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ABSTRACT

The quinmester American studies elective course for grades seven through nine focuses on the development of the United States as a world power from 1898 when conditions and influential groups of expansionists contributed to the United States, changing from an isolationist nation to the present world power. Emphasis is on the concept of national power and its manifestation in national and foreign policy in an attempt to provide students with a background and foundation upon which to build an understanding of America's role in today's world. Seven units of the course, arranged as other quinmester social studies courses, with stress upon United States foreign policy are: 1) From Isolationism to Imperialism; 2) From Pre to Post World War I; 3) Return to Isolationism; 4) From Pre to Post World War II; 5) Cold War to the Present; 6) Projections for the future; 7) Relationship of past events to the present. A bibliography of student and teacher materials is included. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970.. (Author/SJM)

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



**DADE COUNTY PUBLIC SCHOOLS**

EMERGENCE OF AMERICA AS A WORLD POWER

- 6412.16
- 6416.06
- 6411.06
- 6470.26

SOCIAL STUDIES

DIVISION OF INSTRUCTION • 1971

SOCIAL STUDIES  
EMERGENCE OF AMERICA AS A WORLD POWER

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by

Jackie McCormick

for the

Division of Instruction  
Dade County Public Schools  
Miami, Florida  
1971

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COURSE DESCRIPTION:

THE STORY OF AMERICA AS A WORLD POWER, FOCUSING ON ITS DEVELOPMENT SINCE 1898. EMPHASIS IS ON THE CONCEPT OF NATIONAL POWER AND ITS MANIFESTATION IN NATIONAL AND FOREIGN POLICY.

CLUSTER:

American Studies

GRADE LEVEL:

7-9

COURSE STATUS:

Elective

INDICATORS OF STUDENT SUCCESS:

None

COURSE RATIONALE:

ALL TOO OFTEN STUDENTS ARE EXPOSED TO CURRICULUM RELATED TO THE "BIRTH" AND "GROWTH" OF AMERICA AT THE EXPENSE OF THE DEVELOPMENT OF AMERICA INTO A WORLD POWER. THE QUINMESTER COURSE, THE AMERICAN EXPERIENCE, COVERS SELECTED VITAL AREAS FROM U.S. HISTORY AROUND WHICH AMERICAN CHANGE AND PROGRESS REVOLVED UP TO THE 20th CENTURY. THE EMERGENCE OF AMERICA AS A WORLD POWER CONTINUES FROM THAT POINT AND FOCUSES ON THE MANY FACTORS AND INDIVIDUALS THAT CONTRIBUTED TO THE UNITED STATES CHANGING FROM AN ISOLATIONIST NATION TO ONE WHICH EMERGED AS A WORLD LEADER.

IT IS HOPED THAT THIS QUIN WILL PROVIDE STUDENTS WITH A BACKGROUND AND FOUNDATION UPON WHICH TO BUILD AN UNDERSTANDING OF AMERICA'S ROLE IN THIS WORLD TODAY.

COURSE GOALS:

1. THE STUDENT WILL DESCRIBE HOW THE SPANISH AMERICAN WAR CHANGED THE FOREIGN POLICY OF THE UNITED STATES.
2. THE STUDENT WILL LIST FACTORS LEADING TO UNITED STATES INVOLVEMENT IN WORLD WAR I.
3. THE STUDENT WILL IDENTIFY TRENDS AND CAUSES WHICH RESULTED IN A CHANGE OF THE UNITED STATES FOREIGN POLICY BETWEEN WORLD WAR I AND WORLD WAR II.
4. THE STUDENT WILL DESCRIBE THE ORGANIZATION OF THE LEAGUE OF NATIONS AND THE UNITED NATIONS.
5. THE STUDENT WILL DEFINE THE TERM "COLD WAR" AND CITE SPECIFIC "HOT SPOTS" DURING THIS PERIOD.
6. BASED ON FACTUAL CONTENT OF THE COURSE THE STUDENT WILL PROJECT TRENDS OF UNITED STATES FOREIGN POLICY TOWARD DEVELOPED AND UNDERDEVELOPED AREAS OF THE WORLD.
7. THE STUDENT WILL CITE EVIDENCE TO SUBSTANTIATE THAT THE STUDY OF THE PAST HELPS ONE TO UNDERSTAND THE PRESENT.

COURSE CONTENT OUTLINE:

- I. From Isolationism to Imperialism
  - A. Protection of our independence
    - 1. Washington's Farewell Address
    - 2. Monroe Doctrine
  - B. Towards Imperialism
    - 1. Perry's visit to Japan
    - 2. Spanish American War
      - a. Cuba
      - b. Pacific Possessions
    - 3. Roosevelt Corollary
- II. From Pre to Post World War I
  - A. Conditions of selected countries
    - 1. Political
    - 2. Social
    - 3. Economic
  - B. U.S. entrance into World War I
    - 1. Causes
    - 2. Course of War
  - C. Attempt at Peace
- III. Return to Isolationism
  - A. Roaring Twenties
    - 1. Social
    - 2. Economic
    - 3. Political
  - B. Depression
  - C. New Deal
- IV. From Pre to Post World War II
  - A. Conditions of selected countries
    - 1. Political
    - 2. Social
    - 3. Economic
  - B. Influential Individuals during World War II
    - 1. Allied personnel
    - 2. Axis Personnel
  - C. Attempt at peace
- V. Cold War to the Present
  - A. United States role in International Affairs
  - B. Domestic pressures
- VI. Projections for the future
- VII. Relationship of past events to the present

