such as B&O Railroad and New York Central and relate how travel time had been reduced.
6. Discuss the importance of air brakes and the knuckle coupler on the safe operations of railroads.
7. Regarding Activity 2, a good discussion should be generated over whether students thought each man listed was a robber baron or captain of industry.

Summative Assessment:

1. Grades received from Unit 2 – Test 4- Lessons 8-10, or your teacher-made test

Websites:

1. <http://www.ushistory.org/us/36.asp>
2. <https://quizlet.com/15297926/ch-19-3-an-age-of-big-business-flash-cards/>
3. <http://www.history.com/topics/cornelius-vanderbilt>
4. <http://www.biography.com/people/cornelius-vanderbilt-9515195#!>
5. https://todayinsci.com/B/Baldwin_Matthias/BaldwinMatthias-HAM2.htm
6. <http://www.biography.com/people/george-westinghouse-9528497#!>
7. <http://www.u-s-history.com/pages/h863.html> (Westinghouse)
8. <http://www.who2.com/bio/george-westinghouse/>
9. <http://www.pullman-museum.org/theMan/>
10. <http://www.u-s-history.com/pages/h3065.html>
11. <http://www.ushistory.org/us/25b.asp> (early American railroads)

Lesson 9 – The Age of Big Business: Business and Labor

Materials:

1. American History II text, pp. 44-51

Objectives: Each student will have the opportunity to:

1. identify new industries that became big businesses.
2. locate important geographic places described in the lesson.
3. associate men's and women's names with their achievements during the Gilded Age.
4. explain the importance of the Bessemer Process.
5. identify some of the major labor organizations.
6. identify some major strikes and explain reasons for the strikes.
7. describe some of the working conditions in some of the businesses.
8. describe who the Molly Maguires were.
9. identify the meaning of phrases and vocabulary words in conjunction with the era.
10. explain causes and results of tragedies.

Suggested Teaching Strategies:

1. This lesson involves the growth of several new industries that evolved because of technological innovations. Of course, Drake's oil well launched a tandem mega-industry that is critical to this day – that of crude oil producing and oil refining.
2. Have students pinpoint on a map the locations that are cited in the lesson. i.e., Johnstown, Pittsburgh, Steelton, Detroit, Homestead, etc.
3. Child labor was acceptable during this era. Many children were employed to work in our nation's coal mines. Many breaker boys were the same ages of your students. At \$132 per year, have students calculate the amount students earned per day.
4. Continue to relate the phrases "Age of Big Business" and "Gilded Age" with the time era – 1860-1900 (and you could extend the era to the 1910s).
5. Have students bring in current events news clippings of the different labor unions, or reports they might have heard on the news. Reinforce some of the names of labor organizations, some of which are with us today. List some other labor unions, such as the state and national teachers' unions. Some of the unions have a checkered history (not teachers, of course), with corruption being a major problem. Highlight Mother Jones as it was highly unusual to have women in organized labor.
6. You could assign students individual or small group reports on the tragedies, the labor unions, the individuals, the strikes, the corporate trusts and trust-busting, etc. Labor disputes and strikes were quite complicated and involved.
7. Have students differentiate between vertical and horizontal integration business tactics. See the **note** at the end of this lesson plan.

8. The Triangle Shirtwaist (any semblance of a shirt women wore) Factory fire was an infuriating event because of the gross injustices committed by the owners for the sake of profit. Discuss this as a major reason why our society had social reforms to correct these infuriating factors.
9. The Johnstown Flood occurred because of a neglected dam, a situation that was completely avoidable. I interviewed the oldest living survivor, Elsie Frum (106), of that disaster in 1995. She related, “I was told to run for the hill, which I did. When I turned around, everything was gone.”

Summative Assessment:

1. Grades received from Unit 2 – Test 4 – Lessons 8-10, or your teacher-made test
2. Grades from Activity 2, if you choose to grade it.
3. Grades from individual or small group reports if you decide to assign them.

Websites:

1. <http://www.ushistory.org/us/36.asp>
2. <http://www.history.com/topics/john-d-rockefeller>
3. <http://www.drakewell.org/>
4. http://www.netstate.com/states/peop/people/pa_hcf.htm (Frick)
5. <http://www.history.com/topics/andrew-carnegie>
6. <http://www.famousinventors.org/henry-bessemer>
7. <http://www.history.com/topics/john-pierpont-morgan>
8. <http://www.ushistory.org/us/43b.asp> (trust-busting)
9. <http://www.history.com/topics/triangle-shirtwaist-fire>
10. <http://www.u-s-history.com/pages/h3065.html> (Pullman)
11. <http://www.history.com/topics/homestead-strike>
12. <http://explorepahistory.com/hmarker.php?markerId=1-A-1C1> (Great Railroad Strike)
13. <https://www.nps.gov/clba/index.htm> (Barton)
14. <https://www.nps.gov/jofl/index.htm> (Johnstown Flood)
15. <http://www.jaha.org/attractions/johnstown-flood-museum/flood-history/>

Note: Vertical integration occurs when a company expands control over a specific industry’s entire supply chain. There are three types of vertical integration; backwards, forwards, and equal (both forward and backwards). Vertical integration can occur either way; towards the customer or towards the raw materials that are used for production of goods. For example, a producer of flour for bakeries can vertically integrate by going backwards towards the raw materials, which is to start his/her own farming operations or vertically integrate forwards towards the consumer by opening up his/her own bakery.

Another way of looking at this type of business expansion is that commerce, business, or trade constitutes different sectors of the economy – the primary, secondary, tertiary, and quaternary. In vertical expansion, a business can move back toward acquiring businesses in the

primary sector (natural resources), it can move toward purchasing businesses in the tertiary sector (retail/sales).

To further elucidate, vertical integration provides the company with greater control in all aspects of the production process which also results in lower cost and better management of overall production. Vertical integration also results in supplies and selling avenues being secured for the firm. This means that, when a company supplies its own raw materials, it can ensure that raw materials are available for production without having to rely on a third-party supplier. Same goes with sales avenues, all that is produced can be sold in the company's own outlets instead of having to sell through an intermediary that may have its own purchasing budgets. Selling directly to consumers can also result in better profit margins; since there are no intermediaries, the full sales amount will be available to the firm.

Horizontal integration is when a company acquires or merges with another company within the same industry that sells a similar product or provides a similar service. Horizontal integration is aimed at increasing market share and eliminating competition. An example of horizontal integration would be the flour producer acquiring or merging with a number of flour producers within the area or producers that are dispersed geographically. This will provide the flour producer greater control over the flour industry which will result in greater market share and monopoly. Another example would be Rockefeller's oil refining. He controlled 95% of the oil-refining business. Now, if he purchased oil fields, that would be more like vertical integration. Theoretically, one could practice both forms of business expansion models – vertical and horizontal. Yet another example, Swift controlled all aspects within his industry of meat packing which is horizontal integration. If Swift had bought cattle ranching farms, that would be a form of vertical integration!

Horizontally integrated firms are larger and will, therefore, be able to enjoy all aspects of the market within a specified industry. However, if the firm becomes too large, that may result in the enforcement of anti-monopoly restrictions.

Lesson 10 – Age of Big Business: Inventions

Materials:

1. American History II text, pp. 52-56

Objectives: It is desired that each student will be able to:

1. identify new industries that became big businesses (oil refining, coke, aluminum).
2. locate geographic places described in the lesson.
3. associate men's names with their respective inventions and businesses.
4. associate the meaning of vocabulary terms with their respective meanings.
5. differentiate between horizontal and vertical integration.

