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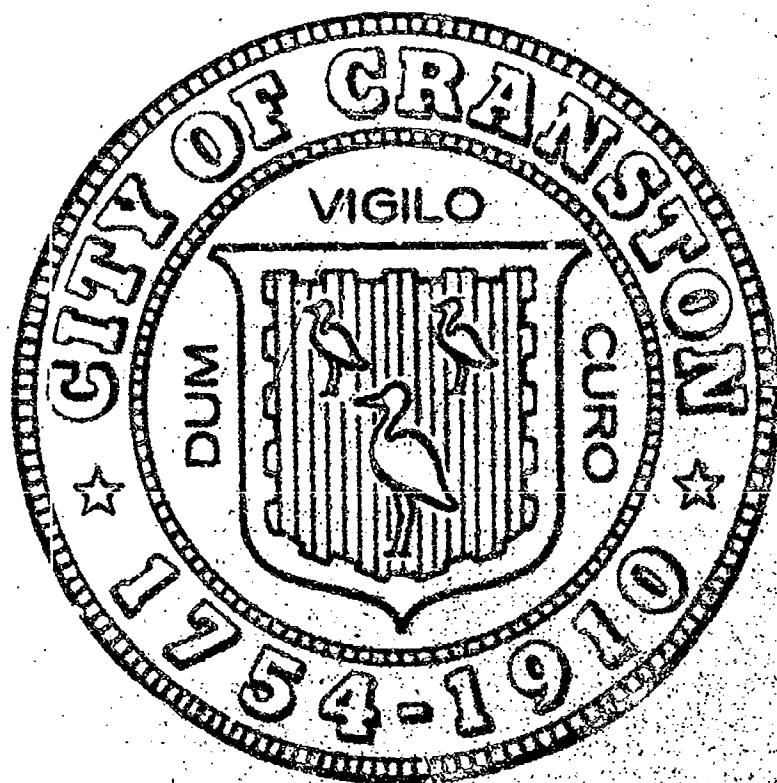
ABSTRACT

This curriculum guide provides a one-year course in social studies for grades 7-9. The guide is intended to serve as a resource to teachers, students, department chairmen, guidance personnel, curriculum planners, and anyone else involved in present or future curriculum planning. The course is divided into 37 section areas covering the topics of United States history from colonization to World War II, world history and civilization from early man to the Renaissance, American government, consumer education, and drug education. Each section contains one major objective which encompasses the work of the entire section. Within each section a series of numbered sub-objectives provide specific levels of learning, content objectives, and means of evaluation. Suggested class activities are included as part of the lesson plan for each section and relate to how the student will attain the section objectives. The learning objectives are based upon Bloom's taxonomy of educational objectives which includes cognitive, affective, and psychomotor areas. (DE)

Secondary Schools

CURRICULUM

GUIDE



Cranston School Department
Cranston, Rhode Island
1973-74

SOCIAL STUDIES
Grades 7-9

SECONDARY SCHOOLS CURRICULUM GUIDES

Prepared by:

THE FIFTH QUARTER PLAN

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TITLE III, E.S.E.A.

R. I. DEPARTMENT OF EDUCATION

CRANSTON SCHOOL DEPARTMENT
CRANSTON, RHODE ISLAND

DR. JOSEPH J. PICANO, JR.
SUPERINTENDENT OF SCHOOLS

MR. JOSEPH A. MURRAY
ASST. SUPT. - INSTRUCTION

MR. LOUIS GELSOMINO
ASST. SUPT. - ADMINISTRATION

DR. GUY N. DIBIASIO
DIRECTOR OF CURRICULUM

MR. CARLO A. GAMBA
DIRECTOR OF GRANT PROGRAMS

MR. ARNOLD R. ROGERS
DIRECTOR, FIFTH QUARTER PLAN

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Mr. A. William Olsen

Secondary School
C U R R I C U L U M G U I D E

Prepared By
a curriculum writing team
of secondary teachers

Project PACESETTER
and
The Fifth Quarter Plan
Title III, E.S.E.A., 1965

Cranston School Department
845 Park Avenue
Cranston, R.I. 02910

1973-74

INTRODUCTORY NOTES

The Cranston Secondary School Curriculum Guides are intended to serve as a resource to teachers, students, department chairmen, guidance personnel, curriculum planners, and anyone else involved in present or future curriculum planning.

Teachers are urged to utilize the guides in lesson preparation and for purposes of providing individual students and groups of students with a resource; student achievement is often influenced by a knowledge of what is expected with respect to course objectives. Differences in abilities and needs among students and classes can be served by selecting appropriate objectives and activities.

The guides will also be useful for purposes of describing and communicating secondary curriculum goals to the public when such a need arises from time to time.

The organization of the guides is such that most sections present materials in terms of portions of a school year, thus making it possible for students to re-learn or make up a portion of a year's course. This is possible whether the course is offered in a full year or in shorter units of time.

GUIDE FORMAT

At least one major objective is stated for each section of the guide. Each is broad in statement encompassing the work of large units or entire sections.

Numbered objectives (Objective #1) are specific and intended to indicate the level of learning (the learning variable), the content (what will be learned), and the means of evaluation. Thus the objective describes learning in relationship to the learner. The teacher's function is to design methods which will effect the result. Most objectives in the guides are followed by "activities."

Suggested activities are intended to support the objective

to which they are assigned. Such statements either relate how the student will attain the objective or may be considered as sub-objectives.

OBJECTIVES IN TERMS OF LEARNING VARIABLES

Bloom and his colleagues devised a taxonomy of educational objectives designed to classify the behavior of students in three domains as a result of having participated in a series of instructional experiences. The three domains are the cognitive (intellectual), the affective (emotional), and the psychomotor (physical). Within each of these domains there is a hierarchy which denotes increasing complexity of learning as shown below.

<u>Cognitive</u>	<u>Affective</u>	<u>Psychomotor</u>
knowledge	receiving	frequency
comprehension	responding	energy
application	valuing	duration
analysis	organizing	
synthesis	characterizing	

In addition to the general technique of the behavioral statement, the authors were careful to differentiate the levels at which given behaviors could be expected of the student. Thus, in the cognitive domain a student's performance in the display of knowledge or a concept is less complex than the student's performance when he applies the concept in a given situation. Similarly, in the affective domain, a response to a situation is not as complex as the display of a value toward a given situation. Precise differentiation among variables is very difficult or in many cases, impossible, but using these variables to formulate objectives is a means of focusing the attention of the teacher and the learner upon the existence of levels of learning.

TABLE OF CONTENTS

SOCIAL STUDIES

Grades 7-9

Title	Section	Suggested Grade
Map Skills & The Age of Exploration	SS 1	Jr. High
European Colonization of North America	SS 2	"
The American Revolutionary War	SS 3	"
An Independent U.S. Develops Its Plan Of Government	SS 4	"
Westward Expansion: 1790-1825	SS 5	"
Westward Expansion: 1825-1850	SS 6	"
Sectionalism Develops in The U.S.	SS 7	"
R.I.: State and Local Government	SS 8	"
American Civil War: Causes and Background	SS 9	"
American Civil War: Campaigns and Events	SS 10	"

TABLE OF CONTENTS

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Map Skills & The Age of Exploration	SS 1	Jr. High
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American Civil War: Causes and Background	SS 9	"
American Civil War: Campaigns and Events	SS 10	"

Title	Section	Suggested Grade
Era of Reconstruction: 1865-1877	SS 11	Jr. High
Economic Growth of the U.S.: 1865-1900	SS 12	"
Rise of Organized Labor (Unions)	SS 13	"
U.S. Becomes a World Leader (Part I)	SS 14	"
U.S. Becomes a World Leader (Part II)	SS 15	"
U.S. and World War II	SS 16	"
Early Man and the Dawn of Civilization	SS 17	"
Egypt and Mesopotamia	SS 18, 19	"
Greek Civilization (and Daily Life)	SS 20	"
Roman Civilization (and Daily Life)	SS 21	"
India, China, and Moslem Worlds	SS 22	"
Christianity and the Roman and Byzantine Empire	SS 23	"
Early Middle Ages and the Crusades	SS 24	"
Revival of Town Life and the Early Renaissances	SS 25	"
Political Parties	SS 26	"
Citizenship in the Home, Community and Nation	SS 27	"

Title	Section	Suggested Grade
American Government	SS 28	9
The Presidency	SS 29	9
Environment	SS 30	9
State Governments	SS 31	9
The American Economic System	SS 32	9
The Workings of Congress	SS 33	9
Crime, Fire and Accidents in the Community	SS 34	9
Federal Courts and Justice	SS 35	9
*Consumer Education	SS 40	9-10
*Drugs	SS 42	9-10

*appears in both junior and senior high school guides.

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF THE REASON WHY EUROPE INCREASED ITS EXPLORATION OF THE UNKNOWN WORLD BEGINNING IN THE 15TH CENTURY AS ONE OF THE EFFECTS OF THE RELIGIOUS CRUSADES BY SATISFACTORILY COMPLETING THE FOLLOWING.

Objective #1: The student will demonstrate the application of map and globe reading terms and skills by completing satisfactorily the following map and globe reading activities to the satisfaction of the teacher.

Activities:

1. Describe the uses of a map and globe. List at least four basic differences and uses for both.
2. Explain the purpose of a title, key, scale, and symbols of a map. Sketch your own map (house, school, street) using a title, key, scale and symbols.
3. Describe a political, physical, and resource map. Construct at least two of these.
4. Define equator, Prime Meridian, Northern, Southern, Eastern, and Western Hemisphere. Be prepared to locate all of them on a given map.
5. Define continent and ocean. Given a map, be prepared to locate all four oceans and at least six of the seven continents.
6. Define latitude and longitude. On a given map, be prepared to locate at least four of six cities using the given co-ordinates and then, given six cities, determine at least four of their co-ordinates.
7. Explain the purpose of the International Date Line. List all four time zones in the United States.
8. Define the following words. Once you have learned their meanings, be prepared to define 7 for a test: canal, channel, harbor, reservoir, delta, river, river mouth, river source, strait, irrigated land.
9. Define the following words. Once you have learned their meanings, be prepared to define any 7 for a test: country, natural resources, piedmont, desert island, isthmus, mountain, peninsula, plain, plateau, soil.

Objective #2: The student will demonstrate an increase in his comprehension of the circumstances in Europe following the Crusades which prompted greater efforts of exploration by summarizing the material to the satisfaction of the teacher.

Activities:

10. Research the life on a Medieval Manor. Write a 200 word composition describing what you found or make a sketch of a manor.
11. Research the Crusades. List the specific reasons for them. Write a 100 word paragraph explaining how the Crusades increased trade.
12. Identify the Christians and Saracens. Write an essay comparing and contrasting their beliefs.
13. Define the following words. Once you have learned their meanings, be prepared to define any 5 for a test: Mohammedans, serf, Far East, monopoly, trade route, self-sufficient, navigation.
14. Describe the economic motive that prompted the nations of Europe to explore the unknown world following the Crusades in the 15th Century in a brief paragraph of 100 words.
15. Locate all of the following on a map. India, South America, Central America, North America, Pacific Ocean, China, Portugal, Genoa, Spice Islands, Bahama Islands, Africa, Mediterranean Sea, Spain, Venice, Atlantic Ocean, France, Cape of Good Hope, Palestine, Cape Verde Island, England.
16. Write a 200 word composition explaining the importance of Marco Polo's world travels.
17. Explain in an essay why Europeans sought an all-water route around Africa and how they found it.
18. Identify the Vikings. Explain in a paragraph their role in the discovery of America.

Objective #3: The student will demonstrate an increase in his comprehension of how and why Spain, Portugal, and Great Britain became the leaders of exploration by summarizing the material within the following activities to the satisfaction of the teacher.

Activities:

19. Define the Line of Demarcation. Make a chart showing the countries involved, territory involved, date and provisions.
20. Research the life of Columbus. Write an essay explaining how he would reach the east by sailing west and the problems this belief caused him.
21. Identify Magellan. Given a map, trace the voyage he made for Spain.
22. Read about the explorations between 1492-1506. Given a map, show the direction most of these explorers sailed and the area where the most concentrated exploration took place.
23. Research the routes of the explorers between 1492 and 1506. For a test answer any 2 of the following:
 - (a) what European countries sent explorers to the New World?
 - (b) what were the explorers seeking?
 - (c) was the exploration haphazard or systematic? explain your answer.
24. Research the routes of the explorers between 1506 and 1700. For a test answer any 2 of the same questions in activity 23.
25. Given a time line, place any 4 of the following events with the proper date: First Crusade, Line of Demarcation drawn, Marco Polo reaches China, Columbus discovers America, Magellan's voyage around the world.
26. Given a map of North and South America, locate the territory the English, Spanish, and French claimed.
27. Identify the following Spanish explorers. Make a chart showing their great deeds: Balboa, Ponce deLeon, Pizarro, DeSoto, Cortez, Coronado.
28. Define the following words. Once you have learned their meanings, define any 7 for a test: encomienda, Hacienda, mission, Sea Dogs, creoles, Mestizo, caballero, peons, conquistadores, siesta.
29. Given a map, locate any 7 of the following: Cuba, Mexico, Hispanola, Isthmus of Panama, Peru, Caribbean Sea, Lima, Veracruz, Tenachtitlan, Gulf of Mexico.
30. Identify Sir Frances Drake and write a 100 word essay describing his deeds.

31. Explain in a paragraph how Spain's power in the New World declined.

Objective #4: The student will demonstrate an increase in his comprehension of the role the Indian tribes found in America by the explorers played in the settlement of the New World by summarizing the material within the following activities to the satisfaction of the teacher.

Activities:

32. Explain in a paragraph why you agree or disagree with the statement: The American Indians are the only true Americans.
33. Research the theories of how the Indians came to America and list them.
34. Sketch the major groups of Indian tribes presently in the United States on a given map.
35. Explain how the American Indians influenced exploration in a paragraph. Give specific examples.
36. Research one of the American Indian tribes along the east coast of the United States. In a paragraph describe their way of life.

Objective #5: The student who wishes to do so will be able to respond in a positive manner to any or all of the following activities to be measured by the teacher's evaluation of his completed choices:

37. Research all the places in the United States that have been named after Columbus. List them.
38. Determine how America got its name. Write an essay explaining why we call it America and not Columbia after Columbus.
39. Pretend you are a member of the crew on one of the ships that Columbus used in 1492. Write a letter to a friend explaining some of the hardships you had to face on your Atlantic voyage.
40. Write a newspaper account of one of the following events: daGama reaches India; Columbus tells Ferdinand and Isabella about his discoveries; Magellan's expedition returns to Spain; LaSalle reaches the Gulf of Mexico.
41. Research one of the Indian Tribes of Central or South America (Aztecs, Mayans, or Incas). Write a 200 word report of your findings.

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF HOW NORTH AMERICA WAS COLONIZED IN THE 17TH CENTURY BY ENGLAND, FRANCE, AND SPAIN BY SATISFACTORILY COMPLETING THE FOLLOWING.

Objective #1: The student will demonstrate an increase in his comprehension of the motives for colonization and life in those colonies by summarizing the following activities to the satisfaction of the teacher.

Activities:

1. Describe in a paragraph of 100-200 words Spanish life in the New World as far as religion, government, economy, and society are concerned.
2. Describe in a paragraph of 100-200 words French life in the New World as far as religion, government, economy, society are concerned.
3. Be able to define any 7 on a test: colony, charter, indentured servant, patrons, slave, finished goods, religious motive, economic motive, political motive, raw materials, royal colony, proprietary colony.
4. List at least 5 reasons why Englishmen went to America. On a test you should be able to give at least 4 of these reasons.
5. Label the following on a given map: (a.) England, France, Spain, Portugal, Italy; (b.) English, French, and Spanish possessions in North America in 1750; (c.) Atlantic Ocean, Cuba, Mississippi River.

Objective #2: The student will demonstrate an increase in his comprehension of life (political, economic, social) in the British American Colonies by summarizing the material found in the following activities:

Activities

6. Label all of the 13 American colonies by name on a sketch map (outline) of the colonies.
7. Fill in the names of any 8 of the colonies, given a timeline with the dates of the founding of the 13 American colonies.
8. Select 7 of any 9 given American colonies and give the following information for each: founder, date of the colony's foundation, reason for its founding, religious association, economic (major) resources.

9. Explain in a paragraph how the American colonies were financed. (who paid for the ships, supplies, agreements made)?
10. Explain how coming to America provided certain freedoms listed below by selecting any 5 of the American colonies and then comparing the conditions in their native lands with those found in the New World.

religious freedom, political freedom, economic freedom
11. Take any 2 of the following 3 groups of colonies: New England, Middle, Southern, and compare how the following affected the economic ways of life that developed in those 2 groups: climate, soil, raw resources.
12. Define the following words. Once you have learned their meanings, you should be able to define any 4 on a test: Toleration Act, Mayflower Compact, Separatists, Quakers, Representative Government.
13. Research the landing of the Pilgrims at Plymouth Rock. After having read the account, be prepared to relate their story either orally or in a paragraph of 200-300 words.
14. Explain the following statement: Although the Pilgrims and the Puritans both migrated to the New World primarily for religious reasons, there was a basic difference in their religions.
15. Research the account of the arrival of the Puritans. Compare the Puritans and the Pilgrims as to: locations of their settlements, motives for their migrations, life styles of each, economic base of each settlement, success of each colony.
16. Research the biographies of Roger Williams and Anne Hutchinson. Compare their beliefs and their resulting careers because of those beliefs. Be prepared to do this either in a paragraph of 200-300 words or orally.
17. Explain the following 2 roles the colonies played in England's trade with the colonies: as a source of raw materials; as a market for finished goods.
18. List 5 raw materials the colonies shipped to England which England needed and then list 5 finished goods which the colonies needed and received from England.

19. Describe in a paragraph the rights the English colonists brought to the New World. Check the Magna Carta, Petition of Rights, and English Bill of Rights.
20. Explain with a chart the functioning of the following: Royal, Proprietary, and Chartered colonies. How were governors and legislatures selected and who had the right to vote?

Objective #3: The student will demonstrate an increase in his comprehension of how the British gained full control of the eastern half of North America from the French by summarizing the material in the following activities to the satisfaction of the teacher.

Activities:

21. Research the names of the first three wars between the French and English in North America. In a paragraph explain the outcome of these wars.
22. Define the following words. Once you have learned their meanings, you should be able to identify any 8 on a test: Algonquins, Iroquois, Braddock, Wolfe, Montcalm, Fort Duquesne, Battle of Quebec, William Pitt, New France, Peace of Paris, George Washington, Ohio Land Company.
23. Locate the following on a given map: Ohio River, New Orleans, Quebec, Ohio Valley, Louisburg, Montreal, St. Lawrence River.
24. Explain in an essay the dispute which led to the outbreak of the French and Indian War.
25. Construct a chart, with the following headings, showing the advantages and disadvantages the French and English colonies possessed over one another:

	<u>French</u>	<u>English</u>	
Advantages	Disadvantages	Advantages	Disadvantages
26. Explain in a paragraph why the French were winning the war at the beginning and what the turning point was for the English which gave them eventual victory.
27. Make a chart listing the terms of the Peace of Paris.
28. Explain in an essay how the outcome of the French and Indian War affected the English colonies, French colonies, and England.
29. Explain in an essay the Albany Plan (especially the powers given to the colonies) and why the English rejected this plan.

30. Construct a map of North America showing the following areas after 1763: English territory, Spanish territory, New Orleans.

Objective #4: The student who volunteers to do so will be able to respond in a positive manner to any or all of the following affective activities, either orally or in writing, once the preceding activities have been achieved to the satisfaction of the teacher.

Activities:

31. You are a teenager on the Mayflower. Since the start of the voyage you have kept a diary. Select several dates and enter some observations you may have made on board.
32. The end of your first year at the Plymouth settlement is nearing, and you are thankful for this survival. Pretend you are recording some of your recollections of that first year and write an account of 250 words (minimum).
33. Research and report on any 2 of the following. Colonial Foods, Colonial Education, Colonial Family Life.

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF HOW THE AMERICAN COLONIES GAINED THEIR INDEPENDENCE FROM GREAT BRITAIN (1776-1781) BY SATISFACTORILY COMPLETING THE FOLLOWING

Objective #1: The student will demonstrate an increase in his comprehension of the causes and events leading to the American Revolutionary War by summarizing the following activities. Minimum acceptable performance to be determined by the teacher.

Activities.

1. Define the following terms. Once you have learned them, be prepared to define any 8 on a test: tension, writ of assistance, mercantilism, favorable balance of trade, smuggle, navigation, tax, boycott, redress, resistance, proclamation, embargo.
2. Explain in a paragraph how the French and Indian War increased the feeling of independence in the colonies and increased the problems of England.
3. List and explain the provisions of the Navigation Acts.
4. Identify the following words. Once you have learned them be prepared to identify any 9 on a test: Thomas Paine, Sons of Liberty, minutemen, King George III, George Greenville, Parliament, Townshend Act, Samuel Adams, James Otis, John Hancock, Benjamin Franklin, Lord North.
5. Explain the mercantile theory of trade. In an essay explain how this theory affected the British restrictions on the growth of manufacturing in the American colonies. Alternatives to essay could be cartoon, dramatizations, etc.
6. List the provisions of the Proclamation of 1763 and explain why England issued this proclamation, and explain colonial opposition.
7. List the provisions of the Stamp Act. Write a brief essay explaining the Stamp Act Congress and what it did. Explain why the Stamp Act was finally repealed.
8. Explain who the Sons of Liberty were. Identify any 3 of them and describe their actions in a brief essay.
9. Define the following words. Once you have learned their meanings, be prepared to define any 5 for a test: revenue, levy, artisan, controversy, intolerable, unalienable, repeal, coercive.

10. Read sections of your book that discuss the question of taxation without representation. In a paragraph explain some of the arguments against this form of taxation. Explain England's theory of taxation and representation vs. the colonies' theory of taxation and representation.
11. List the provisions of the Townshend Acts and explain why they were finally repealed.
12. Explain in a paragraph why the tax on tea was kept and how the people of the colonies received this tax. How did the Boston Tea Party show opposition to the tax on tea?
13. Explain what is meant by quartering of troops. Describe what took place at the Boston Massacre and its significance in an essay.
14. Give a summary in an essay of the burning of the British revenue ship "The Gaspee" in Narragansett Bay.
15. List the provisions of the Intolerable Acts. In a paragraph explain why England passed these Acts.
16. Identify the Committees of Correspondence. Pretend you are a member of the Massachusetts Committee and write a letter to be sent to another committee, telling about events that have happened recently, such as the Tea Tax, the Intolerable Acts, or the Boston Massacre.
17. Identify in an essay the First Continental Congress and explain what it did and the reaction of the King and Parliament to it.
18. Make a time line to show when the following events occurred: Boston Tea Party, Passage of the Stamp Act, Boston Massacre, Navigation Acts, Proclamation of 1763, Intolerable Acts, Townshend Act.
19. Explain in a few sentences the reasons behind the colonists' policy of resistance but not rebellion.
20. Make a chart listing the economic and political causes of the Revolution. (Use the previous requirements to fill in the chart).

21. At this point, do you think that the Revolution could have been avoided?

Objective #2: The student will demonstrate an increase in his comprehension of the military campaigns and events of the American Revolutionary War by summarizing the following activities to the satisfaction of the teacher.

Activities:

22. Research the outbreak of the Revolutionary War and answer the following questions: When did it start? Where did it start? Why did it start there? Explain the quotation, "The shot heard round the world."
23. Trace the famous ride of Paul Revere on a sketch map.
24. Compare in an essay the poem by Longfellow with the actual events surrounding Paul Revere's ride.
25. Define the following words. Once you have learned them be prepared to define any 10 for a test: Privateer, statesman, rebel, revolution, endow, declaration, militia, loyalist, Tories, petition, human rights, liberty, traitor, mercenaries.
26. Construct a map indicating the sites of important battles, routes taken, and other important place names for each of these phases: War in the North, War in the Middle Colonies, War in the South.
27. Construct a timeline to reflect the major events indicated on the above map.
28. Identify the following words. Once you have learned them be prepared to identify any 8 for a test: Philip Freneau, Betsy Ross, Gilbert Stuart, John Adams, John Jay, Thomas Jefferson, Crispus Attucks, J.S. Copley, Second Continental Congress, General T. Gage, John Hancock, General Washington, Hessians.
29. List 6 British and 5 American advantages at the beginning of the Revolutionary War.
30. Name the pamphlet and author which did a great deal to change men's views on separating from England and write in your own words one important idea from this pamphlet.
31. Identify the Second Continental Congress. In an essay explain what steps it took to separate from England.