GOAL #1: THE STUDENT WILL DESCRIBE HOW THE SPANISH AMERICAN WAR CHANGED THE FOREIGN POLICY OF THE UNITED STATES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>NOTE: A BRIEF SYNOPSIS OF U.S. FOREIGN POLICY UP THROUGH 1898 IS IMPORTANT AS A BASIS FOR UNDERSTANDING FOREIGN AND DOMESTIC POLICY RELATED TO THIS COURSE.</p>	<p>A. The student will cite examples of early U. S. foreign policies that illustrated our interest in protecting our independence.</p>	<ol style="list-style-type: none"> <li>1. Show sound filmstrip <u>Emergence of America as a World Power</u>. Explain how this illustrates some of the important events in the period between 1898 and the present. Have students draw a timeline illustrating the 5 to 10 events they consider most important.</li> <li>2. Introduce terms: foreign policy, diplomacy, alliances, domestic policies, Department of State, negotiation, international law, Foreign Policy Association, Foreign Service, emergence. Discuss terms with student's emphasizing how they will relate to this particular course.</li> <li>3. Have students read insert "American Foreign Policy" p. 463, <u>History of Our United States</u>. Divide class into groups of 3-4 or 5 students and discuss content of insert. Have them discuss:             <ol style="list-style-type: none"> <li>a. Why is foreign policy necessary?</li> <li>b. In what way is the United States recognized as the leader of the free - non-communist world?</li> </ol> </li> <li>4. Have students listen to the tape: <u>Child's Introduction to Historical American Speeches - Washington's Farewell Address</u>.             <ol style="list-style-type: none"> <li>a. What were Washington's feelings about foreign involvement?</li> <li>b. Why did Washington want to avoid involvement in European affairs and conflicts?</li> </ol> </li> <li>5. Supply individual copies of the relevant parts of Washington's Farewell Address.</li> </ol>

WASHINGTON'S FAREWELL ADDRESS.



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>MONROE DOCTRINE.</p>		<p>a. Divide the class into groups.  b. Have each group list conclusions and interpretations.  c. Present interpretation orally to the class.  d. Discuss in large group setting why Washington emphasized the importance of remaining neutral.</p> <p>Note: Peer learning hopefully will take place by placing heterogeneous students in each group.</p> <p>6. Given: The three main objectives of the Monroe Doctrine were:  a. No new colonies were to be set up in the Americas.  b. The United States recognized European colonies that presently existed.  c. The United States would not intervene in European matters.</p> <p>Source: Holt, Pat. <u>United States Policy in Foreign Affairs.</u></p> <p>Based on above:  a. What was Spain's reaction to the Monroe Doctrine?  b. What was England's reaction to the Monroe Doctrine?  c. Why did these reactions differ so drastically?  d. How did the Monroe Doctrine continue the idea of remaining neutral as emphasized by Washington?</p> <p>7. Read pages 243-245 in <u>The Story of America, History of Our United States</u>, or any state adopted text dealing with the Monroe Doctrine.</p>

NOTE:

THE BACKGROUND SHOULD BE DEALT WITH BRIEFLY. THE PURPOSE IS TO PROVIDE



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>A MINIMAL BACK- GROUND FOR STUDENTS TO USE IN THE RE- MAINDER OF THE COURSE.</p> <p>PERRY'S VISIT TO JAPAN.</p>		<p>a. Make up your own captions for the three illustrations on p.244, <u>Story of America</u>.</p> <p>b. What effect has the <u>Monroe Doctrine</u> had on the peace of the Western Hemisphere?</p>
<p>THE SPANISH AMERICAN WAR.</p>	<p>B. The student will identify causes of the Spanish American War.</p>	<p>8. Have a selected student give a biographical sketch of Matthew Perry emphasizing his part in opening the door to Japan.</p> <p>a. Was the purpose of Perry's visit, economic or militaristic? Explain.</p> <p>b. What has been the significance of this opening?</p> <p>1. Through the use of resources such as:</p> <p>a. SVC filmstrip <u>Spanish American War</u>.</p> <p>b. <u>History of our United States</u> pp. 478-483.</p> <p>c. <u>World Book Encyclopedia - Vol. 17. Letters</u> pp. 590-591.</p>
		<p>Individual students should compile a list of causes for the Spanish American War. Class discussion of lists should include causes such as:</p> <p>a. Imperialism in Europe.</p> <p>b. Prestige of acquiring land.</p> <p>c. Need for raw materials and markets.</p> <p>d. Yellow journalism.</p> <p>e. Sinking of the "Maine."</p> <p>Selected students could research causes more thoroughly and report to class.</p> <p>2. Students with low ability and/or reading difficulty could view SVC filmstrip <u>Spanish American War</u> with tape (made by teacher) and illustrate the causes</p>



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>IMPERIALISM. Definition of "IMPERIALISM". SOURCE: <u>WEBSTER'S NEW WORLD DICTIONARY</u> p. 729. " THE POLICY AND PRACTICE OF FORMING AND MAINTAINING AN EMPIRE. IN MODERN TIMES IT IS CHARACTERIZED BY A STRUGGLE FOR THE CONTROL OF RAW MATERIALS, AND WORLD MARKETS; THE SUBJUGATION AND CONTROL OF TERRITORIES; THE ESTABLISHMENT OF COLONIES.</p>	<p>C. The student will briefly describe the outcome of the Spanish-American War.</p>	<p>through a montage or collage.</p> <p>1. Supply students with the three major provisions of the Treaty of Paris - 1898 which moved the United States in the direction of imperialism.</p> <p>a. Cuba given its freedom by Spain - (Platt Amendment changes freedom to control by U.S.A.) b. Philippine Islands sold to United States for \$20 million. c. Guam and Puerto Rico transferred to control of U.S.A.</p> <p>Show films: 1. <u>Imperialism &amp; European Expansion 14'C 1-12557</u> 2. <u>U.S. Expansion Overseas 1893-1917</u> <u>14'C 1-12862</u></p> <p>Supplying students with the key word</p> <p>Definitions: 3. Control of territories. 7. Location of major fighting during Spanish-American War. 11. U.S. ship sunk.</p> <p>I M 3. --P----- E R I 7.----A L I S 11.M-----</p>

FOCUS

OBJECTIVE

LEARNING ACTIVITIES

ROOSEVELT COROLLARY - D. The student will compare the content of the Monroe Doctrine and the Roosevelt Corollary.

have them make up terms related to this period of American History. (The letter may be used to begin, end, or come in between the term.)