Suggested Teaching Strategies:

1. The lesson involves the growth of several new industries that evolved because of technological innovations. Of course, Drake's first oil well launched a tandem, mega-industry that persists to this day – oil producing and oil refining.
2. Pinpoint map locations that are cited in the lesson. i.e., Johnstown, Pittsburgh, Chicago, Detroit, etc.
3. Have a student or two explain why sewing machines would revolutionize the clothing industry.
4. Discuss the importance of the telegraph and telephone as they relate to the speed at which information could be exchanged or conveyed. **Note: Samuel Morse was an accomplished artist who earned his living by painting portraits.**
5. Discuss how the automobile, truck, and airplane have revolutionize the transportation industry of American society.
6. There are many websites and much information about these inventions if you desire to have your students research them. Most of them have interesting and complicated stories underlying their successes.
7. See if students can identify MA Bell as becoming a monopoly by means of horizontal integration (and probably vertical integration), and Swift's meat-packing industry as vertical integration.

Summative Assessment:

1. Grades received from the Unit 2 – Test 4 – Lessons 8-10, or your teacher-made test
2. Grades received from Activity 1, if you choose to grade it.

Related Websites:

1. <https://www.britannica.com/topic/Bull-Moose-Party>
2. <http://www.samuelmorse.net/>
3. <http://www.history.com/topics/inventions/guglielmo-marconi>
4. <http://www.biography.com/people/alexander-graham-bell-9205497>
5. <http://www.history.com/topics/inventions/alexander-graham-bell>
6. <http://www.history.com/topics/henry-ford>
7. <https://www.thehenryford.org/>
8. <http://www.history.com/topics/inventions/wright-brothers>
9. <http://www.notablebiographies.com/We-Z/Wright-Brothers.html>
10. <http://www.macktrucks.com/about-mack/customer-center/mack-heritage-center/>
11. <http://www.biography.com/people/thomas-edison-9284349#!>
12. <https://www.nps.gov/edis/learn/historyculture/edison-biography.htm>
13. <http://biography.yourdictionary.com/gustavus-franklin-swift>
14. <http://roebblingmuseum.org/ourstory/john-a-roebbling/>

Lesson 11 – Becoming an Urban Nation

Materials:

1. American History II text, pp. 57-62

Objectives: It is desired that each student will be able to:

1. explain the geographic regions from which many of America’s immigrants came.
2. differentiate between immigration on the West Coast and East Coast.
3. cite the main factors that contributed to immigration.
4. explain the passage, processing and settlement patterns of immigrants.
5. describe the story underlying the Statute of Liberty.
6. describe the main impacts that mass migration had upon the urbanization of the U.S.
7. explain solutions that were undertaken to alleviate problems caused by immigration.
8. identify men and women with their respective achievements and/or events.
9. associate vocabulary words with their respective meanings (i.e., symbiotic).

Suggested Teaching Strategies:

1. See if the terms emigrant vs. immigrant, vs. migrant need additional clarification.
2. Use maps to locate the major geographic places from which immigrants emigrated!
3. **Note:** Until the opening of Ellis Island, immigrants had sailed into the docks on the east side of Manhattan, but from 1855 through 1890, Castle Garden processed over 8 million immigrants. After the closing of Castle Garden, immigrants were processed at an old barge office in Manhattan until the opening of the Ellis Island Immigration Center on 1 January 1892.
4. For many emigrants, their first glimpse of the United States was the **Statute of Liberty** in New York harbor. And for many, **Emma Lazarus’** poetic words imprinted on the pedestal of the Statute reflected their condition. Analyze **Emma Lazarus’** poem that is etched on the Statute of Liberty for meaning. Her name is in the Archdiocese’s *Curriculum Guide*.

Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore
Send these, the homeless, **tempest-tost**, to me
I lift my lamp beside the golden door.

For example, “tempest-tost – tempest is a violent, windy storm and tost is an old version of tossed. The golden door represents New York City, symbolically.

5. Mine the lesson for meaning, such as the Chinese Exclusion Act. And, what pogroms are.
Note: Although the Chinese in the country were ineligible for citizenship, their children born in the U.S. were citizens creating a huge social problem.
6. Have students cite the major reasons for immigration.

7. There is so much more to the story of the Statute of Liberty. For example, Visitor access to the Statue of Liberty's torch was halted for good after German operatives set off an explosion on the nearby Black Tom peninsula in July 1916, during World War I.

http://earthcam.com/cams/newyork/statueofliberty//?cam=liberty_str

8. There are certainly a number of excellent websites on living conditions in the slums of our major cities, slums caused by rapid expansion of the population and lack of urban planning. **Jacob Riis** has documented the urban plight with his photographs.
9. Because of the heavy content load, Activity two was incorporated. Relate how these individuals effected change in American society. Of course, there is much more information on each individual which would lend itself to individual reports. That would include the people from the **Enrichment Addendum** on page 10, which is an Internet-oriented lesson (people are listed in the Archdiocese' *Curriculum Guide*).
10. Regarding Tuskegee State Normal School, see if students can name any other land grant colleges such as Penn State University.

Summative Assessment:

1. Grades received from Activities 2 and the Internet activity in the **Enrichment Addendum**, if you choose to grade them.
2. Grades received from the Unit 2 – Test 5 – Lessons 11-12, or your teacher-made test

Related Websites:

1. http://constitutioncenter.org/timeline/html/cw08_12150.html (immigration data)
2. <http://www.history.com/topics/tenements>
3. <https://history10c.wikispaces.com/Slums+%26Tenements>
4. <http://www.ushistory.org/us/38b.asp> (slums)
5. <https://www.nps.gov/stli/index.htm> (Statute of Liberty)
6. <http://www.history.com/topics/statue-of-liberty>
7. <http://xroads.virginia.edu/~MA01/Davis/photography/images/riisphotos/slideshow1.html>
8. There are websites for each one of the individuals listed in the lesson.

Lesson 12 – The Progressive Era: Reform, and More Reform

Materials:

1. American History II text, pp. 63-69

Objectives: It is desired that each student will be able to:

1. define the characteristics of the Progressive Era.
2. describe different forms of political corruption and provide examples of corruption.

3. describe what constitutes the patronage system.
4. explain different kinds of muckraking.
5. associate men and women with their respective muckraking deeds.
6. explain different kinds of political reforms that occurred during the Progressive Era.
7. describe different kinds of progressive reforms under the different Presidents.
8. identify the different meaning of the Amendments (16-19) and other federal laws.
9. associate men and women with their respective achievements.
10. identify the achievements of key women in the suffrage movement.
11. identify major cases of trust-busting.
12. associate key vocabulary words with their respective meanings.

Suggested Teaching Strategies:

1. Utilize content areas reading strategies with your students for optimal meaning.
2. See if your students have any other examples of investigative journalism. There are plenty of examples in today's society.
3. There is also plenty of extra information on the Internet about all the subjects contained in the lesson.
4. Have a discussion about whether the patronage system exists in today's society, even though we have revised Civil Service laws.
4. Have a discussion of Steffen's opinion about capitalism and the competitive free-market promoting municipal corruption.
5. Ask if anyone has seen the movie of Phileas Fogg and Around the World in 80 Days, the Jules Verne classic tale. Relate it to **Nellie Bly's** adventure.
6. Have a discussion about the derivation of the Wisconsin Idea and whether students know of any university outreach programs. It was the beginning of the public service concept.
7. Relative to the Temperance Movement, Carry Nation was, by a woman's standards in that day tall, very tall, 6 feet tall. Not to be discriminatory, but I suspect she got the attention of the people at the bar when she was brandishing that hatchet!
8. Reading about the rats in Upton Sinclair's novel can give one a case of the heebie-jeebies! It is pretty gross and disgusting. However, it was historical fact!
9. Note about the Federal Meat Inspection Act - Products found in violation of the law were subject to seizure and destruction at the expense of the manufacturer. That, combined with a legal requirement that all convictions be published as Notices of Judgment, proved to be important tools in the enforcement of the statute and had a deleterious effect upon would-be violators.
10. You might need to differentiate between vertical and horizontal integration once again. It's horizontal integration that leads to corporate trusts and its concomitant trust-busting.
11. There is a hefty activity at the end of the lesson that encompass many of the concepts explored throughout the lesson. There is another thorough activity on people on page 11 in the **Enrichment Addendum**. They should give you an indication whether any concept

needs further elucidation. Students can work together on them unless you desire to grade the activities.

