Two units in American history for use in grade XII

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Service Paper

Two Units in American History
For Use in Grade XII

Submitted by

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>Worcester Course of Study Examined</td>
<td>1</td>
</tr>
<tr>
<td>Purpose</td>
<td>2</td>
</tr>
<tr>
<td>Terminology defined</td>
<td>4</td>
</tr>
<tr>
<td>The Unit and Unit Assignment</td>
<td>4</td>
</tr>
<tr>
<td>Overview</td>
<td>4</td>
</tr>
<tr>
<td>Objectives</td>
<td>5</td>
</tr>
<tr>
<td>Understandings and appreciations</td>
<td>5</td>
</tr>
<tr>
<td>Attitudes</td>
<td>6</td>
</tr>
<tr>
<td>Behavior Patterns</td>
<td>6</td>
</tr>
<tr>
<td>Outline of Content</td>
<td>7</td>
</tr>
<tr>
<td>Questions</td>
<td>7</td>
</tr>
<tr>
<td>Required</td>
<td>7</td>
</tr>
<tr>
<td>Optional</td>
<td>7</td>
</tr>
<tr>
<td>Activities</td>
<td>7</td>
</tr>
<tr>
<td>Required</td>
<td>7</td>
</tr>
<tr>
<td>Optional</td>
<td>8</td>
</tr>
<tr>
<td>Objective Test</td>
<td>9</td>
</tr>
<tr>
<td><strong>II. UNIT ORGANIZATION OF THE TOPIC: THE RECONSTRUCTION ERA AFTER THE CIVIL WAR</strong></td>
<td>10</td>
</tr>
<tr>
<td>Overview</td>
<td>10</td>
</tr>
</tbody>
</table>
III. UNIT ORGANIZATION OF THE TOPIC: THE NEW INDUSTRIAL AGE

Objectives......................................................... 60
Overview.......................................................... 58
Objectives......................................................... 60
Understandings and appreciations......................... 60
Attitudes.......................................................... 62
Behavior Patterns................................................. 63
Outline of the Content.......................................... 64
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions</td>
<td>83</td>
</tr>
<tr>
<td>Required</td>
<td>33</td>
</tr>
<tr>
<td>Optional</td>
<td>35</td>
</tr>
<tr>
<td>Activities</td>
<td>37</td>
</tr>
<tr>
<td>Required</td>
<td>87</td>
</tr>
<tr>
<td>Optional</td>
<td>90</td>
</tr>
<tr>
<td>Objective Test</td>
<td>92</td>
</tr>
<tr>
<td>Bibliography</td>
<td>105</td>
</tr>
<tr>
<td>Objective Test (Key)</td>
<td>107</td>
</tr>
<tr>
<td>Bibliography of First Chapter</td>
<td>108</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

Teaching the Social Studies by the Unit method has presented such a vital and absorbing phase of developing these studies that I became interested in what my own city was doing along the lines of Unit Method Teaching. There is a new splendid course of Social Studies, developed by the Unit method in the Elementary Schools of Worcester, which has been revised and put into circulation in February of this year. Each unit is organized in outline form under the following headings: Overview, Goals, Possible Approaches, Problems, Terms to Understand and Use, Activities, Children's Reading, and Visual Aids. This splendid course was compiled by a group of teachers working under the capable leadership of Miss Marian J. Wesley, Supervisor of Elementary Education in the Worcester Public School System. Talking with teacher friends, I found them most enthusiastic about the work, while one teacher in particular affirmed that she felt that her pupils learned more in a few topics of Unit teaching than in a whole year's work by the older traditional text-book methods. The interest of her pupils overwhelmed her, and she stated that in her fourth grade, the pupils were delving into methods of library
research techniques which she herself had not acquired until high school days. Of course my real interest in this method will, I hope, be pursued in the Senior High Schools, so I found that the Course of study in American History and Government was revised last in 1945. This course of Study has been prepared to cover the thirteen topics from Colonial America in 1600 through World War II in 1945 for one year's work. Each topic has been divided into Political, Diplomatic and Economic events, Social and Cultural progress, Biographies of great men of the period, map studies on each section, and the leading books in that particular epoch listed. While this course of study has taken rapid strides over the old course which merely listed chapters in the text-book, it still does not compare with the elementary school's Unit method of procedure. With this type of set-up, it is obvious that any High School teacher of the Social Studies would have a fertile field to initiate the Unit method among pupils who had been so thoroughly trained by their Elementary School units.

These two units herein presented were written in an attempt to give aid, not only to the writer, but to other teachers of history who are eager to keep pace with education and the new methods of teaching. It is the writer's hope that in some small way these units will aid in the education of American youth, and will assist them in an un-
understanding and appreciation of the problems that faced our country in those critical times as well as the problems that face our country today.