32. Read the Declaration of Independence. After reading you should be able to answer the following questions on a test: (a) Who wrote the original draft? When? (b) Who were the men involved in revising this document? (c) Construct a paragraph in your own words describing the main ideas of the Declaration. (Be sure to include an explanation of the important final paragraph) (d) When did the Continental Congress adopt the resolution? (e) How did the colonists react to this document?
33. Explain in a paragraph what was the first British plan for subduing the colonies.
34. Identify the following names. Once you have learned them identify any 7 for a test: Richard H. Lee, Patrick Henry, Lafayette, Baron Von Steuben, Benedict Arnold, General Howe, General Cornwallis, Ethan Allen, Pulaski, General Burgoyne.
35. Research the events of the Battles of Breed's Hill and Bunker Hill. After you have done this you should be able to answer the following questions on a test: (a) What was the military importance of the location of Bunker Hill? (b) Give the famous quote of William Prescott at the Battle of Bunker Hill. How did this advice help the Americans? (c) Who was the victor in the battles? (d) Why was this British victory significant to the American cause?
36. Identify Ethan Allen. In a paragraph describe what he did to help the American cause.
37. Explain in an essay why the early days of fighting were discouraging to the Patriots and how Washington kept the Patriot cause alive.
38. Explain in a paragraph how the British planned to end the war in 1777 and why it failed.
39. Write a paragraph explaining why Saratoga was a turning point in the war.
40. List five leaders from Europe who helped the American cause and tell what they did.
41. Identify in a paragraph whom the British were recruiting to help them in the fight and explain how they affected the Revolution.
42. Identify George Rogers Clark. On a test you should be able to explain what contributions he made to the American cause.

43. Read the section in your book describing the ordeal Washington and his troops suffered during the Winter of 1777-8 at Valley Forge. Describe your findings in your own words.
44. Recognize that because of numerous failures in the North-east and Mid-Atlantic states, the British decided to concentrate their efforts in the south. After researching the War in the South, answer the following questions on a test: (a) Why did the British expect more success in the South (clue - who were the Loyalists?) (b) What contributions did N. Greene make in the South to hinder the British plans? (c) Recount the events of the famous Naval battle between the British and Bon Homme Richard.
45. Research Cornwallis' surrender at Yorktown. In a paragraph explain how he became trapped there.
46. List the provisions of the peace treaty ending the war.
47. Research the role black men played in the American Revolution. In an essay, describe your findings.

Objective #3: The student (s) who volunteer to do so will be able to respond in a positive manner to the following affective activities to be measured by teacher evaluation of his participation in these activities once the objectives have been accomplished.

Activities:

48. The time is early June, 1776. Imagine that your class is a group of citizens in Revolutionary times. Appoint 6 of your members to lead a panel discussion on the question: "Should the colonies separate from England?" (Re-reading the section in your book giving the arguments of T. Paine, P. Henry, G. Washington, Ben Franklin, and others will be helpful in preparing your arguments.)
49. Draw a political cartoon showing how the colonists felt about one of these events: Stamp Act, Townshend Acts, Navigation Act of 1660, Intolerable Acts.
50. Prepare a research paper on a person, event, or battle significant to the American Revolutionary War period. Include in this paper a title page, table of contents, review of the topic, illustrations, and a bibliography to be pre-determined by the teacher.

51. Prepare a newspaper that might have been published (a) in the colonies, (b) in England, relating causes and events leading to the Revolutionary War.
52. In an essay (length to be pre-determined) discuss how American persistence, French Foreign Aid, and British blunders were important factors of the Americans winning the Revolution.

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF HOW THE U.S. FINALLY DREW UP THE CONSTITUTION AS ITS PLAN OF GOVERNMENT, FOLLOWING THE FAILURE OF THE ARTICLES OF CONFEDERATION, BY SATISFACTORILY COMPLETING THE FOLLOWING

I. An Independent U.S. Develops Its Plan of Government

Objective #1: The student will demonstrate an increase in his comprehension of the serious shortcomings of the Articles of Confederation as a plan of government, and its inevitable failure, as such, by summarizing the material within the following activities to the satisfaction of the teacher.

Activities:

1. Define the following words. Once you have learned them, be able to define any 6 on a test.

tax	executive
debt	national
levy	amend
interstate	confederation

2. Explain why the United States found it a difficult problem to pay its debts. How would the paying of its debts affect the respect other nations would have of the United States?
3. Write a brief explanation of the weaknesses of the Articles of Confederation in these areas:
 - a. the levying and collection of taxes
 - b. the payment of state debts
 - c. the coining of money
 - d. conflicting state claims to western lands
 - e. the passage of national laws
 - f. the amending of the Articles
 - g. the regulation of interstate trade
 - h. lack of an executive branch

- i. lack of a national court system
- j. determining the representation of the states on the national level.

Objective #2: The student will demonstrate an increase in his comprehension of the plan of government as outlined in the Constitution, which was drawn up at the Constitutional Convention in 1787 to replace the Articles of Confederation, by summarizing the material within the following activities:

Activities:

4. Define the following words. Once you have learned these you should be able to identify any 7 on a test:

Great Compromise

Albany Plan of Union

James Madison

House of Representatives

The Federalist

Alexander Hamilton

Congress

Thomas Jefferson

President

Senate

Gouverneur Morris

5. Tell what the original purpose of the Constitutional Convention was.
6. Explain what the first proposal of the convention was.
7. Describe the Virginia Plan. The New Jersey Plan.
8. Hamilton made several suggestions about the Senate--tell what they were.
9. Describe why Randolph and his backers feel that the executive should be allowed to serve only one term.
10. Tell how Hamilton felt about this. Why?
11. Define a judiciary. What suggestions were made for it?
12. Explain why the constitution was called a "bundle of compromises" in an essay.
13. Paraphrase in your own words the Preamble of the Constitution.

14. Construct a chart showing the powers of Congress under the Articles of Confederation and under the Constitution.
15. Explain in a paragraph what "separation of powers" means.
16. Construct a chart of the three branches of our government. Be sure to include what each consists of and the duties of each.
17. List the ways in which the (a) President may check the actions of Congress. (b) Congress may check the President and (c) Supreme Court may check the President or Congress.
18. List the qualifications for holding the office of the President. In 1948 a law specified the order of succession in case of the death of the President. You should be able to list the succession.
19. Identify the part of the Constitution which protects the rights of the people and be able to list at least eight of these rights.
20. Explain in an essay why some men opposed the Constitution. What did Jefferson think should be added to it? Why?
21. Explain in a paragraph how the Constitution was to be accepted.
22. Define amendment. You should be able to give the number of amendments which have been added to the Constitution since its origin.

Objective #3: The student will demonstrate an increase in his comprehension of the first years under the Constitution, its acceptance by the people and the difficulties encountered in the administration of its powers, by summarizing the material within the following activities to the satisfaction of the teacher.

Activities:

23. Decide which political party you would have belonged to if you had lived in the days of Thomas Jefferson and Alexander Hamilton. Be able to explain your decision in a paragraph.

24. Identify any 4 on a test.
- | | |
|-------------------|-----------------|
| Henry Knox | Edmund Randolph |
| John Jay | Aaron Burr |
| George Washington | John Adams |
25. Identify any 5 on a test.
- | | |
|------------|-----------------|
| Cabinet | tariff |
| inaugurate | debt |
| bond | political party |
| tax | |
26. Write a brief report of how Washington viewed his role as President. (What did he feel were his major concerns?)
27. Construct a chart of Washinton's Cabinet: List the men, positions, and functions of each.
28. Write a paragraph comparing Washington's Cabinet with the President's Cabinet today.
29. Answer the following questions for a test.
- From whom did we borrow? (3 sources)
 - Who had borrowed?
 - What is a bond?
 - Why did the value of issued bonds fall?
 - How did Hamilton feel about paying state debts? Why?
 - When was the capital moved? Where? Why? Where was the interim capital?
30. Answer the following questions for a test:
- What were to be the functions of the Bank of the U.S.?
 - What effect would the new bank have on the government?
 - What taxes did Hamilton suggest?

- d. Why did Jefferson oppose the Bank?
31. Write a paragraph explaining the causes and effects of the Whiskey Rebellion.
32. Explain in your own words how Hamilton justified his financial plans and explain why it was called an "elastic clause" in an essay.
33. Explain how Hamilton and Jefferson differed in their ideas of the function of the National Government and how each man's background affected his ideas in a 200-300 word report.
34. Answer the following questions for a test.
- When did the first political parties occur?
 - What were they called?
 - What were the followers of Jefferson called? of Hamilton?
 - What resulted from the clash between these two men and their parties?
35. Explain in a paragraph why the leading European nations declared war on the New French Revolution and what Washington did and why.
36. Explain the significance of the Jay Treaty in a paragraph.
37. Identify Citizen Genet and the X, Y, Z Affair.
38. List at least two pieces of advice Washington offered in his Farewell address.

Objective #4: The student will demonstrate an increase in his comprehension of the growth and progress made during the Presidency of Thomas Jefferson, (1796-1804) by summarizing the material within the following activities to the satisfaction of the teacher.

Activities

39. Write a paragraph describing the election of 1796.
40. List the provisions of the Alien and Sedition Law and explain their significance.
41. Identify the Virginia and Kentucky Resolutions.
42. Write a paragraph describing the election of 1800.

43. Identify any 7 for a test.

Fort McHenry	Embargo Act
Monroe Doctrine	Napoleon
War Hawks	Tecumseh
Henry Clay	Treaty of Ghent
John C. Calhoun	Oliver Hazard Perry
Andrew Jackson.	Hartford Convention

44. Answer the following questions about the Louisiana Purchase.

- What president purchased this territory?
- Why did the purchase of Louisiana please the Americans living beyond the Appalachians?
- Who was sent to explore this area?
- What was found?

45. Define any 4 for a test.

neutral	impress
militia	oppress
doctrine	

46. Explain in an essay how T. Jefferson tried to keep the U.S. out of the European War and why his plan failed.

47. Construct a chart showing what sections of the country favored war with Great Britain and why, and what sections opposed it and why.

48. List at least three important effects of the war of 1812.

49. List the provisions of the Treaty of Ghent.

50. List two effects the war had outside our boundaries.

51. Explain why President Monroe issued the Monroe Doctrine and the important statements it contained.

52. Explain what Great Britain's attitude was toward the Latin American republics in a paragraph.

Objective #6: The students, who wish to do so, will be able to respond in a positive manner, either individually or in groups (when called for), to any or all of the following affective activities which will be measured by teacher observation and evaluation of student participation:

Activities

53. Imagine you are a delegate to the Constitutional Convention. Write a letter to a friend describing two of the distinguished men who are members of the Convention. Tell something about the achievements of these men before this time, and the views and policies they stand for at the Convention.
54. Organize your class to represent the three main branches of our national government. Will you have more members in the House of Representatives or in the Senate? How many members should you have in the Supreme Court? Have some member of the House introduce a bill. Then follow through each step until the bill becomes a law. What will you do if the President vetoes the bill? What will happen if the Supreme Court decides the law is unconstitutional?

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF HOW THE U.S. GREW GEOGRAPHICALLY BY EXPANDING WESTWARD DURING THE PERIOD 1780-1825 BY COMPLETING THE FOLLOWING.

I. Westward Expansion: 1780-1825

Objective #1: The student will demonstrate an increase in his comprehension of the circumstances and events that led to U.S. expansion into the Northwest Territory (Ohio Valley region east of the Mississippi River) during the latter part of the 18th century by summarizing the material within the following suggested activities, acceptable performance to be determined by the teacher.

Activities:

1. Explain in a paragraph how the U.S. gained a vast territory beyond the Mississippi.
2. List the provisions of the Treaty of Ghent (1814).
3. Define and give examples of any 7 of the following for a test:

ordinance	section
democratic	long hunter
optimistic	backwoodsman
township	blaze a trail
territory	frontier
cede	

4. List the 3 kinds of pioneers settling the west and explain the importance of each.
5. Compare and contrast on a chart the following. Include: new states, territories and overall boundaries.
 - a. the "West" in the early 1600's
 - b. the "West" in the late 1700's
 - c. the "West" in the early 1800's

6. Explain in an essay where and how early settlements were made in Tennessee and Kentucky.
7. Be able to identify specific information relating to any of the following for a test:

Old Northwest	James Robertson
Old Southwest	Ordinance of 1785
Daniel Boone	Northwest Ordinance
8. Construct a map identifying the following:
 - a. the U.S. to Appalachian Mountains
 - b. the Old Northwest
 - c. the Old Southwest
 - d. the dividing line between the Old Northwest and the Old Southwest
 - e. the Mississippi River.
9. Explain in essay form how the Ordinance of 1785 provided for the division of lands of the Old Northwest.
10. Make a diagram of the way which land was sectioned off by the Land Ordinance of 1785. (Be sure to include size of township, size of section, which sections were set aside for specific purposes.)
11. Explain in an essay how the land of the Old Northwest was to be sold and the need to organize land companies.
12. List the 3 steps in the government of the Northwest Territory provided by the Northwest Ordinance.
13. List the rights that were guaranteed the people living in the Northwest Territory by the Northwest Ordinance.
14. Explain in an essay why the Northwest Ordinance was important.
15. List at least 4 towns that grew up in the Old Northwest Territory.
16. Explain how the Indian problem was settled in the Northwest in essay form.
17. List the states that were formed from (a.) Old Southwest and (b.) Old Northwest.

18. List the problems and dangers westerners faced between 1770-1824.
19. Describe the characteristics that frontier life developed in westerners in a paragraph prepared for class discussion.
20. List 2 things western representatives in Congress asked the government to do for the West.
21. Explain in an essay why slavery was prohibited in the Northwest Territory but not in the land south of the Ohio.
22. Construct a map of the U.S. locating the following:
- | | |
|-----------------------|---------------------|
| Cleveland | Tennessee River |
| Chicago | Cumberland River |
| Pittsburgh | Kentucky River |
| Ohio River | Lexington, Kentucky |
| Marietta | Cumberland Gap |
| Cincinnati | Boonesborough |
| Tennessee | Northwest Territory |
| Kentucky | |
| Nashville | |
| Mississippi Territory | |
23. Identify and describe in a paragraph the Conestoga wagon and prairie schooners. Illustrate these if possible.

Objective #2: The student will demonstrate an increase in his comprehension of the motives and methods of U.S. expansion to the Gulf of Mexico (east of the Mississippi River) by 1819 and at the expense of Spain by summarizing the material within the following suggested activities, acceptable performance to be determined by the teacher.

Activities:

24. Explain in a paragraph Jackson's mission into

Florida and what he proved to Spain.

25. List the provisions in the Adams-Otis Agreement with Spain (1819).
26. List the states in order of entry into the Union from 1776 to 1825.
27. Explain in a paragraph James Madison's and Thomas Jefferson's views toward expansion.

Objective #3: The student will demonstrate an increase in his comprehension of the circumstances and developments of the early 1800's which led to greater economic and political growth of the U.S. (as it existed then) by summarizing the material within the following suggested activities, acceptable performance to be determined by the teacher.

Activities:

28. Explain what President Monroe implied about the position of the U.S. concerning the rest of America in the Monroe Doctrine (What does this have to do with expansion?)
29. Explain the significance of the following conditions and events for a test.
 - a. By the early 1800s much of the tobacco-growing soil in Virginia and North Carolina was exhausted, incapable of bearing crops.
 - b. Because of the invention of the cotton gin in 1793, more cotton could be processed, and the number of cotton plantations increased.
 - c. In 1811, William Henry Harrison broke the power of the Indians in a large portion of the Old Northwest by defeating an Indian Chief named Tecumseh at the Battle of Tippecanoe of Indiana.
 - d. In 1814, Andrew Jackson won an important military victory at Horsebend, Alabama, over the Indians of the Old Southwest.
 - e. During the administration of President James Monroe (1817-1825), the price of government

lands decreased from \$2.00 to 1.25 per acre.

- f. American commerce and industry began to grow during Monroe's administration.
 - g. During Monroe's Presidency, better roads and canals were built to link the East with the West.
 - h. Prior to 1812, immigration from Europe was about 5,000 per year. Between 1812 and 1830 about 500,000 European immigrants came to the U.S. on an average of almost 28,000 people each year.
30. Explain in an essay the growth of democracy between 1775 and 1823 by using voting qualifications of the states as criteria. Be prepared to debate the validity of your thesis with other members of the class.
31. Explain in a paragraph the Treaty of 1818 in regard to the Canadian boundary.
32. Draw colored lines on an outline map of the U.S. showing the routes used by the settlers to the country west of the Alleghenies.
33. Construct a time line of the following:
- Cleveland, Ohio founded
 - End of the French and Indian War
 - Fulton's steamboat
 - Revolutionary War
 - Florida purchased from Spain
 - War of 1812
 - Government under Constitution established
 - Boonesborough founded
 - Cotton gin invented
 - Nashville founded
 - Northwest Ordinance

34. Be prepared to explain the effect of the steamboat on the settlement of the West.
35. List ways in which each of the following men contributed to the development and use of the steamboat: John Fitch and Robert Fulton.

Objective #4: The student will demonstrate an increase in his comprehension of the circumstances and events which led to a doubling of the size of the U.S. through its acquisition of the Louisiana Territory from France in 1803, by summarizing the material within the following suggested activities to the satisfaction of the teacher.

Activities:

36. Indicate why Napoleon of France suddenly was willing to sell to the U.S. the vast Louisiana Territory in 1803.
37. Sketch and label on a given outline map of the U.S. the boundaries (North, South, East and West) of the Louisiana Territory.
38. Explain in a brief paragraph the mission of Lewis and Clark in their explorations of the Louisiana Territory (1804-1806).
39. Give at least 5 different kinds of information brought back by Lewis and Clark and indicate how this information would be of help to future settlers.

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF THE MOTIVES, METHODS, AND EVENTS WHICH BROUGHT ABOUT U.S. EXPANSION WESTWARD ACROSS THE MISSISSIPPI RIVER TO THE PACIFIC OCEAN, FROM 1825-1850 BY SATISFACTORILY COMPLETING THE FOLLOWING.

I. Westward Expansion: 1825-1850

Objective #1: The student will demonstrate an increase in his comprehension of the circumstances and events which led to the establishment of the independent Republic of Texas, once a province of Mexico, by summarizing the material in the following suggested activities to the satisfaction of the teacher.

Activities:

1. Identify and give an outstanding characteristic of any 6 on a test:

Santa Anna	Sam Houston
John Sutter	Marcus Whitman
James K. Polk	John J. Astor
Andrew Jackson	James Monroe
2. Compare, in an essay, pioneer life on the western prairies with life east of the Mississippi River.
3. List the states formed from the Louisiana Territory.
4. Explain, in an essay, why Americans began to settle in Texas after 1822.
5. List at least 3 reasons why the Texans revolted against Mexico in 1835.
6. Be prepared to define any 4 of the following on a test:

annexation	expansionist
flatboat	diggings
desperado	
7. Describe in an essay how Texas became an independent republic by 1836.

8. Identify at least 3 leaders of the country in 1836 who were in favor of Texas' admission as a state and list their reasons.
9. Identify at least 3 leaders of the U.S. in 1836 who were against the admission of Texas and list their reasons.

Objective #2: The student will demonstrate an increase in his comprehension of the causes, events, and results of the war between the U.S. and Mexico (1845-46) following the U.S. annexation of Texas by summarizing the material within the following suggested activities to the satisfaction of the teacher.

Activities:

10. Explain in an essay why the annexation of Texas in 1845 led to war with Mexico.
11. Explain in an essay the basic idea behind the term "Manifest Destiny" and how it influenced the development of the U.S.
12. Construct a map of the U.S. and locate the following:

St. Louis	San Francisco
Texas	Sacramento
St. Joseph	San Antonio
Independence	Platte River
Missouri River	California
Santa Fe	Oregon
Rio Grande	Spokane
Nueces River	Astoria
Columbia River	
13. Explain in an essay why Mexico was willing to fight for Texas and why she refused to give up Texas when it was threatened.
14. Identify on a sketch map where the fighting took place in Mexico and then explain why on a test.
15. List at least 2 reasons why the U.S. won control of the California and New Mexico region without difficulty.

16. Describe the Bear Flag Republic and identify its leaders.
17. Explain in a paragraph why the two year war with Mexico was one-sided.
18. List the provisions of the peace treaty which ended the war with Mexico in 1848.
19. List the territory that was contained in the Mexican Cession.
20. Construct a map of the U.S. locating the states and territories included in the Mexican Cession.
21. Explain the purpose of the Gadsden Purchase and identify the land that was acquired.

Objective #3: The student will demonstrate an increase in his comprehension of the effect the discovery of gold in California in 1849 had on the development, not only on California itself, but on the entire southwest, by summarizing the material in the following suggested activities to the satisfaction of the teacher.

Activities:

22. Relate the circumstances surrounding the discovery of gold in California in 1849.
23. Trace on a given sketch map at least 4 routes gold seekers traveled to California.
24. Describe in an essay what life was like in a typical mining town.
25. Explain in a paragraph how the "Gold Rush" helped California become a state.
26. List the means of communication and transportation that linked California to the East.

Objective #4: The student will demonstrate an increase in his comprehension of the circumstances and events which eventually led to the U.S. acquisition, in 1846, of that part of the Oregon Territory which makes up the Northwest U.S. today by summarizing the material within the following suggested activities to the satisfaction of the teacher.

Activities:

27. Construct a chart showing the four countries which

27. (cont.) claimed the Oregon Country and the basis for each of these claims in the early 1800s.
28. Explain in a paragraph how Oregon was governed by the U.S. and Great Britain after 1818.
29. Explain in a paragraph why Britain agreed to share occupation of Oregon with the U.S. rather than fight as Mexico had decided later on.
30. Explain why the British were interested in Oregon in a paragraph.
31. Explain in an essay when and why Americans began to settle in Oregon.
32. Locate on a map the route most American settlers followed to Oregon.
33. Explain in a paragraph how Great Britain and the U.S. in 1846 settled their claims to Oregon.
34. Explain the phrase "Fifty-four forty, or fight!" on a test.
35. Locate the 49th parallel on a map and explain its significance in the final settlement.
36. Construct a chart giving information about the part played in the settlement of the Oregon country by Gray, Astor, and Whitman. Divide a piece of paper into 5 columns listing the names of these men on the left, and heading the other columns as below:

<u>Travelers to the Oregon</u>	<u>Time of Visit</u>	<u>Reason for Expedition</u>	<u>Means of Travel</u>	<u>Results of Expedition</u>
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Robert Gray

John J. Astor

M. Whitman

37. Construct a map of the U.S. locating the states, Mexican Cession, Gadsden Purchase, and Oregon Territory.
38. Construct a time line of westward expansion from 1803 to 1853.
39. Construct a chart giving information about the territorial expansion of our country during the half century between 1803 and 1853. In the column at the left list the territorial division added in this period and

39. (cont.) under the proper headings fill in the information asked for.

<u>Territory</u>	<u>Year added</u>	<u>How Acquired</u>	<u>Area in Square Miles</u>
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40. List at least 4 reasons why pioneers went west between 1825-1850.

Objective #5: The student will demonstrate an increase in his comprehension of Frederick Jackson Turner's theory of the frontier's influence on the westward movement by summarizing the material within the following suggested activities:

Activities:

41. Describe Frederick Jackson Turner on a test.
42. List at least 4 effects the frontier had on the attitudes of the people according to Turner.
43. Cite at least 3 examples Turner uses to illustrate the idea that the frontier promoted democracy.

Objective #6: The student, who wishes to do so, will respond in a positive manner to any or all of material within the following suggested activities, to be measured by teacher evaluation of assignments completed.

Activities:

44. Pretend you are one of the following and write letters or advertisement urging people to settle in the West:
 - a. Owner of a fast sailing vessel bound for San Francisco
 - b. Owner of a train of sturdy covered-wagons are ready for the Oregon Trail
 - c. An American (perhaps Stephen Austin) who has received a large land grant in Texas
45. Give the following information on the Mormons:
 - a. Who were the Mormons?
 - b. What were their religious beliefs?
 - c. Who were some of their leaders?
 - d. Where did they finally settle in the U.S.?

45. (cont.)

e. Why did they have such a difficult time fitting into the community?

46. If you were a 19th century pioneer heading for the West, to which region would you choose to go? What route would you follow and why?

47. "Several generals (among them William Henry Harrison, Andrew Jackson, and Zachary Taylor) have become Presidents of the U.S. Why? Is a general likely to have the qualities and experience needed to make a good President?"