Students should then supply definitions for the terms they make up.

2. Yellow Journalism was very much a part of this period. Have students with higher abilities write a front page of a newspaper as they assume a yellow journalist would do.

Document	Area of the World Involved	Content of Document	Specific Times Used	Year Issued
Monroe Doctrine				
Roosevelt Corollary				

1. Using resources the student has previously been exposed to as well as additional library resources, the student will fill in the above chart.
2. Students may write 2 to 5 paragraphs interpreting the chart.
3. The students may view the filmstrip SVC - The Panama Canal and explain how the Roosevelt Corollary relates to this.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>PRE WORLD WAR I.</p> <p>NOTE:                      IN HETEROGENEOUS                      SETTINGS DO NOT                      OVERLOOK THE ABILITY                      OF ABOVE AVERAGE                      STUDENTS RESEARCH-                      ING POLITICAL, ECO-                      NOMIC, AND SOCIAL                      CHARACTERISTICS OF                      THIS PERIOD AND PRE-                      SENTING THEM TO THE                      CLASS.</p>	<p>A. The student will briefly describe the political, economic, and social characteristics of the U.S.A. between 1898 and 1917.</p>	<p>1. Have students read:  <u>History of Our United States</u> pp. 490-494, pp. 516-526, or any other state adopted text dealing with pre World War I.                      Have students write two facts about each of the following:                      a. Annexation                      b. William McKinley                      c. Open-Door Policy                      d. Theodore Roosevelt                      e. Boxer Rebellion                      f. William Howard Taft                      g. Neutrality                      h. Woodrow Wilson</p> <p>2. Show the films:  <u>World War I - The Background</u> 13½' BW 1-12562  <u>World War I - Role of the U.S.A.</u> 28' BW 1-31025                      Summarize the political climate of the United States.                      Indicate factors pointing to the eventual involvement in World War I.</p> <p>3. What affect did the sinking of the Lusitania have on the attitude of the American people?</p> <p>4. Selected students research what occurred between "Wilson's position on U.S. Neutrality" speech August 14, 1914 and his "War Message to Congress" April 2, 1917.                      List the events and explain them to the class.</p>

**FOCUS**

WHY DID THE UNITED STATES CHANGE FROM AN AGRICULTURAL TO AN INDUSTRIAL NATION?

**OBJECTIVE**

B. The student will list economic and social changes which resulted in the United States becoming a "Creditor Nation."

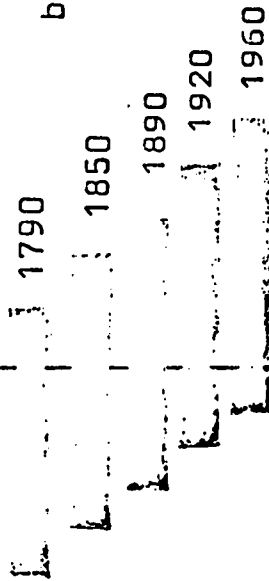
**LEARNING ACTIVITIES**

Term	Economic	Social	Explanation
1. The Grange 2. Cyrus McCormick 3. Morrill Act 4. Upton Sinclair 5. John D. Rockefeller 6. Horace Mann 7. Mark Twain 8. AFL-CIO 9. Andrew Carnegie			

1. Paraphrasing in print portions of The Gilded Age by Twain & Warner, have the students fill in the above chart.

2. RURAL

URBAN



- a. What is meant by Urban and Rural?  
b. What does this graph mean to you?

3. Library Assignment:

Have student select a book related to an individual or event of importance politically, economically or socially between 1870 and 1920.

Suggested topics may include:

- a. Growth of Unions
- b. John Stewart Curry - Regional Art
- c. Joseph Pulitzer
- d. Mark Twain

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	<p>C. The student will describe the political, economic, and social characteristics of Germany between 1860 and U.S. involvement in World War I.</p>	<p>e. John Philip Sousa  f. Thomas Nast  g. Educational Reforms  h. Victor Herbert  i. Big Business - Monopolies &amp; Trusts</p> <p>Orally or in writing, have them make a Book Report.</p> <p>Recommend as reference:  Campbell, John - New Dimensions in American History Series. <u>The Abandonment of Neutrality: America's Entry into World War I.</u> D. C. Heath &amp; Co. 1968.</p> <p>1. <u>Class set of Fideler's - Europe: Focus on Germany</u> is highly recommended.  Also provide student of a skeletal outline showing the change from: Prussia --- Austria-Hungary --- Germany.  Have students answer the questions and define the vocabulary words of chapters you select related to political, social and economic conditions in Germany during the period.</p> <p>2. Have the students make a map of Europe in 1860 and again in 1920.  The student should list differences occurring on the two maps.</p> <p>3. Read pp. 516-520 - <u>History of Our United States</u> or another state adopted text dealing with World War I.</p>