Unit teaching arose in response to the need for an improvement over the day-by-day lesson plan of teaching and has become increasingly serviceable since it has been developed by teachers and educators chiefly during the past two decades. The primary value of the unit is\(^1\) that it furnishes opportunities for more than the intellectual development of the child, providing for social and emotional development through cooperative work in the solution of problems. Morrison uses the term unit to mean\(^2\) a comprehensive and significant aspect of the environment, of an organized science, of an art, or conduct, which being learned results in adaptation of personality. Billett, following Morrison, defines the unit\(^3\) as a change brought about within the pupil by a sequence of recognizable advances to be made by the pupils in certain concepts, skills, ideals, attitudes, and appreciations.


\(^3\)Roy O. Billett. *Fundamentals of Secondary-School Teaching,* Houghton Mifflin Company, Boston, 1940, p. 464
Billett makes a distinction between the unit and the unit assignment. The unit assignment\(^4\) includes all the teacher-pupil activities. It should be made pliable enough to take care of all the individual differences in any class. More than that, a good unit assignment is written in words that are easily understood by all pupils with instructions carefully and clearly stated. The unit assignment must arouse the interest of the students and put them in a problem-solving frame of mind. Burton\(^5\) states that the term unit designates a current method of organizing teaching-learning situations while unit means simply oneness, wholeness, unity.

The overview is\(^6\) a statement of the nature and scope of the unit. There are three types of forms used in the overview of which this outline follows the form of a description of the unit in running discourse.

In the traditional school, typical teacher objectives are the memorization of facts and achievement of designed skills in language, art, manual art and many others.

\(^4\)Ibid., p. 506


\(^6\)Ibid., p. 300
The modern teacher\textsuperscript{7} usually states her objectives in terms of understandings, attitudes, appreciations and general behavior patterns which she hopes will develop in the learner. Teachers\textsuperscript{8} should endeavor to state objectives so clearly that evidence of achievement can be derived. Many objectives are so vague and indefinite that no methods of evaluation could be devised and no evidence of learning be identified. When the teacher sets up learning situations in which pupils pursue purposeful activities, the derivation of understandings\textsuperscript{9} will be one of several natural outcomes. The teacher should see that vivid examples are met through direct experiences insofar as conditions permit and that the vicarious experiencing is as real as possible. An appreciation\textsuperscript{10} is a satisfying emotional response and a sympathetic evaluation in terms of feeling. Appreciation may be based upon good general understanding of the broad fundamentals, either of a concept or a skill.

\textsuperscript{7}Ibid., p. 268
\textsuperscript{8}Ibid., p. 276
\textsuperscript{9}William H. Burton. The Guidance of Major Specialized Learning Activities Within the Total Learning Activity, Harvard University Press, Cambridge, 1944, p. 44
\textsuperscript{10}Ibid., p. 65
An attitude is a relatively constant tendency to act. An attitude is an enduring predisposition to react in a characteristic way, usually favorably or unfavorably, toward a person, situation, object or ideal. Attitudes are usually emotional in base and tone. They are associated with emotions far more than with the intellect and are based on feeling more than knowing. Human behavior resulting in learning, has what may be called a problem solving aspect, a "doing" aspect and an emotional aspect. The sole criterion for such learning is this: Has the individual acquired a new potentiality for, or tendency toward, behavior? More specifically, has he acquired a new concept or extended an old one? Has he acquired a new ideal or extended the application of some ideal, or capacity for appreciation? A behavior pattern is a characteristic way of reacting to situations. It is an integrated collection of specific habits, understandings, appreciations and attitudes. A behavior pattern is the way an individual carries over into action the integrated outcomes he has been acquiring.

11 Ibid., p. 48
13 William H. Burton. The Guidance of Major Specialized Learning Activities Within the Total Learning Activity, p. 34
All authorities agree on change in the behavior of the learner as the outcome of teaching by the unit method.

The above definitions will probably serve to acquaint the teacher who is about to start on teaching by the Unit method with the terminology of the outline. The outline of content perhaps needs no special definition as its meaning is quite obvious. As for questions, the teacher is here on familiar ground and needs no special introduction to this topic. As for optional questions, the teacher may insert these as an incentive to the brighter pupils that they may work up to their potential abilities.

The activities program probably will need more study by the teacher unused to this method than any other in the unit. The teacher first learns that the limited formal activities of the recitation have been replaced by a large number of varied activities. Understanding of the nature and possible diversity of learning activities will be clarified by examining a list of activities arranged according to types as: visual activities, listening activities, oral activities, writing activities, drawing activities, motor activities, mental activities, and emotional activities.

One writer, Paul B. Diedrich, lists under these groups one hundred seventy-seven activities while another, Gertrude M. Whipple, has a fine list under seven separate headings with five to seven items under each type of activity. The teacher scrutinizes the activities to be used to see that they are appropriate to the maturity of the group, that they are varied enough to provide for individual differences within the group, that they are usable in achieving the purposes, and that they will lead to socially desirable ends. The Optional Activities are called by Billett, Optional Related Activities because they are activities in which pupils engage solely because they want to. They are named related because participation in them produces an increase of the educative growth which is an extension of the main learning product which is the unit.

