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### ABSTRACT

This selective survey of America's history and development designed for grades seven through nine is one of a series of curriculum guides revised to fit the quinmester administrative organization of schools. The aim for the nine week unit course is: to provide a broad content framework that will give students a background enabling them to later select other courses in American Studies; to teach historical concepts; to provide students with basic knowledge about America; and, to demonstrate the idea that to understand the present one must comprehend the past. The guide is divided into four sections. Section 1 lists nine goals for the course. Section 2 outlines course content which includes units on explorers and colonists, the American Revolution, Emergence of a new nation, nationalism and manifest destiny, the Civil War, and America in the 20th century. Section 3 lists objectives and learning activities that require student participation for each unit. Section 4 provides a list of basic textual materials and alternate classroom materials to use in addition or in place of required materials. Supplemental teacher resources are enumerated. (SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE **5E** QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

Social Studies: THE AMERICAN EXPERIENCE 6412.01  
6470.18

DIVISION OF INSTRUCTION • 1971



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SOCIAL STUDIES

THE AMERICAN EXPERIENCE

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## INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g. pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to, Social Studies, Room 306 Lindsey Hopkins.

James A. Fleming  
Social Studies Consultant

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**COURSE DESCRIPTION:** THE AMERICAN EXPERIENCE

A SELECTIVE SURVEY OF AMERICA'S HISTORY AND DEVELOPMENT. TOUCHES ON THE IMPORTANT HISTORICAL CONCEPTS DEALING WITH THE AMERICAN EXPERIENCE. GOALS ARE TO PROVIDE STUDENTS WITH BASIC KNOWLEDGE ABOUT THIS COUNTRY'S PAST, AND GIVE THEM A CONTENT FRAMEWORK FOR THEIR CHOICES AMONG OTHER AMERICAN STUDIES COURSE OFFERINGS.

**CLUSTER:** AMERICAN STUDIES

**GRADE LEVEL:** 7-9

**COURSE STATUS:** ELECTIVE, RECOMMENDED AS PREREQUISITE TO OTHER COURSES IN THIS CLUSTER

**COURSE RATIONALE:** It would be impossible to include a full year's history course in a nine-week survey. The authors of this course chose to select some of the vital areas from United States history around which American change and progress revolve. One purpose for this course is to introduce students to a broad picture of the American experience to enable them to better select other, more specialized courses from American studies.

Sometimes United States history has not seemed relevant to the student, taking notes on factual data to memorize for a test, the purpose for which he was not told, except that his grade depended on it. Many of the activities herein require student participation and aim to demonstrate the often repeated but seldom practiced dictum, that to understand the present one must study the past.

The philosophy of this course is one that contends that American history is worthwhile studying, both for its intrinsic value and for the purpose of preparing for life in this century.

COURSE GOALS:

1. THE STUDENT WILL LIST MOTIVES FOR EUROPEAN EXPLORATION OF NORTH AMERICA.
2. THE STUDENT WILL DESCRIBE POLITICAL, SOCIAL AND ECONOMIC CHARACTERISTICS OF EARLY AMERICAN COLONIES.
3. THE STUDENT WILL LIST REASONS FOR THE AMERICAN REVOLUTION AND IDENTIFY FACTORS WHICH CONTRIBUTED TO ITS SUCCESS.
4. THE STUDENT WILL DESCRIBE THE ARGUMENTS FOR AND AGAINST A STRONG FEDERAL GOVERNMENT DURING THE EARLY YEARS OF THE REPUBLIC.
5. THE STUDENT WILL CITE EXAMPLES TO SHOW THAT A SENSE OF NATIONALISM DEVELOPED IN THE 19TH CENTURY.
6. THE STUDENT WILL CITE EVIDENCE FOR MAJOR CAUSES OF CONFLICT BETWEEN THE NORTH AND THE SOUTH PRIOR TO THE CIVIL WAR.
7. THE STUDENT WILL CITE EVIDENCE TO SUBSTANTIATE HIS BELIEFS REGARDING THE LEGACY OF THE CIVIL WAR TO OUR SOCIETY.
8. THE STUDENT WILL CITE EXAMPLES OF EACH OF THE FOLLOWING 20TH CENTURY DEVELOPMENTS AND EXPLAIN HOW THEY GREW OUT OF PAST AMERICAN EXPERIENCES: POLITICAL AND SOCIAL REFORM, EXPANDING ROLE OF AMERICA IN INTERNATIONAL AFFAIRS, AND TECHNOLOGICAL GROWTH.
9. THE STUDENT WILL DISCUSS CRITICALLY AND DEFEND REASONS FOR STUDYING AND PURSUING THE STUDY OF AMERICAN HISTORY, CONCLUDING BY CITING OTHER AMERICAN STUDIES COURSES HE WOULD BE INTERESTED IN TAKING.



- I. Explorers and Colonists
- A. Discovery of America
  - B. Colonial Immigrants
    - 1. English
    - 2. Africans (slaves)
    - 3. Germans
    - 4. Relationship with Indians
  - C. Characteristics of selected colonies
    - 1. Political
    - 2. Social
    - 3. Economic
- II. The American Revolution
- A. Colonial policies of the British
  - B. Factors in the success of the revolution
    - 1. Geography
    - 2. Morale
    - 3. Economic factors
    - 4. Military
  - C. Political social and economic disorder following the revolution
- III. Emergence of a New Nation
- A. Constitutional background
  - B. Opposing points of view
  - C. Growth of political parties
  - D. Role of the Supreme Court
- IV. Nationalism and Manifest Destiny
- A. Louisiana Purchase
  - B. War of 1812
  - C. Acquisition of Florida
  - D. Oregon Country
  - E. The Southwest
- V. The Civil War
- A. Causes
  - B. Course of the war
- VI. Legacy of the Civil War
- A. Plans for reconstruction
  - B. Political and social inequality
  - C. Economic reconstruction
  - D. Attitudes
  - E. Technological advances
- VII. America in the 20th century
- A. Political reforms
  - B. U.S. Role in international affairs
  - C. Social change
  - D. Technological growth
- VIII. American history
- A. Why study history?
  - B. What history courses can I study at my school?