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>WHY RUSSIA WAS READY FOR A CHANGE IN GOVERNMENT</p>	<p>D. The student will describe the political, economic, and social characteristics of the Soviet Union under Czarist Russia.</p>	<p>Summarize briefly how and why World War I broke out.</p> <p>4. Make a timeline of ten major events taking place in Germany between 1860 and 1920, focusing on Germany moving in the direction of World War I.</p> <p>1. Read <u>The Soviet Union</u> pp. 35-38, pp. 52-66 Scholastic Multi Media Texts</p> <p>a. Define:</p> <ol style="list-style-type: none"> <li>1. Decembrists</li> <li>2. Zemstvos</li> <li>3. Nihilism</li> <li>4. Bloody Sunday</li> <li>5. Duma</li> <li>6. Soviet</li> <li>7. Social Revolutionaries</li> <li>8. Class Struggle</li> <li>9. Dialectical Materialism</li> <li>10. Bolshevik-Menshevik</li> </ol> <p>2. How did World War I influence the collapse of Czarism?</p> <p>3. Have selected students research and give reports on:</p> <ol style="list-style-type: none"> <li>a. Ivan the Terrible</li> <li>b. Catherine the Great</li> <li>c. Boris Godonov</li> <li>d. Alexander Kerensky</li> <li>e. Nicholas II</li> <li>f. Karl Marx</li> <li>g. Lenin</li> <li>h. Stalin</li> <li>i. Others</li> </ol>





FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>WORLD WAR I AND AN ATTEMPT AT PEACE.</p>	<p>E. The student will identify those factors that contributed to the Allied powers winning World War I.</p>	<p>1. Have students view:</p> <ul style="list-style-type: none"> <li>a. <u>World War I: The War Years</u> 13½' BW 1-12561</li> <li>b. <u>Building the Peace</u> 11' BW 1-05165</li> <li>c. <u>The Ordeal of Woodrow Wilson</u> 28' BW 1-31177</li> </ul> <p>Have students write significant factors related to their viewing of the film and discuss these in class.</p> <p>2. Have the students:</p> <ul style="list-style-type: none"> <li>a. Identify the nations belonging to the Triple Alliance.</li> <li>b. Identify the nations belonging to the Triple Entente.</li> <li>c. Which countries later became collectively known as the Allied Powers?</li> </ul> <p>3. List five reasons why the Allies won World War I.</p> <p>4. Have students listen to: <u>Woodrow Wilson's Fourteen Points</u> 18' Ed. Media Center 3-00147</p> <p>Students should relate this to the Treaty of Versailles and United States Rejection of the League of Nations.</p> <p>5. Have the students discuss the following: "The Allies won the war, but lost the peace."</p>



GOAL #3: THE STUDENT WILL IDENTIFY TRENDS AND CAUSES WHICH RESULTED IN A CHANGE OF THE UNITED STATES POLICY BETWEEN WORLD WAR I AND WORLD WAR II.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
RETURN TO ISOLATIONISM.	A. The student will give specific examples of political, economic and social characteristics of the "Roaring Twenties."	<ol style="list-style-type: none"> <li>1. Have students view filmstrip <u>SVC A Period of Prosperity 1923-1929</u> and listen to the record <u>I Can Hear it now 1919-1932</u> Write 2 to 5 paragraphs on how this characterizes the 20's.</li> <li>2. How did the appearance of the               <ol style="list-style-type: none"> <li>a. Automobile</li> <li>b. Airplane</li> <li>c. Movies</li> </ol>               affect the American culture?             </li> <li>3. Show students excerpts from the book <u>Pictorial History of the Roaring 20's: The Lawless Decade</u> and have them make up captions for selected photos.</li> <li>4. Have students define               <ol style="list-style-type: none"> <li>a. Flapper</li> <li>b. Prohibition</li> <li>c. Speakeasy</li> </ol>               (How do these relate to the 1920's?)             </li> <li>5. Have students listen to <u>Philosophy of Rugged Individualism</u> (Herbert Hoover) 12" 2 s 4-40061 How does this characterize the political economic and social atmosphere of the 1920's?</li> </ol>



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	<p>B. The student will list factors which moved the United States in the direction of a depression.</p>	<p>1. Have students view</p> <ul style="list-style-type: none"> <li>a. <u>29 Boom &amp; 30's Depression</u> 15' BW 1-10178</li> <li>b. <u>SVC filmstrip The Great Depression.</u></li> </ul> <p>Using the key word</p> <p style="text-align: center;">D E P R E S S I O N</p> <p>have students select and define terms related to this topic.</p> <p>2. Have students answer in writing:</p> <ul style="list-style-type: none"> <li>a. Trends that lead the United States towards a depression.</li> <li>b. When and why did the depression occur?</li> <li>c. What types of people were most affected?</li> </ul> <p>3. Have the students read: <u>American History Study Lessons Follett Basic Learnings Unit 6 - Lessons 10 and 14, pages 388-395.</u></p> <p>Have students answer exercise at the end of the lesson.</p> <p>1. Show <u>Franklin Roosevelt Pt.1 26' BW 1-31552</u></p> <p>Have students answer: Give examples of how the the national emphasis had changed from inter-</p>
	<p>C. The student will cite examples of isolationism during the 1920's &amp; 1930's</p>	



FOCUS	OBJECTIVE	LEARNING ACTIVITIES																									
	<p>D. The student will describe the political, economic and social conditions of the Allied powers between 1936 and 1941.</p>	<p>national to domestic issues.</p> <p>2. Show samples from <u>Pictorial History of the 30's: The Desperate Years.</u> Pretend you were a young person living during that period of time. What would be your outlook for the next 20 years.</p> <p>3. Divide class into committees and have them research topics such as:</p> <ul style="list-style-type: none"> <li>a. Closing of the banks</li> <li>b. Insurance on bank deposits</li> <li>c. W.P.A.- Works Progress Administration</li> <li>d. A.A.A.</li> <li>e. F.H.A.</li> <li>f. N.R.A.</li> <li>g. T.V.A.</li> </ul> <p>How do these relate to the term "New Deal?" Present findings to the class.</p> <p>4. Have individual students make a montage or collage of the Roaring 20's or Desperate 30's</p> <p>1. Have students fill out the following chart using available room and library resources.</p> <table border="1" data-bbox="1376 276 1681 1447"> <thead> <tr> <th>Country</th> <th>Political Climate</th> <th>Economy</th> <th>Social Conditions</th> <th>Influential Individuals</th> </tr> </thead> <tbody> <tr> <td>England</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>France</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>U.S.A.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>U.S.S.R.</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Country	Political Climate	Economy	Social Conditions	Influential Individuals	England					France					U.S.A.					U.S.S.R.				
Country	Political Climate	Economy	Social Conditions	Influential Individuals																							
England																											
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FOCUS

OBJECTIVE

LEARNING ACTIVITIES

Content of chart will range from simple to complex based upon the ability and interests of the individual students.