In the field of evaluating the specific understandings

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17William H. Burton. The Guidance of Learning Activities, p. 290

18Roy O. Billett. Fundamentals of Secondary-School Teaching, p. 507
of the concepts, the grades derived from objective tests\textsuperscript{19} are likely to be more reliable than those from essay tests. They stress detail to a great extent. The most common forms of objective tests which\textsuperscript{20} the average teacher will have occasion to use include the true-false, multiple choice, completion, and matching tests.


Unit I - Reconstruction

I - Overview

The Civil War wrought a revolution in the life of the American people comparable to that which accompanied the War for Independence. The twelve years after the Civil War, based as they were on a spirit of revenge, constituted a period of reconstruction which forced on the Southern people a program placing the former slave above the position of his former master. The war left the South destitute, both spiritually and economically, and the North did not help the situation any by assuming a stern and vindictive attitude. President Johnson tried to carry on the generous policy of Lincoln, but, when the radical leaders like Stevens and Sumner discovered that Johnson, who had once felt a great hatred for the slave holding aristocracy, was now assuming a generous and forgiving policy, they turned on the President. They then began to manage the affairs of reconstructing the South themselves. The Northern radicals gave to the Negroes rights which they were not prepared to assume. The result was that Negroes were the prey of Northern carpetbaggers and scalawags who exploited the negro for political advantage. The South under the policies of Lincoln and Johnson had gone far in establishing local and state governments but the Congressional reconstruction
wiped away all the good that had been accomplished by these policies. Passions ran high in the South especially among the former ruling class as they became convinced that the North was bent upon humiliating them as a vanquished foe. The bitter fight between President Johnson and the radical Congress resulted in the impeachment of President Johnson which is another black page in this disgraceful period. The North finally lost its enthusiasm for the radical Republican program as the people tired of the bitter talk and hatred which they had been subject to for so long. With the election of Hayes, the federal troops were withdrawn from the South and the last reconstruction governments fell. "Home rule" was restored by the rise to power of the Southern Whites who were bent upon regaining their former social and political position, and putting the negro in his former position. The result was that the Negro was practically denied the right to vote, and White supremacy was again re-established. The political and social stigma which the reconstruction era placed on the Negro remains, and the racial issue is still a big problem in the South to this very day.
II - Objectives

A. Understandings and appreciations:

1. The Civil War wrought untold havoc on the North and the South.
2. The War between the States settled the question as to the supremacy of the national government in the United States.
3. The Civil War caused a hatred and bitterness for the North which can still be found in the South to this present day.
4. The South was the scene of widespread destruction.
5. The Southern people made great physical and financial sacrifices for a cause which was in vain.
6. The Negro created a serious problem because he was not ready to accept the responsibilities which were placed upon him.
7. After the war, the South was the scene of the rise of new forms of business in the once agricultural South.
8. As a result of the war, there were various constitutional changes, and it is important to understand the effect of these changes upon the political life of the South.
9. The problem of reconstructing the country and especially the South was a major problem of this era.
10. There was great difficulty in working out a plan whereby the states could live side by side with reasonable satisfaction.

11. The Southern Whites were very bitter when they saw their former slaves running the state governments.

12. The spiritual, economic and financial prostration of the South after the war was catastrophic.

13. The vindictive and unforving attitude that the people of the North assumed in carrying out the reconstruction was a serious hindrance to rapid recovery.

B. Attitudes

1. Respect for the fighting spirit of the Southern people.

2. Admiration for a group of people who had sacrificed so much for a cause they believed was right.

3. Admiration for the Southern people in their fight for the right to run and manage their own governments without interference.

4. Scorn for the poor and inefficient job which was done in reconstructing the South.

5. Scorn for undemocratic organizations like the Ku Klux Klan.

6. Respect for the supremacy of the United States government.
7. Scorn for the policy of wholesale devastation which Northern generals wrought upon the South.
8. Scorn for the bitterness and hatred aroused as a result of the War.

C. Behavior Patterns.

1. Endeavor to have a better understanding of the Negro problem.
2. Striving to promote better relations between the whites and Negroes.
3. The habit of an open-minded policy considering all racial issues.
4. An active participation in the affairs of local and federal government.
5. The habit of considering important issues of state and nation at the conference table rather than in the madrashm of war.
6. Actively striving to convince younger citizens that most wars are futile.
III - Outline of Content

I. The aftermath of the Civil War.

A. The issues settled

1. Federal Union was saved.
2. Secession was no longer a threat.
3. Slavery was abolished.
4. Slave holding aristocracy was destroyed.
5. There was a concentration of a central authority in the national government at Washington.
6. Leadership in national affairs passed to the North and West.
7. There was practically no political rivalry.