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF HOW AND WHY SECTIONALISM DEVELOPED IN THE U. S. IN THE NORTH, SOUTH, AND WEST, AND THE EFFECT THIS SECTIONALISM WAS TO HAVE ON THE GROWTH AND INTERRELATIONSHIP OF THESE THREE SECTIONS, BY SATISFACTORILY COMPLETING THE FOLLOWING:

Objective #1: The student will demonstrate an increase in his comprehension of the factors such as natural resources, inventions, the building of roads, canals, and railroads, and the rise of industrialism which made the North so distinctly different from the South, by summarizing the material within the following activities to the satisfaction of the teacher.

Activities:

1. Be prepared to define and give examples of: factory, textile, toll, communication, tariff, packet ship, turnpike, invention, manufacture, spinning jenny, telegraph, labor union, clipper ship.
2. Explain in an essay what happened to American shipping during and just after the American Revolution and list the new markets American merchants and sea captains found.
3. Explain in a paragraph how the War of 1812 hurt shipping in the Northeast and how it affected manufacturing in the U. S.
4. Describe the clippership and know its importance for a test.
5. Explain the term Industrial Revolution in an essay.
6. Explain in an essay how new machines were introduced into the U. S.
7. List at least three reasons why so many of the early factories were located in New England.
8. Explain in a paragraph why factory owners demanded a tariff on imported manufactured goods. (Be sure to explain how a tariff would help them).
9. Identify any 8 of the following with a descriptive word or phrase: Erie Canal, Cumberland Road, Edmund Cartwright, Richard Arkwright, Robert Gray, Morse code, Samuel F. B. Morse, Elias Howe, James Hargreaves, Donald McKay, Samuel Slater, Francis Lowell, Robert Fulton.

10. Identify the location of National Road on a map and explain its importance.
11. State at least 2 reasons why canals were built.
12. Indicate on a sketch map of the U. S. the canals built during this time period.
13. Explain in a paragraph how the first successful steamboat was developed and why it was important.
14. Describe in an essay what early trains were like and why railroads were important.
15. Construct a map of the U. S. indicating railroads built by 1850 and between 1850-1860.
16. Answer the following questions on a test: (a) Why did more railroads run east and west than north and south? (b) At what cities did several important railroads meet?
17. Describe in an essay how the telegraph was developed and why it was important.
18. Construct a time line of the following: Erie Canal, First Textile Mill built in U. S., Commercial Telegraph tested, U. S. begins trading with China, Cooper's Locomotive tested, Fulton's Steamboat tested.

Objective #3: The student will demonstrate an increase in his comprehension of the way of life (economic, political, and social) that developed in the South centered around the economic importance of cotton raising and the demand for black slave labor by summarizing the material in the following activities to the satisfaction of the teacher.

Activities:

19. Define and give examples of any 6 on a test: field hand, overseer, plantation system, cotton gin, freedman, abolitionist, mountain whites, patent.
20. Explain in a paragraph why Southerners began to grow more cotton after 1793.
21. Explain in an essay what changes in the ways of living in the South came about because of this increase in the production of cotton.
22. Answer the following questions on a test: (a) Why did cotton planters need more land. (b) Where did they find it? (c) What 3 cotton states had been added to the Union by 1819.

23. Explain in an essay what was meant by the expression "Cotton is King."
24. Describe in a paragraph the plantation system.
25. Construct a chart showing the difference in the way of life of the following: plantation owner, plantation slave, small farmer, mountain whites.
26. Identify a description of Eli Whitney on a test.
27. Identify the Mason and Dixon Line on a map and explain its significance.
28. Explain in an essay why slavery disappeared in the North by the turn of the nineteenth century.
29. Explain how and why the Southerners' feelings about slavery changed after 1793.
30. List at least 3 reasons abolitionists objected to slavery and list at least 3 reasons Southerners used to defend slavery.
31. Construct a chart showing the increase in the production of cotton from 1800-1860.
32. List the states which formed the Old South and the Cotton Kingdom.

Objective #4: The student will demonstrate an increase in his comprehension of those factors (political, economic, and social) that made life in the West so distinct from that in the North and South by summarizing the material in the following activities to the satisfaction of the teacher.

Activities:

33. List at least 4 problems and dangers Westerners faced between 1770-1825.
34. List at least 3 characteristics frontier life developed in Westerners.
35. Define and write a sentence on any 6 of the following: nullify, secede, panic, spoils system, reformer, temperance, antislavery, wildcat bank.
36. List at least 2 reasons why Westerners tended to be more democratic than the people of the other sections.

37. List at least 3 issues Andrew Jackson fought for.
38. Identify an outstanding characteristic of any 5 of the following on a test: Henry Clay, Andrew Jackson, John C. Calhoun, Whig Party, Martin Van Buren, John Quincy Adams, Democratic Party.

Objective #5: The student will demonstrate the application of the knowledge he has gained of each section-- North, South, and West--separately by comparing all three sections on such issues as economy, tariffs, and slavery, by summarizing the material found in the following activities to the satisfaction of the teacher.

Activities:

39. Construct a chart contrasting the conditions favoring agriculture and industry in the North, South, and West about 1860:

	conditions favoring agriculture	conditions favoring industry
NORTH	_____	_____
SOUTH	_____	_____
WEST	_____	_____

40. Use the chart to help you explain the development of the North, South, and West in an essay.
41. Construct a chart indicating the chief needs of the North, South, and West from 1790-1850.
42. Explain in an essay what stand the North, South, and West had taken on the tariff question.
43. Explain in an essay what stand the North, South, and West had taken on the slavery question.

Objective #6: The student will demonstrate an increase in his comprehension of the accomplishments achieved by Andrew Jackson during his Presidency, by summarizing the material in the following activities to the satisfaction of the teacher.

Activities:

44. Identify the new political parties that were formed during Jackson's Presidency.
45. Construct a chart of the new political parties indicating what each stood for.

46. Explain in an essay why a panic developed in 1837.
47. List the results of this panic.

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF R. I.'S STATE AND LOCAL DEVELOPMENT (POLITICAL, ECONOMICAL, SOCIAL, AND GEOGRAPHICAL) BY COMPLETING THE FOLLOWING.

Objective #1: The student will increase his comprehension of the geography of R. I. that influenced its development by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. Construct a map of Rhode Island locating its cities, towns, and major bodies of water.
2. Describe the total land area and then the total area of Rhode Island.
3. List the 8 cities in Rhode Island.
4. List two ways R. I. water resources have influenced the development of the state.
5. Explain in a paragraph why our weather is so changeable.
6. List R. I.'s valuable mineral resources and give one use for each.
7. List three trees native to Rhode Island.
8. Name and describe our state flower.
9. Define the phrase "density of population" and give one example of its use.
10. Name the most densely populated state in the nation.
11. Name the most densely populated city in R. I. Be prepared to locate it on your map.
12. Explain the phrase "Providence metropolitan area." Give the boundaries involved.

Objective #2: The student will increase his comprehension of the historical growth of R. I., both on the state and local levels, by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

13. Construct a map of Cranston.

14. List the cities and towns surrounding Cranston.
15. Name the four Indian tribes that Roger Williams found occupying the lands that are now R. I. (what was the title of the book Williams wrote about the Indians?)
16. Explain in a paragraph what caused the population of the R. I. Indians to decline after the coming of the white men?
17. List and locate on a map the first four R. I. settlements to be established.
18. List the names of the representatives at the famous Albany Congress.
19. List the names of the two Rhode Islanders who signed the Declaration of Independence.
20. Name the Revolutionary War hero who was considered the best general in the American army next to Washington.
21. Explain in a one to two paragraph essay why R. I. was the last of the original 13 states to ratify the Constitution of the U. S.
22. Name the most famous naval hero in the War of 1812.
23. List two reasons for the great increase of immigration into R. I. during the 19th century.
24. Compare R. I.'s negro population in 1950 and 1960.
25. List three contributions made by R. I. to the war effort in W. W. II.
26. Name the two houses that make up the General Assembly.
27. List the powers of the R. I. Senate and House of Representatives.
28. List the duties and responsibilities of the Governor.
29. List the different functions and titles of the State Department.
30. Explain in a paragraph why the Department of Education is so important to the schools of R. I.
31. List the courts that make up the judiciary of R. I.
32. List the duties of our Supreme Court.
33. Describe in a paragraph the cases that the Juvenile Court has jurisdiction over.

34. Explain in a paragraph the role of the Public Defender.
35. List the duties of the Probate Courts.
36. Define any four of the following for a test: citizen, naturalization, selection by lot, prejudice, statute, jury.
37. List the various ways in which the state government gives financial assistance to the towns and cities.
38. Explain how the depression of the 1930's affected the political scene in R. I.
39. Identify the year when the most recent Constitutional convention was held in this state and list its major accomplishments.

Objective #3: The student will increase his comprehension of the political growth of R. I., both on the state and local levels, by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

40. Explain in an essay why Governor William Sprague was so influential in the local political scene in Cranston.
41. Describe in a paragraph the type of city government that is used in Cranston.
42. Construct a chart describing the city government of Cranston (executive, legislative, judicial).
43. Identify the persons who presently hold these offices: The Mayor, City Treasurer, and City Council.
44. Explain why Newport became the commercial center of colonial R. I.
45. Name two of the leading colonial Newport merchants.

Objective #4: The student will increase his comprehension of the economic growth of Rhode Island, on the state and local levels, by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

46. Give one reason for the decline of Newport as a fishing port.

47. List four fish caught in large quantities by R. I. fishermen.
48. Name two public piers in Providence.
49. List two of the many trades that helped to fit and equip a ship for sea.
50. Explain in a paragraph why a large percentage of R. I.'s manufacturing goods are transported by truck.
51. Name at least two airlines that service R. I.
52. Give the official name of R. I.'s largest airport.
53. Explain why present day food stores are able to offer a greater variety of foodstuff the year round than the stores of 50 years ago.
54. List the four most important retail trade centers in R. I. today.
55. Describe in a paragraph whether most of our retail business is now done on a cash or credit basis.
56. List two types of retail stores in which cash sales predominate.
57. Identify a buying syndicate and give one example of such.
58. List the four most important industries in R. I.
59. Name three of the most important textile firms of the 19th century.
60. Identify the founder of the metal trades industry in R. I. (where was it located?)
61. Identify the R. I. firm that is nationally famous for its precision instruments and machine tools.
62. Identify the R. I. firm famous for its sterling silver products.
63. Identify the founder of the costume jewelry industry in the U. S. (where?)
64. Name two small local businesses dependent on our costume jewelry industry.
65. Name two Rhode Islanders closely associated with the early growth of the U. S. Rubber Company.
66. List three products produced by the R. I. Rubber industry.

67. Explain in a paragraph why Workmen's compensation program is so necessary in an industrial state.

Objective #5: The student will increase his comprehension of the social and cultural growth of R. I. by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

68. Identify a dame school.
69. Identify and locate the first public high school in R.I.
70. Identify the oldest private school still operating in R. I.
71. List two important changes that have taken place in R. I. schools in the last 50 years.
72. List four institutions of higher learning located in the state.
73. Explain in a paragraph why more elaborate houses were built at Newport than at Providence in the 17th century and identify at least two other cities where this was true.
74. Name and locate the grandest mansion built in the late 18th century in R. I. (Who designed it and who owned it?)
75. Identify two important benefactors of the poor and mentally ill in the early 19th century in Providence.
76. Identify the composer who wrote many compositions about R. I.'s history and geography.
77. Identify D. W. Reeves of Providence.
78. Explain in a paragraph why the R. I. State Library is very important to the General Assembly.
79. List three types of recreation popular in 18th century R.I.
80. Explain in a paragraph why recreation at the present time is an important part of R. I.'s economy.

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF THE VARIOUS CAUSES AND NUMEROUS EVENTS THAT BROUGHT ABOUT EVENTUAL CIVIL WAR BETWEEN NORTH AND SOUTH (1861-1865) BY COMPLETING THE FOLLOWING.

Objective #1: The student will demonstrate an increase in his comprehension of how the issue of tariffs became a cause of the Civil War by summarizing the material in the following suggested activities with acceptable performance determined by the teacher:

Activities

1. Define any 8 of the following terms and then use each correctly in an original sentence.

tariff

slave

sectionalism

abolitionist

pro-slavery

anti-slavery

compromise

emancipation

secession

nullification

states' rights

sovereignty

2. Explain the following statement in 100-200 words: "Tariffs have a twofold purpose: protection and revenue."
3. State the position and the reason (s) for that position of either the North or the South on the question of tariffs in 40-100 words.
4. Demonstrate by an original example how a tariff works to provide protection and revenue.
5. Explain in 100-200 words the "Doctrine of Nullification" and "Tariff of 1832" suggested by South Carolina in 1828. Be sure to include the following:
 - a. the substance of the doctrine
 - b. the reason for its declaration
 - c. its potential danger to the future political unity of the U.S.
6. Research the so-called "Tariff of 1832" and the crisis which was averted by the Compromise Tariff of 1833. Be able to supply the following:
 - a. provisions of the tariff
 - b. state how each side gained and lost as a result of the compromise

Objective #2: The student will demonstrate an increase in his comprehension of how sectionalism and states' rights issues contributed to the outbreak of the Civil War by summarizing the material within the following suggested activities with acceptable performance determined by the teacher.

Activities:

7. It is suggested that you first review in our constitution the following: (a) how the legislative (law-making) branch is organized; (b) the system by which a bill becomes a law. Then summarize in 50-100 words why the South fought for greater States' rights rather than a strong central government.
8. Research the way of life that developed in the South as contrasted with that in the North. Then in approximately 300 words be able to cite examples of sectional, rather than national, pride that developed in the South that may have made relations between the two sections increasingly more difficult.

Objective #3: The student will demonstrate an increase in his comprehension of the origins of black slavery in the U. S. and its importance as the greatest single cause of the Civil War by summarizing the material within the following suggested activities with acceptable performance determined by the teacher.

Activities:

9. Write a descriptive paragraph of 200-300 words on any two of the following topics: (a) on board a slave ship; (b) the African slave markets; (c) a public slave auction in the U. S.
10. Supply the following data relevant to the beginnings of black slavery in the U. S.: (a) when? (b) where? (c) circumstances?
11. Explain the basic difference between the colonial indentured servant and the plantation slave in the South in 25-50 words.
12. Draw in and label the route of the infamous "Triangular Slave Trade" on a sketch map of Africa, Europe, and North America. Then in 50-75 words be able to briefly state what was accomplished at each stage of the trade.

13. Briefly describe Rhode Island's part in the colonial slave trade; in 200-300 words.
14. Give the year when R. I. declared by state law that slavery was illegal within its borders.
15. Give the economic reason why Northerners soon gave up slavery in 25-50 words.
16. Write an explanation of 100-200 words on each of the following: (a) why was the use of slave labor before 1800 too expensive? (b) how did the invention of the cotton gin by E. Whitney make slave labor more profitable and thereby increase the demand for more slaves?

Objective #4: The student will demonstrate an increase in his comprehension of the abolitionist movement that began in the early 1800's as a reaction to slavery by summarizing the material in the following suggested activities with acceptable performance, determined by the teacher:

Activities:

17. Research the founding of the African colony of Liberia in 1815 and discuss it as a suggested solution to slavery in 200-300 words. Comment on the reasons for its success or failure.
18. State the decision made by the Constitutional Convention in 1787 to abolish the slave trade in the U. S. (Check Article 1, Section 9a)
19. Cite any 3 different ways that African blacks resisted slavery.
20. Look up the biographies of these two famous militant black slaves--Denmark Vesey and Nat Turner, and then, given either one, write a biographical sketch of 200-300 words.
21. The decade of the 1820's witnessed an increase in active abolitionism. Among the more vocal and extreme abolitionists were: William Lloyd Garrison, Frederick Douglass, Theodore Weld. Research their biographies and given any one of them, write a biographical sketch in about 300 words.

22. List either 2 reasons Northerners gave in condemning slavery or 2 reasons Southerners gave in condoning slavery.
23. Look up the Missouri Compromise and then: (a) list the provisions of the Missouri Compromise of 1820; (b) for each provision indicate whether the North or South gained by the "compromise"; (c) indicate these provisions on a sketch map of the U. S.

Objective #5: The student will demonstrate an increase in his comprehension of the over-all effect of the events from 1850-1860 in bringing on the Civil War in 1861 by summarizing the material in the following suggested activities with acceptable performance determined by a teacher-made test.

Activities:

24. State what the Compromise of 1850 provided in any three of the following areas: (a) California; (b) Washington, D. C.; (c) runaway slaves; (d) slavery in the new territories of Utah and Nebraska.
25. Indicate which side gained, and why, as a result of each provision of the Compromise of 1850.
26. Explain why the South felt that the freedom to spread slavery westward was economically necessary to their futures.

Objective #6: The student will respond positively to the impact Harriet B. Stowe's Uncle Tom's Cabin had in arousing anti-Southern feelings as measured by teacher observation of student interest in class discussions or in a 3-5 minute oral report.

Activities:

27. Discuss the Kansas-Nebraska Act of 1854, either orally in 3-5 minutes or in writing; you are to answer the following questions: (a) what earlier compromise did it replace? (b) how did it attempt to settle the slavery question? (c) give and explain either the North's or South's reaction to the act.
28. Research the career and ambitions of Stephen Douglas and then in 50-75 words be ready to give one possible motive he may have had for proposing the Kansas-Nebraska Act. Remember that he was a Northern Senator.

29. Summarize in 50-100 words some of the events which contributed to the expression "Bleeding Kansas."
30. Give the specific stand, and reasons for that stand, of the new Republican Party concerning slavery in 25-50 words. The party was organized in 1854 as a reaction to the still unsettled question of slavery and the new territories.

Objective #7: The student will evaluate an over-all success and impact of the Underground Railroad as a cause of the Civil War as measured by teacher observation of student interest in class discussions as suggested in the following activities:

Activities:

31. Describe in 150-200 words how the Underground Railroad worked in helping runaway slaves to escape. Be sure to identify and use the following terminology: conductor and passenger.
32. Look up the biography of Harriet Tubman, a "conductor" in the Underground Railroad, and then be able to summarize her "career" as a conductor in 300 words or in 3-5 minutes orally.

Objective #8: The student will evaluate the effect of the dual decision in the Dred Scott Case on the rising bitterness between North and South as measured by teacher observation of student interest in class discussions.

Objective #9: The student will demonstrate an increase in his comprehension of the effect of the Lincoln-Douglas debates on arousing still further the bitterness between North and South by summarizing the material in the following suggested activity with acceptable performance determined by the teacher:

Activity:

33. Supply the following concerning the Lincoln-Douglas debates in 1858: (a) state Abraham Lincoln's and Stephen Douglas' stand on slavery during those debates; (b) explain the so-called "Freeport Doctrine" that came out of the debates.

Objective #10: The student will evaluate positively the election of 1860 as the final cause of the Civil War as measured by teacher observation of student interest in class discussions or in a brief 3-5 minute oral report. The following activity is suggested for this objective:

Activities:

34. Research the Presidential election of 1860 and then in chart form provide the following information: (a) the names of the four candidates; (b) the political party of each man; (c) each man's campaign platform, particularly his stand on slavery; (d) the popular votes each received (in round figures); (e) the electoral votes each received (in round figures).
35. Make one comment on each of the following statements: (a) the south's reaction to the results; (b) what if the democratic party did not split; (c) Lincoln's position as a "minority" President.

LEVEL OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF THE MILITARY CAMPAIGNS AND OTHER SIGNIFICANT EVENTS DURING THE AMERICAN CIVIL WAR (1861-1865) WHICH PRODUCED EVENTUAL NORTHERN SUCCESS OVER THE SOUTH BY SATISFACTORILY COMPLETING THE FOLLOWING

Objective #1: The student will demonstrate an increase in his comprehension of the final decisions and preparations both North and South made just prior to the outbreak of warfare in April, 1861 by summarizing the material in the following activities to the satisfaction of the teacher.

Activities:

1. Define any given four of the following vocabulary terms: blockade, secede, proclamation, strategy, emancipation, unconditional surrender, border states.
2. List and locate on a given sketch map any 5 of the Southern States that seceded from the Union following the announcement of the results of the election of 1860.
3. Identify the four so-called "border states" that seceded several months later and locate them on a sketch map.
4. Identify the four other slave border states that remained loyal to the Union by not seceding and locate them on a sketch map.
5. Give Lincoln's main reason for continuing the Civil War. This reason kept the four loyal border states fighting on the side of the Union.
6. Research each side's capabilities to conduct war, and then compare, in chart form, both sides in any given four of the following categories: population, money, trade, railroads, Army and Navy, industrial output.
7. Supply the following information concerning the "new" country established by the South after secession: complete name, Capital, 1st President and Vice President, Description of its "National" flag.
8. Recount the events surrounding the outbreak of the shooting war at Ft. Sumter, S. C. in 100-200 words.

9. Research Northern and Southern strategies and then, given either one, list the steps in that section's plans.

Objective #2: The student will demonstrate an increase in his comprehension of the methods and tactics both the North and South used to gain victory in the naval phase of the Civil War by summarizing the material in the following activity to the satisfaction of the teacher.

Activity:

10. Research the various methods used by the South to break the North's blockade and given any 2 be able to elaborate on their use in 100-200 words each. (Check: Merrimac, blockade runners, commence raiders, and foreign aid).

Objective #3: The student will demonstrate an increase in his comprehension of the military campaigns and Northern success in the "western phase" of the Civil War by summarizing the material in the following activity to the satisfaction of the teacher.

Activity:

11. Research the events that took place in the Western phase of the war. Then be able to do any of the following: Give the military objective of the North; On a sketch map, locate and label the major battles and route Grant took; Relate the importance of and the difficulty in capturing Vicksburg; Indicate the effect of the North's success on Southern plans.

Objective #4: The student will demonstrate an increase in his comprehension of the military tactics and campaigns in the "eastern phase" of the Civil War by summarizing the material in the following activities to the satisfaction of the teacher.

Activities:

12. Research the events of the eastern phase, by far the most difficult for the Union, and then be able to supply the following: (a) state the north's military objective here; (b) indicate the importance of the results of the following battles--1st Bull Run, Seven Days Battle, Antietam, Chancellorsville, Gettysburg, The Wilderness; (c) What actions by President Lincoln clearly show the problem of good leadership of Union forces early in the war.

13. Locate on a given sketch map the above mentioned battles (in activity 12).
14. Recount the scene at Appomattox Courthouse when General Robert E. Lee surrendered to General Grant ending the Civil War in 150-200 words.
15. "Translate" Lincoln's words in his Gettysburg Address into your own words and be prepared to discuss his message.
16. Research the reasons why the South never received the foreign aid (military and economic) it hoped for from Great Britain and elaborate on one of those reasons in 100-200 words.
17. Give one reason why Lee made two attempts to invade the North at Antietam and at Gettysburg when such moves seemed contrary to the South's strategy.
18. Relate in 25-50 words the over-all effect the failure of the above attempts had on the South's hopes of winning the war.
19. Answer the following after researching Sherman's "march to the sea": What was his military objective? Trace his route on a sketch map. List some of the steps he took to attain that military objective. General Sherman has been much criticized for his "march to the sea. His answer was, "War is hell!"
20. Evaluate his methods when considering the total picture of the Civil War in 100-200 words.

Objective #5: The student will respond positively to the criticism of many historians that Lincoln's Emancipation Proclamation (1863) did not in itself free a single slave. The objective will be measured by teacher observation and evaluation of the student's examples and personal criticisms.

Activities:

21. Answer the following after reading Lincoln's Emancipation Proclamation (January, 1863) carefully:
(a) did Lincoln include all slaves in his proclamation? (b) If the answer you give is no, then which did he exclude? (c) Give Lincoln's motive in excluding these slaves.

22. Give your opinion in 200 words of Lincoln's Emancipation Proclamation.

Objective #6: The student will demonstrate an increase in his comprehension of R. I.'s contribution to the Northern efforts to defeat the South by summarizing the material in the following activity to the satisfaction of the teacher.

Activity:

23. Relate in 200-300 words Rhode Island's participation in the Civil War.

Objective #7: The student will demonstrate an increase in his comprehension of the various "costs" to both North and South as a result of having waged the Civil War by summarizing the material in the following activity to the satisfaction of the teacher.

Activity:

24. Compare, in chart form, the "costs" of the war to each side in round figures in any given two of the following categories: lives lost; wounded and/or maimed for life; costs in dollars to wage war; effect on that section's economy.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF VARIOUS PLANS AND METHODS USED BY THE U. S. TO RECONSTRUCT THE SOUTH (POLITICALLY, ECONOMICALLY, AND SOCIALLY) DURING THE YEARS 1865-1877 FOLLOWING THE SOUTH'S DEFEAT IN THE CIVIL WAR BY COMPLETING THE FOLLOWING.