A. The student will list motives for European exploration of North America.

1. Introduce terms: feudalism, mercantilism, laissez-faire capitalism, export, resources, economics, political, colonization. The importance of these terms should be stressed in discussion, especially those applicable to the whole course.

2. Discuss life in Europe during the Middle Ages, relating it to exploration and discovery of North America. Include:

- a. The Crusades
- b. Marco Polo
- c. Rise of Trade
- d. Scientific inventions
- e. Need for new trade routes

Recommendation: Do not become over-involved with textbooks here or at any point in this course. Due to the vast amount of content to be excluded and the importance of concepts rather than data, it is advisable not to hand the student a fat textbook on the first day of class. A text should be available in class for each student to use as he finds it necessary.

3. Discussion questions:

- a. Was there a need for new trade routes and sources of raw materials? Why or why not?
- b. What were the motivations of European rulers to sponsor explorations and colonization?
- c. What were the motivations of private groups for colonization (East India Company)?

4. Have the students research individuals who were leaders in the exploration of America (Columbus, Cabot, Drake). Have them utilize the research by role-playing, a poster, a mural produced by a group of students, or some visual rather than written means

5. Show films or filmstrips to develop the concepts important here. For example:

The Story of Columbus (film available from Dade County)  
Discovery of America (SVE) (filmstrip)

FOCUS

OBJECTIVE

LEARNING ACTIVITIES

6. Discuss or have able students give reports on English and Spanish involvement in exploration of North America. The following areas might be included:
  - a. Role of the Reformation
  - b. Role of Industry
  - c. Role of Power politics
  - d. Need for expansion (imperialism)
  
7. Have the student write an essay titled, "Europeans had a variety of reasons that led to the exploration of America."

FOCUS

People travelled to America from many places and for many reasons.

OBJECTIVE

A. The student will cite evidence to show the social, political and economic backgrounds of selected immigrant groups to the colonies.

LEARNING ACTIVITIES

1. Show films or filmstrips to portray the various groups (Pilgrims, Negroes, Germans).  
The Pilgrims (# 1-12774, 20') (film)  
Pilgrims and Puritans (SVE filmstrip)  
Slavery and the Young American Republic (McGraw Hill filmstrip)
2. Read and discuss the letter written by a German immigrant as found on page 38 in Fenton's The Americans textbook.
3. Have several students prepare and conduct a skit for the class (Pilgrims) as appears on pp. 34-36 of The Americans.
4. Have a group of students role-play life on a slave ship.  
 sources: Langston Hughes, The Negro in America  
AEP, The Slaves' Experience
5. Divide the class into three groups to study and prepare a report for the class on one of the groups investigated above (Negroes, Germans, Pilgrims).  
 The reports might be in the form of dramatizations, panel discussions. They should portray:
  - a. The experience of the group in its travels to the new world
  - b. Motives for coming (Political, economic, social, religious)
  - c. The conditions they encountered when they arrived
  - d. Family life of the group

As the groups give their reports they may be asked to fill in a chart as follows, which can be used to make some comparisons and generalizations at the conclusion of the reports:

Travel <u>experience</u>	Motives <u>for coming</u>	Conditions in <u>New World</u>	Family <u>life</u>	Where <u>settled</u>
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Pilgrims  
Negroes  
Germans

6. Class discussion:

- a. Which of the three groups had the most difficult travel experiences?
  - b. How were the groups similar? different?
  - c. How was the institution of slavery justified by the white man in North America?
  - d. If you were to be a colonist, which of the above groups would you prefer to be in? Why?
  - e. Does the geographic location of the different groups bear any relationship to racial and national origin distribution patterns in the U.S. today?
7. Have students write a diary or a letter describing how they feel a) before leaving for the New World, b) on board ship, and c) 6 months after they arrive. Students could pick one of the three groups to portray or be asked to do all three.
8. Several students might make reports and share them with the class dealing with other groups of immigrants who came to America. (Indentured servants, other nationalities, etc.)

9. Although not an immigrant group, the Indian experience is also relevant here. Students could locate information about the feelings of the Indians on the arrival of the immigrants and their social, political, and economic background.

Suggested individual reports:

The role of the Indians in the Jamestown settlement  
 The Seneca Indians and the colonists of New York  
 The Creek Indians and the Georgia and Carolina settlers.

10. Have students prepare a display of ways the Indians helped the early settler.

11. Have students with artistic talents draw cartoons portraying the Indians' reactions to the coming of the colonists.

1. Introductory: Students should be shown a map of the colonies, and through discussion-lecture identify the three main regions. On a desk map they might label the New England, Middle, and Southern colonies, and identify the three that will be looked at in some depth (Massachusetts, New York and Virginia). At this time also a look at the geography of the colonies would be appropriate, e.g. the relationship of the colonies to the sea, the mountains, rivers, etc. and the climate of the region.

Discussion questions:

- a. What influence would the sea (mountains, rivers, harbors, etc) have on life here?
- b. Where would colonists be apt to settle? Why?
- c. How would climate affect life in the northern colonies? southern?
- d. What is probably the main occupation in the colonies?

Experiences in the colonies differed from region to region, but all have affected America.

B. The student will describe the political, economic and social characteristics of Massachusetts, a representative New England colony.

2. Have students attempt to develop a set of rules for the school they could all agree to. This should stimulate much disagreement. Then compare this activity to the troubles aboard The Mayflower before the colonists signed the charter and disembarked.  
  