B. Unsolved problems

1. The question arose as to how the debt of the war was to be paid.
2. A big problem was what to do with the South.
   a. Some felt that the South should be allowed to come back into the Union as quickly as possible.
   b. Others felt that the South should be treated like a conquered nation.
   c. The majority of Northerners felt as Thaddeus Stevens did, basing their policy on hatred and vengeance.
3. The newly-freed negroes who were to live in competition with the Southern Whites constituted a race problem.

4. There was also the problem of removing the hatred and bitterness which accompanies a Civil War.

5. The South was prostrate.
   a. The South was bankrupt economically.
   b. The South was bankrupt spiritually.
      1. The best of Southern manhood was destroyed.
      2. People made great sacrifices and there was an atmosphere of depression and want.

6. The freed slave with no money, no home and no concept of freedom created a serious labor problem.

C. Specific developments in the North.
   1. There was a rapid growth of industry.
   2. There was no disruption of industry since the North had not been invaded.
   3. The process of demobilization was very easy.
      a. Soldiers from the North were easily assimilated into Industry.
      b. The war machine was very easily dismantled.
4. Industrial boom.
   a. There was a growth in the iron, textile, flour, and meat industries.
   b. There was a tendency for prices to increase while there was a corresponding lag in wages.
   c. Reasons for the Industrial boom.
      1. There was an abundance of products because of mass production.
      2. Women went into Industry and worked.
      3. Labor-saving machinery helped greatly.
      4. Migration of people to the West aided the boom.
   d. Industrial changes.
      1. This was the start of the modern Industrial age.
      2. The meat packing Industry, which did not exist before the Civil War, became one of the four leading industries.
      3. The number of patents and inventions increased greatly.
      4. Profiteering became widespread.
D. Conditions in the South after the War.

1. The Confederate soldier returned home in rags after walking hundreds of miles.
   a. His home or plantation was usually found in ruins.
   b. He had no clothing except his uniform.
   c. It was a discouraging picture for a tired and defeated man.
   d. There was no business, no industry and little farming.
   e. Depression and destitution was widespread over the whole area.

2. The border states where most of the fighting was done were worse off than the lower Southern states.

3. Four factors which made up the destitution of the South.
   a. The Southern coastline was blockaded.
      1. The source of supplies was shut off.
      2. Vital items like tea, coffee, glue, ink and paper were practically impossible to obtain.
      3. Medicine had to be smuggled from the North.
   b. The transportation facilities were in very
poor shape.

1. At the close of the war the railroads were completely destroyed.
2. There was no more rolling stock of rails.
3. There were many accidents on the few sections of lines remaining.
4. The food situation was critical because none could be transported.

c. The South was in a state of financial chaos and disorder.

1. The South printed paper money which was worthless.
2. Worthless currency caused prices to go up.
3. Bartering was used extensively.
4. Scarcity forced prices up.
5. Speculators cornered the source of supplies and then sold at their own prices.
6. Boots sold for $20 a pair; a quinine pill cost $1.25.

d. The South was the scene of widespread destruction.
1. During the last years of the war, the North carried on a "scorched-earth" policy.

2. Sherman in his march to the sea destroyed practically everything including non-military installations.

3. Some regions in the South were veritable deserts.

4. Beautiful plantations were destroyed.

5. The Southern people were destitute for food.
   a. In Richmond, 30,000 people were put on rations.
   b. In Georgia, there were 55,000 starving and destitute people.

E. The freed negro constituted a serious problem after the War.

1. Four million slaves were freed.

2. They had to learn many new facts.
   a. The plantations were not theirs.
   b. The plantation owners were not responsible for feeding and clothing the Negro.
   c. They must work to survive.
   d. They must support their wives and children.

3. Many negroes wandered about aimlessly.
4. Some people in the North believed that the Freedman's Bureau was the solution.
   a. In the beginning, this Bureau was headed by good and noble men.
   b. It assigned negroes to abandoned land.
   c. It gave relief, advice and aid to the Negro.
   d. It established schools for the white and the black.
   e. It instructed the Negro in the workings of the Law.
   f. It tried to keep families together.
   g. It acted as a guardian to the Negro so that he might not be exploited.

5. The Freedman's Bureau disliked by Southerners because it later became a political engine for the Republican party.

6. Later, the smaller men in the Bureau exalted their position and discriminated against the Southern Whites in favor of the Negroes.

7. The Black Codes of the Johnson Reconstruction Government.
   a. The problem of the wandering and unemployed freedmen led the state governments to pass laws known as the "black codes".
b. These codes restricted the civil rights of "persons of color".

c. They included apprenticeship laws which provided that certain Negro children might be made to serve as apprentices.

d. The vagrancy provision stated that unemployed Negroes could be brought to court, fined, and then could be hired out to their former owners.

e. The Southerners could justify every point.

f. The Northern people frowned upon these laws.