Objective #1: The student will demonstrate an increase in his comprehension of the problems involved in the reconstruction of the south, and the shortcomings not only of some of the suggested plans, but also of some of the political leaders by summarizing the material in the following activities with acceptable performance to be determined by the teacher:

Activities:

1. Define each of the following terms and illustrate its meaning by using it in a sentence: reconstruction, New South, Solid South, scalawags, amendment, radical, impeachment, bureau, tenant farmer, sharecroppers, carpet-baggers.
2. Identify each of the following personalities by stating one significant fact about each which cannot be said of the others: Andrew Johnson, Charles Sumner, Thaddeus Stevens, Rutherford B. Hayes, John B. Booth.
3. Compare in chart form the 3 amendments added to the U.S. Constitution during reconstruction: 13th, 14th and the 15th amendments. Supply the following information in the comparison: (a) motive for its passage, (b) what each did for the freed blacks, (c) southern reaction to each.
4. Discuss in a paragraph of 200-300 words the goals, methods, and success of the Freedmen's Bureau, which was established after the war to help the former black slaves to adjust to their new freedom.

Objective #2: The student will evaluate positively the problem of political reconstruction in 1865, considering the south either as merely a delinquent section of the country to be punished as such or as a foreign country, as demonstrated in 100-200 words and evaluated by the teacher.

Objective #3: The student will evaluate positively to fairness and feasibility of the 3 suggested plans (above) for reconstruction as measured by teacher observation and evaluation of the reasons given in class discussions or in a brief 3-5 minute oral report to the class. The following activities are suggested for this objective.

Activities:

5. Compare in chart form the provisions of each of the following plans that were suggested for the political reconstruction of the South: Lincoln's plan, Johnson's plan, Military Reconstruction Plan of 1867.
6. State the South's reaction to any two of the plans mentioned above.

Objective #4: The student will demonstrate an increase in his comprehension of life in the south for both blacks and whites during Reconstruction and of the changes that resulted during this time by summarizing the material in the following activities with acceptable performance determined by the teacher.

Activities:

7. Distinguish between carpetbaggers and scalawags. Also, explain their motive, methods, and effect on the efforts to reconstruct the union.
8. Compare politically and economically the "old" South with the "new" and "solid" South that emerged after the war and during reconstruction.
9. Discuss either orally (3-5 minutes) or in 200-300 words, the Ku Klux Klan. Include its origin, methods, goals, success, and present status.
10. Discuss in a paragraph of 100-200 words what happened to the Southern blacks once reconstruction had ended in 1877. What was life for them like in the South?
11. Explain in what way the end of reconstruction was tied into the Presidential election of 1876.
12. Place the following events on a time bar with appropriate significant dates from the era of reconstruction: Impeachment of Andrew Johnson, Start of military reconstruction, Election of U. S. Grant, Start of political reconstruction, Passage of the 13th, 14th, and 15th Amendments, End of reconstruction.

Objective #5: The student will evaluate positively the work of the Southern black-dominated state and local governments during much of Reconstruction as measured by teacher observation and evaluation of examples given during class discussions or in a brief 3-5 minute oral report to the class.

Objective #6: The student will evaluate positively the effect on the future role of the Executive Branch (Presidency) in the U. S. if the court attempt to take President Andrew Johnson out of office in 1867 was successful as measured by teacher observation and evaluation of reasoning given in class discussions or in a brief 3-5 minute oral report to the class.

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF THE CONDITIONS AND FACTORS WHICH BROUGHT ABOUT GREAT ECONOMIC GROWTH IN THE U. S. FROM 1865-1900 BY COMPLETING THE FOLLOWING.

Objective #1: The student will demonstrate an increase in his comprehension of the importance of the new business form, the corporation, as the answer to the need for a new form of business to handle the growth of production by summarizing the material in the following activities with acceptable performance to be determined by the teacher.

Activities:

1. Give a complete and precise definition of a corporation and be prepared to give examples of a corporation.
 2. Compare in chart form the following business forms by giving one advantage and one disadvantage of each: (a) single proprietor, (b) partnership, (c) corporation.
 3. Define accurately and concisely any 6 of the following terms and then illustrate their uses in one sentence for each of the 6: (a) stock, (b) par value, (c) chart, (d) stockholder, (e) above par, (f) below par.
 4. Compare common stocks and preferred stocks by comparing their advantages and disadvantages in a chart form. Bonds, as well as stocks, are investments. However, stocks and bonds are not the same.
 5. State the basic difference between bonds and stocks, which are different kinds of investments.
 6. Illustrate the organization of a corporation in a diagram form. Include the following: stockholders, board of directors, president, vice-presidents, workers.
 7. Distinguish between the roles of the board of directors and the president of the corporation in 50-100 words.
- List the essential (necessary) items of information that are to be found in a charter.

9. State the protection to the stockholders that comes with the corporation's limited liability in 50-100 words.
10. Compare, in 50-100 words, the limited liability of a corporation with the liability of either a single proprietor or partnership.
11. Define each of these terms accurately and give an example of each in a sentence: trust, holding company, interlocking directorate.

Objective #2: The student will demonstrate an increase in his comprehension of the methods developed by big business during this period (1865-1900) to not only produce with greater efficiency, but also to distribute this increased production more efficiently by summarizing the material within the following activities with acceptable performance to be determined by the teacher.

Activities

12. Define mass production and give one example of how it has worked.
13. Define each of these new kinds of stores and then supply information about any three in chart form on the following points: one advantage, one disadvantage, name of one actual example:

specialty shop, chain store, department store, mail order house, supermarket, discount house

Objective #3: The student will demonstrate an increase in his comprehension of the various contributions of certain individuals, including inventors, at this time around the turn of the 19th century who supplied the daring, perseverance, and imagination which became so important to the success of American industry by summarizing the material in the following activities with acceptable performance to be determined by the teacher.

Activities

14. Look up the careers of the men listed below and then given any one, be able to write a biographical sketch of approximately 200-300 words: Andrew Carnegie, John D. Rockefeller, James J. Hill.

15. Give the invention or improvement each of the following men made and be able to explain how that invention helped in the growth of industry:

Thomas A. Edison, Alexander G. Bell, G. Marconi,
Cornelius Vanderbilt, Charles Goodyear, Henry Ford

Objective #4: The student will demonstrate an increase in his comprehension of the various laws (their purpose and their provisions) passed by the U. S. Government to counteract some of the abuses that arose from the accumulation of great wealth as a result of the growth of big business by summarizing the material in the following activities with acceptable performance to be determined by the teacher.

Activities

16. Look up these laws--Interstate Commerce Act and Sherman Anti-Trust Act--and then in 50-100 words, given either one, be able to explain what specific abuse the law hoped to eliminate and how it intended to do this.
17. Give the meaning of laissez-faire and the reasoning behind it in 50-100 words.

Objective #5: The student will value the recognition of women's human rights in law and moral treatment as exhibited by reactions to the following activities.

Activities

18. Answer any given one of the following concerning the government's reaction to woman and child labor.
- (a) what were some of the abuses of woman and child labor present then?
- (b) what regulations were then enacted to curtail some of these abuses?
19. Prepare an outline of the discrepancies which still exist between the rights extended to male and female adults.

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF HOW ORGANIZED LABOR UNIONS DEVELOPED AND GREW IN THE U. S. BY COMPLETING THE FOLLOWING LEVEL.

Objective #1: The student will demonstrate an increase in his comprehension of the conditions and factors which held back significant growth of unions in the U. S. before the American Civil War by summarizing the material in the following activities with acceptable performance to be determined by the teacher.

Activities:

1. Explain in 100-200 words why attempts before the Civil War to organize labor unions failed.
2. Give 2 reasons why after the war attempts to unionize met with increasing success. Consider the effect the war itself had on this success.
3. List four common demands (general) made by unions after the Civil War. Put an asterisk next to those that continue to be goals of unions today.
4. List two demands made by unions today that were not made in the early years of union growth.
5. Define any given four of the following terms and illustrate their use in sentences: lockout, blacklist, yellow dog contract, company town, strike breaker, scabs.
6. Explain briefly (50 words) the importance in breaking down in the future growth of unions as a result of the court decision in 1846 in Massachusetts entitled "Commonwealth of Massachusetts vs. Hunt."

Objective #2: The student will demonstrate an increase in his comprehension of the factors and conditions which led to the ever-increasing growth of the power of unions in the U. S. following the American Civil War by summarizing the material in the following activities with acceptable performance to be determined by the teacher.

Activities:

7. Discuss, either orally in 5 minutes or in 150-300 words in writing, the Knights of Labor, which was to be the first significantly powerful labor union on a national level in 1869. Include the following: origin, make-up of membership, organization, success, failure (causes for).
8. Define all of these terms and illustrate their use in complete sentences: closed shop, open shop, union shop.
9. State the basic differences among these terms: collective bargaining, mediation, arbitration.
10. Define the word "strike", use it in a sentence, and then state why it is a last resort to settle a dispute.
11. Define the various kinds of strikes listed below and give an example of each: Wildcat strike, sit-down, strike, sympathy strike.
12. State the difference between a strike, and a boycott. Then relate an example to show the working of a boycott as opposed to a strike. The example may be fictitious or factual.
13. Summarize the events and results, good and bad, of the railroad strike in 1877 as an example that strikes are not always successful.

Objective #3: The student will evaluate positively the organizational philosophy of the American Federation of Labor as measured by teacher observation and evaluation of the student's reasoning demonstrated in class discussions or a brief 3-5 minute oral report to the class. The following activity is suggested for this objective:

Activity:

14. Complete each of the following concerning the American Federation of Labor which succeeded the Knights of Labor in 1886: (a) give a brief biographical sketch (200-300 words) of its founders; (b) sketch in diagram form the organization of the AF of L; (c) point out the improvement it made in organization over the Knights of Labor (note the word "federation" in its title). Compare it to the Knights of Labor as a "craft union."

Objective #4: The student will evaluate positively the organizational philosophy of the CIO as measured by teacher observation and evaluation of the student's reasoning demonstrated in class discussions or in a brief 3-5 minute oral report to the class. The following activities are suggested for this objective:

Activities:

15. Accomplish the following concerning the CIO which was organized in the 1930s: explain why it was formed then give a biographical sketch (200-300 words) of its founder.
16. Discuss the status of the combined AF of L and the CIO today, following their merger in 1955.

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF HOW THE U. S. EMERGED AS A WORLD LEADER DURING THE PERIOD FROM 1890 TO THE OUTBREAK OF W. W. I (1914) BY COMPLETING THE FOLLOWING

Objective #1: The student will demonstrate an increase in his comprehension of how the U. S. acquired Hawaii in 1898 by summarizing the material in the following activities with acceptable performance to be determined by the teacher.

Activities:

1. State briefly the economic value of Hawaii to the U. S. in the 1890s.
2. State briefly the military strategic value of Hawaii to the U. S. in the 1890s.
3. State the reason President Cleveland refused to recognize the revolution in 1893.
4. State the reason why in 1898 President McKinley did indeed accept the annexation of Hawaii.

Objective #2: The student will demonstrate an increase in his comprehension of the involvement of the U. S. in a war with Spain in 1898 over the independence of Cuba by summarizing the material in the following activities with acceptable performance to be determined by the teacher.

Activities:

5. Give at least one reason why Americans were interested in the Cubans' revolution against Spain in the late 1890s.
6. Explain what the economic ties were between the U. S. and Cuba in the 1890s.
7. Define "yellow journalism" and give one illustrative example of it.
8. Show by example how "yellow journalism" actually contributed to the U. S. involvement in the Spanish-American War.
9. List two of the alleged atrocities that the Spanish in Cuba were supposedly guilty of committing against the Cubans.

10. Identify the following men by giving one significant fact about each: "Butcher" Weyler, W. R. Hearst, Pulitzer.

Objective #3: The student will evaluate the effect on U. S. public opinion, the sinking of the U. S. battleship Maine in Cuban waters had as measured by teacher observation and evaluation of examples given during class discussions. The following activities are suggested for this objective:

Activities:

11. Relate the circumstances surrounding the sinking of the U. S. S. Maine in 1898. Be sure to include: the Maine's Mission, the seriousness of the explosion.
12. Discuss the following various possible causes and/or guilt of the Maine's sinking by giving one reason why each is possible and one reason why it was not likely: (a) Americans in Cuba; (b) Cuban revolutionaries; (c) Spanish government in Cuba; (d) pure accident.

Objective #4: The student will demonstrate an increase in his comprehension of the U. S. military strategy and the ensuing campaigns which brought victory over Spain in 1898 by summarizing the material in the following activities with acceptable performance to be determined by the teacher.

Activities:

13. Compare the military capabilities (Army and Navy) of the U. S. and Spain to wage war once President McKinley asked for a declaration of war in April, 1898.
14. Explain the over-all (strategic) military plans of the U. S. to defeat Spain.
15. Summarize the events leading to the destruction of the Spanish fleet in the Philippines and the capture of those islands.
16. Cite facts such as casualties and ships lost which prove how overwhelming the U. S. defeat of Spain was.
17. Identify by stating one significant fact about each of the following during the Spanish/American War: Rough Riders and Teddy Roosevelt.
18. List the provisions of the treaty ending the war on August 12, 1898.
19. Explain why the U. S. gave Spain \$20 million for the Philippines when it gave no money for the other territorial acquisitions.

Objective #5: The student will respond positively to the uneasy relationship that existed between the U. S. and Latin America including Cuba following the Spanish/American War as measured by teacher observation and evaluation of interest in class discussions. The following activities are suggested for this objective.

Activities:

20. State what the U. S. promised in its Teller Amendment before the war with Spain actually began.
21. State the contents of the Platt Amendment following the conclusion of the war with Spain.
22. State the date when the U. S. finally withdrew from Cuba and thereby granted complete independence to the island.

Objective #6: The student will demonstrate an increase in his comprehension of the relationship that developed between the U. S. and the territories acquired from Spain in 1898 by summarizing the material in the following activity with acceptable performance determined by the teacher.

Activity:

23. Briefly describe in 50-100 words the relationship today between the U. S. and each of these territories acquired in the treaty: Philippines, Guam, Puerto Rico.

Objective #7: The student will demonstrate an increase in his comprehension of the preparations made prior to the actual building of the Panama Canal by summarizing the material in the following activities with acceptable performance determined by the teacher.

Activities:

24. Explain how the mission of the U.S.S. Oregon at the outbreak of the Spanish/American War proved to the U. S. the need for a canal across Central America.
25. Identify the agreement made by the U. S. and G. B. in 1901 and then list its provisions concerning the building, use, and control of any canal that might be built across Central America.
26. Explain why G. B. in particular would demand such an agreement.

27. Trace the possible routes that were considered for a canal across Central America.
28. List one advantage and one disadvantage that each route offered.
29. List at least 2 reasons why the route across Panama was chosen.

Objective #8: The student will evaluate the manner in which the U. S. acquired the right to build the Panama Canal as measured by teacher observation and evaluation of the interest shown by the student in class discussions or in a brief 3-5 minute oral report. The following activities are suggested for this objective.

Activities:

30. Give the principal reason why France failed in its efforts to build the Panama Canal.
31. Explain in 150-200 words how the U. S. takeover of efforts to build the canal led to Panamanian independence and strained relations with Columbia in South America.
32. Give his own personal evaluation of this U. S. takeover and the resulting strained relations with Columbia.
33. Explain briefly President Roosevelt's "Big Stick" policy.
34. Explain how President Roosevelt's "Big Stick" policy was in evidence in Panama.

Objective #9: The student will demonstrate an increase in his comprehension of the U. S. building of the canal and its method of operation by summarizing the material in the following activities with acceptable performance determined by the teacher.

Activities:

35. Explain the roles of these two men who helped insure U.S. success in building the Panama Canal: W. Gorgas and Colonel G. Goethals.
36. Explain in 50-100 words, with an accompanying labeled diagram, how the system of locks and dams worked.
37. Distinguish between the country of Panama and the Canal Zone.
38. Explain the extent of U. S. control of Canal Zone today.
39. List these facts about the Canal: length, volume of business, charge, miles saved, role in the modern world.

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF HOW THE U. S. FIRST BECAME INVOLVED IN WORLD WAR I AND THEN UPON ITS COMPLETION EMERGED AS A WORLD LEADER BY COMPLETING THE FOLLOWING.

Objective #1: The student will demonstrate an increase in his comprehension of the circumstances and factors in Europe that were to bring on the outbreak of World War I in 1914 by summarizing the material in the following activities with acceptable performance determined by the teacher.

Activities:

1. Define "militarism" and show by examples how growing "militarism" in several European countries led to the brink of World War I.
2. Define "imperialism" and show by examples how the desire for colonies by G. B., Germany, and Italy (in particular) contributed to the outbreak of World War I.
3. Define "nationalism" and show by examples how "blind" nationalism can be detrimental to peace as it was in evidence in Europe at the outbreak of World War I.
4. List and locate on a given sketch map of Europe the countries that made up the alliance called the Central Powers.
5. Give one goal of each member of the Central Powers.
6. List and be ready to locate on a sketch map of Europe the countries that made up the Allied Powers.
7. Give one goal of each member of the Allied Powers.

Objective #2: The student will demonstrate an increase in his comprehension of the events and military campaigns following the start of World War I in particular as they involve the U. S. by summarizing the material in the following activities with acceptable performance determined by the teacher.

Activities:

8. Explain briefly (25-50 words) the U. S. policy of "isolationism" at the outbreak of World War I.
9. Relate briefly (50-100 words) the circumstances surrounding the assassination of the heir to the Austro-Hungarian throne in 1914.

10. Show the chain reaction of war declarations by the two groups of nations by listing the dates, order, and reason why each nation did in fact declare war.
11. Explain in 50-100 words why the U. S., if truly neutral, actually traded more with the Allied Powers between 1914 and 1917.
12. Explain briefly (50-100 words each) how any 4 of the following incidents helped turn the U. S. more and more against Germany and its allies between 1914 and 1917: unrestricted submarine warfare; allied propaganda in U. S.; sinking of the Lusitania; the Zimmermann Note; traditional ties with England and France; the execution of Edith Cavell, nurse; and German espionage.
13. Explain in 25-50 words why the U. S. finally declared war on the Central Powers by April 6, 1917.
14. Write a brief biographical sketch (150-200 words) of Woodrow Wilson, U. S. President, during World War I.
15. Sketch on an outline map, labeled properly, and briefly explain Germany's Schlieffen Plan.
16. Explain briefly (25-50 words) the heroic and important role Belgium played in bringing about the failure of Germany's Schlieffen Plan.
17. Describe briefly (50-100 words) "trench warfare" early in the war.
18. Summarize the events of any one of the following phases in either outline or paragraph form (300 words): air phase, naval phase, eastern front, western front.
19. Identify General J. J. Pershing and General Foch by giving one significant fact about each.

Objective #3: The student will evaluate positively the role of the U. S. as a combatant in World War I from 1917-1918 as measured by teacher observation and evaluation of student interest in the examples he gives in class discussions or in a brief 3-5 minute oral report.

Objective #4: The student will demonstrate an increase in his comprehension of the various significant provisions of the Treaty of Versailles which ended World War I by summarizing the material in the following activities with acceptable performance determined by the teacher.

Activities:

20. Distinguish between "armistice" and "treaty" and then give the date when each was declared ending World War I.
21. Assess the costs of World War I in any of the following categories: total lives lost or wounded from all nations together; allied lives lost or wounded; Central Powers' lives lost or wounded; U. S. lives lost or wounded; total cost in dollars of conducting war by all nations (for supplies, materials, weapons, destruction of cities, etc.)
22. Identify the "Big Four" allied nations and their representatives at the peace talks in France.
23. Explain clearly (50 words) how President Wilson's attitude toward the Central Powers, and in particular toward Germany, differed greatly with that of the other 3 leading allied powers at the peace conference.
24. Explain in your own words any 3 of the first 5 general points of Wilson's Fourteen Points.
25. Explain in your own words any 2 of items #6-13 in Wilson's plan. Be prepared to locate these 2 items on a map.
26. Identify "Wilson's 14th" point and be able to explain in 25-50 words what kind of organization he envisioned.

Objective #5: The student will evaluate positively Germany's contention that the Treaty of Versailles was unjust and unfair, that it was "dictated" and not "negotiated," as measured by teacher observation and evaluation of student interest as demonstrated by examples given in class discussions or in a 3-5 minute oral report. The following activities are suggested:

Activities:

27. Quote directly and completely the famous "War Guilt Clause" - #231.
28. List any 5 provisions of the Versailles Treaty which specifically punished Germany. Be prepared to point these out on a map.

Objective #6: The student will evaluate the United States' refusal to accept the Treaty of Versailles and Wilson's League of Nations, as measured by teacher observation and evaluation of student interest in engaging in class discussions or in a brief 3-5 minute oral report. The following activities are suggested for this objective.

Activities:

29. Identify the only one of Wilson's 14 points that became part of the Versailles Treaty.
30. Give the reason why the U. S. refused to accept the Versailles Treaty.
31. Give the date when the U. S. finally signed a treaty with Germany and its allies.

Objective #7: The student will demonstrate an increase in his comprehension of the effect World War I had on the geographical and political make-up of Europe by summarizing the material in the following activities:

Activities:

32. Compare on 2 sketch maps of Europe (one for 1914 and one for 1918) some of the greater boundary changes that resulted from World War I.
33. Identify 3 new nations that appeared in Europe following the war.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF HOW THE U. S. EMERGED FROM ITS ROLE IN WORLD WAR II (1941-1945) AS THE MOST POWERFUL NATION IN THE WORLD, BY COMPLETING THE FOLLOWING

Objective #1: The student will demonstrate an increase in his comprehension of the circumstances and events which enabled Adolf Hitler to become dictator of Germany in the 1930's by summarizing the material found in the following activities with acceptable performance determined by the teacher.

Activities:

1. Describe life in Germany (150-200 words) in the 1920s under the Versailles Treaty.
2. Compose a biographical sketch (200-300 words) of Adolf Hitler.
3. List in outline form the steps by which Hitler gradually gained political control of Germany in the early 1930s.
4. Explain how Hitler violated the Versailles Treaty in any four of the following ways:
 - (a) built up Germany's armed forces
 - (b) took over Ruhr Valley coal mines
 - (c) occupied the Rhineland
 - (d) demanded the return of Danzig from Poland
 - (e) forced a new alliance with Austria
 - (f) occupation of the Sudetenland
5. State briefly the attitude of England and France which enabled Hitler to get away with the above violations.
6. State the reason behind England and France's "policy of appeasement" in their handling of Hitler and his move into Czechoslovakia.
7. Compose a biographical sketch (200-300 words) of Benito Mussolini, dictator of Italy.
8. Give an example of the mutual benefits to be gained in the alliance formed by Hitler and Mussolini.

9. Write a brief summary (200-350 words) of life in Russia from the Communist Rev. in 1917 to the outbreak of World War II in 1939.
10. State the political philosophy of each of the following: Nazism, Fascism, Communism.
11. Give 2 examples of Japanese aggression in the Pacific that were of concern to the U. S. before the start of World War II.
12. State briefly the attitude of the U. S. to the rise of dictatorships in Germany, Italy, Japan, and Russia from 1917-1939.

Objective #2: The student will demonstrate an increase in his comprehension of the events and military campaigns in the European phase of World War II which led to Germany's defeat, by summarizing the material in the following activities with acceptable performance determined by the teacher.

Activities:

13. Compare the military capability, in 1939, of Germany to wage war with that of England, France, and Russia.
14. Give when, where, and why World War II finally erupted.
15. Label on a given sketch map the Axis Powers and the Allied Powers at the outbreak of war.
16. Explain the meaning of the term "phony war" used to describe the early weeks of the war.
17. Compare Germany's strategy against France during World War I and World War II and point out the major similarity in both.
18. Describe briefly (100-200 words) the events that became known as the "miracle of Dunkirk."
19. Give two reasons for the non-combatant role of the U. S. from 1939-1941.
20. Give the exact date and event which forced the U. S. to declare war on the Axis Powers.
21. Write a biographical sketch (200-300 words) of Franklin D. Roosevelt as President of the U. S. during W. W. II.
22. Summarize in chronological outline form the events in any one of the following phases of W. W. II - European Theater; North African Campaign; Defeat of Italy; D-Day, June 6, 1944-Allied Invasion; Air War; Naval War.

Objective #3: The student will evaluate the partitioning of Germany at the end of W. W. II in light of the present situation there, as measured by teacher observation and evaluation of student interest demonstrated in class discussions. The following activities are suggested for this objective.

Activities:

23. Give the exact date of Germany's surrender and the treaty provisions affecting Germany.
24. Label on a sketch map of Germany the partitioning of it by G. B., France, Russia, and the U. S.
25. Give the allied purpose and long-range plan in partitioning Germany.

Objective #4: The student will evaluate positively the effect Hitler's failures against Great Britain and Russia had on the over-all course of the war for Germany as measured by teacher observation and evaluation of student interest as demonstrated by reasons and examples given in class discussions.