2. Have students read Inquiry U.S.A. pp. 213 - 219 and answer exercises at the end of the reading. This reading deals with the questions of U.S. neutrality prior to World War II.
3. Have advanced students debate the topic Resolved: World War II could not have been avoided.

Supplementary sources:

SVC Record F.D.R. Speaks: The Recovery Years, 1933-1940.

Orson Welles War of the Worlds Vol. I & II.

E. The student will describe the political, economic, and social characteristics of the Axis Powers between 1930 and 1945.

1. Show the films:
  - a. Road to World War II 18' BW 1-13291
  - b. The Second World War: Prelude to Conflict 29' BW 1-31034
  - c. Triumph of the Axis 25' BW 1-31037
2. Divide students into groups (pods) of 4-5 and have them fill in the chart below.

Countries	Political Characteristics	Economic Conditions	Social Conditions
Germany			
Italy			
Japan			

How are the Allied and Axis Power charts alike?  
How do they differ?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>HOW INDIVIDUALS ARE AN IMPORTANT FACTOR IN SHAPING OUR TIMES.</p>	<p>F. Given a list of individuals, the students will indicate their sphere of influence during World War II.</p>	<p>3. Show the film:  <u>Screen News Digest Vol. 6 Issue 8 20' BW 1-2702 "1939"</u>            How does this describe the world at that time?</p> <p>4. <u>Discovering American History Unit VIII, Government Responsibility at Home &amp; Abroad, pp. 648-655.</u>            Answer appropriate questions throughout.</p> <p>1. Fortunately many of the influential individuals and events were captured on film. The method of exposure may differ according to ability and interests of individual students.            Sources available include the following films and records:            a. <u>Benito Mussolini 26' BW 1-31573</u>            b. <u>Adolph Hitler Pt. 1 26' BW 1-31571</u>               <u>Pt. 2 26' BW 1-31572</u>            c. <u>Screen News Digest Vol. 9 Issue 5</u>               <u>America at War 1941-1945</u>            d. <u>The Second World War: Allied Victory 28' BW 1-31031</u>            e. <u>Minister of Hate 27' BW 1-31040</u>            f. <u>Voices of American History - Pearl Harbor Allied Strategy</u>            g. <u>FDR Speaks: The War Years 1940-1945</u></p> <p>2. Basic source:  <u>Study Lessons in Our Nation's History (Follett Basic Learning Series) Unit 7, Lesson 10 &amp; 11 pages 458-474.</u></p>



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>Using the key word, have students make up words related to important individuals.</p> <p>W O R L D W A R T W O</p> <p>3. Take students on field trip to see films such as: <u>Patton</u>, <u>Tora Tora Tora</u>, <u>The Great Escape</u>.</p>

**GOAL #4: THE STUDENT WILL DESCRIBE THE ORGANIZATION OF THE LEAGUE OF NATIONS AND THE UNITED NATIONS.**

FOCUS	OBJECTIVE	LEARNING ACTIVITIES												
<p>WORLD ORGANIZATIONS.</p>	<p>A. Student will display basic knowledge of the organization of the League of Nations and the United Nations.</p>	<p>1. Have students read in <u>History of Our United States</u> pp. 528-529 (League of Nations) pp. 559-564 (United Nations) or any other state adopted text dealing with the above topics. Answer in writing.</p> <table border="1" data-bbox="711 394 1016 1460"> <thead> <tr> <th>Organization</th> <th># of Members</th> <th>Location of Headquarters</th> <th>U.S. Involvement</th> </tr> </thead> <tbody> <tr> <td>League of Nations</td> <td>1930-</td> <td></td> <td></td> </tr> <tr> <td>United Nations</td> <td>1970-</td> <td></td> <td></td> </tr> </tbody> </table>	Organization	# of Members	Location of Headquarters	U.S. Involvement	League of Nations	1930-			United Nations	1970-		
Organization	# of Members	Location of Headquarters	U.S. Involvement											
League of Nations	1930-													
United Nations	1970-													
<p>THE LEAGUE OF NATIONS.</p>		<p>2. What main divisions are found in the United Nations? Did the League of Nations have the same type of divisions? Describe some.</p> <p>3. Why didn't the United States join the League of Nations? What alternative did the U.S. choose? Was this a wise choice? Why or why not?</p> <p>4. List the reasons why the League of Nations failed. What effect did the U.S. not becoming a member have upon the League?</p>												
<p>THE UNITED NATIONS.</p>	<p>B. Student will supply current divisions and activities of the United Nations.</p>	<p>1. Have students define the terms a. Security Council b. World Court</p>												



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>THE UNITED STATES AND INTERNATIONAL ALLIANCES.</p>	<p>C. The student will list existing International Alliances and include reasons for their existence.</p>	<p>c. Trusteeship Council  d. Aggressor Nation  e. International Court of Justice  f. Secretary General  g. Pact  h. Truce</p> <p>2. Diagram the structure of the branches of the United Nations.  Briefly list their major functions. What role does the United States play in each of these branches?</p> <p>3. Divide the class into triads - Assign each triad a filmstrip related to the United Nations.  a. Students are to discuss questions at the end of each filmstrip.  b. Students are to make up collectively a ten-item exercise related to the filmstrip.  Source: <u>The United Nations Today</u>, EAV  <u>United Nations Organization</u>, Eye Gate  <u>United Nations Today</u>, McGraw Hill</p> <p>4. Using the current issue of "The Readers Guide to Periodical Literature," select an item related to the United Nations.  Have students read and discuss.</p>
	<p>1. Supply a list of Alliances and Doctrines such as:  a. NATO  b. SEATO  c. Organization of American States  d. Truman Doctrine  e. Others</p>	

FOCUS

OBJECTIVE

LEARNING ACTIVITIES

Have students research and report on:

- a. Nations participating.
- b. Reasons for their existence.