F. Three different systems for utilizing Negro labor in raising crops.

1. One plan was sell plantations in part to the negroes, but this plan had certain difficulties.

   a. There was no money to buy the land.

   b. The Negro had no experience in running a farm.

   c. The negro thought only of "40 acres and a mule."

2. Another plan experimented in "gangs" to run farms on a wage basis.
There was no capital to pay the gangs.

The owners had no experience in handling freed Negroes.

3. The Share-Crop system was the most successful.

a. Plantation owners furnished the tools, the seeds, and the Negroes did the work.

b. The plantation owner received two-thirds of the profits from the harvest while the negro received one third.

c. It was an effective way to use the labor supply of the Negro who was unaccustomed to freedom and responsibility.

4. The disadvantages of the Share Crop system.

a. The Negro did not rise up and become independent.

b. It became a permanent and fixed arrangement, and Negroes were satisfied with meager wages.

c. The plantation owner and the Negro became tied down to the credit system because they borrowed money and when the harvest was reaped, merchants and creditors had the first pick of the crops.

d. The plantation owner was never able to get out of debt.
e. Merchants and creditors insisted on cotton and tobacco crops only and the result was that there was no diversity of crops.

G. The New South

1. There was a growth of town life and village life due to the breakdown of the plantation system.

2. There also arose a middle class due to the breakdown of the caste system.

3. The people became more democratic.
   a. Women entered into economic activity.
   b. There was a breakdown of snobbishness in the higher classes.
   c. Storekeepers were the bourgeoisie class.

4. The resources and the industries of the South were developed.
   a. Railroads were revitalized and rebuilt mostly with Northern capital.
   b. The lumber industry in North Carolina, Arkansas, and Alabama was expanded and developed.
   c. Birmingham, Alabama was transformed from a cotton field to a little Pittsburg in eight years.
d. The Tobacco Industry was developed in North Carolina and Kentucky.

e. The Cotton Textile Industry developed rapidly and the by-products of cotton were utilized.

f. Sugar and molasses were developed in New Orleans.

5. Some of the reasons for the development of the South:

   a. Materials were close at hand.
   b. South had cheap land.
   c. South had cheap water power.
   d. South had low tax rate.
   e. South had a good supply of cheap labor.

6. Cotton mill towns were founded.

   a. The tenement houses were all factory owned.
   b. The Company owned the stores where the workers got their supplies.
   c. The relationship between the employer and the employee was good when the owner lived nearby.

H. The problems involved in Reconstruction.
1. The question arose, - Should the eleven seceded states be allowed back into the union with no penalties?

2. The question arose, - Should the four million freed Negroes be given political rights?

3. The question arose, - Should the South be allowed to handle the problem of the Negro and his rights.


5. Here are some of the different viewpoints offered:

   a. Some believed that the states could go on as before with no penalties. This group had little influence.

   b. The middle group people, called the moderately vindictive people, advocated that the Southern States were still States but had forfeited their rights through secession. However, they could get their rights back by vote of Congress.

   c. The stern vindictive people advocated that the States had no rights, and were the same as a conquered territory.
I. The different plans for reconstruction.

1. Lincoln's policy was a moderate policy based on statesmanship.
   a. His important point was that the states were out of relationship with the rest of the States and some of the people were disloyal.
   b. He wanted to get these states back into the Union without friction.
   c. His policy during the war was to appoint military governors in each state conquered.
   d. In 1863, he put forth his plan stating that when 10% of the voters in any seceded state swore allegiance to the United States, that state could be readmitted to the Union. Tennessee, Louisiana, Arkansas and Alabama were readmitted on this plan.
   e. Lincoln's whole strategy was basing his hope on this executive power of pardon although he knew that Congress should have that right.
   f. This plan looked very dangerous to the Northern republicans because it would
allow the South to send more senators and representatives than before the war.

2. Johnson's plan tried to carry on the policy of Lincoln.
   a. He approved Lincoln's military and civil governments.
   b. He was beaten from the start in that he did not know how to compromise, and could not get along with people.
   c. His plan required that all Confederates support the United States.
   d. In each state constitution, they must abolish slavery and repudiate the state war debt.
   e. All notable Confederates and former rebel officers were to be restricted from voting.

3. In December of 1865, the Congress undid what the Lincoln and Johnson governments had accomplished.
   a. The Congress assumed control of Reconstruction.
   b. The oath of allegiance was taken by the majority of the voters of a state.
c. Slavery was to be abolished before the readmittance of a State to the Union.
d. The Confederate debts were to be repudiated.
e. Prominent Confederate rebels were to be excluded from citizenship.
f. The radical Republicans denied Southern representation because they feared the power the South might wield.

4. The Constitutional changes which followed the war.
   a. The 13th Amendment (1865) abolished slavery.
   b. The 14th Amendment (1868) granted citizenship to Negroes.
   c. The 15th Amendment (1870) gave the Negroes the right to vote.