Then have students read the Mayflower Compact (Usually in textbooks, also available from Aero Mayflower Moving and Storage in Miami.)  
Discuss: (1) Why is the compact important?  
(2) Was this a step toward self government?  
(3) What promises did the signers make?  
(4) What does the compact tell us about the people of Massachusetts? What did it tell the king?
3. Have the students make maps (or a large bulletin board map) of Massachusetts Bay colony, labelling products and trade items exported and imported. Students should be able to infer how these colonists made a living from such an activity, and their dependence on trade with the outside world. (See Discovering American History, p. 49.)
4. Assign a reading (text or handout) on Puritan life to illustrate this group's effect upon America.
  - a. Have student make cartoons depicting humorous aspects of Puritan life.
  - b. Discuss:
    - (1) How did Puritan ideas influence government in Massachusetts?
    - (2) Is it a good idea to mix politics and religion?
    - (3) If the Puritans came here to escape religious persecution, did they practice toleration?

- (4) How did Puritan religion affect the personal lives of Massachusetts residents?
- (5) How did Puritanism affect education? (Old Deluder Satan Law, Dame Schools).
- (6) Has the Puritan religion affected American history to the extent of having an influence on us today? (Teacher may introduce concept of "Puritan ethic" if the class is interested).

C. The student will describe political, economic and social characteristics of New York, a representative middle colony.

1. Have students read about the Dutch settlement of New Netherland. The Free and the Brave, pp. 105-112 has a good account.
2. Compile a list of Dutch names today in the area where they settled in the 17th century. (i.g. Brooklyn was a Dutch settlement called Breuckelen)
3. Show the filmstrip, The Dutch, English, French, and Spanish Colonists (SVE). Teacher may choose to show only the section on the Dutch colonists at this time, using other segments as appropriate. Then the complete filmstrip could be shown at the end of this section of the unit for review (or at the beginning for introduction).
4. Have individual students investigate roles in the Dutch settlements (patroons, burghers, tenant farmers, etc). They can role play their characters in a situation, e.g. suppose an English ship has appeared in the harbor, what should be done?
5. Other students might examine the economic aspects of New Netherland (York) to find out and report on:
  - a. New York as a seaport during colonial days and today.
  - b. New York as one of the "Bread Colonies".
  - c. The purchase of Manhattan Island.



FOCUS

OBJECTIVE

LEARNING ACTIVITIES

D. The student will describe political, social and economic characteristics of Virginia, a representative Southern Colony.

- 6. Show film: Mightier than the Sword: Zenger and Freedom of the Press, #1-10156, 20".
- 7. Discuss or have students write a paragraph describing "typical life in New York (the middle colonies).
- 1. Divide the class into small groups to investigate and report on aspects of life in Virginia.
  - a. Several students could report on the discovery and trade development of tobacco, including John Rolfe and Pocahontas.
  - b. One group might draw a diagram of a Virginia plantation showing life there for the planter and for the slave.
  - c. One group could re enact an important meeting of the House of Burgesses, i.e. dealing with the Indian attacks of 1624
  - d. One group could report on the lives of slaves in colonial Virginia.

2. Films:

Colonial Life in the South 15' (#1-12751)  
Planter of Colonial Virginia 11' (#1-05362)

- 3. Have students read pp. 82-85 in Discovering American History (or read segments aloud to the class), dealing with Bacon's Rebellion.

- Ask:
- a. What problems existed in colonial Virginia which led to this rebellion?
  - b. Why did Bacon and his followers feel it was necessary to rebel?
  - c. Why is Bacon's Rebellion important in Virginia and United States history?

## FOCUS

## OBJECTIVE

- E. The student will compare life in the three colonial regions.

## LEARNING ACTIVITIES

1. Divide the class into three groups. Have each group represent one section and prepare a report on its political, economic, and social life. This might be in the form of a "Chamber of Commerce" letter back to Europe to attract new settlers.

Following the reports, have a general discussion to compare and contrast the three regions.

2. Draw a chart on the board to compare the three colonies under study. Categories might include physical condition, political organization, ways to earn a living, religion, education, family, entertainment, etc.

The chart can be done by small groups or in general class discussion, and then used as a springboard for making some generalizations about colonial life.

3. Discussion questions:

- a. Where would you have settled in the colonies? Why?
- b. What occupation would you have chosen? Why?

Teacher bring out:

Influence of sea, rivers, harbors, mountains and climate on life in the different colonies.



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>The American nation was forged out of Revolution.</p>	<p>A. The student will differentiate between the views of the British and the colonists prior to the Revolution.</p>	<ol style="list-style-type: none"> <li>1. Provide background information through lecture or selective reading on English-colonial relations prior to 1763.</li> <li>2. Discussion: What would be the effect of a parent suddenly imposing strict control over a teenager's activities? England did this to the colonists. Is there a parallel apt to occur?</li> <li>3. Divide the class into 8 groups, 4 to study the American point of view and 4 to study the British on these topics: Molasses and Sugar Acts, Stamp Act, Tea Act, and the Intolerable Acts. Teacher will have to make sure there is adequate data for the British viewpoint. As the groups report, be sure students understand the two points of view and that each side could, in its own eyes, justify its action (or reaction).</li> </ol>
<p>B. The student will identify the individuals and groups who were instrumental in mobilizing and solidifying the colonists against England.</p>	<ol style="list-style-type: none"> <li>4. Film: <u>Williamsburg: The Story of a Patriot, 36'</u> (#1-40087) After the film discuss how a British person in the 18th century would consider this film. Would he think it biased? Do the students think it is biased? What is a patriot?</li> <li>5. Conduct an informal debate: The English were justified in their colonial policy.</li> <li>1. Students should research the following groups and individuals: Patrick Henry Samuel Adams Thomas Paine Thomas Jefferson Sons of Liberty Minutemen etc. Would these men be traitors today if the British had won?</li> </ol>	

2. Give students selections from Paine's Common Sense and analyze it for its effect on the colonial reader, emotional appeal, reasoning, and reaction to it by the British government
3. If the class is knowledgeable in current affairs, they might discuss the revolutionaries of today in comparison with those of the 18th century. Sam Adams was considered a rabble-rouser by conservatives of his time - discuss the possibility of current figures in extremist movements becoming historical heroes. Ask, Does history pick its heroes from the winners only? If such a general discussion is pursued, teacher must be careful to point out the lack of evidence available and the reliance on opinion that students would necessarily have to accept. Even the definition of "revolutionary" is a precarious one, until after the fact.