2. Draw a chart and supply the following information.

Alliance	Check 1 or more			Importance to U.S.A.
	Polit-ical	Econom-ical	Member Countries	

Using the key term - make up terms using each letter. Define each term used. (Terms should relate to Alliances in existence since World War II.)

I M P O R T A N T  
A L L I A N C E S



GOAL #5: THE STUDENT WILL DEFINE THE TERM "COLD WAR" AND CITE SPECIFIC "HOT SPOTS" DURING THIS PERIOD.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>NOTE: THIS PORTION OF THE COURSE IS INTENDED TO BE OPEN-ENDED TO ALLOW STUDENTS TO CONCENTRATE ON INDIVIDUALS AND EVENTS THAT THEY CONSIDER MEANINGFUL.</p> <p>KOREA.</p> <p>NOTE: THE WRITER HAS SELECTED THE KOREAN CONFLICT: VIETNAM AND MID EAST CRISIS AS ITEMS TO COVER IN DEPTH.</p>	<p>A. The student will define "Cold War" and list important international incidents occurring during the past 20 years.</p> <p>B. The student will describe the causes and outcomes of the Korean Conflict.</p>	<ol style="list-style-type: none"> <li>1. Using available resources and library facilities, have students draw a timeline from 1945 to the present and list important international incidents. Have them select the three that they consider most significant in the "cold war" and explain why.</li> <li>2. Have students define the term "Cold War."</li> <li>3. Using Follett Series - Unit 8 p. 617 "Cold War" -.... term given to battle of words, ideas and propaganda between the United States and its allies and the Soviet Union and its allies. The Cold War is a war of words and ideas. It is also a symptom of tensions that can lead to real war".             <ol style="list-style-type: none"> <li>a. Do you agree with the above definition?</li> <li>b. How would you modify it?</li> <li>c. Give specific examples of its meaning.</li> </ol> </li> <li>4. Have class in large group decide the five "hot spots" of the "Cold War" they'd most like to investigate.</li> </ol> <ol style="list-style-type: none"> <li>1. Excellent source: <u>The Rim of Asia - "Korea"</u> <ol style="list-style-type: none"> <li>a. Read related paragraphs.</li> <li>b. Answer exercises at the end of the chapter.</li> </ol> </li> <li>2. <u>View Screen News Digest Vol. 10, Issue 8 16' 1-13318 "Focus on South Korea"</u> Distinguish between the terms war and police action. Which term is most appropriate in the Korean Conflict.</li> </ol>

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE MIDDLE EAST.	<p>C. The student will list ways in which the U.S.A. and U.S.S.R. played important secondary roles in the Mid-East Crisis.</p>	<p>3. What was Gen. Douglas MacArthur's role in the Korean Conflict? Why was he removed from command? What is the significance of the 38th parallel?</p> <p>4. View</p> <p>a. <u>The Korean Story</u> 20' BW 1-13054 b. <u>Korean Backgrounds</u> 17' BW 1-12606</p> <p>Make up a worksheet related to films.</p> <p>1. Have selected students report on:</p> <p>a. Creation of Israel-1949 b. Moshe Dayan c. Golda Meir d. King Hussein. e. Nasser f. Abba Eban g. Sadat</p> <p>Make a crossword puzzle related to information furnished.</p> <p>2. Discuss the following:</p> <p>a. What tangible role has the U.S.A. and U.S.S.R. played in the Mid East between 1967-1971? b. What is the status of the situation presently? c. Why has the term "powder keg" been applied to the situation?</p> <p>3. Have students listen to the tape: <u>The Arab-Israeli World</u> 60' 3-20295</p> <p>Draw a map of this area before and after the "Six Day War."</p>



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>VIET NAM.</p>	<p>D. The student will critically discuss and defend his position on U.S. involvement in Viet Nam.</p>	<p>4. View:</p> <ul style="list-style-type: none"> <li>a. <u>Screen News Digest Vol. 10, Issue 1 "The Lightning War"</u></li> <li>b. <u>Israel-Middle East Neighbor 16' C 1-12081</u></li> </ul> <p>Write 2-5 paragraph summary of the above.</p> <p>1. View:</p> <ul style="list-style-type: none"> <li>"<u>Why Viet Nam</u>" 30' BW 1-30033</li> </ul> <p>Answer:</p> <ul style="list-style-type: none"> <li>a. How and why did the United States become involved?</li> <li>b. Distinguish between Indo China and Southeast Asia.</li> <li>c. In what direction does the United States seem to be moving presently?</li> </ul> <p>2. Using library resources, have students make reports on individuals and events of importance in Viet Nam.</p> <p>3. Have students debate:</p> <ul style="list-style-type: none"> <li>Resolved: The Paris Peace Talks are effective.</li> <li>The United States should use force to have our POW's returned.</li> <li>The Viet Nam Conflict was unavoidable.</li> <li>The Domino Theory is valid.</li> </ul>