5. In 1866 the Committee of Fifteen recommended new measures.
   a. The Freedman's Bureau was extended for two years more.
   b. The Civil Rights Bill was passed.
   c. The Johnson government was set aside.
   d. The Reconstruction act was passed.
1. The South was divided into five military districts, each under a Northern general.

2. Under the General's rule and the federal troops, the state conventions were supervised and the voters were registered.

6. The military rule lasted till 1870 when it gave way to the civil governments.

7. Carpetbaggers and scalawags ruled the civil governments.
   a. The Negro voters were instructed by the Union League and the Freedman's bureau.
   b. The Union League was a secret organization whose ritual appealed to the Negroes.

8. The so-called "black reconstruction" began at this time.
   a. Northerners went South and became leaders in politics.
   b. Ignorant Negroes were elected to the Senate and House, and graft and corruption resulted.
   c. Scalawags were Southern Whites who sided in with the Negroes and the northern carpetbaggers.
9. Although the "carpetbag governments" were corrupt, there was also corruption in local governments both in the North and the West.

   a. The corruption of the Southern governments was not as bad as the Boss Tweed gang in New York City.

   b. The Carpetbag governments were not a total loss.

J. The reasons the carpetbag governments were not supported.

   1. The Federal troops helped to swing the voting.
   2. A census count was made so that the voting figure would be within reason.
   3. The Ku Klux Klan was declared illegal.
   4. Enforcement acts were passed.
   5. The Election Laws made it legal for Federal officers to interfere with the voting.

K. The Reconstruction Measures were the worst possible way in which to introduce civil rights to the Negro.

L. By 1877, White Rule was restored in the South.

   1. The reasons the White Rule was restored.
      a. The carpetbag governments collapsed of their own weight.
b. They were weakened by friction and quarrels within.
c. There was consistent white opposition since 1868.
d. The North became interested in other affairs.

2. The techniques the Whites used to wrest control and prevent the Negroes from voting were:
   a. The Negroes worked for the Whites, and on election day they were told that they could not leave the fields.
   b. The voting booths were deliberately put at the far end of town, away from the Negro district, so that it would be more difficult to vote.
   c. The Whites walked around threateningly and carried guns.
   d. Later on the Whites stuffed the ballot boxes.

3. Between 1872 and 1876 there arose a strong opposition in the North to the Radical Reconstruction governments.

4. The reasons why Reconstruction caused bitterness were:
a. Military rule was imposed two years after the war was over.

b. The extravagance of the carpetbag government caused very bad feeling because the South at this time was prostrate economically.

c. The carpetbag government implied the threat of Negro equality.

M. The reasons why the North supported the radical Republicans were:

1. They were fired to hatred by the speeches of Thaddeus Stevens and Charles Sumner.

2. A post-war mass psychosis was built up, bred on stories of cruelty which in turn engendered misunderstanding and hatred.

3. The Northern people felt that they had sacrificed a great deal, and, in order to insure the fruits of victory, they must support the policies of the radical Republicans.

4. Many people felt that compromises and moderation had failed, so they must use drastic measures to settle the question.

5. Northerners believed that this was a righteous cause and that God was with them in adminis-
tering punishment to the South.

6. The Southerners played into the Northern radical hands. Riots and trouble with the Negroes were all they needed.

N. The evil results of Congress's plan.

1. The plan created bitter hatred of the North among the Southerners.

2. It created ill-feeling toward Johnson.

3. It gave the Negroes the rights for which they were not ready.

Φ. The political policy which was produced.

1. The South developed into one-party system which was composed of mostly Democrats.

2. Democratic solidarity was produced in this era, and it has changed only a few times since those days.

3. This solidarity has resulted in political stagnation because it is only when there is sharp political rivalry that the better statesmen gain the leadership.
IV - Questions

A. To be answered by all students and placed in a notebook.

1. What were some of the issues that the Civil War settled?

2. Do you think that Lincoln would have been more successful than Johnson in restoring the Southern States to the Union? Give your reasons.

3. What were some of the problems which the Civil War left unsolved?

4. Contrast the development of Industry in the North and the South during the Civil War.

5. Describe and contrast the conditions of the Northern and the Southern soldier as he returned home after the war was over.