C. The student will identify those factors that contributed to the success of the revolution.

1. This section might be handled with films, as there are many good ones available.

The American Revolution 15' #1-12800

Lexington and Concord 27' #1-31091

Decision at Williamsburg 20' #1-12817

Soldier of the Revolution 15' #1-12820

Valley Forge 14' #1-12822

Winning our Independence 34' #1-400-89 1-40089

or filmstrips:

American Revolution (American Heritage)

Spirit of Independence (SVE)

2. Discussion/research questions.

- a. What were the advantages and disadvantages of both sides during the Revolution?
- b. What were the obstacles the colonists faced during the war?
- c. How did various people feel before the war? after Lexington and Concord? American patriot-British military officer-government official in England-tory or loyalist in the colonies - a Whig in England? (Need to define terms used during discussion)

3. Students who are interested could do reports on the military engagements of the war. If there are enough students to do a group report, they could tell the class about the outcomes of the major battles and the reasons why the colonies eventually won a victory.

4. Have the students write an essay in which they explain why the colonists won the American Revolution in spite of the handicap they faced.

FOCUS

The new nation was forged on the principles of freedom, rights of man and representative government.

OBJECTIVE

The student will analyze the problems facing the new nation during the period following the American Revolution.

LEARNING ACTIVITIES

1. Introduce the post-revolution period through brief lecture or readings. Many of the problems facing the new nation are ones facing all new nations, and can be treated with cartoon transparencies which the students can interpret.
2. Have groups of students prepare cartoons, posters, murals, or skits to illustrate the weaknesses of the Articles of Confederation.
  - a. The government had difficulty raising money.
  - b. The government could not regulate interstate trade.
  - c. It could not enforce treaties.
  - d. It could not control coinage of money,
  - e. It could not call out troops to enforce law and order or to defend its borders.
  - f. It did not have a chief executive.
  - g. It did not have federal courts.

Each report should include some kind of illustration of the problem, what the consequences of the problem were, what could be done to solve it, and what would be different today if we had not changed it.

3. Role play situations:

- a. You are a person from New York attempting to buy an item in New Jersey. (Currency problem, 2 students)
- b. A farmer from South Carolina bringing his wagon-load of produce to Georgia. (Interstate trade problem)
- c. The American ambassador trying to work out an agreement on trade with his counterpart in England. (Enforcement of treaties problem)
- d. American waters are threatened by British pirates and you are the Secretary of Defense. (Lack of military problem)

- e. A participant in Shays' Rebellion and a government official are discussing it at a party. (Lack of law and order problem)
4. Show film, The Constitution of the United States, 16' which shows the conditions which led to the demand for the creation of a stronger central government.
5. Hold a class discussion on the topic of how strong a central government is really needed.  
Utilize the activity on pp. 82-87 of The Americans, (Fenton), which focuses on the problem of why people need government at all.  
Or, a day before this topic is brought up, plan with a student to have him or her disrupt class and defy your authority. Discuss, afterward, (depending on the reaction of the class) how much authority is needed in any situation. The terms dictatorship, anarchy, democracy, and republic might be introduced. This can lead to a discussion of the purposes for government and how much power it needs to implement those purposes without becoming dictatorial.
6. Have one group of students prepare an editorial in favor of stronger central government (1787) and another prepare one which is opposed to it and wants the states to control their affairs. Share them and be sure they relate to specific problems of the confederation period. Be sure student understands what the purpose of an editorial is.

**Note:**

The Constitution in all its detail should be reserved for the course in government. But the Constitutional Convention and the ways the delegates proposed to solve some of the problems are important historically as well, and have had far-reaching consequences.



7. Provide the students with a copy of the Constitution and refer them to the problems listed in activity #2. Allow them to find information in a textbook or in the Constitution to show how the men who wrote the Constitution solved the problems of the critical period. The teacher might relate the conclusions to today, e.g. complaints about high taxes today, expanding powers of the executive.

A two party system emerged from the early days of the nation.

B. The student will compare the problems of the Federalists to issues today.

1. Give the students a list of problems that were faced by the national government under Washington and Adams. Have them use various textbooks (indices) to find information on each one - What happened, when, and how it was solved.

Suggested problems:

The Whiskey Rebellion

The XYZ Affair

Battle of Fallen Timbers

War debts

Need for a bank system

International relations

In class discussion ask for some general statements about the problems they faced and the solutions they chose. The teacher can ask appropriate questions to relate the discussion to the present:

- a. Today many countries owe us money. Why don't we make them pay their war debts?
- b. How does the government regulate money in our country since banks are private? (Federal Reserve System)
- c. How do we deal with disorders (like the Whiskey Rebellion) today?
- d. Are there any (situations today) similar to the XYZ foreign intrigue?
- e. Are we still carrying out Washington's suggestions for isolation from the rest of the world?
- f. Why weren't many of these problems solved by the authors of the Constitution?



## FOCUS

## OBJECTIVE

## LEARNING ACTIVITIES

2. Explain that 2 individuals, Hamilton and Jefferson, stood out as the spokesmen for two points of view on how the government should be run. From these philosophies came the beginnings of our 2 party political system.

3. Show the films:

Alexander Hamilton 18" #1-12414

Thomas Jefferson 20' #1-12429

Following each film (or appropriate filmstrips) have the students discuss and write in their notebooks the important points of each man's ideas of good government. After both films, with teacher input, compare the two men's philosophies. Ask, which one got his ideas accepted? to what extent?

The nation became more democratic as more opportunities opened up to people.

C. The student will explain the significance of the election of Jackson.

1. Give students (or, if time permits, allow students to prepare) a time line of outstanding events from 1792-1860. They can see that between the time of Washington and Jackson several men have been elected President, we fought a war and our territory has increased. They should infer also that many people had settled farther to the West.