Summative Assessment:

1. Grade received on either one or both activities described in #11 above, if you choose to grade them.
2. Grades received from Unit 2 – Test 5 - Lessons 11-12, or your teacher-made test

Related Websites:

1. <https://www.thenewamerican.com/economy/commentary/item/4015-the-federal-reserve-kids-page>
2. https://www.richmondfed.org/education/for_students/interactive_games_and_learning/
3. http://j387mediahistory.weebly.com/uploads/6/4/2/2/6422481/thomas_nast.pdf
4. <http://www.wisc.edu/wisconsin-idea/>
5. <https://www.fs.fed.us/kids/> (Forest Service for kids)
6. <https://www.nwhm.org/html/exhibits/progressiveera/suffrage.html>
7. <http://www.historynet.com/womens-suffrage-movement>
8. <http://www.ushistory.org/us/42b.asp> muckrakers
9. <https://www.nps.gov/wori/learn/historyculture/abolition-womens-rights-and-temperance-movements.htm>
10. <http://www.u-s-history.com/pages/h1054.html> Temperance Movement
11. <http://www.history.com/this-day-in-history/carry-nation-smashes-bar>

Lesson 13 – Our Nation Acquires Imperialism

Materials:

1. American History II text, pp. 70-75

Objectives: It is desired that each student will be able to:

1. analyze American foreign policy during this era.
2. identify the characteristics of imperialism.
3. identify and list American imperialistic efforts.
4. explain the U.S. military’s role in imperialism.
5. describe how Hawaii was annexed by the U.S.
6. describe the purpose of the Boxer Rebellion
7. describe different Presidential slogans that became foreign policy.
8. explain the purpose of the Roosevelt Corollary.
9. associate men and women with their respective achievements and/or events.
10. describe the events that led up to building the Panama Canal
12. associate key vocabulary words with their respective meanings.

Suggested Teaching Strategies:

1. Utilize content areas reading strategies with your students for optimal meaning.

2. Because the lesson deals with foreign policy, referring to maps is essential to understanding the lesson concepts. Have students, or you, locate places on a large world map, or in their atlases as they read the lesson's content. Note why U.S. ships, or any ship, would need refueling stations in the vast Pacific Ocean.
3. Review the concept of Manifest Destiny.
4. Review who were the big colonial powers – Great Britain, France, and Spain – to a lesser extent, Portugal, Holland, Belgium, Germany
5. Discuss whether students think the annexation of Hawaii was a “shady” deal. Personally, it would appear to be less than honorable foreign policy! Review what a joint resolution of Congress is. Recall that Texas was brought into the Union by a joint resolution of Congress.
6. Reinforce the meaning of “sphere of influence,” particularly as it relates to foreign policy.
7. Relative to the Roosevelt Corollary, it would be very helpful if students knew where all the Caribbean-based nations were located that were impacted. There is an activity on p. 13 in the **Enrichment Addendum** dealing with all the places the US intervened in the Caribbean.
8. Clarify the difference between the Banana Wars and the Border War.
9. **Note: The U.S. Senate was considering two locations for building a canal through the isthmus of Central America -- Panama or Nicaragua. Bunau-Varilla helped turn the vote toward Panama by sending each senator a Nicaraguan postage stamp depicting a smoking volcano.**
10. There is an activity dealing with U.S. acquisitions on p. 12 in the **Enrichment Addendum**.
11. There is an activity in the **Enrichment Addendum** on p. 14 dealing with the people portrayed in Lesson 13.
12. **Note about yellow fever:** U.S. officials were very concerned about the number of deaths caused by yellow fever. In 1891, two doctors discovered that yellow fever was carried and transmitted by mosquitoes. However, many health officials remained skeptical that such a small insect could cause such a deadly disease. **William Gorgas** was an Army medical doctor who volunteered to work in the Panama Canal Zone. Earlier, Gorgas had succeeded in destroying mosquito breeding places and in eliminating yellow fever in Havana, Cuba. With the support of President Roosevelt, he applied his knowledge in the Canal Zone. By 1906, the region was free of yellow fever; and, a few year later, malaria, another disease transmitted by mosquitoes, was eliminated.
13. There are plenty of websites in which to extend the conceptual development of the lesson.

Summative Assessment:

1. Activity 4 could be graded, if that is your decision as well as the activities in the Enrichment Addendum. Otherwise, they are part of formative assessment.
2. Grades received from Unit 3 – Test 6 – Lessons 13-14, or your teacher-made test

Related Websites:

1. <http://www.history.com/this-day-in-history/treaty-of-kanagawa-signed-with-japan>

2. <http://www.biography.com/people/matthew-c-perry-40184>
3. <http://www.ushistory.org/us/44b.asp> Hawaiian Annexation
4. <https://history.state.gov/milestones/1899-1913/hay-and-china> open door policy
5. <http://www.u-s-history.com/pages/h908.html> open door policy
6. <http://www.history.com/topics/boxer-rebellion>
7. <http://www.presidency.ucsb.edu/ws/index.php?pid=29545> Roosevelt Corollary
8. <http://panamaforbeginners.com/23-facts-know-panama-canal/>
9. <https://history.state.gov/milestones/1899-1913/panama-canal>
10. <http://www.history.com/topics/boxer-rebellion>

Lesson 14 – The Spanish-American and Philippine American Wars

Materials:

1. American History II text, pp. 76-80

Objectives: It is desired that each student will be able to:

1. identify the causes for the Spanish-American (SAW) and Philippine-American Wars (PAW).
2. explain how the SAW and PAW were considered American imperialism.
3. locate the major places where the SAW and PAW occurred.
4. describe the effect yellow journalism had upon the U.S. public.
5. identify critical events of the SAW.
6. associate men with their respective achievements.
7. describe the impact the U.S. Navy had upon the wars.
8. list the terms of the 1898 Treaty of Paris.
9. associate key vocabulary words with their respective meanings.

Suggested Teaching Strategies:

1. Utilize content areas reading strategies with your students for optimal meaning.
2. Have students locate all of the critical places in this lesson – Puerto Rico, Philippines, Cuba, and Hong Kong.
3. See if your students have any examples of modern-day yellow journalism.
4. **Note:** A naval research team in the 1970s suggested the explosion that sunk the Maine may have been caused by something mechanically and internally that ignited a stockpile of gunpowder and ammunition.
5. There is quite a bit of literature about the USS Maine. The cause of the explosion should “spark” some interesting discussion as well as why the Maine was in the harbor in the first place!
6. **Note:** It has been suggested by historians that Theodore Roosevelt, in virtual control of the Navy, plotted to engage slumbering America in a war with Spain. With the support of Senator Cabot Lodge, and the thinking of Alfred Mahan, he supervised the naval buildup. He assigned his friend Commodore Dewey to head the Navy in the Western Pacific and gave him specific

orders to strike the Spanish in Manila Harbor in the event of war. He wrote, “Whenever I was left as Acting Secretary (of the Navy), I did everything in my power to put us in readiness. I knew that in the event of war Dewey could be slipped like a wolf-hound from a leash, I was sure that if he were given half a chance he would strike instantly and with telling effect.”

7. Sequencing of events is always helpful.
8. If you choose to grade the Activities, then students should work independently. If you choose not to grade the activities, allow students to work in pairs.