6. What were some of the new Industrial changes after the Civil War?

7. What were some of the factors which made up the destitution of the South?

8. Describe the demobilization process of the Northern and Southern armies.

9. Why was the South so bitter to General Sherman?

10. Why did the Southerners hate the Freedman's Bureau?

11. Why did the North assume such a vindictive attitude toward the South after the war?
12. What were some of the ways negro labor was utilized? What was the best plan devised?
13. What were some of the disadvantages of the Share-Crop system?
14. How did the Negro react after the war was over?
15. What happened to the old plantation system in the South?
16. What were some of the problems of Reconstruction?
17. What were some of the new industries which were developed after the Civil War?
18. Account for the rapid growth of towns after the war.
19. Upon what principle was Lincoln's policy of reconstruction based?
20. Why did the radical Republicans frown upon the plans of Lincoln and Johnson?
21. What was the fourteenth amendment and why was it so important?
22. By the fall of 1865, what had been accomplished in the way of the state governments in the South?
23. What was the Committee of Fifteen and what did it recommend?
24. Upon what principles were the Ku Klux Klan founded?
25. What are some of the lasting effects which can still be noted about radical Reconstruction?
26. Why did the "radicals" want to make the negro a voter?
27. What were some of the reasons that White Rule was restored in the South?
28. How do you account for the rapid recovery of White Rule in the South?
29. How did Hayes put an end to Reconstruction immediately after his inauguration?
B. Optional

1. What trouble did Napoleon III make for the United States during the Civil War?
2. How did the United States settle her disputes over the Alabama?
3. What were some of the reasons that Congress impeached Johnson?
4. What were the economic and financial conditions in the South after the South?
5. Account for the rapid rise of the meat packing industry.
6. Why did inflation and profiteering become so widespread in the South?
7. What were some of the misconceptions that the Negroes had after the war?
8. How did the people in the North feel about the "Black Codes"?
9. Why did the people in the North become so hostile to the Freedman's Bureau?
V - Activities

A. Required

1. Give a floor talk about one of the following:
   Thaddeus Stevens
   Charles Sumner
   Andrew Johnson
   Lincoln

2. Have a panel discussion of the question: "Should President Johnson have been impeached?"

3. Read further on the conditions of misgovernment which prevailed under Negro and carpetbag domination in the South. Then defend or attack this statement, "Reconstruction should have been left to the South."

4. Write a composition describing a typical Southern legislature under Negro rule, and under carpetbagger rule.

5. Make a time chart of the different acts after the Civil War which put into effect the radical Reconstruction in the South.

6. After further reading, report to the class on the development of Industry after the Civil War, both in the North and in the South.

7. Report on the technical proceedings concerning the impeachment of a President.
8. Make a graph to show the rise of prices after the Civil War.

9. Imagine that you are a Negro who has just been freed. Describe your feelings.

10. Write an essay describing the Share-Crop system.

11. Draw a cartoon depicting the foolish spending of state legislatures in the Southern States after the war.

12. On a map locate the free states, the slave states, and the border states.


14. Have a Southerner write a letter of indignation to a Northern Republican concerning the abuses of the Negro and Carpetbagger legislation.

15. Imagine yourself as a Federal officer in the South and write home to your family in the North about the conditions existing in your territory such as: the hostile attitude of the people, the high cost of food, clothing, and the housing situation.

16. List some of the undemocratic ways of the Reconstruction governments.
17. Make a pictorial map showing the new industries in the South which sprang up after the war and where they were located.


19. Compare in outline form, as suggested by the headings, the three plans of reconstruction.

   The Lincoln Plan
   The Johnson Plan
   The Congressional Plan

20. Write a three hundred word composition with the title "The Negro question is one of the unsolved problems of Reconstruction".

21. Evaluate the painting, "Prisoners from the Front" by Winslow Homer.


23. Pretend you are Thaddeus Stevens and write a letter to the newspapers denouncing President Johnson.

24. Discuss the rise of the meat packing industry.
B. Optional

1. Make a graph showing the prices before and after the Civil War in the South.
2. Draw a cartoon of a typical carpetbagger.
3. Besides the regular reading list, pick out a book which appeals to you and write a book report. Read only that section which deals with the Reconstruction era.
4. Write a biography on the life of Lincoln and stress mainly his attitude toward the South.
5. Write an editorial of 250 words on the 14th Amendment stressing the ways in which this Amendment affected the Southern Whites.
6. Look up and report on some of the popular songs of this period. Teach some to a committee of the class members.
7. Write an essay on the reasons why the Reconstruction era caused so much bitterness in the South.
8. Write an essay on the ways the South became more democratic after the Civil War.
9. Trace the growth of the Ku Klux Klan.
10. Review "Gone With The Wind". Discuss the conditions of the rich plantation owners after the Civil War.
11. As a Southern democrat, defend your position in the "Solid South".
12. Draw a cartoon showing the Negro lording it over his former master.

13. Draw a cartoon depicting the Government squandering money by giving favors to the railroads.

14. From the historical reading list, read three books which appeal to you and report to the class some interesting and enlightening facts which will help the members to understand the period.
VI - Objective Test

Part I

Fill in the correct reply to the following statements.