Objective #5: The student will demonstrate an increase in his comprehension of the military campaigns in the Pacific phase which led to Japan's defeat by summarizing the material in the following activities with acceptable performance determined by the teacher.

Activities:

26. Summarize in proper outline form the major events leading to the defeat of Japan in the Pacific Theater.
27. Give one example of how Japan's interest in the Pacific conflicted with those of the U. S.
28. State the mission of the highly secretive "Manhattan Project."
29. Explain the U. S. strategy against Japan known as "island-hopping" and on a sketch map give 3 examples of this strategy in operation.
30. Give the two events in August, 1945, that finally forced Japan to surrender unconditionally to the U. S.
31. Summarize the punishment that was demanded of Japan for its part in W. W. II.

32. Compare Russia's gains as a result of the war with its contributions against the Axis Powers.
33. Write a biographical sketch (200-300 words) of Joseph Stalin.

Objective #6: The student will evaluate the leadership role of the U. S. in the world at the end of W. W. II as measured by teacher observation and evaluation of student interest demonstrated by examples and reasoning given in class discussions or in a brief 3-5 minute oral report.

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF MAN'S ORIGINS AND HIS DEVELOPMENT, PHYSICALLY AND CULTURALLY, BEFORE THE DAWN OF WRITTEN HISTORY BY COMPLETING THE FOLLOWING LEVEL WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will demonstrate an increase in his comprehension of the characteristics of the earth's surface which was conducive to man's growth and development by summarizing the material in the following suggested activities with acceptable performance determined by the teacher:

Activities.

1. Make a list of the physical events which have shaped the earth's surface. Be sure to use such words as erosion, strata, glaciers, and moraines.
2. Describe the role of geologists in determining not only the age of the earth, but also how physical forces have shaped it.
3. Label on a physical map of the world the areas which would be best suited for human habitation.

Objective #2: The student will demonstrate an increase in his comprehension of how early man lived during the Old Stone Age by summarizing the material in the following suggested activities with acceptable performance determined by the teacher:

Activities:

4. Write paragraphs describing the forms of each of the following: Java Man, Peking Man
5. List 3 differences between Pre-historic man and modern man.
6. Develop in an essay of 100-200 words the life habits of man during the Old Stone Age.
7. List the innate abilities of man and his early discoveries which brought him out of a savage state and onto the road to civilization.

8. List 3 clues which early man left behind which give us an indication of the way he lived.
9. Discuss in a paragraph of 200-300 words the role of archeologists who study early man and also primitive tribes today.
10. Explain how the life of Old Stone Age man was greatly disturbed and altered by the last glacier age.

Objective #3: The student will demonstrate an increase in his comprehension of the growth and development of man during the New Stone Age by summarizing the material in the following suggested activities with acceptable performance determined by the teacher:

Activities:

11. Outline the change in man's living habits which gradually came about as man entered the New Stone Age.
12. Discuss in a paragraph of 150-300 words why progress was greater in parts of Asia and Northeastern Africa.
13. Prepare a list of New Stone Age tools and indicate the probable use for each.
14. List the superior qualities of man's stone implements in the New Stone Age over those of the Old Stone Age.

Objective #4: The student will evaluate positively the statement: "Life in short became easier and more secure when man discovered ways to grow crops." This response will be measured by teacher evaluation of student interest as shown by examples given in class discussions or in a 2-3 minute oral report. The following activities are suggested for this objective:

Activities

15. Cite the difference, in a paragraph, between "food producers" of the Stone Age as opposed to "food hunters or gatherers" of the New Stone Age.
16. Give one reason why permanent settlements would arise once man became a "food producer."
17. Define nomad and list the various types that can exist.

Objective #5: The student will demonstrate an increase in his comprehension of the factors that led to division of labor and specialization of the various occupations of early man by summarizing the material in the following suggested activities with acceptable performance determined by the teacher:

Activities:

18. List the various crafts and occupations which developed during the New Stone Age and then tell why each was important to the emerging community life of early man.
19. With the aid of a world physical map explain why groups of early man would become either farmers or sheperds or possibly remain hunters.
20. Make a chart of the various skills, other than those basically economic, which man developed in the New Stone Age.
21. Give two probable reasons for the development of differences in the formation of languages.

Objective #6: The student will demonstrate an increase in his comprehension of the religious beliefs developed by man of the New Stone Age by summarizing the material in the following suggested activities with acceptable performance determined by the teacher:

Activities:

22. List what you believe may have been a cause of how religious beliefs came to be held by New Stone Age men.
23. Describe the types of burial places and artifacts included therein which have been discovered in New Stone Age graves.

Objective #7: The student will demonstrate an increase in his comprehension of the improvements man made in the transition from the New Stone Age into the Bronze Age by summarizing the material found in the following suggested activities with acceptable performance determined by the teacher:

Activities:

24. On a chart, list the advantages and disadvantages of stone tools and those of copper or bronze.
25. Outline in brief form the improvements in agriculture which occurred in the Bronze age.
26. Discuss the importance of the discovery of the wheel in man's progress.
27. State the importance of the invention of writing to man's continued progress.
28. Compare the changes and refinements in religious practices developed in the Bronze Age with those of the New Stone Age.
29. Locate the four great centers of Bronze Age civilization on an outline map of the world and then list as many reasons as you can why these civilizations developed where they did.
30. Make a chart showing man's progress during the Old Stone Age, the New Stone Age, and finally The Bronze Age.
31. Construct a timeline of the Old Stone Age, New Stone Age, and Bronze Age developments to accompany the preceding chart.

Objective #8: The student will analyze the gradual developments of man from a savage state through the Old and New Stone ages and then into the Bronze Age as measured by teacher evaluation of student analysis given in a 2-3 page written essay.

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF HOW ANCIENT EGYPT AND THE NILE RIVER BECAME KNOWN AS "THE CRADLE OF CIVILIZATION" STARTING ABOUT 5000 B.C. BY COMPLETING THE FOLLOWING

Objective #1: The student will evaluate positively the statement, "Egypt is the gift of the Nile," as measured by teacher observation of student interest during class discussion or brief 3-5 minute oral reports. The following activities are suggested for this objective:

Activities:

1. Draw and label a sketch map of ancient Egypt and pay special attention to the Nile River Valley.
2. State two reasons why the climate of this area changed after the last glacier age.
3. Describe briefly the way the early settlers lived in the Nile Valley.
4. State why the people in the Nile Valley would eventually turn from hunting and fishing to farming.
5. List the geographical natural barriers which enabled these people to develop without interference from outside influence.
6. List five agricultural products of early Egypt.
7. Describe in 150-200 words how the Nile flooded its banks and renewed the land annually.
8. Explain briefly how the Nile united Egypt (refer to the sketch map already drawn).

Objective #2: The student will demonstrate an increase in his comprehension of the theocratic political structure and its influence on society by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

9. Give two reasons why, once the Nile Valley inhabitants turned to the settled life of farming, they would need some form of government.

10. Describe in 2-3 paragraphs the earliest form of government known in Egypt.
11. Define the word Pharaoh and then give 3 examples of the powers he possessed.
12. List the accomplishments of the Bronze Age civilization in Egypt up to the time of the unification of the country under one Pharaoh.
13. Describe the life style of the Pharaohs in a 1-2 page composition.
14. Define the term empire and then state why Egypt is credited with establishing the first one in the world.
15. Make a chart showing the social classes of Egypt in rank order and then indicate the primary function of each class in the society.
16. Pretend he is an Egyptian scribe and describe his position in Egyptian life. (Do the same for the other classes)
17. Describe briefly the home life of an Egyptian noble. List the various items to be found in their homes.

Objective #3: The student will demonstrate an increase in his comprehension of the commerce developed by the ancient Egyptians by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

18. List the areas Egypt traded with. Construct a chart showing the following: areas traded with by Egypt, items exported, items imported.
19. On the sketch map previously drawn (or on a given outline map), label these areas of trade.
20. Give one reason why the art of writing would be essential to Egyptian commerce.
21. Relate in an essay of 200-300 words how the Egyptians came to believe in their "family" of gods.
22. Construct a chart of the main Egyptian gods and indicate the role of each.

23. State the difference between local and national gods and give 2 examples of each.

Objective #4: The student will respond positively to the statement by the ancient Greeks that the Egyptians were "the most religious people in the world" as measured by teacher observation of student interest in class discussions or in brief 3-5 minute oral reports. The following activities are suggested for this objective:

Activities:

24. Investigate and then list as many reasons as you can why the Egyptians came to believe in a life after death.
25. List in descriptive sentences the steps in the preparation of a mummy.
26. Sketch a diagram of an Egyptian pyramid with labels showing the various chambers inside.
27. Explain in 200-300 words how and why tombs were built.
28. State the reason why the Egyptian Pharaohs stopped building pyramids eventually.
29. Describe the kinds of tombs the pharaohs and nobles turned to, as found in the Valley of Kings.

Objective #5: The student will demonstrate an increase in his comprehension of the cultural development and growth of ancient Egypt by summarizing the material in the following suggested activities with acceptable performance determined by the teacher:

Activities:

30. Outline on the architectural accomplishments of the Egyptians.
31. Describe the various types of Egyptian sculpture and arts (pictures, filmstrips, or other visual methods may be used to do this).
32. Discuss in 200-300 words hieroglyphics (writing). Include in this essay the implements used.
33. Describe in a two to three minute oral talk one of the following topics: Egyptian education, poetry, mathematics, science, astronomy, or medicine.

Objective #6: The student will analyze the role of ancient Egypt in the over-all picture of civilization as measured by teacher evaluation of the student's 2-3 page essay following the completion of the preceding activities.

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF THE FACTORS AND CIRCUMSTANCES WHICH ENABLED CIVILIZATION TO DEVELOP IN THE AREA OF THE TIGRIS-EUPHRATES RIVERS IN ANCIENT MESOPOTAMIA BY COMPLETING THE FOLLOWING

Objective #1: The student will demonstrate an increase in his comprehension of the geographical factors which influenced the settlements in Mesopotamia by summarizing the material in the following suggested activities with acceptable performance determined by the teacher:

Activities:

1. Draw in and label an outline map of the Near East the Tigris-Euphrates River system and other significant geographical forms, such as deserts, mountain ranges, and lakes.
2. Write a comparison between this area and ancient Egypt.
3. Explain briefly why this area was good for farming.
4. Give examples of how the geography of the area provided no natural barriers to invasions.

Objective #2: The student will demonstrate an increase in his comprehension of the political structure that developed in Mesopotamia, as compared with that of Ancient Egypt, by summarizing the material in the following suggested activities with acceptable performance determined by the teacher:

Activities:

5. Describe in 2-3 paragraphs the type of government established in Mesopotamia.
6. Point out any major similarities or differences between the Mesopotamian government and that of Egypt.
7. Construct a time bar indicating the various groups who ruled Mesopotamia. For each group give a brief description of where they came from, the area they controlled (refer to the above map), and the major single change they brought to the area.

8. Define the term Semite and then list the people of the Near East who were Semites.

Objective #3: The student will evaluate positively the code of Hammurabi as the greatest single contribution of Mesopotamia as measured by teacher observation and evaluation of student interest shown by examples given in class discussions. The following activity is suggested for this objective.

Activities:

9. Compare the punishments for crime under Hammurabi's Code with that of the Ancient Jews, and then with our own modern laws.

Objective #4: The student will demonstrate an increase in his comprehension of the religion that developed in ancient Mesopotamia compared with that of Egypt by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

10. List the gods of Mesopotamia, and in a sentence or two, describe the primary role of each.

11. Point out the basic difference between the priesthood of Mesopotamia and of ancient Egypt.

12. List the reason for the gloomy view of an after-life which was held by the people of Mesopotamia.

13. Give one reason why the Egyptians' idea of an after-life was more hopeful and optimistic.

Objective #5: The student will demonstrate an increase in his comprehension of the social structure evident in Mesopotamia by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

14. Prepare an oral (3-5 minute) talk on the social classes in Mesopotamia pointing out any major similarities or differences with those of Egypt.

15. Compare the role of women in Mesopotamia with that of Egyptian women.

16. List the general occupations found in Mesopotamia and identify the major products or services related to each.

Objective #6: The student will demonstrate an increase in his comprehension of distinctive cultural developments found in ancient Mesopotamia by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

17. Outline the contributions of Mesopotamia in law, arts, and science.
18. Describe in 2-3 paragraphs the architectural style of Mesopotamia.
19. Give one significant difference between Mesopotamian and Egyptian architecture.
20. Define the word cuneform, and give examples of its alphabet and vocabulary.
21. Explain the method of cuneform writing, the implements and materials used.
22. Explain briefly how the Behistun Rock gave the "key" to deciphering cuneform writing.

Objective #7: The student will evaluate positively the contributions of Mesopotamia in the growth of civilization as measured by teacher observation of student interest in participation in any of the suggested activities or in class discussions.

Activities:

23. Take part in a panel discussion comparing the Mesopotamian way of life with that of Egypt.
24. Take part in a debate on the topic, "Resolved, that Mesopotamian civilization was superior to that of Egyptian."
25. Discuss in a 2-3 page essay the role of Mesopotamia in the development of mankind.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF ANCIENT GREECE, ITS CULTURE AND CONTRIBUTIONS, BY COMPLETING THE FOLLOWING WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will increase in his comprehension of the forces and factors that brought the beginnings of civilization to Greece by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. Trace on a sketch map the migratory route of Indo-Aryan people from north of the Caspian Sea into Greece.
2. List in a paragraph some of the reasons why these people left their original homes and migrated to Europe.
3. Describe the civilization which these invaders conquered on their entrance into Greece.
4. List as many reasons as you can find why civilization reached the European mainland through Crete from a primary source (Egypt) and a secondary source (Mesopotamia).
5. Summarize from previously studied material the reasons why civilization did not develop on its own in Europe.
6. State the serious detrimental effect the invading Aryans had on the Archaean civilization.
7. List one economic, political, and social effect the geography of Greece would have on its development. Examine a relief map for this.

Objective #2: The student will increase his comprehension of the Greek city state, rather than a united Greece, as the political system that emerged in Ancient Greece by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

8. Discuss in a one-page essay the Greek ideas of a city state.
9. Define the Greek terms "Hellene" and "barbarian." Then by use in a sentence show differences in the terms as used by the Greeks.

10. Give three examples of what the Greeks had in common while differing so much in political structures.

Objective #3: The student will increase his comprehension of the extreme militaristic city state that developed in Sparta by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

11. Construct an outline on the development of Sparta in the military and political spheres.
12. Formulate a hypothesis about the Spartan way of life and then in a two to three page essay substantiate your hypothesis.
13. Draw a political cartoon of a typical Spartan emphasizing what Sparta considered ideal.

Objective #4: The student will increase his comprehension of the Athenian city state as the seat of democracy by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

14. Construct an outline on the development of Athens.
15. Contrast in two or three paragraphs the different philosophies of Athens and Sparta as to the role of the city state and its citizens.
16. List the important steps and the individuals involved which led Athens into a democratic form of government.
17. Draw a political cartoon of a typical Athenian citizen emphasizing what Athens considered the ideal.
18. Make a chart to show how the average Athenian served his government in the following ways: assembly voting, military service, Council of 500, official committees and juries.
19. List, with brief description of each, governmental functions which were important in Athens.

Objective #5: The student will increase his comprehension of the causes, events, and effects of the Persian Wars by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

20. Outline the events which led Athens into war with Persia.
21. Make a complete outline of the three Persian Wars and their results.
22. Trace and label on an outline map the major campaigns and battle sites.

Objective #6: The student will respond positively to the importance of Persia's defeat by the Greeks on the over-all development of Western Civilization as measured by teacher observation of student interest during class discussions or in a brief 3-5 minute oral report.

Objective #7: The student will increase in his comprehension of the factors which led eventually to the defeat of the Greeks by an outside force by summarizing the material in the following activities with acceptable performance determined by the teacher.

Activities:

23. Relate in two or three paragraphs the development of goals and organization of the Athenian Naval League.
24. Outline the steps by which the league was turned into an empire by Athens.
25. Give two reasons why the Athenians could be so democratic in Athens and yet so autocratic in their dealings with the other members of the league.
26. Outline the steps which led to the downfall of Greece. Include these items in your outline: other city rivalries, the Peloponnesian Wars, the rise of Alexander Macedonia.
27. Trace and label on an outline map Alexander's conquests and also the cities he founded.

Objective #8: The student will increase his comprehension of the religious beliefs of the ancient Greeks and their desire for physical fitness by summarizing the material in the following activities with acceptable performance determined by the teacher.

Activities:

28. Discuss in a paragraph or two the Greeks' love of athletics.
29. Compare the Greek olympics with the modern event. Examine the role of professionalism in both.

30. List the various Greek gods and their attributes.
31. Discuss in a one-page essay the Greeks' view on religion. Consider their views on life after death and also consider their views on tolerance.

Objective #9: The student will evaluate positively the outstanding achievements of the Greeks in one of these areas--philosophy, literature, geography, science, or historical writing--as measured by teacher evaluation of student interest in a 3-5 minute oral report.

Objective #10: The student will increase his comprehension of the various aspects of the daily living of the ancient Greeks by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

32. Write a description of a typical day in the life of an average Greek man, boy, girl, or woman.
33. Prepare an advertisement similar to those in modern newspapers showing the latest fashions in Greek clothing. Depict men's, women's and children's styles.
34. List in descriptive sentences the various occupations an average Greek citizen in the cities could perform.
35. Make a list of the items found in the daily diet for an average middle class Greek family.
36. Describe and compare the eating habits of the ancient Greeks with our own.
37. Describe and compare the schooling of a well-to-do Athenian citizen with our own modern public school system.
38. Construct and label a diagram of a typical Greek house.
39. Discuss the ancient Greek concept of private housing in general and how that concept compares with that of suburban America.
40. Discuss the Greek view on making money and contrast it with our modern views.
41. Describe the development of Greek drama. (if possible, put on a portion of a play).
42. Compare the various styles of Greek architecture either in written form or in an oral report with models.

Objective #11: The student will evaluate positively the role of women in ancient Greek society and compare it to modern "women's liberation" as measured by teacher observation of student interest in class discussions or in a brief 3-5 minute oral report.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF THE CIVILIZATION OF ANCIENT ROME, ITS CULTURE, AND CONTRIBUTIONS, BY COMPLETING THE FOLLOWING WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will increase his comprehension of the influence of geography and the Etruscans on the early development of Rome by summarizing the material in the following suggested activities with acceptable performance determined by the teacher:

Activities:

1. On a sketch outline map label all of the significant geographical features of Italy, such as mountains, rivers, climate, soil, natural resources.
2. Discuss the early settlement of Rome including the favorable position of its location.
3. Discuss the civilization of the Etruscans of Northern Italy, either in several paragraphs or through an oral report of 3-5 minutes.

Objective #2: The student will increase his comprehension of the factors leading to the establishment of the Roman Republic, and life during that time, by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

4. Define the following list of words and indicate their place in Roman life: Republican, Patrician, Plebian, Senate, Tribune, and The Twelve Tables.
5. Outline the steps by which the plebians succeeded in gaining equality with the patricians.
6. Give two reasons for Rome's conquest of Italy.
7. Give as many reasons as you can to justify the change that though Rome was a Republic it was still undemocratic in some aspects of its government.
8. Outline the composition of the Roman Army and then list the reasons for its success.

9. Prepare a report either oral or written on the Punic Wars, to include: the various campaigns, causes and effects, and the character of Hannibal.
10. Outline the period of civil war during the time of the Republic which ended in Caesar's one-man rule.
11. Write a brief 200-300 word biographical sketch of Julius Caesar, including the reasons for and events leading to his assassination.
12. Outline the events immediately following Caesar's assassination which led to the establishment of the Roman Empire under the one-man rule of Augustus.
13. Label on an outline map the conquests which made up the empire of Rome.
14. Examine the social changes which this empire brought to the various social classes in Italy.

Objective #3: The student will increase his comprehension of the events leading to the establishment of the Roman empire, and life during that time, by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities

15. Explain the statement: "All roads lead to Rome."
16. Construct a time table covering the main events in the history of Rome from its foundation to the second hundred years of the empire.
17. Give examples to show the wisdom, or lack of it, in how the Romans treated the conquered provinces during the empire.
18. Point out any specific similarity between the Roman Empire and the modern European Common Market in commercial matters.

Objective #4: The student will evaluate whether or not Roman rule during the empire adequately met the needs of such a vast empire as measured by teacher observation of student interest in class discussions or in a brief 3-5 minute oral report. The following activities are suggested for this objective.

19. List the weaknesses which beset the Roman empire between 200 and 284 A.D.
20. Define the term "The Good Emperors" and give a short collective biographical sketch of the men in this category.
21. List the reasons why the Romans were forced to let Germans enter the empire in large numbers.
22. List the various German tribes which invaded the Empire and on an outline map trace the routes of their migrations.

Objective #5: The student will evaluate the causes of the decline and fall of Rome--economic, political, and/or social, as measured by teacher evaluation of student interest in the examples and reasoning given in class discussions or in a brief 3-5 minute oral report.

Objective #6: The student will receive an impression of what daily life in ancient Rome was really like by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

23. Describe and compare the house of a wealthy Roman with that of a Greek.
24. Compare the life of a Roman citizen during the Republic with that of an individual in the latter days of the Empire.
25. List with brief descriptive sentences the different crafts performed by Roman workers.
26. Write what The Twelve Tables said concerning: funerals, the family, property, debt, and punishment for crime.
27. Prepare a report either oral or written on the problems that Rome encountered as a large urban area. Discuss problems such as: crime, traffic, congestion, slums, pollution, sanitation, and welfare.
28. List in brief descriptive sentences the various entertainments and amusements found in Rome and other large cities of the empire.
29. Draw up a shopping list for a Roman household showing the foods to which they most likely had access.

30. Outline the changes in the development of Roman education from the early days of the Republic to the time of the empire.
31. Write a one to two page essay on the Roman family. Include its strength and then its eventual decline.
32. Compare the life styles of typical Roman and Greek citizens.

Objective #7: The student will demonstrate an increase in his comprehension of the importance of religion in the life of Ancient Rome by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities

33. List the Roman gods and their functions.
34. Explain the role of the augura in Roman religion.
35. Describe the Roman devotion to household gods and contrast this with the practices used for devotion to the national gods.
36. Explain in a paragraph why Roman religion did not stress the personal conduct of the individual.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF THE CIVILIZATIONS OF INDIA, CHINA, AND THE MOSLEM WORLDS BY COMPLETING THE FOLLOWING WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will increase in comprehension of the ancient civilization of India by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. Draw in and label on an outline map of the Indian subcontinent, the Hindu Kush, Pamirs Himalayas, Punjab, Bay of Bengal, Ceylon, the Indian Ocean, the Arabic Sea, the Indus River, the Brahmaputra River, Harappa, The Ganges River, Delhi, Mohenjodaro, and the Thar Desert.
2. List similarities between the origins of the Two Ancient civilizations of India and those of Egypt and Mesopotamia.
3. Give one reason why we do not know as much about the Indian civilizations as we do about other ancient civilizations.
4. Discuss in a one-page essay the Indo-Aryans (Consider their ancient link with Europe and their conquest of India).
5. Define the word Rajah and compare his role in Indian society in previous times and in modern times.
6. Give the agricultural products of the Indians.
7. Give one source used to collect information on the Indo-Aryans and their early history in India.
8. Define these words and use each in a complete sentence: sanscrit, prakrit, vedes, Hinduism and reincarnation.
9. Discuss in two or three paragraphs the development of the Hindu religion. Include its rules and its contrast with eastern religions.
10. List the classes of the caste system and then give one example of each caste and their respective duties.

11. Write a brief biography of Buddha. Consider the religion he developed and its effect on Asia in general.
12. Give one reason why India came to have a mixed population.
13. Outline in proper form the dynasties that ruled India from the time of Alexander the Great to the 1500's.
14. Discuss the distinctive features of Indian art and compare it to western man's.
15. Give as many reasons as you can why India can be regarded as an underdeveloped country.
16. List the various products and wares made in India which are much sought after in the western world today.
17. List the contributions of India in science, mathematics, literature, art, and architecture.
18. Write an essay of one or two pages on the emergence of Bangladesh in world politics and relate the problems of this country to the historic differences between Moslems and Hindus in India.

Objective #2: The student will evaluate positively the impact of India's development on world civilization as measured by teacher observation of student interest shown in class discussions or in a brief essay with acceptable performance determined by the teacher

Objective #3: The student will demonstrate an increase in comprehension of the culture and contributions of ancient China by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

19. Be prepared to locate on a wall map the three great river systems in China.
20. Give at least two reasons why farming is better in the southern part of China than the north.
21. List any similarities between the early Bronze Age civilization of China and that of Egypt, Mesopotamia, and India.
22. Give the reason why early Chinese writing, unlike that of the other river valley civilizations, did not have to be deciphered.