2. Show film, Andrew Jackson 20' #1-12426

3. Discussion questions or questions for research and discussion.

- a. Why do some historians call the election of 1828 (Jackson) a revolution?
- b. How did the frontier affect Andrew Jackson's thinking?
- c. What is meant by the statement, Jefferson provided the ideals of democracy and Jackson developed the practice?
- d. What evidence do we have that Jackson really made American more democratic?

4. Introduce the term spoils system and discuss its merits and unfairness. Have students suggest examples of political favoritism today.

## FOCUS

## OBJECTIVE

## LEARNING ACTIVITIES

Have a student find out what the civil service system is, when it was started and how it affected the spoils system.

5. Students may be interested in an overall picture of the development of political parties. The teacher may trace in lecture-discussion the origin of the democratic party to Jefferson; the Whigs' beginnings under Harrison and the growth of the Republican party. In class discussion students can compare present party differences to party philosophies in the 19th century.

6. An alternative way to present a survey of political party developments is through individual or group reports on:

Federalists, Democratic-Republicans, Whigs, Republicans, Populists

Each reporter can place his party on a large timeline to show when his party was in power, labelling it with the names of his party's presidents. Reports should include:

The when, why, who of the party, as well as what its important contributions were. (limit to the 19th century).

7. Games, crossword puzzles, etc. might be used as review activities for important facts.

1. Have students read Article III of the Constitution and list the major responsibilities of the Supreme Court.

2. Show film, John Marshall 20' #1-12466. From the film and teacher input, students should be able to state that the man made a significant impression on the Supreme Court and the country.

D. The student will cite examples to show the role of the Supreme Court in establishing a strong Federal government.

A strong federal government developed.

## FOCUS

## OBJECTIVE

## LEARNING ACTIVITIES

3. Select important cases (Marbury vs Madison and McCulloch vs Maryland) on which to center a discussion of the role of the Supreme Court.
  - a. Marbury vs Madison: After explanation of the circumstance, discuss the concepts of judicial review, judicial interpretation, precedent. Modern examples of similar actions by the court may be presented and discussed, such as Doremus vs Board of Education (prayer in public schools)
  - b. McCulloch vs Maryland: Discuss the concept of national supremacy. Again contemporary cases may be used for comparison, e.g. Brown vs Board of Education of Topeka.
4. Invite a judge or interested lawyer to visit the class to talk about the changing role of the Supreme Court from John Marshall to the present.
5. Possible discussion questions:
  - a. If John Marshall had been a states' rights man instead of favoring a strong central government, would our lives be different today?
  - b. Why are Supreme Court justices appointed for life when the other branches are elected? Is this right?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>People moved West as the nation expanded.</p> <p>A spirit of nationalism grew.</p>	<p>A. The student will relate Manifest Destiny to the growth of nationalism in the 19th century.</p>	<ol style="list-style-type: none"> <li>1. Introduce the concept nationalism. Briefly discuss the ways that nationalism can be manifested (through gaining new territory, imperialism, wars, in literature and art, etc.).</li> <li>2. Introduce the term manifest destiny. Have students fill in a blank map of the U.S., labelling the territories acquired, starting with the Louisiana Purchase to the Gadsden Purchase.</li> <li>3. Show films that illustrate the concepts of nationalism and Manifest Destiny.             <ol style="list-style-type: none"> <li>a. <u>U.S. Expansion: The History of the Louisiana Purchase 14' 1-12829</u></li> <li>b. <u>The Louisiana Purchase, Key to a Continent 16' 1-12825</u></li> <li>c. <u>Lewis and Clark 20' 1-12384</u></li> <li>d. <u>U.S. Expansion: Florida 14' 1-12868</u></li> <li>e. <u>U.S. Expansion: The Oregon Country 14' 1-12873</u></li> <li>f. <u>U.S. Expansion: Texas and the Far Southwest 14' 1-12873</u></li> <li>g. <u>U.S. Expansion: Settling the West (1853-1890) 14' 1-12835</u></li> </ol> </li> </ol>
		<ol style="list-style-type: none"> <li>4. Divide the class into groups to investigate the territorial gains of the U.S. during this period. Have each group locate information about one territory and find out:             <ol style="list-style-type: none"> <li>a. When it was acquired and from whom</li> <li>b. How it was acquired (war, purchase....)</li> <li>c. The justification given for acquisition</li> <li>d. Its importance</li> <li>e. The group's judgment as to whether it was justifiable at the time</li> </ol> </li> </ol>
		<ol style="list-style-type: none"> <li>5. Have students (or a group of students) make a pie graph showing the territories acquired &amp; what percent of the land area of the U.S. each represents.</li> </ol>

B. The student will cite examples of conflict which show the growth of a nationalistic spirit during the 19th century.

6. Possible discussion questions:

- a. What was the rationale for Manifest Destiny?
- b. How did the Indians feel about Manifest Destiny?
- c. How would the U.S. react if Brazil believed in this concept for Latin America? (Show wall map)
- d. How did other countries feel about Manifest Destiny? e.g. Mexico? France? Canada (Britain)?
- e. Has Manifest Destiny been discarded or does our government policy still bear a relationship to it? (Negative and positive examples can be cited, e.g. our ceding of land to Mexico along the Texas border during this decade; U.S. intervention in the Dominican Republic under President Johnson)
- f. How would the world view it if the United States decided to acquire Canada or Mexico?
- g. Encourage students to list both positive and negative aspects of Manifest Destiny, looking at it with some historical perspective. (Can we objectively judge what those people did then? Aren't some things perfectly OK at one time and later looked on with disapproval?)
- h. How does Manifest Destiny relate to nationalism?
- i. Have students show examples of literature and art of the first half of the 19th century which reflects the concept of Manifest Destiny.

1. Discuss with students how war is related to nationalism. Introduce the three conflicts that reflected this concept during the 19th century - War of 1812, Mexican War, and the Spanish-American War.

Discussion questions:

- a. Do wars tend to unify people within a nation? Why or why not?
- b. What are some reasons why nations go to war?