GOAL #6: BASED ON THE CONTENT OF THE COURSE THE STUDENT WILL PROJECT TRENDS OF U.S. FOREIGN POLICY TOWARD DEVELOPED AND UNDERDEVELOPED AREAS OF THE WORLD.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES															
<p>NOTE:                      IDEALLY STUDENTS WILL BE ABLE TO BUILD ON THE INFORMATION COVERED ON THE PRECEDING PAGES.</p> <p>IF WE REALLY BELIEVE WE ARE ATTEMPTING TO EDUCATE STUDENTS TO BECOME MORE EFFECTIVE ADULTS, IT IS OUR RESPONSIBILITY TO GIVE THEM EXPERIENCE IN ANALYSING, CRITICAL THINKING, AND PROJECTIONS BASED ON AVAILABLE RESOURCES.</p> <p>THEREFORE, THE STUDENT WILL BE ABLE TO SELECT A DEVELOPED AND UNDERDEVELOPED AREA OF THE WORLD AND PROJECT HOW THE U.S.A. WILL DEAL POLITICALLY, SOCIALLY AND ECONOMICALLY WITH THESE COUNTRIES</p>	<p>A. The student will project future dealings with an underdeveloped nation of their choice by basing this on past and present U.S. foreign policy.</p>	<p>1. Level I                      Discuss terms developed and underdeveloped.                      Divide students into groups, have them come up with a list of 15 simple countries under each category.</p> <table border="1" data-bbox="643 342 933 1447"> <thead> <tr> <th>Country</th> <th>1960 Foreign Aid</th> <th>1970 Foreign Aid</th> <th>Alliances</th> <th>Literacy Rate</th> </tr> </thead> <tbody> <tr> <td>Developed</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Under-developed</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Supply basic students with this type of information and have them come up with simple summary paragraphs related to future based on this chart.</p> <p>2. Level II &amp; III                      Have students supply information for the chart found in:                      Statesman Yearbook                      Scholastic World Issue                      Various and sundry encyclopedia</p> <p>Have them draw more sophisticated conclusions because of their exposure to a wider variety of resources.</p> <p>3. Level IV &amp; Independent                      Investigate criteria for countries being categorized as developed or underdeveloped.</p>	Country	1960 Foreign Aid	1970 Foreign Aid	Alliances	Literacy Rate	Developed					Under-developed				
Country	1960 Foreign Aid	1970 Foreign Aid	Alliances	Literacy Rate													
Developed																	
Under-developed																	



GOAL #7: THE STUDENT WILL CITE EVIDENCE TO SUBSTANTIATE THAT THE STUDY OF THE PAST HELPS ONE TO UNDERSTAND THE PRESENT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>NOTE: STUDENTS WILL ATTEMPT TO DEVELOP PATTERNS (SIMPLE TO COMPLEX) DEPENDING ON ABILITY OF PAST ACTIONS OF U.S.</p>	<p>A. The student will select an event of the past and relate this to an influence of the present.</p>	<ol style="list-style-type: none"> <li>1. Have students "brainstorm" events of the past that may be related to the present. (i.e.) Welfare State of Rome with today. Using available resources and library facilities, make comparisons. List specifically whether we are repeating or avoiding the same situation.</li> <li>2. Have students debate: Resolved: The Soviet Union and/or Communist China are taking over nations very similar to the methods used by Hitler in the 1930's.</li> <li>3. Have students make a graph related to periods of isolationism and imperialism since 1789. Has any type of pattern been established?</li> <li>4. Have the students write an essay, It is (not) possible to understand the present by the study of the past.</li> </ol>

## MATERIALS:

### 1. RECOMMENDED BASIC TEXTUAL MATERIALS:

- \*Cox, David; Koberna, Thomas; Nassif, Betty. Problems in American History Series. New York: John Wiley and Sons, Inc. 1969.
- \*Fenton, Edwin, ed. The Americans. N.Y: Holt, Rinehart and Winston, 1970. (Slow learners)
- \*Graff, Henry F. The Free and the Brave (Simplified Edition). Chicago: Rand McNally and Co. 1967.
- \*Graff, Henry F. The Free and the Brave (Regular Edition). Chicago: Rand McNally and Company, 1967.
- \*King, Fred M.; Harlow, James; Eibling, Harold H. History of Our United States. (Simplified and Regular Editions) River Forest, Illinois: Laidlaw Brothers Publishers, 1969.
- \*Sandler, Martin W.; Rozwenc, Edwin C.; Martin, Edward C. The People Make A Nation. Boston: Allyn & Bacon, Inc. 1968.
- Schwartz, Melvin; O'Connor, John. Exploring American History (Slow Learners) New York: Globe Book Co., Inc. 1968.
- \* State Adopted

### 2. SUPPLEMENTARY TEXTUAL MATERIALS:

- Abramowitz, Jack. Study Lessons in Our Nation's History. Chicago: Follett Publishing Co., 1964.
- \*Bartlett, Irving; Fenton, Edwin; Fowler, David; Maudelbaum, Seymour. A New History of the United States: An Inquiry Approach. New York: Holt, Rinehart & Winston, Inc., 1969. (Advanced Students)
- Campbell, John. New Dimensions in American History. Lexington, Massachusetts: D.C. Heath & Co. 1968.
- Gould, Kenneth M.; Gross, Richard E., and Mills, Clark, eds. The Rim of Asia. New York: Scholastic Book Services, 1965. Also, The Soviet Union.
- Gross, Richard E.; Madgic, Robert F. Profile of America Series. Atlanta: Field Educational Publications, Inc. 1971.
- Holt, Pat M. United States Policy in Foreign Affairs. Boston: Allyn & Bacon, Inc. 1971.
- Kane, Ralph J. and Glover, Jeffrey A. Inquiry, U.S.A. New York: Globe Book Co., 1971.
- Pound, Norman, ed. Europe with Focus on Germany. Grand Rapids: Fideler, 1970.