23. Graph why Chinese political history is largely that of ruling dynasties.
24. Outline in proper form the various Chinese dynasties up to the time of the Ming.
25. Construct a chart showing the various significant contributions of the dynasties.
26. Draw a diagram showing how Chinese government functioned and then write a brief paragraph describing each office.
27. Briefly state the Chinese attitude concerning civil service.
28. Prepare a report of one or two pages on the great public works undertaken by the Chinese such as the Great Wall, canals, irrigation projects, etc.
29. List several products ancient Chinese craftsmen were noted for.
30. List several important inventions of the Chinese and state their impact on the west.
31. Describe the role of the family in Chinese society and then draw some parallels between the Chinese and the early Roman family life.
32. Compare in chart form the origins and main ideas of Confucianism, Taoism, and Buddhism in China.
33. Write a brief one-page report on Chinese art or give the class a three to five minute oral report on the same topic.
34. Draw a labeled floor plan for a Chinese building such as a pagoda, palace, or temple.
35. Compare Chinese writing to our system by pointing out the major similarities and/or differences.

Objective #4: The student will evaluate positively the impact of ancient China and Red China today on world civilization as measured by teacher observation of student interest shown in class discussions or in a brief 3-5 minute oral report with acceptable performance determined by the teacher.

Objective #5: The student will increase in comprehension of the culture and contributions of the Moslem civilization by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

36. Write a two or three paragraph geographic description of the Arabian peninsula.
37. List the occupations that the early Arabs pursued. Give one reason why the variety was so limited.
38. Describe in two or three paragraphs the living habits of the Bedouins.

Objective #6: The student will increase in comprehension of the Moslem religion, founded by Mohammed, by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

39. Write a biographical sketch of the early life of Mohammed.
40. Point out many common characteristics among Mohammedanism, Christianity, and Judaism.
41. Give at least one difference between Mohammedanism and Christianity.
42. List some of the important rules of the new religion.
43. State the effect Mohammedanism had on the Arabs.

Objective #7: The student will increase in comprehension of how the Moslem religion led to political expansion for the Arabs by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

44. List as many reasons as you can for the expansion of Mohammedanism to other countries.
45. Define and use each in a sentence: caliph, Allah, Koran, Mecca, Hajj, and mosque.

46. Shade in the areas of Moslem domination on an outline world map.
47. Give when and why Moslem rule under one man came to an end.
48. Give the reason why the Seljuk Turks from central Asia came to dominate Islam.
49. List the goods for which the Arab world became famous.
50. Write an editorial either defending or condemning slavery in the Moslem world.
51. Prepare a report of one or two pages on any two of the following topics: Moslem architecture, science, astronomy, medicine, literature, or art.
52. List any two of the earlier civilizations which influenced the Moslem world and state what that influence was.
53. Discuss in two or three paragraphs the role of Arab women.
54. Consider their roles before Mohammed and after him. Also consider their role now.

Objective #8: The student will respond positively to the impact of the growth of Islam on world history as measured by teacher observation of student interest shown in class discussion or in a brief 3-5 minute oral report.

MAJOR OBJECTIVE

THE STUDENT WILL DISPLAY KNOWLEDGE OF TWO VERY IMPORTANT DEVELOPMENTS IN THE ROMAN EMPIRE--THE SPREAD OF CHRISTIANITY AND THE FORMATION OF THE EASTERN BYZANTINE EMPIRE--BY COMPLETING THE FOLLOWING WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER:

Objective #1: The student will increase in comprehension of the spread of Christianity, the reasons for it and the extent of its influence, by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. Describe the life of Christ in a biographical sketch of one or two pages.
2. List some reasons why the Christians came into conflict with the Roman state.
3. Give at least one reason why this new faith spread so rapidly through the empire.
4. Give one reason behind Nero's persecutions of the Christians.
5. Give the reason why the Christian faith came to be tolerated around the year 300 A.D.
6. Write a short biography of one or two pages of the life of Constantine.
7. List the steps by which Constantine made Christianity the official religion of the empire.
8. State what Christianity offered which was new and which attracted so many followers.
9. Diagram the organization of the Christian Church.
10. Define the following words and give one example of each: bishop, monk, nun, monastery, convent, illuminated, manuscript, disciple, messiah and heresy.
11. State how the bishop of Rome came to occupy a supreme position in the church as Pope.
12. List the reasons why the Church divided into Eastern and Western divisions.

13. Diagram the organization of the eastern Church and compare it to the western church.

Objective #2: The student will evaluate positively the statement: "The coming of Christianity marked the beginning of a new era in the history of Western civilization," as measured by teacher observation of student interest in class discussions.

Objective #3: The student will increase in comprehension of life in the Byzantine Empire by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities

14. List at least 5 important characteristics about Constantinople.
15. List the powers of the Byzantine emperor.
16. List at least two reasons why the Byzantine section of the empire did not fall to the barbarians as the western section did.
17. List several of the products for which Constantinople was famous.
18. Give two reasons for selecting the location of Constantinople.
19. Explain why the Byzantine forces though often small in number were able to defeat the enemies of Constantinople up until 1453.
20. Prepare a brief biographical sketch on the Emperor Justinian. Note his contributions in law and his efforts to beautify Constantinople.
21. List the subjects a Byzantine boy might take in school.
22. Indicate by example how important religion was in the Byzantine empire.
23. Give reasons and examples why the Byzantine Empire was a flourishing place.
24. Describe the Hippodrome and list some of the events which took place there.
25. List several reasons for the eventual downfall of Constantinople.

27. Write a brief report of two or three hundred words to include the following: Greek Orthodox Church, Nicene Creed, St. Sophia, Metropolitan, Patriarch, autocrat, Mosaic, Icon, illuminated manuscript.
28. Give as many reasons as you can to substantiate the claim that the Byzantine empire was more Greek than Roman.
29. Trace the boundaries of the Byzantine empire at its greatest extent on an outline map. Note the chief cities and trade routes.

LEVEL OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF LIFE IN EUROPE DURING THE EARLY MIDDLE AGES (c. 500-1000 A.D.) BY COMPLETING THE FOLLOWING WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will increase his comprehension of the factors and conditions that brought about, and then existed in, the early Middle Ages by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. Define the term "middle ages" and then list three factors which brought about the conditions that existed at that time.
2. Compare the culture of the Germanic invaders to that of the Romans in two or three paragraphs.
3. State briefly why the German sense of loyalty to one man rather than to any state or government would be important in the development of the middle ages.
4. List the reasons why the German kings could not preserve Roman government even though they admired it.
5. Give at least one reason why of all the German tribes, the Franks, were the most successful.
6. Sketch on an outline map of Europe the kingdoms established by the Germanic tribes by 530 A.D.
7. Prepare a one or two page report on the relationship among the Clovis, the Merovingian dynasty, Charles Martel, Pepin and the Mayors of the Palace.
8. State what became the basis of wealth once civilization and the town life dwindled in Europe following the fall of Rome.

Objective #2: The student will increase his comprehension of the genius of Charlemagne in establishing the first substantial Germanic empire by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. List several reasons why the Merovingians lost control of their kingdom.

10. Explain in several paragraphs the Frankish concept of law and justice.
11. State the reason why Pope Stephen II helped Pepin to win the throne of the Franks.
12. Write a brief biographical sketch of Charlemagne.
13. Give one reason why Charles is regarded as a "great" man.
14. Outline the various campaigns which Charles undertook to establish his kingdom and then sketch and label his kingdom on an outline map of Europe.
15. Describe the events which led up to the crowning of Charles as Holy Roman Emperor.
16. Describe briefly what is meant by the Carolinian Renaissance.
17. Define the following terms and use each in a sentence: Caroline Minuscule, liberal arts, margrave, Missi Dominici, and capitularies.
18. Construct a chronological time bar of the history of the Franks from 450 to 814 A.D.
19. List reasons for the breakup of the empire after the death of Charles.

Objective #3: The student will synthesize the various conditions during the first centuries in Europe following Rome's fall which led to the emergence of the feudal system as measured by teacher evaluation of student interest shown in a one-page essay or in a brief 3-5 minute oral report. The following activities are suggested for this objective.

Activities:

20. Define the word "feudalism" and use it in a sentence.
21. List the conditions which helped bring about feudalism.
22. Briefly state the role of the Vikings in causing disruption in Europe.
23. Draw a diagram showing the feudal relationship between lord and vassals.
24. List in brief descriptive sentences the various obligations the lord owed one another.

25. Define the following terms and use each in a sentence: feudal system, knight, chivalry, tournament, villain, serf, fief, vassal, page, squire, overlord, freeman, fallow, count.

Objective #4: The student will increase his comprehension of what life was like on a medieval manor by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

26. Sketch and label appropriately the lay-out of a typical manor.
27. List the obligations the lord of the manor owed to the common people on the manor.
28. List the duties the common people owed to the lord.
29. State the basic difference between a slave and a serf.
30. Draw a diagram showing the various social classes to be found on a manor.
31. Describe the life of the peasant farmer on the manor. Include these terms: the two field system, the three field system, the lord's demise, and common pasture.
32. List the various crops grown on the manor.
33. Compare the typical menu of a serf with that of the lord.
34. List the various occupations carried out on the manor besides farming.
35. Describe the court system that was conducted by the lord on the manor.

Objective #5: The student will evaluate positively the statement, "The medieval manor was almost completely self-sufficient," as measured by teacher observation of student interest shown in class discussions.

Objective #6: The student will increase his comprehension of the dominant role of the Christian Church in Europe during the Middle Ages by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

36. State the reason why the Church was regarded as the one unifying force available in the early Middle Ages.
37. State the role of the newly founded religious order of friars.
38. Prepare a one or two page written report on one of the following: St. Francis, St. Dominic, or St. Benedict.
39. Compare the role and position of the Pope in the Middle Ages with that of today.
40. Define the following terms and give examples of each: bishop, diocese, archbishop, cardinal, orders, tithe, excommunication, interdict, sacraments.
41. Discuss the important role of the monastery in two to three paragraphs.
42. List the privileges and responsibilities of the clergy.

Objective #7: The student will respond positively to the difference in the attitude toward religion in the Middle Ages and that held today as measured by teacher observation of student interest shown in class discussions.

Objective #8: The student will increase his comprehension of the religious Crusades, their goals and success, by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

43. Define the word "crusade" and give its derivation.
44. List the reasons why the people of western Europe would seek to undertake a Crusade.
45. Describe briefly the scene at Clermont where Pope Urban preached the first Crusade.
46. Describe the tale of Walter the Penitless Knight and Peter the Hermit and their pro-Crusade.
47. List the leaders of the first Crusade and give a short biographical sketch of each.
48. Trace and label on an outline map the various routes to the Holy Land that the Crusaders took.
49. Write an entry into a fictitious diary of an ordinary Crusader. Be sure to indicate the hardships of the journey.

50. Outline the military battles and results of the first Crusade.
51. Draw in and label the Crusader states that were established in the Middle East on an outline map.
52. Outline the events and results of the second through seventh Crusades.
53. Briefly identify the following: Knights Templar, Urban II, Holy Land, Richard the Lion-Hearted, Hospitallers, and Saladin.
54. Construct a time-line on the Crusades.



REVIVAL OF TOWN LIFE
AND THE EARLY RENAISSANCES

SS 25

p. 1

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF LIFE IN MEDIEVAL TOWNS FOLLOWING THE CRUSADES AND ALSO DURING THE BEGINNING OF THE EARLY RENAISSANCE BY COMPLETING THE FOLLOWING WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will increase his comprehension of life in the revived towns in the later Middle Ages and the factors leading to that revival by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. List the reasons for the decline of town life during the early Middle Ages.
2. Prove by giving several specific examples that even though Europe was settled largely with manors during the years 600-1000 A.D., towns did not die out completely.
3. Discuss in several paragraphs the circumstances which would greatly help to revive town life.
4. Write a description of 150-200 words of a visit to a typical medieval town.
5. Point out several advantages of life in a modern town over that of a medieval town.
6. Locate and label five to ten major towns around 1200 A.D. on an outline map of Europe.

Objective #2: The student will increase his comprehension of the origins and organization of the medieval guilds (unions) by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

7. Define and give examples of the following terms: hanse, merchant guild, craft guild, apprentice, journeyman, master and masterpiece.
8. Discuss in a short essay the origins of the guilds.
9. List the responsibilities and privileges of guild members.

10. Discuss in an essay of two or three paragraphs the contributions and the drawbacks of medieval guilds in the development of town life.

Objective #3: The student will increase in comprehension of the growth of commerce that came with the revival of medieval town life by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

11. Define "fair price" as it was used in the Middle Ages. Compare the modern meaning of the term.
12. Compare the medieval fair with our county and state fairs today.
13. List as many reasons as you can find why some Medieval people tried to prevent competition in trade and industry.
14. List the various ways by which towns became independent.
15. List reasons to prove that guilds either aided or hindered commerce.
- 16.: List whatever possible reasons you can research why townspeople thought and acted differently from feudal lords and churchmen.

Objective #4: The student will increase his comprehension of the dominant role of religion during the Middle Ages as shown vividly in the medieval cathedrals by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

17. Explain why the growth of town life would eventually lead to greater interest in art and learning.
18. Give several reasons for the building of cathedrals.
19. Sketch a floor plan of a cathedral.
20. Discuss and compare Romanesque and Gothic styles of cathedrals.

Objective #5: The student will increase his comprehension of what constituted "higher education" in the Middle Ages by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

21. Describe in several paragraphs a typical medieval university including its physical set up and course offerings.
22. Compare medieval schools in general with contemporary schools.
23. Define the term "scholasticism" as it was used in the Middle Ages.
24. Research and write a one or two page report on one of the following: Abelard, Thomas Aquinas, university degrees, or gothic cathedrals.

Objective #6: The student will increase his comprehension of the Renaissance, its origins and achievements, by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

25. Define the term "Renaissance" and give one example of its use.
26. Give 3 reasons why Italy would be the first place to experience the Renaissance.
27. List at least 3 factors which led to the emergence of the Renaissance.
28. Give 2 reasons why the Renaissance spread over the rest of Europe gradually.
29. State the difference between the Humanists and the medieval church writers.
30. Define the term "vernacular" and then give several examples of it.
31. Give 3 effects of the invention of the printing press to indicate its impact on all of Europe.

32. Give one reason why science proceeded slowly early in the Renaissance.
33. Prepare two or three page biographies on any three of the following men: DaVinci, Erasmus, Galileo, Dante, Gutenberg, Machiavelli, Michelangelo, Raphael. You may also suggest other personalities you wish to re-search.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE IN KNOWLEDGE OF THE BIRTH AND GROWTH OF POLITICAL PARTIES IN THE U. S. BY COMPLETING THE FOLLOWING WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will increase in comprehension of the factors leading to the birth of political parties in the U. S. by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. Define the term political party and give two examples of such.
2. Identify the first two political parties in the U. S., when they first appeared, and the first U. S. President from each.
3. Draw a diagram to show the growth of political parties to the present day. Include names of the parties and dates.
4. Compare the political philosophies of the first two parties.
5. Explain briefly the difference between popular and electoral votes and state the reason for having both.

Objective #2: The student will increase in comprehension of the operation of political parties in elections by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

6. Give the basic difference between a primary and a regular election.
7. Give one reason why some states do not hold presidential primaries.
8. Briefly discuss the origin, purpose, and workings of the national conventions.
9. List the characteristics of the Australian ballot.
10. List the voting requirements for the state of R. I.
11. List the names of your ward and/or district representatives on the local, state, and national levels.

12. List the means by which parties raise money.
13. List the uses of money raised by parties.
14. Express in one or two hundred words your opinion of what has become a two-party system in the U. S.
15. List the functions and role of the party not in office.
16. List ten "third" parties that existed at one time or another in our political history.
17. Identify the Democratic and Republican parties, on the local, state, and national levels.
18. Give three reasons why people vote the way they do.

CITIZENSHIP IN THE HOME,
COMMUNITY AND NATION

SS 27

p. 1

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF THE IDEA OF CITIZENSHIP, WHAT IT IS AND HOW IT IS DEMONSTRATED IN THE HOME, COMMUNITY, AND NATION, BY COMPLETING THE FOLLOWING LEVEL WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will demonstrate an increase in his comprehension of citizenship in the home, how it is developed and demonstrated, by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

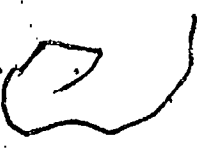
1. Define the term citizenship and then use it in a sentence.
2. Explain in several paragraphs why citizenship is an honor and a duty as well.
3. List the steps by which an alien obtains citizenship.
4. List as many ways as you can to show how one might practice good citizenship habits during a typical day.
5. Explain in 1-2 paragraphs why the success of American government rests on a sound family structure where good citizenship is developed.
6. Compare one ancient society to our society (Rome for example), where the family unit broke down and consequently its government as well.
7. Discuss in an essay the various ways the American family has changed during the last century. State how these changes have helped as well as created problems in the family.
8. List and briefly comment on each of the major problems confronting the American family such as: divorce, juvenile delinquency, alcoholism, etc.
9. State what the role of the state is in protecting the family.
10. Summarize in several paragraphs why the development of sound money management in the home is essential to good family life as well as good citizenship.
11. List as many steps as you can to show how a teenager can prepare for a successful family life on his own.

12. Summarize the views of one of the following from an interview on problems facing the American family today: judge, social worker, marriage counselor.

Objective #2: The student will demonstrate an increase in his comprehension of duties and privileges a citizen has in the community by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

13. Write a 1-2 page essay on the growth of cities and the problems accompanying this growth.
14. List the services Cranston affords its citizens.
15. Explain in several paragraphs how these services are paid for.
16. Define the following terms and give an example of each in a sentence: community, rural farm community, small country town, suburb, urban community, metropolis, metropolitan area, megalopolis, one industry community.
17. Which of the above terms fits Cranston.
18. Write a brief history of Cranston in 1-2 pages.
19. Prepare a graph showing growth of population in Cranston from its birth to the present.
20. Make a chart of the city's present budget line appropriations.
21. Construct a diagram to show how city government works.
22. Draw up a list of the various city councilmen, school committee members, and district court judges in Cranston.
23. Discuss in a one page essay your ideas of what it takes to be a good citizen in Cranston.
24. Briefly list and explain the ways one can gain citizenship in the United States.
25. Discuss immigrations to the U. S. in general in 2-3 paragraphs.
26. Construct a map to show population density in the U. S.
27. Construct a graph of population growth in the U. S.

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28. Define the following list of terms and use each in a sentence: natural population increase, immigration, old migration, new migration, consulate, quota system, citizenship, naturalization, alien, visa, citizenship retention, declaration of intention, petition for naturalization, final hearing, allegiance.
 29. Write a brief report on present immigration laws.
 30. Explain the importance of voting in national elections in 2-3 paragraphs.
 31. Make a chart comparing the duties of citizenship and its benefits.
 32. List the rules for displaying the flag.

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF AMERICAN GOVERNMENT BY SATISFACTORILY COMPLETING THE FOLLOWING LEVEL, ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will increase his knowledge of the need of government in America by satisfactorily completing the following activities subject to teacher evaluation.

Activities

1. Suggest three or more reasons why government is needed.
2. Illustrate in a paragraph the reasons why men need rules.
3. Identify in oral discussion the various freedoms granted to Americans in the Constitution.
4. Analyze in a paragraph or two the statement: "An American has many freedoms but this does not mean he has the license to do as he pleases."
5. Define each of the following terms: government, absolute monarch, dictator, dictatorship, laws, constitutions, republic, representative, democracy.
6. Discuss critically why some form of government is essential.
~ Use examples from your own knowledge.

Objective #2: The student will increase his comprehension of the beginnings of our American Government by completing the following activities to teacher satisfaction.

Activities:

7. List the reasons why we fought the Revolutionary War with England.
8. Make up a newspaper type editorial cartoon, illustrating American grievances towards England.
9. Read the Articles of Confederation.
10. List at least five weaknesses the Articles had as a central plan of government.

11. State the principal reason for the calling of the Constitutional Convention.
12. Do a biography on one of the attending members (one from Rhode Island is appropriate).
13. Identify in sentences: Articles of Confederation, Constitutional Convention, Constitution, Founding Fathers, Parliament, Magna Carta, English Bill of Rights, Federation, Federal Union, Virginia Plan, New Jersey Plan, Great Compromise, Constitution of the United States.
14. Make a chart comparing the Articles of Confederation and the Constitution on such points as: powers of the central government, states' powers, representation, separation of powers.
15. List the ideas borrowed from England and incorporated into the Constitution.
16. Formulate a hypotheses on why the government of the United States was divided into three sections by the founding fathers.

Objective #3: The student will increase his comprehension of the greatness of American democratic government and freedoms by completing the following activities to the satisfaction of the teacher.

Activities

17. Discover and discuss in class the main purpose of our nation's government as determined by the founding fathers.
18. Identify in oral discussion: consent of the governed, direct democracy, republic, representative democracy, federal system of government, federal government, separation of powers, legislative branch, executive branch, judicial branch, checks and balances, amendments, cabinet, unwritten Constitution.
19. Outline the powers given to the Federal government.
20. Compare in outline form the federal powers with those of the state and local communities.
21. Synthesize why our government has powers which are limited, separated, and equipped with checks and balances in a written report.

22. Explain briefly how our government can grow, especially through the process of amending the Constitution.
23. Read the Bill of Rights and explain how you feel about the provisions contained in it in a 2 to 3 minute talk.
24. List the rights to equal justice afforded to Americans under the fifth, sixth, seventh and eighth Amendments.
25. Identify some of the many rights Americans enjoy which are not listed in the Constitution.
26. Discuss in a panel talk threats to our Bill of Rights both in the past and what might occur in the future.
27. List in a written report: the principles that guided the Congress of Vienna, the members of the Quadruple Alliance and the reasons why it was formed, the territorial changes made by the Congress of Vienna.

Objective #4: The student will increase in comprehension of the steps taken by Frederick the Great to raise Prussia to major power status by completing the following suggested activities with acceptable performance determined by the teacher.

Activities

28. Match the following ruling families with the states they controlled: Hohenzollerns, Hapsburgs, Bourbons, Romanovs.
29. Illustrate on a map of Eastern Europe the territorial growth of the state of Brandenburg through the use of various shadings.
30. Explain in an essay: (a) the manner in which Brandenburg and Prussia became united; (b) the land expansion policy of the Kings of Prussia - in particular the Drang Nock Ostem; (c) the militarism of Frederick the Great, the reasons and results of his several wars, and why he was termed a military genius.
31. Elaborate on Frederick's impact on Prussia's economic and social life, Poland, Austria, in a written essay or on a panel presentation.

Objective #5: The student will increase in comprehension of the steps taken by Peter the Great to strengthen absolutism in Russia and also to bring that nation closer to Western Europe by completing the following suggested activities with acceptable performance determined by the teacher.

Activities

32. State in what way the following three groups have influenced Russia's development: Vikings, Mongols, Byzantine monks, slaves.
33. List four Byzantine influences in Russian society.
34. State three aspects of Peter the Great's westernization program.
35. Compare and contrast the policies and achievements of: Peter the Great of Russia and Frederick the Great of Prussia.

THE PRESIDENCY

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF THE OFFICE OF THE PRESIDENT OF THE UNITED STATES BY COMPLETING THE FOLLOWING WITH ACCEPTABLE PERFORMANCE, DETERMINED BY THE TEACHER.

Objective #1: The student will increase his comprehension of the qualifications and powers of the presidency by completing the following activities with acceptable performance to be determined by the teacher.

Activities:

1. Find and read the sections about the President in the Constitution. List the sections and articles here for future reference.
2. Outline the qualifications for President of the United States.
3. List and explain in paragraph form the powers of the President.
4. Discuss in class some reasons for the passage of the twenty-first Amendment.
5. Interpret in a 2 or 3 minute talk why the president's position as commander-in-chief has become one of the most vital powers he possesses. (give at least two examples of recent decisions)
6. Examine in a written report how presidents themselves have felt about their position.
7. Discuss critically in a panel discussion why the president's conduct of foreign policy has often come into conflict with Congress. Be prepared to give specific examples.
8. Illustrate in class discussion some of the traditions which have grown up in the office of the president.
9. Define each of the following terms: inaugural address, twenty-second amendment, executive, chief executive, State of the Union message, budget message, economic message, veto, foreign policy, treaties, recognize, reprieve, pardon, commutation.