Summative Assessment:

1. Grading the activities is summative data.
2. Grades received on the Unit 3 – Test 6 – Lessons 13-14, or your teacher-made test

Related Websites:

1. <http://www.history.com/this-day-in-history/the-maine-explodes>
2. <http://www.history.com/this-day-in-history/mckinley-asks-for-declaration-of-war-with-spain>
3. <http://www.history.com/topics/spanish-american-war>
4. <http://www.history.com/this-day-in-history/puerto-rico-invaded>
5. <https://history.state.gov/milestones/1899-1913/war>
6. <https://www.loc.gov/rr/hispanic/1898/roughriders.html>
7. <http://www.history.army.mil/documents/spanam/BSSJH/Shbrt-BSSJH.htm> Buffalo Soldiers
8. http://www.homeofheroes.com/wallofhonor/spanish_am/12_santiago.html

Lesson 15 – World War I: Europe Goes to War

Materials:

1. American History II text, pp. 81-86

Objectives: It is desired that each student will be able to:

1. classify which countries fought for the Allies and which ones fought for the Central Powers.
2. differentiate between Triple Allies and Triple Entente.
3. locate geographic places described within the lesson.
4. describe the sequence of events leading up to the start of WWI.
5. describe some of the famous battles of World War I and their results.
6. associate men with their respective achievements and/or events.
7. locate key countries associated with the Central and Allied countries.
8. list new technologies and weapons introduced in WWI.
9. associate key vocabulary words with their respective meanings.

Suggested Teaching Strategies:

1. Utilize content areas reading strategies with your students for optimal meaning.
2. Have the students locate the various countries involved in WWI and classify for whom they fought.

3. Set up a web mesh showing the ricochet factor or domino effect of the alliances. Within one month, all of Europe was at war.
4. Draw a powder keg on the board or Smartboard and add the ingredients: alliances, nationalism, imperialism, and militarism, and probably monarch arrogance!
5. Locate all of the famous battles – three of four are located not too far apart in France. Locate the Gallipoli Peninsula and note the strategic location between Europe and Asia.
6. Have the students conjecture as to why the imperial Family was so brutally murdered. Answer should be centered around the idea that the Bolsheviks wanted to make sure no member of the royal family was alive to come back and reclaim the throne of the Russian Empire.
7. Have a new discussion on the new weapons and technology. For example, when the British first introduced the tank, the Germans viewed it as a very formidable weapon.
8. Differentiate between the Eastern and Western Front which we will revisit when we study WWII.
9. Allow students to work together on Activities 1 and 2. Activity 3 is your choice as to whether students work together or not. It all depends on whether you are grading the activity.

Summative Assessment:

1. Grading Activity 3 is summative data.
2. Grades received on the Unit 3 – Test 7 – Lessons 15-17, or your teacher-made test

Related Websites:

1. http://www.ducksters.com/history/world_war_i/causes_of_ww1.php
2. <http://www.history.com/this-day-in-history/first-world-war-erupts-in-europe>
3. <http://www.history.com/topics/world-war-i>
4. <http://www.history.com/topics/russian-revolution>
5. <http://www.bbc.co.uk/newsround/28585905>

Lesson 16 – America’s Road to World War I

Materials:

1. American History II text, pp. 87-94

Objectives: It is desired that each student will be able to:

1. explain why it was difficult for the U.S. to maintain a policy of neutrality.
2. explain the concept of isolationism.
3. identify three major reasons why the U.S. entered WWI.
4. identify major propaganda techniques used during WWI.
5. describe some of the major battles in which the Americans fought.
6. describe the major laws passed in support of WWI
7. describe ways the Americans supported the war.
7. associate key vocabulary words with their respective meanings.
8. associate key people with their respective roles and events.

Suggested Teaching Strategies:

1. Utilize content areas reading strategies with your students for optimal meaning.
2. Locate the major battlefields in which the Americans fought – the common ground is northeastern France. Of course, the battles are far more complicated (and confusing) than we have space to cover them in a text.
3. It seems that we have little appreciation for the appalling loss of life and wounded that occurred during WWI (or any war). It is estimated that nine million soldiers were killed and six million civilians died. It is estimated that more 15 million people may have been killed in the brutal Russian civil war! Perhaps these figures could be compared to state populations. For example, Pennsylvania has a population of nearly 13 million people. More people were killed in WWI than live in this state!
4. The war reparations had a tremendous draining effect upon the German economy which was subsequently swallowed up by the Great Depression of 1929. Such misery played into the hands of the rapacious Nazis who, of course, gained control of Germany in 1933.
5. The material on A Few Special Warriors on page 15 in the **Enrichment Addendum** was not meant to glorify war but to point out the exploits and achievements of a few remarkable men.
6. It's your decision whether to allow students to work in pairs or individually on Activities 4 and 6. **Erratum: For Activity 4, the directions state that two names will not be used. All names are used. And Zimmermann should have two ns.**

Summative Assessment:

1. Grading activities 4 and 6 will provide summative data.
2. Grades received from the Unit 3 - Test 7 – Lessons 15-17, or your teacher-made test

Related Websites:

1. http://www.firstworldwar.com/source/additionalusforces_pms.htm
2. <http://www.firstworldwar.com/bio/york.htm>
3. <http://www.history.com/topics/world-war-i/manfred-baron-von-richthofen>
4. http://www.browsebiography.com/bio-eddie_rickenbacker.html
5. <http://www.american-historama.org/1913-1928-ww1-prohibition-era/american-battles-in-wwi.htm>
6. <http://www.history.com/topics/world-war-i/lusitania>
7. <https://www.ourdocuments.gov/doc.php?flash=true&doc=60>

Lesson 17 – The Aftermath of World War I

Materials:

1. American History II text, pp. 95-98

Objectives: It is desired that each student will be able to:

1. identify the major ideas underlying Wilson’s 14 points.
2. delineate the major terms of the Treaty of Versailles (TOV).
3. identify the major effects the TOV had on Germany.
4. describe why Italy played a minor role in constructing the TOV.
5. associate men with their respective roles.
6. identify the main reason the U.S. Senate rejected the TOV.
7. associate key vocabulary words with their respective meanings.
8. identify and sequence the events (treaties) associated with WWI.

Suggested Teaching Strategies:

1. Utilize content areas reading strategies with your students for optimal meaning.
2. The full text of Wilson’s 14 points is on-line if you or any of your students desire to dig deeper into its contents.
3. The same can be stated for the TOV, although it is a lengthy, complex document.
4. An interesting discussion question could center around how does one go about calculating war reparations. Trench warfare obliterated large parts of Belgium and France. How do you place a cost on the civilian and soldier lives that were lost? Towns were severely damaged or destroyed – how much would it cost to rebuild them?
5. Generate a discussion on the “war guilt clause.” Germany bore the brunt of war reparations assessment. Was this fair? Austria-Hungary kick-started the war, not Germany!
6. Locate all the new countries that were formed after WWI. Most of them were located in East Central Europe, a hotbed of ethnic discord.
7. The war reparations had a tremendous draining effect upon the German economy which was subsequently swallowed up by the Great Depression of 1929. Such misery played into the hands of the rapacious Nazis who, of course, gained control of Germany.
8. It’s your decision whether to allow students to work in pairs or individually on Activity 3.

Summative Assessment:

1. Grading Activity 3 is summative feedback.
2. Grades received from the Unit 3 - Test 7 – Lessons 15-17, or your teacher-made test

Related Websites:

1. https://en.wikipedia.org/wiki/Article_231_of_the_Treaty_of_Versailles
2. https://wwi.lib.byu.edu/index.php/President_Wilson's_Fourteen_Points
3. https://en.wikipedia.org/wiki/Aftermath_of_World_War_I#Nations_that_gained_or_regained_territory_or_independence_after_World_War_I
4. <http://www.historylearningsite.co.uk/modern-world-history-1918-to-1980/the-treaty-of-versailles/>
5. <http://www.firstworldwar.com/source/versailles.htm>

Lesson 18 – The Roaring Twenties

Materials:

1. American History II text, pp. 99-107

Objectives: It is desired that each student will be able to:

1. identify key characteristics that define the Roaring Twenties.
2. identify the key issue of the Scopes Monkey Trial.
3. identify and sequence key events of the Harding, Coolidge, and Hoover presidencies.
4. differentiate among the 18th-21st Amendments.
5. associate men and women with their respective roles.
6. associate key vocabulary words with their respective meanings.