C. The student will state the significance of the Monroe Doctrine and relate it to the growth of Nationalism in the 19th century.

2. Have a student find out how many wars the U.S. has been in (declared) and put them on a timeline.

Have another student make a graph comparing the years of peace with the number of years of war in the country's history.

3. Assign reading, lecture, or show films to present basic information about the wars in question: causes, results.

The War of 1812 15' #1-12832

The War of 1812 14' #1-12830

1. Show the film, Our Monroe Doctrine 1-31352 or an appropriate filmstrip.

Discuss: Reasons for Monroe's actions

The three provisions

Effectiveness

How it is implemented today

Latin American attitude toward U.S. today and the Doctrine

2. Have the students apply the Monroe Doctrine to the following case study:

#### THE VENEZUELAN BOUNDARY DISPUTE

In 1840 the English employed Robert Schomburgk to survey a disputed boundary line between Venezuela and British Guiana. The Venezuelan government did not accept this line (the Schomburgk line). Instead Venezuela laid claims to land east of the line. In the 1880's, England changed her mind about the Schomburgk line and began to claim land west of this line (because of a gold discovery). Venezuela urged arbitration however, England refused; and in 1887, Venezuela severed diplomatic relations with England. An act which is usually a forerunner of war.

The President has the chief responsibility in foreign affairs. If you were President Cleveland, what would you do concerning the Venezuelan boundary dispute?

Points to consider: Did the Monroe Doctrine authorize intervention?

What would be the results of intervention or non-intervention?

Note: This event was selected as most students would not be familiar with the outcome.

3. On an outline map of the Western Hemisphere have the students illustrate the three main provisions of the Monroe Doctrine.
4. Several students might draw cartoons to illustrate the Monroe Doctrine.
5. Discussion questions:
  - a. What was the size of the U.S. at the time the Doctrine was proclaimed?
  - b. By proclaiming the Doctrine, what did Monroe imply about the position of the U.S. concerning the rest of America?
  - c. What does this have to do with expansion?
  - d. Summarize the reasons for the Monroe Doctrine.



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>A civil war erupted because of the differences between North and South</p>	<p>A. The student will identify selected economic differences between North and South.</p>	<ol style="list-style-type: none"> <li>1. As an introduction discuss the geography (i.g. climate, land features, resources, rivers and harbors) of the North and South.</li> <li>2. On an outline map of eastern U.S. have students superimpose several of the geographical features mentioned in #1. Also place the main products produced in the areas.</li> <li>3. Have the students make a list of the agricultural products of the North and the South. What were the basic differences of farming in the North and the South? OR Discuss or have students make reports on ways of earning a living in the North and South other than farming.</li> <li>4. Explain the term tariff and protective tariff.</li> <li>5. Discussion questions:             <ol style="list-style-type: none"> <li>a. Why is a tariff important to governments?</li> <li>b. How may a tariff assist businessmen?</li> <li>c. What was the North's feeling about a tariff? The South's?</li> <li>d. Name an instance when the North and South argued over the tariff issue. What was the outcome?</li> <li>e. Was the tariff problem important enough to cause a war between the North and South?</li> </ol> </li> </ol> <p>Note: Hopefully, the students' response will be no. An attempt should be made at this point to lead the student to reach the conclusion that other basic issues also led to the conflict.</p>
		<ol style="list-style-type: none"> <li>6. Show 16 mm film, <u>Background of The Civil War, 1-12838, 20' c</u> <u>Civil War: Background Issues (1820-1860), 1-12846, 16' c</u></li> </ol>



B. The student will cite evidence that slavery was a major cause of the Civil War

1. Discuss the background and development of slavery in the U.S.
2. Show film, History of the Negro in America - 1619-1860: Out of Slavery, # 1-13514, 20" BW.
3. After assigning students reading and/or library research, have groups of students conduct role-playing sessions on several of the following suggestions:
  - a. Life of a slave (Southern style)
  - b. Life of a slave (Northern style)
  - c. The Missouri Compromise - reactions
  - d. An Abolitionist meeting
  - e. Dred Scott Decision
  - f. Fugitive Slave Law
  - g. Southern reaction to Nat Turner or John Brown
  - h. Lincoln - Douglas Debates
4. Show two part film, Frederick Douglass Reel 1, #1-31108, 30" BW, Reel 2, #1-31109, 28" BW
5. Have students write an essay:  
"Compromise was no longer possible on the slavery question".
6. Have groups or individuals research personalities of this period who spoke for or against slavery.
7. Make a large mural depicting events leading to the Civil War: Missouri Compromise, Underground Railway, Tariffs, Abraham Lincoln, cotton, etc.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES								
<p>Industrial society vs. an agrarian one.</p>	<p>The student will examine the advantages of North and South at the start of the war and propose reasons for the North's victory.</p>	<ol style="list-style-type: none"> <li>1. Have students color in a map showing the Union, Confederate and border states at the beginning of the war.</li> <li>2. Show film: <u>True Story of the Civil War 33' 1-31132 or Civil War, #1-12840, 14" c.</u></li> <li>3. Have interested students do projects on the war itself, depicting battles, weapons, uniforms, etc. Encourage students interested in the Civil War itself to take the course by that name.</li> <li>4. Discuss the advantages and disadvantages of each side: Population, geography, morale, economics, transportation facility, military power, leadership, etc.</li> <li>5. Have students compile a battle chart:</li> </ol> <table border="1" data-bbox="909 21 966 1081"> <thead> <tr> <th>Battle</th> <th>Location (State)</th> <th>Winner</th> <th>Significance</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Battle	Location (State)	Winner	Significance				
Battle	Location (State)	Winner	Significance							
<p>A. The student will differentiate among the Reconstruction plans of Lincoln, Johnson, and the Congress.</p>	<p>The student will differentiate among the Reconstruction plans of Lincoln, Johnson, and the Congress.</p>	<ol style="list-style-type: none"> <li>1. Provide the students with reading selections on the three plans. or Divide the class into three groups and have each one report to the class on one of the plans for Reconstruction.</li> </ol>								

## 2. Discussion:

- a. Which plan would have re-united the nation the quickest?
- b. Which plan would have best helped the freed slaves enter the mainstream of American life?
- c. Which plan was the fairest?
- d. Considering that the North had just won a victory over the South, was the plan as it was implemented too harsh toward the South?