Objective #2: The student will be able to increase his comprehension of the workings of the Cabinet and other executive departments by satisfactorily completing the following activities with acceptable performance to be determined by the teacher.

Activities:

10. Draw a chart showing the twelve executive departments.
11. Discover and relate in class discussion why these departments are subject to change in both number and organization.
12. Explain in paragraph form the responsibility of each department.
13. Relate in a paper the historic development of the cabinet.
14. Identify in sentences: executive departments, cabinet, ambassadors, minister, consuls, passports, chiefs of states, bureaus.
15. Examine the relative importance of each cabinet level in a panel discussion.
16. Describe in a paragraph why there is need for other executive agencies besides the Cabinet.
17. Discover and relate in class what forms these agencies take.
18. Describe these independent agencies in outline form.
19. Generalize from studies and reading matter why it is essential to have agencies independent of the government in a democratic society.
20. Describe in several sentences each of the executive agencies.
21. Define in class the following agencies: National Security Council, Office of Emergency Planning, Central Intelligence Agency, The National Aeronautics and Space Council.

Objective #3: The student will be able to evaluate positively the magnitude and difficulty of the presidency as a job by completing the following activities as measured by self report and teacher evaluation.

Activities:

22. Give your interpretation and the significance of the famous sign on Harry Truman's desk, "The buck stops here".

23. Read a biography of any of the great presidents and relate the feeling of the book in a 2 to 3 minute talk.
24. Do a study of local newspapers, telecasts, weekly news magazines and national news telecasts to see how often and in what context the name of the president appears.
25. Describe the activities of the president in a panel report. Work with a group to draw up a possible day's schedule for a president in the performance of his duties with various committees, councils, cabinet members, etc.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE IN KNOWLEDGE OF ENVIRONMENT AND THE WISE USE OF NATURAL RESOURCES IN THIS COUNTRY BY COMPLETING THE FOLLOWING WITH ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

Objective #1: The student will gain an understanding of the natural resources, how they have been abused and how they can be conserved by completing the following activities with acceptable performance to be determined by teacher evaluation and teacher-made tests.

Activities:

1. Determine the natural resources which America has in abundance to supply us for at least another century.
2. List the natural resources which are found in Rhode Island.
3. On an outline map of the United States show where the nations main resources are located.
4. On a Rhode Island map, do the same as above.
5. Illustrate in several paragraphs how the United States developed into a great nation because of natural resources.
6. Describe in a panel discussion the various abuses which man has perpetrated on the environment in the United States.
7. Draw up a chart showing what America consumes on a percentage basis of the world's resources (Example: coal, iron, oil, etc.)
8. Identify the following terms in a sentence: natural resources, conservation, Theodore Roosevelt, Gifford Pinchett and Franklin Roosevelt.
9. Prepare a three minute talk on the beginnings of conservation practices in the United States.
10. Suggest some reasons why Americans have been so wasteful of natural resources.
11. Research and outline the origins of the Federal Soil Conservation Service.
12. Describe in detail the following terms in class: crop rotation, topsoil, exhaustible resources, renewable resources, water erosion, sheet erosion, wind erosion, contour plowing, strip cropping, terracing, and gully control.

13. Write a report on the various uses man has for water.
14. Draw a chart showing the water cycle.
15. Describe how water is used in Rhode Island's industries both in the past and in the present.
16. Determine from newspapers and other resources the various ways the waters of Rhode Island and those of the United States have been polluted.
17. In a panel discussion consider your views on pollution and how it might be avoided.
18. Define in sentences: forest fires, forest reserves, forest service, wildlife, wildlife refuges.
19. View a film on conservation and be prepared to discuss it.
20. Draw up a forest fire prevention poster.
21. Have a state conservation officer or member of the board of health talk to the class on conservation.

Objective #2: The student will display knowledge of conservation and natural resources by attempting some of the following suggestions and returning a self report to be discussed and evaluated by the teacher.

Activities:

22. Join an area clean-up campaign or river clean up, etc., or perhaps start your own. Areas such as parks, river banks, etc. are good places.
23. Write various city agencies such as public works, Junior Chamber of Commerce, etc., to get recycling projects started in Cranston.
24. Obtain trees from the forestry department and plant them on the school or other public building lawns. (obtain permission)
25. Find some polluted stream or other abuse of a natural resource in Cranston and write a letter to the city papers voicing your opinion on it.

26. Arrange for a speaker or speakers interested in conservation to come to the school and give a talk in the auditorium.
27. Visit Arcadia State Forest and report to the class your impression of the work going on and the recreational activities available there.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF THE WORKINGS OF STATE GOVERNMENT WITH PARTICULAR EMPHASIS ON RHODE ISLAND BY COMPLETING THE FOLLOWING LEVEL WITH SATISFACTORY PERFORMANCE TO BE DETERMINED BY THE TEACHER.

Objective #1: The student will increase his comprehension of the origins of the state system in our country by completing the following activities subject to teacher evaluation.

Activities.

1. Define the word "state". Use dictionary definitions.
2. Describe the distinction between a national state and the fifty states which make up our country. Discuss this in class.
3. List the strengths and weaknesses under our first government, the Articles of Confederation.
4. In a paragraph consider why the states were granted real powers under the Constitution but are not allowed to be independent of the federal government as under the Articles of Confederation.
5. List the provisions of the Northwest Ordinance. Also, find out how many states came in under its provisions and answer the question - "Why was it so successful?"
6. Read the Rhode Island state constitution and outline its parts including amendments.
7. Draw up a chart showing the organization of Rhode Island state government.
8. Write a paragraph illustrating the areas where federal and state governments can work together.
9. Define the following terms: states, state constitution, territory, Northwest Ordinance, Full Faith and Credit Clause, extradition, Articles of Confederation.
10. List the six parts most commonly found in state constitutions.

Objective #2: The student will increase his knowledge of the lawmakers of the states in general with particular emphasis on Rhode Island legislators by completing the following activities subject to teacher evaluation.

Activities:

11. Identify the word "reserved" in its relation to the powers which the states have in making laws.
12. Examine in a report the problems over interpretation of the amount of reserved powers which the states have as opposed to those of the Federal Government. (Consider the North-South conflict).
13. State in a sentence or two the reserved powers of the states.
14. Explain in a sentence or two the concurrent powers of our state and nation.
15. Discuss in class the composition of the Rhode Island State Legislature.
16. Examine in a panel discussion the responsibilities of the R. I. state legislature. Does it live up to citizen expectations, etc.?
17. Draw up an election circular, listing the qualifications needed to become a Rhode Island state legislator.
18. List the organization, by community representation, of the R.I. House of Representatives.
19. Do the same for the Rhode Island Senate.
20. Write a paragraph describing the basic format or procedures of most state legislative sessions in the United States.
21. Draw a chart showing how a bill becomes law in Rhode Island.
22. Visit the state legislature in session, and record your comments as if you were a newspaper reporter covering the State House.
23. Have members of the class set up a model state legislature, and pass a bill, going through all the motions a real legislature would go through.

Objective #3: The student will increase his comprehension of the Governor's role in Rhode Island and other states throughout the United States by completing the following activities subject to teacher choice and evaluation.

Activities:

24. List the qualifications for governor of Rhode Island.
25. Make a chart or a diagram illustrating the powers and duties of the governor in Rhode Island, as well as other states of the union.
26. Describe and relate in class discussion the governor's role in his political party.
27. Describe in outline form the other executive officials of the state.
28. Explain in paragraph form the areas of responsibilities of the Department of Health, Public Works, Welfare, etc.
29. Describe a typical working day in the life of the governor by your using knowledge of his responsibilities.
30. Visit the State House or invite the governor or other high state official to the school to discuss his views on state government.
31. Identify in sentences: governor, executive ordinances, lieutenant governor, secretary of state, attorney general, treasurer, auditor, superintendent of public instruction, director of public health, director of public welfare, director of public safety, director of highways, state civil service.

Objective #4: The student will increase his comprehension of the operation of state courts by completing the following activities with acceptable performance to be determined by the teacher.

Activities:

32. Describe in brief paragraphs the difference between civil cases and criminal cases.
33. List three common cases which are or have been in state courts with which the United States might be concerned.
34. Prepare a diagram listing the three general types of state courts and the specific courts which are listed under these three.

35. Visit a state trial court, for example, Superior Court, and discuss your impressions in a panel talk.
36. Examine the role of the judge in a regular court trial. Do this in a short paper.
37. Prepare a short talk contrasting the role of the judge in trial and civil courts to that of family court judges.
38. Define in sentences: civil cases, criminal cases, felonies, misdemeanors, justice of the peace, justice court, magistrates court, traffic courts, domestic relations courts, orphans courts, juvenile courts, state trial courts, court of record.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF THE ECONOMIC CONCEPTS OF OUR AMERICAN FREE ENTERPRISE SYSTEM BY COMPLETING THE FOLLOWING WITH SATISFACTORY PERFORMANCE TO BE DETERMINED BY TEACHER EVALUATION AND TEACHER-MADE TESTS.

Objective #1: The student will increase his knowledge of the American economic system by doing the following activities subject to teacher evaluation.

Activities:

1. Describe Adam Smith as the father of free enterprise.
2. Define the word "economy."
3. In class discussion explain why the American economy is called a free economy.
4. Relate in an outline how our free economy works.
5. Describe in several paragraphs why the American economy is based on a free market. Define "free market" first.
6. Relate an example from your own knowledge showing why the American economy is based on free competition.
7. Prepare a poster or chart showing the various freedoms inherent in the American economy.
8. Interpret the meaning of the American economic structure as a free enterprise system in a written report.
9. Suggest some reasons for controls on a free enterprise system.
10. Propose some reasons for and be prepared to defend them in debate on the need for the Federal Government to regulate business monopolies.
11. Do the same for labor having the right to strike in vital industries.
12. Recognize and cite evidence for the need for some legal monopolies.

13. Identify in sentences: economy, free economy, free market, free competition, private property, capital, capitalism, capitalist, profit, free enterprise system, monopoly and legal monopoly.

Objective #2: The student will increase his comprehension of the organization of American business by satisfactorily completing the following activities with performance to be evaluated by the teacher.

Activities:

14. Participate in a class survey to see how many families own a single proprietorship business.
15. Write a paragraph illustrating what the term "single proprietorship" means.
16. List examples of single proprietorship businesses to be found throughout Rhode Island.
17. Outline the advantages and disadvantages of a single proprietorship.
18. Have owners of single proprietorship businesses visit the class and discuss how they started their firms and how they are run.
19. Visit single ownership businesses in the community to see how they are run.
20. Define partnership as a form of business organization.
21. List the advantages and drawbacks of this type of business association.
22. Discover and relate in class why the large businesses in America today are not usually made up of either the single proprietorships or partnerships.
23. Describe what a corporation is and how it is created.
24. Make a chart showing the organization of a typical corporation.

25. Write a short biography on one of the founders of the first big corporations in the United States, for example: John Rockefeller or Andrew Carnegie.
26. Describe the word conglomerate in several sentences.
27. Visit a brokerage to find out how corporations raise money by selling stock. Report your findings in a two to three minute talk.
28. In a panel discussion examine some of the rules imposed by the U.S. government to keep corporations from unfair business practices.
29. Visit a local corporation with branches in other parts of the country or world to get an idea how these large firms are run.
30. Define in sentences: single proprietorship, partnership, incorporated, corporation, stock, stockholders, dividends, charter, board of directors, management, preferred stock, common stock, bonds, bondholder.

THE WORKINGS OF CONGRESS

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO INCREASE HIS KNOWLEDGE OF THE WORKINGS OF CONGRESS BY COMPLETING THE FOLLOWING WITH ACCEPTABLE PERFORMANCE TO BE DETERMINED BY THE TEACHER.

Objective #1: The student will increase in his comprehension of the general outline of Congress and its members by summarizing the material in the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. Identify the part of the government first mentioned in the Constitution.
2. Explain why Congress is divided into two sections, in an essay.
3. Describe in an outline the requirements for holding office in the Senate and House of Representatives.
4. Tell in oral discussion how members of the House of Representatives are allocated to the various states.
5. Give the reason why the House membership is divided on population, where the Senate has a set number for each state.
6. Prepare a chart listing such information as length of term, age requirements, salary, etc. for the Senate.
7. Illustrate some of the specific privileges Congressmen have because of their office.
8. List the helpers Congressmen have to assist them in carrying out their jobs.
9. Write a letter to a Congressman asking his views on the type of job he has and how he likes it.
10. Define in sentences: bicameral legislation, census, representatives, Congressional district, Congressman at large, senators, seniority, franking privilege, expulsion, parliamentarian, sergeant at arms, page boys, Library of Congress, legislative councils.

11. Discuss critically in a panel talk whether Congressmen should always vote the way their district feels they should. (Consider if at times they should follow the dictates of their conscience.)

Objective #2: The student will increase his comprehension of the organization of Congress by completing the activities in this section with satisfactory performance to be determined by the teacher.

Activities:

12. Explain what the terms and sessions of Congress are in several paragraphs.
13. Discover and list the reasons why the members of the various political parties caucus before Congress opens.
14. Differentiate in class discussion between the majority and minority parties.
15. Make a chart illustrating the officers of the parties, such as the floor leaders and whips. Include a description of each position.
16. Recognize the importance of the Speaker of the House in a paragraph.
17. Compare the Speaker of the House to the President Protempore of the Senate, explaining why the latter office has not gained the stature of the former.
18. Recognize and give reasons for the fact that Congress does its work through committees.
19. List the various committees of both houses.
20. Find out the committees that the members of Congress in Rhode Island are on, and what these committees do. Report your findings to the class.
21. Analyze the method of electing members of Congress to various committees in a panel discussion. (Consider the effectiveness of this procedure and suggest some method of improvement.)
22. Explain in several sentences what a bill is.

23. Discover from what sources the ideas for bills may come from in a class discussion.
24. Draw up a chart, showing how a bill is carried through various stages to final passage in both the House and Senate.
25. Make up a hypothetical bill in class and prepare the apparatus for passage of it..
26. Using the hypothetical bill:
 - a) have a student introduce it.
 - b) send it to an appropriate committee.
 - c) hold a hearing on the bill, including witness testimony.
 - d) have the committee study the bill.
 - e) report the bill out of committee.
 - f) debate the bill in the House, pass it, and send it on to the Senate.
27. Duplicate the procedure, using the Senate.
28. Explain in a paragraph the three options the President has when the bill reaches his desk.
29. Define in sentences: calendar, rules committee, voice vote, roll call vote, standing vote, filibustering, conference committee, presidential veto, pocket veto, minority party, majority party, bills, appropriation bill, constituents, joint session, State of the Union message, pigeon holing, hearings, public sessions, executive session, lobbyists.

Objective #4: The student will increase his comprehension of Congressional powers by completing some of the activities in the following section, subject to teacher evaluation.

Activities

30. Find the powers given to Congress in the Constitution.
31. Distinguish in several paragraphs the difference between delegated and implied powers.
32. List and explain delegated powers.

33. Do the same for implied powers.
34. Deduce in an oral report why there might be problems with the implied powers part of the Constitution.
35. List the limits of the powers of Congress.
36. Outline the special powers of the House and Senate.
37. Prepare a report of how the Supreme Court may declare Congress out of order.
38. Explain in class discussion how the presidency may limit Congress and how Congress may overcome this limitation.

CRIME, FIRE AND ACCIDENTS IN THE COMMUNITY
SS 34 p. 1

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS COMPREHENSION OF CRIME AND CRIMINALS IN THE COMMUNITY BY COMPLETING THE FOLLOWING ACTIVITIES WITH ACCEPTABLE PERFORMANCE TO BE DETERMINED BY THE TEACHER.

Objective #1: The student will gain in comprehension of crime in the community by completing the following activities with acceptable performance to be determined by the teacher.

Activities:

1. Determine the legal definition of a crime.
2. Discover if there are degrees of crime and discuss the distinction in class.
3. List the various types of crimes committed in America and describe them in a sentence or two.
4. Examine some of the reasons why a person might turn to a life of crime.
5. Explain the words "juvenile delinquent".
6. List the reasons why juveniles usually get into trouble with the law.
7. Consider some of your own solutions to reducing crime in a two to three minute speech.
8. Evaluate the impact of drugs on the crime rate in a written report.
9. Find out the various punishments for different types of crime and discuss these penalties in class.
10. Define in sentences the following words: crime, misdemeanors, felonies, criminal, crimes of violence, aggravated assault, crimes against property, robbery, burglary, grand larceny, petty larceny, juvenile delinquent, habitual criminal, first offender, white collar criminal.

Objective #2: The student will increase his knowledge of what the community does to safeguard against crime by completing the following activities with acceptable performance to be determined by the teacher.

Activities:

11. Give several reasons for the need of police in the communities.
12. Describe the organization of a typical police force.
13. List the various kinds of police forces found throughout the United States.
14. Describe the qualifications needed to become a police officer in Cranston or other community in Rhode Island, in a two to three minute talk.
15. Illustrate the various functions which police are responsible for in a term paper.
16. In a panel discussion, examine the role of police in preventing crime.
17. Interview a rookie policeman, police captain or chief to get their impressions of their jobs.
18. Define the following in sentences: police force, headquarters control, chain of command, police records, department, crime laboratory, rookie policeman, walking a beat, squad car detail, park police, sheriffs, state police.

Objective #3: The student will evaluate the hazards of fire by completing the following activities with acceptable performance to be determined by the teacher.

Activities:

19. Look up and discuss in class the mortalities, injuries, and damage caused by fire in the United States each year.
20. Outline the major causes for fire in the United States.

21. Examine the fire code of Cranston and comment on it in a two to three minute talk.
22. In a panel discussion review the various procedures for fire prevention.
23. Draw up a poster showing fire prevention rules for a household.
24. Have a fireman visit the class and discuss the role of firemen in the community.

Objective #4: The student will comprehend some useful ways to promote safety in the community by satisfactorily completing the following activities subject to teacher evaluation.

Activities

25. Make up a list showing the common accidents which strike Americans each year.
26. Discover and cite some reasons for the number of accidents which happen in the home.
27. Interview the police traffic safety officer and tell the class his impressions of the reasons for traffic accidents and ways to prevent them.
28. In a panel discussion, consider the school safety rules and attempt to understand their rationale. The vice principal might be interviewed on this matter also.
29. Determine through research in the library rules, for safe participation in sports and recreation. Present the information in an outline.
30. Visit an industrial plant. Interview the department members concerned with safety in the plant to get their impressions on safe procedures in the building.

FEDERAL COURTS AND JUSTICE
SS 35

p. 1

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS COMPREHENSION OF JUSTICE AND THE COMPOSITION OF THE FEDERAL COURT SYSTEM IN THE UNITED STATES BY COMPLETING THE FOLLOWING WITH SATISFACTORY PERFORMANCE TO BE DETERMINED BY TEACHER EVALUATION AND TEACHER-MADE TESTS.

Objective #1: The student will increase his knowledge of the composition of the Federal court system by completing the following activities with acceptable performance to be evaluated by the teacher.

Activities:

1. Read the section about Federal Courts in the Constitution.
2. Examine the need for both Federal Courts and state courts.
3. Determine the existence of a Federal Court in Rhode Island and comment on its function.
4. List the various crimes which fall under the jurisdiction of Federal Courts.
5. Draw a chart illustrating the system of Federal courts in the United States. Include number of justices, locations, jurisdiction of each category.
6. Describe the term original jurisdiction in a paragraph.
7. Discover what provisions are listed in the Constitution to safeguard a person's rights in the district courts.
8. List the district court officials and describe their functions.
9. Prepare a short biographical sketch of the district court officials in Rhode Island.
10. Illustrate in a short talk the possibilities a person has if he feels that he has not received justice in a district court.
11. Describe the U.S. Court of Appeals in a paragraph.
12. Explain why the Supreme Court is the highest court in the land.

13. List the function of the Supreme Court.
14. Do a biography of a famous Supreme Court justice.
15. Discover and relate in class discussion why the Supreme Court is the guardian of the Constitution.
16. List and describe in a sentence or two the other various federal courts.
17. Identify in class: Judiciary act of 1789, jurisdiction, district court, original and appellate jurisdiction, U.S. Marshal, subpoena, Federal Commissioner, U.S. District Attorney, District Court Judge, United States Court of Appeal, Supreme Court, Judicial Review, Chief Justice, Associate Justice, Court of Claims, Customs Court, Court of Customs and Patent Appeals, Tax Court, Territorial Courts.
18. Find news articles of current interest on the Supreme Court in local newspapers, news magazines, etc. Bring in, and put them on a bulletin board.
19. Visit a Federal district court in the area to see justice being administered.

Objective #2: The student will increase his comprehension of justice for the individual by completing the following activities with acceptable performance to be determined by the teacher.

Activities:

20. Discuss critically in class the needs for law, and if we could have a civilized society without law.
21. Describe common law in a paragraph or two.
22. Do the same for statutory law.
23. Deduce in a short talk what is meant by a fair trial.
24. Explain the significance of the idea of a "man being innocent until proven guilty" in a panel discussion.
25. Discover what the term 'habeas corpus' means and relate its importance to American law in class discussion.
26. Relate the origins of our laws in a brief paper.

27. List various procedures which must be carried out in order to give a person a fair trial.
28. Explain in several paragraphs why serving jury duty is a requisite of an American citizen.
29. Show on a chart the various kinds of juries.
30. Compare our system of justice with other countries around the world in a report.
31. Compare in a panel discussion trial by jury as opposed to trial by a judge, or by a three judge panel. Consider which method you consider superior.

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SS 40*

CONSUMER EDUCATION

MAJOR OBJECTIVE 1: The Consumer and the System

THE STUDENT WILL INCREASE IN COMPREHENSION OF THE CONSUMER'S ACTIVITIES WITHIN THE ECONOMIC SYSTEM.

Objective 1: The student will increase in comprehension of the role of consumers in the United States economy by performing the following activities with acceptable performance to be determined by the teacher.

Activities:

1. Define the term consumer and describe his role in our free-enterprise system.
2. Draw a cartoon demonstrating one way you serve as a consumer.
3. Explain how scarcity of goods and services creates an economic problem.
4. Prepare a list of five secondary or non-essential wants and the approximate dollar cost of them between the present time and the time you are graduated from high school.
5. Explain in a paragraph the chain of events that would result in this country if consumers suddenly stopped buying.
6. Predict the effect on the country's economy if teenagers drastically changed their spending habits and spent half of what they usually spend in a year.
7. Compare the consumer decisions of American teenagers today with those of fifty years ago. What pressure, if today's teenagers have that influence their decisions?

*appears in both the Jr. and Sr. high school guides

8. Debate the topic: "Life was better fifty years ago." Be prepared to debate both pro and con.
9. Define and explain each of the four factors of production--land, labor, capital and management.
10. Taking any three items in the room, trace back and chart how each has been affected by the above four factors in its journey from its original state to its present state.
11. Point out four ways in which modern production in a large factory differs from old-fashioned production.
12. Construct a diagram showing how goods and services move through our economy in a circular flow.

Objective #2: The student will demonstrate an increase in comprehension of the major problems confronting consumers by performing the following suggested activities with acceptable performance determined by the teacher.

Activities

13. Compile a list of problems that the average consumer has to deal with in today's business world.
14. Collect five newspaper articles dealing with various consumer problems. For each article, summarize the issue in question form and then interpret the problem.
15. Draw up a set of simple rules by which a consumer can avoid poor consumer practices.
16. Interview a representative from the State Attorney-General's office, the Better Business Bureau and the Rhode Island Consumers Council and list the most common complaints they handle.

17. Explain what is meant by "bait-and-switch?"

Objective #3: The student will display comprehension of how advertising influences the consumer by performing the following suggested activities with acceptable performance determined by the teacher.

Activities

18. Why would an advertisement for three rooms of furniture for \$115.00 be considered bait?
19. Investigate and then prepare a report on the present law dealing with bait-and-switch.
20. Think of a case, real or imaginary, which illustrates the problem of bait-and-switch. Present it to the class for analysis.
21. Ask your parents and friends to furnish you a list of goods they purchased within the past week. Along with each item, find out if their decision to buy the item was influenced in any way by some form of advertising.
22. Construct a bulletin board display: "The Media of Advertising"--use examples under such categories as television, billboards, radio, giveaways, matchbooks, catalogs, fliers, magazines, and newspapers.
23. During a 60 minute television program, find out how much of the total hour was used up by advertising. Chart out the entire program and be ready to share your findings with the class.
24. Compile clothing advertisements that are directed toward teenagers and evaluate them in terms of how they affect buying habits of teenagers.
25. Write out an advertisement in a form which would appeal to members of your class.
26. As a member of a two-or three-student group, write up and act out a simple "commercial" in class.
27. Interview five local storeowners and find out why they sometimes put items on sale at a loss.
28. Debate on the following topic. "Resolved, that T.V. advertising is harmful to the average consumer." Prepare pro and con arguments.