Suggested Teaching Strategies

1. **Note:** This is a huge lesson with many concepts covered. Utilize content areas reading strategies with your students for optimal meaning.
2. **Erratum: On p. 102, the last paragraph on the Coolidge Administration starts out with “Hoover was a stalwart advocate . . .” The name should be Coolidge, not Hoover.**
3. You will undoubtedly need to spend more time on the Stock Market Crash, as it is far more complex than space would allow me to present. Hence, you have the executive summary version of the Crash.
4. The disappearance of Amelia Earhart has spawned numerous theories over the decades. The mystery of her fate continues to fascinate people to this day. Explore these theories with your students.
5. It’s your decision whether to allow students to work in pairs or individually on Activities 5 and 6.
6. There is more content material on pp. 16-17 about the Roaring Twenties in the **Enrichment Addendum**. Then, there is an activity on p. 18 in the **Addendum** that reinforces those concepts.

Summative Assessment:

1. Grading Activities 5 and 6 provides summative feedback.
2. Grades received from the Unit 4 - Test 8 – Lessons 18-20, or your teacher-made test

Related Websites:

1. <http://www.history.com/topics/1929-stock-market-crash>
2. <http://www.thebubblebubble.com/1929-crash/>
3. <http://www.cnn.com/2016/11/01/world/history-rewritten-amelia-earhart-trnd/index.html>
4. <https://www.livescience.com/56752-castaway-bones-linked-to-amelia-earhart-questioned.html>
5. <http://www.history.com/topics/black-history/chicago-race-riot-of-1919>
6. <http://www.historynet.com/scopes-trial.htm>

7. <http://www.history.com/this-day-in-history/monkey-trial-begins>
8. <http://www.history.com/topics/roaring-twenties>
9. <http://www.history.com/topics/prohibition>

Lesson 19 – The Great Depression

Materials:

1. American History text, pp. 109 – 112

Objectives: It is desired that each student will be able to:

1. identify several factors that caused the Great Depression.
2. outline the ripple effects of the Great Depression.
3. define what the Bonus Army was.
4. identify the causes of the Dust Bowl.
5. describe the debilitating effects of the Dust Bowl.
6. identify the causes and concomitant effects of the Great Depression.
7. associate key people with their respective events, accomplishments, or roles.
8. associate key vocabulary words with their respective meanings.

Suggested Teaching Strategies:

1. Utilize content areas reading strategies with your students for optimal meaning.
2. Reinforce and embellish the meaning of the Cause and Ripple Effect Diagram.
3. The Activity 1 graphic organizer is designed to promote comprehension and memory of the causal factors of the Great Depression.
4. Promote the idea of starting a saving account. (I wonder how many people today do not have savings accounts (80% back in the 20s did not have savings accounts)
5. It is your decision as to whether to grade either or both activities. As usual, if you grade them, then I believe in individual accountability versus small group accountability. However, grading these specific activities might be challenging.
6. The answers for Activity 2 could have two correct answers which is why I placed in the instructions an immediate resulting effect. For example, a student could list for the cause “overproduction of industrial products” and for the effect of “workers become unemployed” which is ultimately correct, but it is not an immediate effect. “Lowered business profits” would be an immediate effect.

Summative Assessment:

1. Grades received from Unit 4 – Test 8 – Lessons 18-20, or your teacher-made test

Related Websites:

1. <http://multimedialearning.org/FreeDownloads/CausesOfGreatDepression.pdf>

2. <http://www.deseretnews.com/article/865583927/This-week-in-history-President-Hoover-orders-the-Bonus-Army-dispersed.html>
3. <http://www.history.com/topics/dust-bowl>
4. http://www.livinghistoryfarm.org/farminginthe30s/water_02.html

Lesson 20 – President Roosevelt’s New Deal

Materials:

1. American History II Text, pp. 113-116

Objectives: It is desired that each student will be able to:

1. identify New Deal programs and explain their main purposes.
2. differentiate between an acronym and initials.
3. create metaphors and use them as a means for making historical writing more interesting.
4. identify some of the major criticisms lodged against the New Deal programs.
5. identify some of FDR’s Cabinet members.
6. explain what the Black Cabinet was.
7. associate men and women with their respective titles, roles, occupations, and events.
8. associate vocabulary terms with their respective meanings.

Suggested Teaching Strategies:

1. Use reading in the content area strategies to enhance comprehension.
2. Metaphors are usually taught in English class. However, it would be useful to explore their purpose. It would add much more interest to students’ historical writings. Have them share their metaphors.
3. Some of the New Deal programs are confusing because of their overlapping purposes; others are quite distinctive and easy enough to remember. There is an activity on all the New Deal Programs on pp. 19-20 in the **Enrichment Addendum**.
4. Discuss how the New Deal programs were socialistic in nature, but they were not intended to convert a democracy into a socialistic regime.
5. Ask prompting questions which contribute to the meaning of the lesson, such as What was the court-packing scheme or What is a socialistic democracy?
6. Discuss what made President Roosevelt (and his wife) a liberal politician. e.g. his socialistic programs; his appointment of women to Cabinet posts; his appointments of blacks to high Federal positions.
7. Discuss the difference between acronyms and initialism. Create and share some acronyms.
Note: *Initials are abbreviations consisting of initial letters pronounced separately. Acronyms are words or names formed as an abbreviation from the initial components in a phrase or a word, such as NATO (North Atlantic Treaty Organization). Examples of initialism would be CEO, FBI, DEA, CIA, or DVD.*
8. Grading Activity 3 is optional. **Erratum:** The spelling of Francis should be Frances.

9. Supplement – Add John L. Lewis to this lesson. Have student’s “Google” him and fill-in-the-blanks where I have italics. John L. Lewis was President of the *United Mine Worker of America* from 1920 to 1960 and a founding father of the *Congress of Industrial Organizations* in 1938. His main occupation appeared to be organizer of the *labor movement* in the 1930s. He was a strong advocate of labor *unions*.

Summative Assessment:

1. Grades from Activity 3
2. Grades received from your teacher-made test or Unit 4 – Test 8 – Lessons 18-20

Related Websites:

1. <http://www.history.com/topics/civilian-conservation-corps>
2. <http://www.history.com/this-day-in-history/fdr-signs-social-security-act>
3. <http://www.history.com/topics/fireside-chats>

Lesson 21 – Rise of Totalitarian Governments in the World

Materials:

1. American History text, pp. 117-122

Objectives: It is desired that each student will be able to:

1. define totalitarian.
2. describe characteristics of a totalitarian government.
3. name and locate major totalitarian governments prior to WWII.
4. explain reasons why these governments became totalitarian.
5. identify several ways that Hitler violated the Treaty of Versailles.
6. list leaders of major totalitarian governments.
7. differentiate among the ideologies of fascists, Nazis, and communists.
8. describe Japanese aggression in the Asian-Pacific region.
9. describe the Soviet Union’s transition to communism.
10. identify the U.S. response to totalitarian governments.
11. describe two ways that President Roosevelt “worked around” the Neutrality Acts.
12. describe the Manhattan Project.
13. associate men with their respective events, titles, achievements, and roles.
14. associate vocabulary terms with their respective meanings.

Suggested Teaching Strategies:

1. Locate various geographic places where totalitarian governments were evolving or had evolved. The Big Four would be Germany, Italy, Japan, and Soviet Union.
2. Compare the main ideologies of the fascists, communists, and Nazis.
3. It’s always good strategy to sequence the temporal aspects of events. This allows you to compare the timeline of events for the Germans versus the Japanese.