3. Show film, Johnson and Reconstruction, #1-40093, 44" BW

## 1. Have students locate information and report on:

- a. Ku Klux Klan
- b. Solid South
- c. Jim Crow Laws
- d. Freedmen's Bureau
- e. Scalavags
- f. Carpetbaggers
- g. Vagrancy and Apprentice laws in the South
- h. Lynching
- i. Black codes
- j. Poll laws
- k. Literacy tests
- l. Grandfather clause

2. Examine the 14th Amendment of the Constitution. Discuss what social change this amendment has led to in our nation, and what change it has not led to. (Does a constitutional amendment automatically mean that people will change the way they behave?)

B. The student will examine the results of Reconstruction and make generalizations about its effects.

3. Present the class with the following information:

In 1875 Congress passed a Civil Rights Act that prohibited racial discrimination in public places. In 1883 the Supreme Court declared it unconstitutional on the ground that the 13th and 14th amendments did not prohibit acts of individual discrimination.

Discuss this in light of 20th century developments:

- a. Have attitudes changed since this time?
- b. Could the law have been enforced then?
- c. How can we explain the Supreme Court's changing its mind?
- d. What does this tell us about Reconstruction?

4. Discussion questions:

- a. If you were a Southern planter during the years after the collapse of the Confederacy, what economic problems would you have faced?
- b. Some historians think of the Civil War as the "second American Revolution." Do you agree with this?
- c. If you were a freed Negro slave, what problems would you have faced after the war?
- d. If you were a Southern planter would you join the Democratic or the Republican party? Why? (Bring in term "solid South")

5. View filmstrip, The Legacy of the Civil War.

6. There are several pertinent lessons in The Americans dealing with Reconstruction and the South, Black Codes, and the Freedman's Bureau which would be useful for slow learners.

GOAL: THE STUDENT WILL CITE EXAMPLES OF EACH OF THE FOLLOWING 20TH CENTURY DEVELOPMENTS AND EXPLAIN HOW THEY GREW OUT OF PAST AMERICAN EXPERIENCES: POLITICAL AND SOCIAL REFORM, EXPANDING ROLE OF AMERICA IN INTERNATIONAL AFFAIRS AND TECHNOLOGICAL GROWTH.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
REFORM	<p>A. To list social changes that have come about since the Civil War.</p>	<p>1. Students could be divided into groups for the purpose of analyzing the social changes brought about with regard to minority groups in America. One group could represent the American Indian, another the American Negro, another the American woman, etc.</p> <p>Note: This project could be combined rather easily with political reforms of the 20th century.</p> <p>2. Review previous lessons dealing with reforms (Jackson, Civil War). Have each student read (in the library) about one modern reform movement. In class, have students write a paragraph (without notes), in which they explain the purpose and achievement of the movement.</p> <p>Suggested topics:</p> <ul style="list-style-type: none"> <li>Women suffrage</li> <li>Progressives</li> <li>Muckrakers</li> <li>Labor unions (AFL)</li> <li>Civil rights</li> <li>Prohibition</li> </ul> <p>3. Hold a discussion on the ways social change has affected our daily lives during this century. Encourage students to cite examples of social changes being instituted now (college campus upheavals, school and housing integration, 18 year old vote, car safety standards, ecology).</p>

Expanding role of  
America in international  
affairs.

B. To discover why and  
analyze how the U.S.  
role in international  
affairs grew and grew  
and grew.

Suggested questions:

- a. Can we predict longrange results of this issue on our society?
- b. Do movements for change always have good effects? Why or why not?
- c. Can we trace this social movement back in history? Is social change new?
- d. Why does social change take so long?

4. Discuss:

Are any reforms needed in our political system at this time? (Teacher could bring up or have students prepare arguments for and against changes in the electoral college, voting ages, draft laws, etc.)

1. Divide the students into four groups. Have each group find and analyze the causes for the U.S. entering into a selected war and the implications of that war for the future of the U.S., i.e.,
  - a. Spanish-American War
  - b. World War I
  - c. World War II
  - d. The Cold War
2. If time allows, the students could be divided into groups on the basis of geographical or regional areas of the world, i.e., Latin America, and indicate the amount of involvement the U.S. has experienced in that area during the 20th century.

3. Or the following films could be viewed and the desired information could be brought out in the ensuing discussion periods:

U.S. Expansion Overseas, 1893-1917

Causes and Immediate Effects of the First World War Road to World War II, The

OR

Second World War: Prelude to Conflict, Part I

OR

World War II: Prologue U.S.A.

Cold War: The Early Period, 1947-53, The

- C. To discover why technology has grown so rapidly and to analyze the impact technology has on society.

1. Select readings from one of the following:

a. The People Make a Nation

b. Unit V, "The Machine Age: How did it affect America?"  
Land of the Free

c. Unit Seven, "A New Economy"  
The Americans

d. Unit 9, "The Rise of Industry" and Unit 18, "The Scientific Seventies"

e. History of Our United States

Unit 6, "An Era of Rapid Growth"

Discovering American History

Unit 7, "Industrialism"

2. Have students list inventions that have affected our technological age. Discuss their impact. The teacher might bring in pictures for illustration.
3. The teacher may wish to select one issue or item to develop the idea of technology, e.g. Henry Ford and the automobile.
- a. How has the automobile changed American life?
- b. A car is one of the big investments for a family or an individual. Why is it so important?
- c. Has the automobile (technology) changed American values? Are the changes all for the better?