29. Concentrate on one particular period in history-- the 1930's, for instance--and gather samples of ads during that period. Then analyze them in terms of how they reflect the social trends and living standards of that period.
30. Obtain a copy of an old Sears, Roebuck catalog-- 1899 or 1903, for instance, and, based on this, list and price the furniture and fixtures you would need in your present bedroom. Compare this with one using today's catalog.

Objective #4: The student will evaluate the importance of maintaining sound banking habits as measured by teacher observation of the student's responses to the following activities.

Activities:

31. Explain in what respect a bank is similar to any other business.
32. Write a one page report on the effect on our community if banks suddenly closed with no other similar institutions to take their place.
33. If you have a savings account, describe how the account was opened, when interest is paid, what the interest rate is, and for what purpose you are saving.
34. Find out from your parents, relatives or friends what type of savings account they have and if they actually know what percent of interest they are receiving on their account.
35. Differentiate between a commercial bank and a savings bank. What consumer services does each provide?
36. Commercial banks are sometimes called "department store" banks because they offer such a wide variety of services to the public. List these services.
37. Compare the interest rates that are paid to depositors on savings accounts in savings banks with rates paid on deposits in commercial banks, credit unions, and other financial institutions.
38. Through class discussion, identify the difference between time deposits and demand deposits.

39. Compare the interest costs on consumer loans obtained from a commercial bank, a credit union, a sales finance company, and a personal finance company.
40. List the advantages of using checks instead of cash for paying bills.
41. Help prepare a bulletin board display illustrating the check clearing process.
42. Do you recommend keeping cancelled checks indefinitely? State your reasons.

Objective #5: The student will evaluate actively the statement, "Buying on credit-- Is it a blessing or a curse?"--as measured by teacher observation of the student's arguments given in class discussion or in debate and by successful completion of the following activities.

Activities:

43. Investigate and report to the class the reasons why people buy items on credit.
44. Write a report on the following topic: "How would my life be different if credit did not exist?"
45. List the advantages and disadvantages of buying on credit.
46. Explain in a paragraph why consumer credit often becomes one of our major problems.
47. Analyze a newspaper and see how many advertisements mention the possibility of credit purchases. Clip them and bring them to class.
48. Find out why many merchants are more anxious to sell to you on credit terms rather than for cash.
49. Obtain an application for a charge account from a retail store and fill it in completely. Report to the class on the procedure used for carrying charges.
50. Interview a credit official and find out the differences among the various forms of interest computation.
51. Make out a list of legal obligations that a borrower assumes by signing a credit contract.
52. Draw a cartoon related to credit buying and its problems. The class will then analyze and discuss it.

53. Make up your own list of rules for wise credit buying.
54. Research our state's consumer credit laws reporting especially some of the most recent changes.
55. Look up both the Federal and our state's "Truth-In-Lending" laws and report on the provisions of these laws to the class.
56. Investigate credit card organizations such as Diners Club and American Express and find out just how they make money.
57. Develop a crossword puzzle using the following terms as answers. You have to write out the clues and construct the puzzle.
Answers: credit, creditor, repossess, charge accounts, carrying charge, easy payments, character, capacity, garnishment, Truth-In-Lending, collateral, credit cards, installment.

Activities

Objective #6: The student will display comprehension of the concept of personal budgeting by performing the following suggested activities with acceptable performance determined by the teacher.

58. Find out from an adult what form of budget is used in his or her household. Report your findings to the class.
59. Interview a manager of a bank or credit union and find out the types of money problems that are encountered by individuals who fail to establish plans for managing their money.
60. List the steps necessary in working out a personal budget.
61. Draw up a budget for your own personal expenditures for one week.
62. Discuss how spending habits can be improved based on the information obtained from the above project.
63. Write a report on the following: "The budget is your financial conscience."
64. Conduct a survey of teenage spending habits and find out how teenagers finance their clothing budgets.

65. List the differences and similarities between a family budget and a governmental budget.
66. Tell what the government does when it is short of funds. Can individuals do the same?
67. Explain what must be done with a budget if income proves to be less than was originally expected.
68. Select an imaginary, but realistic, salary you would receive for a specific job. Deduct taxes and then plan a budget for the rest of your income.

Objective #7: The student will display knowledge of the general principles of consumer purchasing by performing the following suggested activities with acceptable performance determined by the teacher.

Activities:

69. Interview merchants or sales persons and compile a list from them on "Tips for the wise shopper."
70. Draw a series of sketches or a cartoon strip contrasting wise and unwise buying habits.
71. Be prepared for a class discussion on the following topic: "Is price the only factor to consider when comparison shopping?"
72. Compare the prices of several items in each of the major types of retail stores. To what extent do they differ? Which offers the best selection, service, warranty, etc.?
73. Discuss the reason why many people will shop in a small "one man" store even if the price may be higher.
74. List the provisions of the Truth-in-Packaging Law of 1966. How does this law help the consumer?
75. Discuss the meaning of the following statement in relation to packaging: "Never judge a book by its cover."
76. Discuss the added costs to consumers of fancy and unnecessarily expensive packaging.
77. Tell why each piece of information on a label is important to the consumer.
78. Should you buy an item just because it is a bargain? Explain.
79. Explain how timing your purchases makes you a wise consumer.

80. Be ready to discuss in class the pros and cons of the following questionable, yet widely held beliefs:
 - A. "You get what you pay for" that is, price alone is a reliable guide to quality.
 - B. "You can be sure if it's....." that is, brand name alone is a reliable guide to quality.
81. Compare prices of goods in a store which offers trading stamps with one which does not offer stamps. Report your findings.
82. Define unit-pricing. How does it help the consumer compare prices?
83. Bring to class three food packages or cans. Construct a unit price label for each item.
84. Take a survey of teen-agers and see how special occasions such as Christmas, Easter, and school social affairs influence buying habits. How do clothing stores prepare for these special occasions?

Objective #8: The student will demonstrate an increase in his comprehension of the importance of life and health insurance by performing the following suggested activities with acceptable performance determined by the teacher.

Activities:

85. Prepare a chart showing the major types of life insurance and give an explanation of each.
86. Write a report on the following statement: "Life insurance should really be called family insurance."
87. Explain the difference between a straight-life policy and an endowment policy.
88. Explain why term life insurance costs less than other types of life insurance.

89. Describe the advantages of taking out life insurance at an early age.
90. Help prepare a bulletin board using a life insurance policy. Label the important terms to remember such as face, premium, type of policy, accidental death benefit, grace period, etc.
91. Explain the primary purpose of health insurance.
92. Investigate the different types of health insurances offered in Rhode Island and report your findings to the class.
93. Obtain copies of sample health insurance policies and discuss the various types of coverage provided.
94. Interview a relative or friend who has health insurance and recently used it for an illness. Find out how much money was saved by having the health insurance.

Objective #9: The student will increase in comprehension of legal problems which effect consumers by performing the following suggested activities with acceptable performance determined by the teacher.

Activities:

95. Define and give five everyday situations that involve contracts.
96. Explain why all agreements are not contracts.
97. List and explain each of the five elements necessary in each contract.
98. Obtain copies of five written contracts possibly from members of your family or friends. Examine each of the contracts to identify each of the five elements of the contract. Prepare a report in which you list your findings.

99. Search the newspapers and locate five court cases involving contracts. Discuss the question of controversy in each case. Then analyze the case in light of each of the five elements of a contract.
100. Explain what is meant by "age of majority."
101. Tell what the age of majority is in R. I.
102. Name some conditions in which a minor may be held to a contract.
103. Write a one page report on the following topic:
"The law is a shield to protect minors. It should not be used as a sword."
104. Discuss the reasons why it is desirable to employ the services of an attorney before signing important contracts.

MAJOR OBJECTIVE II: The Consumer In The Labor Market

THE STUDENT WILL INCREASE IN COMPREHENSION OF THE CONSUMER'S ROLE IN TODAY'S WORKING WORLD.

Objective #1: The student will increase in comprehension of the factors which affect the supply of labor by performing the following suggested activities with acceptable performance determined by the teacher.

Activities:

1. Explain the difference between a skilled and unskilled worker. Give ten examples of each.
2. Describe what factors may affect the supply of labor.
3. Tell how supply and demand affect jobs.
4. Tell how supply and demand affect wages.
5. Explain why employers are willing to pay higher wages for scarce skill.
6. Be ready to discuss the relationship between one's educational level and future earnings.

7. Predict five occupations which in your opinion will need many more workers in twenty years.

Objective #2: The student will evaluate positively the economic principle "the law of least social cost", that is, a worker is most likely to succeed if he engages in those activities for which he is best fitted and in which he finds enjoyment, as measured by the teacher's observation of student interest shown in class discussions or in a brief 3-5 minute oral report with acceptable performance determined by the teacher.

Objective #3: The student will analyze the types of compensation available and how they are determined as measured by teacher evaluation of a 3-5 minute oral report following the completion of the following activities.

Activities:

8. Tell how the wages of labor are determined.
9. Explain how the three basic methods of wage payment operates:
(1) timework (2) piecework (3) incentive wage.
10. The average total income received per person will vary widely from state to state or from one geographical area to another. List four or five reasons for this wide variation in per capita income.
11. Investigate the hourly wage rates in your community for ten classes of workers, such as carpenters, painters, or lawn-care men. Report your findings to the class.
12. Find out the present trend in wages and how present wages compare with wages five years ago.
13. Prepare a report to the class on the contents of the Fair Labor Standards Act.

14. Construct a graph on the relationship that exists between the number of years of school completed and the money income or wages an individual receives.
15. Be prepared to discuss the following: "Should there be a guaranteed annual wage?"
16. Describe the arguments in favor of raising the minimum wage. The arguments against.
17. Describe what a fringe benefit is.
18. Prepare a list of all the fringe benefits offered to workers in this country.
19. Estimate the dollar value of the present fringe benefits received by one member of your family.

Objective #4: The student will display knowledge of the procedure one should follow in the process of getting a job by completing the following suggested activities with acceptable performance determined by the teacher.

Activities:

20. Interview a local businessman to determine what is looked for in job applicants. Write out your findings and report to the class.
21. Interview a representative of your state or community Employment Service and find out his views on the correct method of applying for a job.
22. Formulate a list of rules you should follow in order to have a successful interview.
23. Examine newspaper want ads for the kind of job you would like to get. List the steps you would then take in order to get that job.
24. Obtain a copy of any employment application blank and fill it out. Draw up a list of questions that you do not understand about the application blank.

25. Be ready to discuss any experiences you have had in "getting a job."
26. Most workers are at times uncertain about their ability to make progress in their jobs or even of keeping them. Interview two or more workers you know and question them to find out why this is true. Prepare a list of reasons given.
27. Research and report on the following projects:
 - A. Training programs under Manpower Development and Training Act.
 - B. Job Corps.

Objective #5 The student will increase in comprehension of the concept of labor unions and their contributions to modern America by completing the following suggested activities with acceptable performance determined by the teacher.

Activities:

28. Interview your parents, relatives, or any other acquaintance who works and find out if they are union members and ask them to explain to you what their union does for them. Report your findings to the class.
29. Tell how he as a worker would benefit from belonging to a union. What would be the major disadvantages?
30. Be ready to discuss the following in class: "The factors which led to the creation of unions no longer exist and thus unions are no longer necessary."
31. Construct a diagram showing the difference between a craft union and an industrial union.
32. Write a two page report on one of the following persons, listing his contributions to the labor movement.
 - A. Samuel Gompers
 - B. John L. Lewis
 - C. Eugene Debs
33. Explain some of the chief causes of strikes.

34. In most cases, a strike hurts both the employer and the employees, but they still go on. Draw up an alternative solution to the strike.
35. Describe how the strike illustrates the statement "In unity there is strength."
36. Write a speech pretending to be a union leader who is urging members to go on strike.
37. Write a report and be ready to present your reasons to the class on the following topic: "Should public employees have the right to strike?"
38. Give some examples where a strike by public employees could endanger public health and safety.
39. Investigate and report on a recent strike-examining the issues, the events, and the results. Using the results of the strike, evaluate the effectiveness of the strike.
40. Find ten newspaper or magazine articles dealing with controversial labor issues. Clip the articles and bring them to class.
41. Prepare a chart comparing techniques used by labor and by employers during disputes.
42. Be prepared to debate on the subject of compulsory arbitration.
43. Explain why the Wagner Act has been called "Labor's Bill of Rights".
44. Construct a chart for display, listing all the major federal labor laws with dates of passage and their provisions.

Objective #6: The student will evaluate the contributions of Social Security to society as measured by teacher observation of the student's responses to each of the following suggested activities.

Activities:

45. Explain some of the reasons why you think that changes which have taken place in the last hundred years have caused social security laws to become necessary.
46. Explain the procedure you would have to follow in order to obtain a social security number.
47. Write a letter to the Social Security Administration on behalf of your parents to determine the current standing of their account.
48. Predict the effect upon our local, state and federal government's spending if social security insurance programs were discontinued.
49. Interview retired relatives presently receiving social security and find out if they feel the amount they are presently receiving is enough to live on. Report your findings to the class.
50. Explain what unemployment insurance is.
51. Find out what procedure one has to follow in order to collect unemployment insurance.
52. Describe who pays for unemployment insurance ultimately.
53. Explain: If an employee is out of work because of a stroke, can he collect unemployment insurance?
54. Explain: If you were revising the Social Security law, what benefits and coverages would you add or drop?

MAJOR OBJECTIVE III: Business Enterprise

THE STUDENT WILL INCREASE IN COMPREHENSION OF THE ORGANIZATION AND OPERATION OF BUSINESS ENTERPRISE IN AMERICA.

Objective #1: The student will display comprehension of the two most common forms of business organization, sole proprietorship and partnership, by performing the following activities with acceptable performance to be determined by the teacher.

Activities:

1. Explain: To what kinds of business is the sole proprietorship best suited.
2. List the principal characteristics of the sole proprietorship.
3. Explain: A. What are the major advantages of the sole proprietorship?
B. What are the disadvantages?
4. If you were engaged in a business, indicate three possible:
A. advantages of your having a partnership.
B. disadvantages of your having a partnership.
5. If you wanted to go into business would you go at it alone or find a partner? Explain the reasons for your choice.
6. Describe the difference between a general partner and silent partner.
7. Conduct a survey of your neighborhood. List all the types of small businesses present, finding out if they are sole proprietorship or partnership.
8. Explain how a franchise business operates.
9. Make a study of a franchise business in your neighborhood. Report your findings to the class.

Objective #2: The student will evaluate the operation and the advantages of the corporation as measured by teacher observation of the student's responses to each of the following suggested activities.

10. Tell what the major differences are between a corporation and the sole proprietorship or partnership form of business.
11. Draw a flowchart showing the organization of a typical corporation.
12. If a corporation can operate efficiently with ten thousand owners, why is it not possible for a partnership to do the same thing?
13. Explain how a corporation is formed.
14. Describe the difference between an open corporation and a closed corporation?
15. Draw a flowchart showing how a corporation distributes its profits.
16. From a proper state official, a local bank or a lawyer, or some other source, obtain information as to the requirements in your state for organizing a corporation. Make a list of these requirements and procedures.
17. Draw up a crossword puzzle using the following words as answers and then construct clues for the answers:
corporation, share, stock, dividend, board of directors, speculation, stock exchange, mutual fund, proxy, charter, liability.
18. Give your opinions as to why you think most large companies are organized as corporations.

Objective #3: The student will display knowledge of the cyclic nature of economic activity in the United States by performing the following activities with acceptable performance determined by the teacher.

Activities:

19. Describe what is meant by the term "business cycle."

20. Answer the following questions:
- A. Identify the phase represented by each letter.
 - B. Which part of the cycle would you prefer to live? Why?
 - C. Characterize the present state of the economy and locate it on the curve.
21. Construct a chart showing the business cycles in this country from the 1850's to the present.
22. Read and report on a recent magazine article dealing with business conditions and the business cycle. To find such articles, see listings in the Readers Guide To Periodical Literature.
23. Draw a series of sketches or a cartoon strip showing the different stages of the business cycle.
24. Describe what role the government should play in controlling changes in the nation's economic activity.
25. Prepare a chart showing how each of the following is affected during each phase of the business cycle.
- | | |
|---------------|-------------------|
| A. Wages | E. Sales |
| B. Profits | F. Credit |
| C. Prices | G. Interest rates |
| D. Employment | H. Production |
26. State the differences between a period of prosperity and a period of inflation.
27. Describe what is meant when we say that inflation feeds itself.
28. Draw a flowchart to illustrate the wage-price spiral.
29. Interview people who lived through the Great Depression of the 1930's. Find out how they adjusted to the economic situation of the country. Report your findings to the class.

30. Form a committee to write and produce a script about the 1929 stock market crash and the Great Depression, following the pattern of a documentary television program.
31. Suppose you were President of the United States and when you took office the country was deep in a depression. What steps would you take to get us out of it?

Objective #4: The student will evaluate positively or negatively the statement: "The government has no business in business." This response will be measured by teacher evaluation of student interest as shown by statements given in class discussions or in a 2-3 minute oral report.

Objective #5: The student will demonstrate an increase in his comprehension of the role of the government in our economy by performing the following suggested activities with acceptable performance determined by the teacher.

Activities:

32. Tell why certain governmental functions and activities are called public services.
33. Describe the major services provided by local and state governments.
34. Taxes have been called "the price of civilization." Explain in a paragraph what is meant by this statement.
35. Be prepared for a debate on the graduated income tax. Take either stand to prepare for the debate.
36. Prepare a chart showing various government agencies that regulate industries. For information consult the United States Government Organization Manual.

37. Draw a series of sketches or a cartoon strip showing how the Federal government helps the farmer, a small businessman, and the consumer.
38. List five governmental services that you can enjoy today which were not available to your great-grandparents.
39. Prepare a chart or poster showing on one hand the specific demands of certain economic groups for governmental regulations and on the other hand the governmental regulations enacted to meet these demands.
40. Make a study of your community to determine the extent to which services are provided by your local government.
41. Give illustrations of services and products provided by the government that probably would never be provided by private business.

Objective #6: The student will evaluate the economic features of capitalism when compared with other economic systems as measured by teacher observation of the student's responses to each of the following suggested activities.

Activities

42. Prepare a chart showing the main economic features of capitalism, communism, socialism, and fascism.
43. Point out ways in which the economy of the Soviet Union contains elements of capitalism and in what ways the economy of the United States contains elements of socialism.
44. Tell how prices and wages are determined in a free economy. In a totalitarian economy.
45. Be ready to report to the class on how the economy of the Soviet Union operates.
46. Draw a series of sketches comparing the life of a consumer in the United States with the life of one in the Soviet Union.

47. Prepare a list of economic advantages a citizen of a democracy enjoys that a citizen under a dictatorship does not.
48. Read and report to the class on a recent magazine article about another country's economic system. Consult listings in the Readers' Guide to Periodic Literature.
49. Cite some specific examples of the ownership of productive wealth by governmental units in the United States. Are they forms of socialism? Be ready to defend your answer.
50. Imagine yourself in the role of a leader of a developing nation. Write out a master plan for the development of that country.

LEVEL OBJECTIVE #4: The student will increase his comprehension of the many government and non-government agencies which aid consumers by completing the following level with acceptable performance determined by the teacher.

MAJOR OBJECTIVE IV: Agencies Which Aid The Consumer

THE STUDENT WILL INCREASE HIS COMPREHENSION OF THE MANY GOVERNMENT AND NON-GOVERNMENT AGENCIES WHICH AID CONSUMERS.

Activities:

1. Investigate and find out how the Rhode Island Consumer's Council aids consumers in the state of Rhode Island.
2. Define the main purpose of the Consumers Affairs Unit of the state Attorney General's Department.
3. Investigate and report on the following laws which have been passed in Rhode Island over the years that deal with consumer protection.

(Continued on next page)

- A. Truth-in-lending law
- B. Home Solicitation Sales
- C. Utilities Shut off
- D. Watered products
- E. Unordered Gifts and Merchandise
- F. Credit Card Crime Act

4. Prepare a consumer complaint form which would be appropriate for obtaining the information necessary for the investigation of a complaint.
5. Interview a representative of the Consumer Affairs Unit of the state Attorney General's Department and find out how their complaints differ from those of the R.I. Consumers' Council. Report your findings to the class.
6. Interview a representative of your local small claims court and find out the type of cases that are heard in this court. Report your findings to the class.
7. Look up the fair-trade laws and discuss arguments for and against from the viewpoint of (a) the consumer, (b) the retail merchant, and (c) the manufacturer.

Objective #2: The student will display knowledge of the federal consumer protection agencies by performing the following suggested activities with acceptable performance determined by the teacher.

Activities:

8. How does the Department of Commerce serve the consumer?
9. Read and report to the class on a recent magazine article dealing with the Federal Trade Commission and their never ending battles with false advertising claims.
10. Interview a local supermarket manager and find out how often a representative of the Food and Drug Administration visits his store and exactly what he does do when he visits.

11. Find out how the Federal Food, Drug, and Cosmetic Act protects the consumer.
12. Assume that you buy a product through the mail from another state on the basis of an advertisement in a magazine and find that the product does not conform to the quality or the description in the advertisement. List the steps you could take in order to get your money back.
13. Find and bring to class any toys which you think are unsafe. Be ready to present your reasons to the class on why you consider the toys to be unsafe.

Objective #3: The student will display knowledge of the non-governmental agencies that are available to the consumer by performing the following suggested activities with acceptable performance determined by the teacher.

Activities:

14. Tell what kind of information the consumer needs to know about the product or service he is considering.
15. Write a report on the achievements of Ralph Nader. The report should focus on how he has helped the consumer.
16. Interview several supermarket managers and find out how they try to protect their customers.
17. Obtain a copy of Consumer Reports and be ready to discuss this publication with the class.
18. Write to, or visit, the Better Business Bureau in your community. Find out how the Bureau works for the consumer. Discuss your findings with the class.
19. Find out what "acceptance" of a dental product by the Council on Dental Therapeutics means.

20. Describe how a person can obtain free legal advice or assistance in most large cities.
21. Name some labels of independent testing organizations or associations that are guides to quality. Bring some products to class which display these labels.

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Dr. Guy N. DiBiasio
Director of Curriculum

Coordination:

Arnold R. Rogers
Director, The Fifth Quarter Plan
Title III, E.S.E.A.

Review of Content:

Department Chairmen

Business: G. Gordon, R. Zuromski; English: C. Abosamra, F. Boyer, R. Carbone, H. Hatch, J. Kennedy; Foreign Language: N. Bergeron, A. DeLuca, N. Cimorelli, R. Napolitano, A. Tribelli; Mathematics: J. Alfano, B. Burns, R. Chiulli, L. Sanford, C. Spirito; Science: E. Blamires, F. Fiorito, J. Gardiner, T. Lennon, E. Stocum, Jr.; Social Studies: W. Campbell, J. Marandola, T. Raspallo, E. Sutton, J. Wedlock, P. Zisseron, (Acting). Also, Fine Arts: P. Rylander and Industrial and Domestic Arts: A. Barresi.

Editing and Proofreading:

Arlene Beauchemin	Thomas Raspallo
Darnell McCauley	William Reilly
Emily Nickerson	Joseph Rouleau
Eileen Sibielski	

Curriculum Writing:

C. Abosamra, S. Aiello, J. Alfano, S. Alfano, A. Ball, A. Beauchemin, R. Bernier, A. Blais, E. Blamires, D. Boyle, B. Burns, J. Calise, W. Campbell, R. Carbone, P. Castelli, S. Chagnon, S. Connors, R. Coogan, L. Corbin, J. D'Ambra, M. DeBiasio, A. DeLuca, S. DiIorio, J. DiMitri, T. Donovan, J. Evans, E. Fink, J. Fricot, R. Forrest, A. Gambardella, E. Geigen, D. Grossi, P. Gustafson, R. Hall, J. Herne, D. Hodgkinson, P. Johnson, C. Keegan, T. Lennon, C. Liguori, A. Lisa, T. Lucas, P. Mancini, A. Mangili, J. Marsis, D. McCauley, J. McGoldrick, R. McKenna, W. Meciuinas, J. Monaghan, M. Murphy, R. Napolitano, D. Neri, H. Nicholas, E. Nickerson, M. Perry, P. Pichie, M. Pitocchi, T. Raspallo, W. Reilly, D. Robidoux, R. Rochefort, A. Rogers, J. Rouleau, A. Santandrea, R. Schofield, E. Sibielski, C. Spacagna, C. Spirito, G. St.Jean, T. Stones, E. Sullivan, W. Szeglia, M. Traficante, A. Tribelli, B. Tudino, R. Winsor.