Kownslar, Allan O.; Frizzle, Donald B. Discovering American History. New York: Holt, Rinehart & Winston, Inc. 1967

Sann, Paul. Pictorial History of the Roaring Twenties: The Lawless Decade. New York: Publishers Central Bureau, 1970 (Teacher Resource)

Sann, Paul. Fads, Follies and Delusions of the American People. New York: Publishers Central Bureau, 1970 (Teacher Resource)

3. ALTERNATE STUDENT AND CLASS MATERIAL:

A. Films

U.S. Expansion: Overseas 1893-1917

29 Boom and 30's Depression

Two Decades of History (1927-1947)

Screen News Digest

Vol. 5 Issue 6 - (1932 Year of Change)  
 Vol. 4 Issue 3 - (Kennedy Addresses U.N.)  
 Vol. 4 Issue 1 - (Berlin)  
 Vol. 7 Issue 3 - (Effect of Immigration)  
 Vol. 9 Issue 9 - (Focus on Latin America)  
 Vol. 9 Issue 5 - (America at War)  
 Vol. 5 Issue 4 - (Cuban Crisis)  
 Vol. 10 Issue 1 - (Lightning War)  
 Vol. 6 Issue 3 - (United Nations)

Herbert Hoover Pt. 1

" Pt. 2

Imperialism & European Expansion

The Ordeal of Woodrow Wilson

Profile in Courage: Woodrow Wilson

World War II: Prologue U.S.A.

World War I: The War Years

World War I: The Background

World War I: Role of the U.S.A.

World War I: Building the Peace

World at War 1931-1941

	Time	Date Co. #
	14'	1-12862
	15'	1-10178
	22'	1-12860
	23'	1-12687
	28'	1-12674
	28'	1-12672
	20'	1-12707
	15'	1-12733
	18'	1-12729
	24'	1-12685
	16'	1-13228
	23'	1-12694
	30'	1-31000
	30'	1-31001
	14'	1-12557
	28'	1-31177
	30'	1-31122
	28'	1-31028
	13½'	1-12561
	13½'	1-12562
	28'	1-31025
	11'	1-05165
	44'	1-40115

<u>Roosevelt, Franklin Pt. 1</u>	26'	1-31552
<u>" " Pt. 2</u>	26'	1-31553
<u>Road to World War II</u>	18'	1-13291
<u>Hitler, Adolph Pt. 1</u>	26'	1-31571
<u>" " Pt. 2</u>	26'	1-31572
<u>Inside Red China Pt. 1</u>	30'	1-31527
<u>" " Pt. 2</u>	21'	1-31529
<u>The Korea Story</u>	20'	1-13054
<u>Korean Backgrounds</u>	17'	1-12606
<u>The Truman Years</u>	19'	1-12867
<u>The Second World War:</u>		
<u>A. Prelude to Conflict</u>	29'	1-31034
<u>B. The Triumph of the Axis</u>	25'	1-31037
<u>C. Allied Victory</u>	28'	1-31031
<u>Why Vietnam?</u>	30'	1-30033
B. <u>Transparencies</u>		
<u>Fenton-Wallbank World History Program</u>		
<u>Set 1 #5 &amp; 7</u>		
<u>Wilson &amp; the Territorial Settlement in Versailles</u>		
<u>What caused the Rise of Hitler?</u>		
<u>United States Becomes a World Power</u>		2-30100
<u>U.S. History: The Emergence of Modern America</u>		2-30093
C. <u>Tapes</u>		
<u>Atherton, Alfred: The Arab-Israeli World</u>	60'	3-20295
<u>Child's Introduction to Historical American Speeches:</u>	30'	3-00142
<u>Washington's Farewell Address</u>		
<u>Churchill, Winston</u>	30'	3-00110
<u>D-Day Invasion of Europe</u>	20'	3-00132
<u>Henry, David H. United States-Soviet Relations</u>	30'	3-20291
<u>I Can Hear It Now 1945-1949</u>	46'	3-20313
<u>The Kennedy Wit</u>	60'	3-20312

D. Records

Panama Canal

Philosophy of Rugged Individualism

President Truman

Rise of Adolph Hitler

Roosevelt, Franklin D.

Roosevelt, F.D. Four Freedom Speech

Teddy Roosevelt & The Rough Riders

Voices of the 20th Century

Woodrow Wilson - Fourteen Points

4-30240  
4-40061  
4-30233  
4-40379  
4-40440  
4-40241  
4-40287  
4-00028  
4-40415

E. Filmstrips

The United States: A World Leader, Encyclopedia Britannica, Series of 6 filmstrips.  
America Becomes a World Power (1890-1917) Critical Thinking Filmstrips, Series of 8 filmstrips.

United Nations, Warren Schloet, 2 sound filmstrips.

The United States as World Leader, Social Studies School Service, 8 sound filmstrips.

American Decades (1930's-1960's), International Film Bureau, 6 sound filmstrips.

The United States In World Affairs, Current Affairs Sound Filmstrips.

Emergence of the United States as a World Power, Guidance Associates, 3 sound filmstrips.

The United Nations Today, Educational Audio-Visual, 6 filmstrips.

Peacekeeping: U.N. Business, The United Nations.

The United Nations, Life

United Nations Organization, Eye Gate, 3 filmstrips.

United Nations Today Series, McGraw Hill, 6 filmstrips.

F. Multi-media Programs

Japanese-American Internment, 1942, Olcott Forward

Spanish-American War, Olcott Forward

How Did World War II Affect Today's World? Revell Educational Systems

G. Simulations

Mission: A Simulation of our Involvement in Vietnam, Interact

Destiny: A Simulation of the Spanish-American War, Interact