4. You should be able to generate an interesting discussion via Activity 1 – to die for the Emperor was a great honor.
5. It seems to this author that the Atlantic Charter was presumptuous because at that time, the war was going badly for England. It certainly was a spark of optimism!
6. Show your students the two major routes to get war materiel via Lend Lease to Russia – through the Middle East, and through the North Atlantic to Murmansk.
7. It is your decision as to whether to grade Activities 3 or 4. As usual, if you grade them, then I believe in individual accountability versus small group accountability.
8. **Errata: Activity 3 on p. 121 has four blank lines left out of the activity. Have your students draw in the missing blank lines. I would also suggest adding Hermann Goring, Chief of the German Luftwaffe as Item # 12. And, Activity 4 on p. 122 has the answers in alphabetical order. I would suggest you reconstruct the activity as per the following:**

- | | |
|--|----------------------|
| 1. U.S. began building an atomic bomb | Manhattan Project |
| 2. Roosevelt withdrew marines from Caribbean-based nations | Good Neighbor Policy |
| 3. deal signed between Soviets and Germany in 1939 | Non-Aggression Pact |
| 4. meeting between Axis and Allies to discuss Sudetenland | Munich Conference |
| 5. Germany annexes Austria | Anschluss |
| 6. kept the U.S. from selling war materiel to warring nations | Neutrality Acts |
| 7. Japanese air force sank U.S. gunboat in China | Panay Incident |
| 8. the state is the most important part of this government | Fascist Party |
| 9. creation of Axis powers – Germany, Italy, and Japan | Tripartite Pact |
| 10. agreement between Roosevelt and Churchill in 1941 | Atlantic Charter |
| 11. deal signed between Italy & Germany creating the Axis | Pact of Steel |
| 12. Japanese invaded this region of China in 1931 | Manchuria |
| 13. Hitler’s first attempt to take over Germany | Beer Hall Putsch |
| 14. part of Czechoslovakia annexed by Germany | Sudetenland |
| 15. program that allowed the U.S. to send war materiel to allies | Lend-Lease Act |

Summative Assessment:

1. Grades received from Activities 3 and 4, if you decide to grade them
2. Grades received from your teacher-made test or the Unit 5 – Test 9 – Lessons 21-22

Related Websites

1. <http://totallyhistory.com/nazi-party/>
2. <http://www.history.com/topics/beer-hall-putsch>
3. <http://www.history.com/topics/world-war-ii/nazi-party>
4. <http://www.history.com/this-day-in-history/hitler-reoccupies-the-rhineland>

5. <http://www.history.com/topics/world-war-ii/benito-mussolini>
6. <http://www.history.com/topics/world-war-ii/atlantic-charter>

Lesson 22 - World War II: The War in Europe

Materials:

1. American History text, pp. 123-129

Objectives: Each student will have the opportunity to:

1. compare major differences of war strategies between the two World Wars.
2. describe the miracle at Dunkirk.
3. describe the main events of the war in North Africa.
4. locate geographic places central to the lesson's comprehension.
5. describe the main events of WWII on the Western Front.
6. describe the main events on the Eastern Front.
7. sequence the major events of WWII in Europe.
8. describe the main events surrounding the Holocaust.
9. respond with sensitivity and respect toward the events of the Holocaust.
10. describe the main events of the Nuremberg Trials.
11. associate men with their respective titles, roles, events, and misdeeds.
12. associate vocabulary words with their respective meanings.

Suggested Teaching Strategies:

1. As you know, the war in Europe is far more complex than can be presented in this executive summary lesson. If you want a more expansive coverage, assign students topical reports to present to the class. So much has been written about WWII. For example, Time-Life Books has devoted 30+ volumes to all aspects of the war.
2. It is absolutely essential that you keep referring students to the maps of Europe and Africa. Keep reminding students that history would have no place to happen without geography!
3. Set up a sequence chart for all of the events and when they happened. I would suggest that you notify students as to when the U.S. entered the war to give them a frame of reference on U.S. involvement in Europe. Make it a special announcement news flash. We interrupt this lesson to tell you the U.S. has just been attacked by the Japanese.
4. Another note to share with students: Historians have noted how blasé Hitler was when he declared war on the United States on December 11, 1941, almost without thinking. Interestingly, the geographic size of Germany only encompasses the states of New York, Pennsylvania, and Maryland. And, Japan approximates the size of California.
5. There are many videos available for integration into this lesson, such as the Battle of Britain, but again this is an executive summary approach to WWII.

6. Because of the horrendous nature of the Holocaust, I recommend proceeding with extreme sensitivity. The slaughter of six million Jews is hard to fathom, because it is a statistical figure, but the misery brought upon the Jewish populace was very real and agonizing.
7. **Note:** There is additional information on the African campaign in the **Enrichment Addendum** on page 21. Also, I have included supplemental information at the end of this lesson plan for your inclusion into your class.
8. In almost all instances, the facts and figures varied about the number of casualties, ships sunk, etc. Depending upon the historical account read, there was very little agreement on the data, except for the date of the event, and they did not always agree. Students should be aware that statistical data does vary.
9. If you decide not to grade Activities 4 and 5, allow students to work in pairs, or threes.
Erratum: In Activity 4, Hermann Goring was not presented in this lesson, although I suggested you refer to him in the previous lesson as Chief of the Luftwaffe.

Summative Assessment:

1. If you decide to grade, grades received from Activities 4 and 5.
2. Grades received from your teacher-made test, or my Unit 5 – Test 9 – Lessons 21-22

Related Websites:

1. <http://www.history.com/this-day-in-history/japanese-task-force-leaves-for-pearl-harbor>
2. <http://www.bbc.co.uk/guides/zgs34j6>
3. <http://battleofbritain1940.net/0021.html#phases>
4. <http://www.history.com/this-day-in-history/d-day>
5. <http://www.history.com/this-day-in-history/battle-of-the-bulge>
6. <http://www.history.com/topics/world-war-ii/nuremberg-trials>

Additional Supplemental Notes on the War in Europe

1. One inspiring story in the German conquest of Western Europe was the **Battle of Dunkirk**. The Germans were pushing the Allies into the sea at Dunkirk, France in late May 1940. For some unclear reason, **Hitler** halted the advance of his tanks allowing the retreating Allies to call for ships from England to evacuate their army. An unbelievable ragtag **armada** of ships and boats answered the call. Boats of all descriptions sailed across the English Channel to pluck 340,000 troops from the beaches of Dunkirk. Sadly, more than 40,000 troops were not rescued.
2. Another stunning success story occurred at the **1,000-day** (actually, 872-day) **Siege of Leningrad**, Russia. The siege began on September 8, 1941, and was lifted on January 18, 1943. It was one of the longest and most destructive sieges in history and probably the costliest in terms of human life. Although the city was surrounded and utterly destroyed, the inhabitants never surrendered!

3. The Allies exercised an enormous amount of secret planning for this combined air and amphibious operation, named **Operation Overlord**. But there was one factor they could not control – the weather. In fact, it was quite stormy and the weather forecast was for more of the same. The meteorologist offered a glimmer of hope with a break in the weather pattern for a few hours. In a momentous decision, General **Eisenhower**, the Supreme Allied Commander, stated “Okay, boys, we’ll go.” (Of the 11 to 14 men in the room, no one seems to remember the exact wording of Eisenhower’s decision, except, it was a short phrase, and no one knows the exact number of men in the room!)

4. One of the worst German **atrocities** against Americans was committed at **Malmedy**. On December 17, artillery troops in a truck and jeep convoy were fired upon by German tanks; they then surrendered. They were herded into a field where the Germans proceeded to slaughter the unarmed troops with machine guns and rifles. Some captured soldiers escaped to inform their superior officers. This information gave the Americans increased motivation to fight. In mid-January, the bodies of 81 soldiers (sources do not agree on the total number) were located under snow with mine detectors.

Lesson 23 – World War II: War in the Pacific

Materials:

1. American History text, pp. 130-134

Objectives: It is desired that each student will be able to:

1. explain Japan’s motivation for attacking the U.S. Navy at Pearl Harbor.
2. describe the “sneak attack” on Pearl Harbor by the Japanese and its effects.
2. identify major naval battles fought by the United States against Japan in the Pacific Ocean.
3. associate key people with their respective events, achievements, titles, and roles.
4. describe the strategy of island hopping.
5. locate important island groups and archipelagoes.
6. explain the events of the Manhattan Project.
7. sequence the major events of the Pacific War.
8. associate wartime conferences with their respective results.
9. associate key vocabulary terms with their respective meanings.