NOTE: THE STUDENT WILL DISCUSS CRITICALLY AND DEFEND REASONS FOR STUDYING AND PURSUING THE STUDY OF AMERICAN HISTORY, CONCLUDING BY CITING OTHER AMERICAN STUDIES COURSES HE WOULD BE INTERESTED IN TAKING.



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>American history is a valid course of study for all Americans.</p>	<p>To discuss critically and defend reasons for studying American history.</p> <p>To list other history (American or otherwise) which they might register for in the future.</p>	<ol style="list-style-type: none"> <li>1. Each student could be assigned to write an essay on why Americans should study American history. Encourage the students to be critical and objective. Some may have some negative criticisms and this might be encouraged as long as they consider all the positive aspects.</li> <li>2. Make a survey of your class on the history courses they may register for. Consider the courses on the senior high level, too, so that they might do some pre-planning. This survey might be very helpful to the department chairman, the guidance counselors and the registrar.</li> </ol>



MATERIALS:

1. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS:

- Graff, Henry F. The Free and the Brave (Simplified Edition). Chicago: Rand McNally and Company, 1967.
- Graff, Henry F. The Free and the Brave (Regular Edition). Chicago: Rand McNally and Company, 1967.
- Bartlett, Irving; Fenton, Edwin; Fowler, David; Mandelbaum, Seymour. A New History of the United States: An Inquiry Approach (Teacher Resource). New York: Holt, Rinehart and Winston, Incorporated, 1969.

By the Staff of the Social Studies Curriculum Center Carnegie-Mellon University. The Americans (Slow Learners)  
 New York: American Heritage Publishing Company, Incorporated, Distributed by Holt, Rinehart and  
 Winston, Incorporated, 1970.

King, Fred M.; Harlow, James; Eibling, Harold H. History of our United States (Simplified and Regular  
 Editions). Laidlaw Brothers Publishers, 1968.

Kownslar, Allan O.; Frizzle, Donald B. Discovering American History. Holt, Rinehart and Winston,  
 Incorporated, 1967.

Schwartz, Melvin; O'Connor, John. Exploring American History (Slow Learners). Globe Book Company,  
 Incorporated, 1968.

Caughey, John W.; Franklin, John Hope; May, Ernest R. Land of the Free. Benziger, Incorporated, 1971.

Sandler, Martin W.; Rozwenc, Edwin C.; Martin, Edward C. The People Make a Nation. Allyn and Bacon,  
 Incorporated, 1971.

The Slaves' Experience. Connecticut: American Education Publisher, 1969.

2. ALTERNATE STUDENT AND CLASS MATERIAL:

A. Films:

<u>The Story of Christopher Columbus</u>	20"	1-13739	Dade County #
<u>The Pilgrims</u>	20"	1-12774	
<u>Mightier Than The Sword: Zenger and Freedom of the Press</u>	20"	1-10156	
<u>Colonial Life in the South</u>	15"	1-12751	

A. Films (continued)

<u>Planter of Colonial Virginia</u>	11"	1-05362
<u>Williamsburg: The Story of a Patriot</u>	36"	1-40087
<u>American Revolution</u>	15"	1-12800
<u>Lexington and Concord</u>	27"	1-31091
<u>Decision at Williamsburg</u>	20"	1-12817
<u>Soldier of the Revolution</u>	15"	1-12820
<u>Valley Forge</u>	14"	1-12822
<u>Winning our Independence</u>	34"	1-40089
<u>Constitution of the United States</u>	16"	1-10232
<u>Alexander Hamilton</u>	18"	1-12414
<u>Thomas Jefferson</u>	20"	1-12424
<u>Andrew Jackson</u>	20"	1-12426
<u>John Marshall</u>	20"	1-12466
<u>U.S. Expansion: The History of the Louisiana Purchase</u>	14"	1-12829
<u>The Louisiana Purchase: Key to a Continent</u>	16"	1-12825
<u>Lewis and Clark</u>	20"	1-12384
<u>The War of 1812</u>	15"	1-12832
<u>The War of 1812</u>	14"	1-12830
<u>U.S. Expansion: Florida</u>	14"	1-12868
<u>Our Monroe Doctrine</u>	20"	1-31352
<u>U.S. Expansion: The Oregon Country</u>	14"	1-12894
<u>U.S. Expansion: Texas and the Far Southwest</u>	14"	1-12873
<u>U.S. Expansion: Settling the West</u>	14"	1-12835
<u>U.S. Expansion Overseas</u>	14"	1-12862
<u>Causes and Immediate Effects of the First World War</u>	23'	1-12558
<u>Second World War, Prelude to Conflict, The</u>	29'	1-31034
<u>Communications Westward</u>	30'	1-31125
<u>New South, The</u>	17'	1-13086
<u>Background of the Civil War</u>	20"	1-12838
<u>Civil War: Background Issues (1820-1860)</u>	16"	1-12846
<u>Profiles in Courage: Frederick Douglass (Reel 1)</u>	30"	1-31108
<u>Profiles in Courage: Frederick Douglass (Reel 2)</u>	28"	1-31109
<u>History of the Negro in America - 1619-1860: Out of Slavery</u>	20"	1-13514
<u>Civil War</u>	14"	1-12840
<u>True Story of the Civil War</u>	33"	1-31132
<u>Johnson and Reconstruction</u>	44"	1-40093

B. FILMSTRIPS:

Discovery of America, Sound. Society for Visual Education.  
Pilgrims and Puritans, Sound. Society for Visual Education.  
Slavery in the Young American Republic. McGraw Hill.  
The Dutch, English, French, and Spanish Colonists. Society for Visual Education.  
American Revolution. American Heritage.  
Spirit of Independence. Society for Visual Education.

3. SUPPLEMENTAL TEACHER RESOURCES

Kane, Ralph J. and J. A. Glover. Inquiry: U.S.A. New York: Globe Book Company, 1971.

Logan, Rayford and I.S. Cohen. The American Negro: Old World Background and New World Experience.  
Boston: Houghton Mifflin Company, 1967.

Roberts, Paul M. Review Text in United States History. New York: Amsco Publications, 1970.