Suggested Teaching Strategies:

1. Keep in mind that like the War in Europe, this lesson can only present an executive summary of the War in the Pacific.
2. Map work is critical to understanding the geographic parameters of this lesson. Locate major islands (Midway, Papua New Guinea) and major island chains (Hawaiian, Philippines, Japanese, etc.)
3. There are plenty of videos on all aspects of the Pacific War, including all the major island battles, such as Tarawa. If you show one, I advocate constructing questions to correspond to

the video. There are also plenty of books on the subject, such as Time Life Books 30+ volumes.

4. When discussing the island-hopping strategy, visually show on a map of the Pacific how the strategy would work.
5. Show the extent of Japan's conquest spatially, and compare it with the area that Germany conquered.
6. Set up a sequence chart and compare it with the events of the war in Europe.
7. **Note: During World War II, the Japanese were quite adept at breaking U.S. military codes. So, the military enlisted the help of the Native American's Navajo language. They were known as code talkers. The Japanese never broke the Navajo's code talk.**
7. There appears to be a fascination with the kamikaze pilots near the end of the war. It was a desperate measure utilized by a desperate nation. Discuss the philosophy of what a great honor it was to die for the Emperor.
8. Relative to the Manhattan Project, point out how ironic it was to have a German Jew (Einstein) and a Fascist (Fermi) contribute theoretical and practical knowledge to the development of the atomic bomb. Oppenheimer was of German Jewish descent as well.
9. To this day, President Truman's decision to drop two atomic bombs on Japanese cities sparks a debate about the morality of the decision. It may be an old decision, but it is a good agenda item for what constitutes a moral dilemma!
10. There is a mini-lesson on International Diplomacy on page 22 in the **Enrichment Addendum**. It is an Internet activity involving research. It's an effective way to cover many other concepts covered in a curriculum guide. Have students locate the geographic places where the conferences took place.

Summative Assessment:

1. Grades received from the Internet activity and/or Activity 3
2. Grades received from your teacher-made test or Unit 5 - Test 10 – Lessons 23-25
3. Grades received from individual and/or group research reports on the War in the Pacific, if assigned
4. You could devise a map activity test and/or activity in which students identify the names of islands and archipelago chains.

Related Websites:

1. <http://www.historyplace.com/unitedstates/pacificwar/timeline.htm>
2. <http://www.history.com/topics/world-war-ii/battle-of-midway>
3. <http://www.history.com/this-day-in-history/battle-of-midway-begins>
4. <http://www.k-25virtualmuseum.org/> (virtual tour of the Manhattan Project)
5. <http://www.eyewitnesstohistory.com/atomicbomb.htm>
6. <http://www.history.com/this-day-in-history/the-first-atomic-bomb-test-is-successfully-exploded>

7. <http://www.historynet.com/world-war-ii-navajo-code-talkers.htm>

Lesson 24 – World War II – The Home Front

Materials:

1. American History text, pp. 135-139

Objectives: It is desired that each student will be able to:

1. explain the Selective Service and Training Act.
2. identify the various roles of women during WWII.
3. identify various ways Americans rationed, conserved, and recycled.
4. associate various wartime government agencies with their respective roles.
5. explain the function of the War Relocation Authority.
6. argue the fairness (or lack thereof) of the internment camps for the American Japanese.
7. classify conceptual phrases into their respective topical categories.

Suggested Teaching Strategies:

1. There is quite a bit of controversy surrounding America's entrance into WWII. Quite a few people called it Roosevelt's War and argued he wanted war. Some argued the war was an economic imperative. The war did help America emerge from the cauldron of depression.
2. Employ content area reading strategies.
3. Have a discussion on the fairness of women earning only 50% of what men earned for the same job.
4. Equate the concept of conserving and recycling with what many of us do today. The concepts are the same; however, the motivations are different.
5. Note: There were several other home front organizations such as Victory Farm Volunteers (VFW), U.S. Crop Corps, and Women's Land Army (WLA). All these programs were designed to use volunteers to help the various kinds of farmers and farms to complete their work.
6. Discuss the fairness of the internment camps. Japanese-Americans lost millions of dollars when they had to close their homes and businesses.
7. If you do not grade Activities 1 and 2, allow students to work in pairs. **Note:** In Activity 2, add WACs and WAVES to item #5.

Summative Assessment:

1. Grades from Activities 1 and 2, if you decide to grade them
2. Grades received from your teacher-made test or the Unit 5 – Test 10 – Lessons 23-25

Related Websites:

1. <http://www.history.com/topics/world-war-ii/american-women-in-world-war-ii>

2. <https://www.teacherspayteachers.com/Product/World-War-II-Rationing-Recycling-and-Conserving-Activity-1111291>
3. http://encyclopedia.densho.org/442nd_Regimental_Combat_Team/
4. <https://www.archives.gov/education/lessons/japanese-relocation>
5. <http://www.history.com/this-day-in-history/roosevelt-recreates-the-national-war-labor-board>
6. <http://www.u-s-history.com/pages/h3959.html>
7. <http://www.u-s-history.com/pages/h3959.html>

Lesson 25 – The Aftermath of World War II

Materials:

1. American History II text, pp. 140-144

Objectives: It is desired that each student will be able to:

1. name and explain the war trials and cite their main results.
2. differentiate between how Germany's and Japan's governments were reformed.
3. differentiate between how Japan and Germany were occupied.
4. describe the organizational structure of the United Nations.
5. explain the cause and effect of the Iron Curtain.
6. describe the causes of the Israeli-Palestinian conflict.
7. locate geographic places described in the lesson.
8. associate men with their respective crimes, titles, or achievements.
9. associate key vocabulary words with their respective meanings.

Suggested Teaching Strategies:

1. Utilize content areas reading strategies with your students for optimal meaning.
2. **Note:** As for who was on trial, the Nuremberg Trials does present one with discrepancies -- one criminal was found unfit for trial (although one wonders about the sanity of Rudolph Hess!), one was tried in absentia, and one committed suicide before the trials began. Various sources present different data. There were actually 12 death sentences handed down at Nuremberg, but Martin Bormann was tried in absentia, so he was not actually there to be hanged.
3. Goring and Hess (seated next to each other in the front row) are quite identifiable in the photo on p. 140.
4. There were some incredibly gruesome, horrific war crimes. If any graphic images are shown, handle with sensitivity. It is difficult to comprehend the deaths of six million Jews, let alone combat deaths. One could compare the number of deaths to populations of large cities.
5. Compare the differences of the two occupations. The occupation of Germany should help to explain how the Soviet Iron Curtain developed.

6. Use a map of Europe to locate the Soviet sphere of influence, or the Eastern Europe bloc of countries. This is where the concept of the East versus the West originated.
7. The creation of Israel is an extremely sensitive issue, especially among the Palestinians. The conflict may go all the way back to the biblical times of Abraham! Discussion should proceed with caution. In all honesty, the U.N. did offer a solution, as described in the text, but the Arabs (Palestinians) rejected the offer. Now, one could argue that the population of the area should have decided the fate of Palestine by a self-determination (by vote) process, but one could also argue that the Jewish population was in the minority at that time (1948) so self-determination would hardly have been fair. The P-I conflict has been rated as one of the most intractable conflicts and obviously remains controversial to this day.
8. Direct students to a large map of Israel. Point out geographic hotspots, such as the Gaza Strip, West Bank, and Golan Heights.

Summative Assessment:

1. Grades from Activity three, if you decide to grade it.
2. Grades from Unit 5 - Test 10 – Lessons 23-25

Related Websites:

1. http://encyclopedia.kids.net.au/page/ar/Arab-Israeli_conflict
2. <http://www.science.co.il/Arab-Israeli-conflict/>
3. http://www.ducksters.com/history/world_war_ii/war_crimes_trials.php
4. <http://www.history.com/topics/world-war-ii/nuremberg-trials>
5. https://wiki.kidzsearch.com/wiki/Nuremberg_Trials
6. http://encyclopedia.kids.net.au/page/nu/Nuremberg_Trials

Lesson 26 – Cold War Tensions in Europe

Materials:

1. American History text. pp. 145-150

Objectives: It is desired that each student will be able to:

1. locate important geographic places described in the lesson.
2. explain what the Cold War was.
3. identify the countries associated with the iron curtain schism.
4. explain the major purpose of the Truman Doctrine.
5. describe the cause of the Berlin blockade and how the problem was solved.
6. explain the functions of NATO, SEATO, and the Warsaw Pact.
7. describe the purpose and the main results of the Geneva Accords.
8. describe the competition between the U.S. and U.S.S.R. in the weaponry and space race.
9. identify the main issues and results of the events presented. i.e., Suez Canal, U-2 Incident
10. associate men with their respective achievements and/or events.
11. associate key phrases and vocabulary words with their respective meaning.

12. sequence and date the major events that were described.

Suggested Teaching Strategies:

1. I am a firm believer in students knowing their geography. They should have an atlas ready to locate where all of these events occurred. I would suggest reinforcing the exact location of the events.
2. Reinforce the concept of the Cold War. Bring in the concept of the Eastern bloc countries versus the Western bloc countries. Show the approximate dividing line of the iron curtain on a map and equate the Eastern bloc countries as being to the east of the “curtain.”
3. Don’t forget to embrace Reading in the Content Areas strategies to enhance comprehension.
4. There are videos that show “Operation Vittles” in effect.
5. Some historians prefer to call the arms and space races competitions, instead of a race. It could be a function of semantics. **Note: To complete the timeline activity in the Addendum, students need to know that Sputnik was launched in 1957.**
6. An interesting discussion could evolve from the moral dilemma the U.S. faced by bringing the Nazi Wernher von Braun to the U.S. He was the “brains” behind the V-1 rocket program (the so-called “buzz bombs).
7. Spying is always an interesting subject for discussion. On pp. 23-24, there is information in the **Enrichment Addendum** on two noted spy cases – the **Rosenbergs** and **Francis Gary Powers (U-2 Incident)**. There are a couple of activities as well. I am also a huge fan of timelines and highly recommend doing the sequencing activity.
8. It’s your decision as to whether to grade any of the activities. If you are not grading, allow students to work together on the activities.

Summative Assessment:

1. Grades received from any of the activities
2. Grades received from Unit 6 - Test 11 – Lessons 26-28

Related Websites:

1. <http://www.history.com/this-day-in-history/george-marshall-calls-for-aid-to-europe>
2. <https://history.state.gov/milestones/1945-1952/berlin-airlift>
3. <http://www.history.com/this-day-in-history/soviets-blockade-west-berlin>
4. <http://www.history.com/topics/cold-war/suez-crisis>
5. <http://www.history.com/this-day-in-history/sputnik-launched>
6. <http://www.history.com/topics/cold-war/u2-spy-incident>

Lesson 27 - The Cold War Heats Up in Asia

Materials:

1. American History text, pp. 151-155

Objectives: It is desired that each student will be able to:

1. realize that the Cold War Era had hot wars that were caused by communist aggression.
2. locate the geographic places that were a central part of the lesson.
3. explain the domino effect theory as it related to U.S. foreign policy.
4. cite causes and results of the French Indochina and Korean Wars and the Chinese Civil War.
5. explain what the DMZ is.
6. associate men with their respective achievements and/or events.
7. associate key phrases and vocabulary words with their respective meaning.

Suggested Teaching Strategies:

1. Employ content reading strategies.
2. Reinforce the place locations of the three Asian wars, and the 17th and 38th parallels.
3. As per Korean War, the Department of Defense has been revising its casualty statistics on the war without publishing the results. There has cause confusion on the casualty statistics, because engraved on the Korean War Veterans' Memorial is the figure of 54,000 battle deaths. The explanation for the discrepancy is that this figure accounts for all the U.S. military deaths that occurred during this time frame, not just the Korean War.
4. MacArthur was relieved of command because he wanted to take the war to China. Reinforce why the President is the Commander-in-Chief of the military (a system of checks and balances as well).
5. Review why General Walker stated, “no Dunkirk or Bataan” in relation to his order, and how they became inspirational words.
6. Allow the students to work together if you are not grading Activities 2, and 3.
7. There are five additional questions for students to answer on p. 25 in the **Enrichment Addendum**.

Summative Assessment:

1. Grades received from Activities 2 and 3, if you choose to grade them
2. Grades received from Unit 6 - Test 11 - Lessons 26-28

Related Websites:

1. <http://www.history.com/this-day-in-history/french-defeated-at-dien-bien-phu>
2. <http://www.history.com/topics/korean-war>
3. <http://www.history.com/topics/inchon>

Lesson 28 – Postwar Domestic Issues

Materials:

1. American History text, pp. 156-164

Objectives: It is desired that each student will be able to:

1. explain the process for demobilizing U.S. troops.
2. describe how the G.I. Bill helped the U.S.'s postwar economy.
3. identify the main features of the Taft-Hartley Act.
4. explain the difficulty Truman's Fair Deal agenda had.
5. identify the 1948, 1952, 1956, and 1960 presidential election results.
6. describe what McCarthyism was.
7. identify major events and their significances in the Civil Rights Movement.
8. identify key events that occurred during the Eisenhower years.
9. describe the impact of Sputnik on the U.S. Space Program.
10. associate men and women with their respective achievements and/or events.
11. associate key vocabulary words with their respective meaning.

Suggested Teaching Strategies:

1. This lesson covers about 15 years of postwar domestic issues in the U.S. The lesson is loaded with much material. It is critical that you use "reading in the content areas" strategies that contribute to comprehension.
2. It seems easy to underestimate the paranoia that surrounded the Red Scare now, but back in the 50s, which I experienced, it was a very real and intense fear. Such was the fear that books were pulled from library shelves, including *Robin Hood*, which was considered communist-like for suggesting stealing from the rich to give to the poor!
3. I did not focus on the specifics of the Fair Deal agenda because many of the ideas Truman suggested were blocked by a more resistant, conservative Congress. Two of the more important accomplishments were the abolishment of segregation in the armed forces and raising the minimum wage to 75 cents an hour. Compare that amount with the minimum wage today.
4. We have dealt with the concept of mudslinging, and McCarthy certainly used the tactics effectively, to the point of bullying.
5. The Civil Rights Movement really got fired up in the 50s, and the flame kept burning brightly in the 60s. There is certainly much video evidence of these events; some are quite upsetting.
6. The story of Philo Farnsworth is quite fascinating. He had a huge battle with the large corporation RCA. Most of us do not realize how early TV transmission was invented.
7. Compare the memory capacity of today's tablet or laptop with the early computers in the 60s. The tablets of today would have filled the equivalent of your classroom and more in the 60s.
8. My sense is we take for granted our interstate system; just imagine how snarled up traffic would be without this road system. Even with the interstate system, we have traffic congestion!
9. **Erratum: On p. 163, Activity 1 is really Activity 3.**
10. **Note: I would suggest adding Jonas Salk and William Levitt to the list of names in Activity 3.**

Summative Assessment:

1. Grading Activities 3 and 4
2. Grades received from Unit 6 - Test 11 – Lessons 26-28

Related Websites:

1. <http://www.history.com/this-day-in-history/truman-defeats-dewey>
2. <http://www.ushistory.org/us/53a.asp>
3. <http://www.u-s-history.com/pages/h899.html>
4. <http://www.history.com/topics/black-history/brown-v-board-of-education-of-topeka>
5. <http://www.history.com/topics/black-history/central-high-school-integration>
6. <http://www.history.com/this-day-in-history/nasa-established>
7. <http://www.history.com/this-day-in-history/congress-approves-federal-highway-act>