1. The representative from Pennsylvania who showed little mercy for the Southern States was

2. The law which freed the slaves was called

3. The Constitutional Amendment which guaranteed civil rights to Negroes was

4. The laws passed in the South which restricted the civil rights of the blacks were

5. The Senator from Massachusetts who believed that the Negro was entitled to vote was

6. The name of the commission to investigate conditions of Reconstruction in the South was known as

7. The law which restricted the President from removing Cabinet officers without the Senate's consent was known as

8. The popular name given to Northern men who went down South and exploited the Negro for political advantage was

9. The Southern organization which terrorized the Negro through fear and intimidation was known as the
10. The President who withdrew Federal troops and restored White rule to the South was

11. The agency which the Congress established to give advice and aid to the Negro was known as the

12. The system which best utilized negro labor was known as the

13. The name of the city in the South which after the war became a "little Pittsburg" was

14. The name given to Southerners who remained in politics and worked with Negroes and Carpet-baggers was
Part II

In the blank, place the number of the item which best completes the statement.

______ 1. What was an advantage possessed by the South over the North at the outset of the Civil War?
1. Greater financial resources
2. Superior military leadership
3. Diversified industrial development
4. A superior transportation system

______ 2. In the agricultural South, the general effect of the freeing of the slaves was:
1. Increased emphasis upon the growing of staples, almost to the exclusion of diversified farming.
2. The end of cotton as the major crop
3. Increased dependence upon other sections for foodstuffs
4. The division of large plantations into small farms leased to poor Whites and Negroes.

______ 3. Which of these were native Southerners who maintained themselves in power by controlling the vote of the newly enfranchised Negroes?
1. Copperheads
2. Muckrakers
3. Mugmumps
4. Scalawags

**4.** Which was the name applied to Northern politicians who took advantage of conditions in the South following the Civil War?

1. Muckrakers
2. Grangers
3. Carpetbaggers
4. Scalawags

**5.** President Johnson's plan of Reconstruction contained the following provision effecting the status of the Negro in the South:

Each state which had seceded was to:

1. Emancipate slaves holding real or personal property
2. Permit Negroes to purchase their freedom
3. Establish a ten year period of apprenticeship before conceding complete freedom
4. Adopt the Thirteenth Amendment

**6.** On which of these assumptions did Lincoln and Johnson base their power to reconstruct
1. That the Southern states had never been out of the Union
2. That by secession the Southern states had reverted to the status of territories
3. That the Constitution specifically gave the President the right to maintain a republican form of government in each state
4. That the Southern states were to be regarded as conquered territories

An underlying reason for the radical Reconstruction program adopted by Congress was the fear that the South:
1. Was about to rise in revolt
2. Would refuse to pay its share of the war debt
3. Would regain their old political power in Congress
4. Would join in the threatened war with Mexico

Which of the following may be used as a means of removing the President from office?
1. Impressment
2. Injunction
3. Recall
4. Impeachment

9. Following the Civil War, the basic reason for congressional opposition to the reconstruction of the South by the President was:
   1. Fear that the South might resume hostilities if left unpunished
   2. Uncertainty as to view of Johnson on the question of Negro suffrage
   3. Disapproval of the expensive relief measures advocated by both Lincoln and Johnson
   4. Resentment at the leniency shown the South

10. The long struggle put up by the South in the Civil War is the more remarkable in view of the fact that:
   1. Its geographical position was unfavorable
   2. The North was given unofficial assistance by England
   3. It was outnumbered more than two to one
4. Slave rebellions behind the lines were a continual danger

11. The Ku Klux Klan had as one of its purposes:
   1. Ridding the South of the carpetbaggers
   2. Preventing the Negro from voting
   3. Keeping the poor whites under control
   4. Aiding the Southern aristocratic to regain their former position

12. A common aim of the Carpetbaggers and Scalawags was to:
   1. Restore Southern institutions of the prewar period
   2. Maintain White social supremacy
   3. Enrich themselves through the misfortunes of the South
   4. Further their own careers in national politics

13. The authority for Presidential Reconstruction under both Lincoln and Johnson was derived primarily from the President's:
   1. Wartime emergency powers
   2. Veto power
   3. Power as Commander-in-Chief
   4. Power of amnesty
Part III

Place a plus sign (+) before the item if it is correct and place a minus sign (-) if the item is incorrect.

( ) 1. The North suffered great physical destruction during the war.

( ) 2. The value of land prices in the South fell to a fifth or a sixth of prewar prices.

( ) 3. The Share-Crop system fixed cotton growing and tobacco raising as the major crops of the South.

( ) 4. The first result of freedom for some of the former slaves was the urge to shiftlessness and the desire to travel about.

( ) 5. The Southerners hated the Freedman's Bureau because it became a political engine for the Republican party.

( ) 6. The South produced more cotton in 1870 than in 1860.

( ) 7. The Freedman's Bureau was set up to care temporarily for the masses of Negroes suddenly thrown upon their own resources.

( ) 8. By the Share-Crop system the Negro received two thirds of the crop.

( ) 9. The radical Republicans looked upon the seceded states as not being in the proper relationship to the Union.
10. Lincoln had steadfastly held that the Southern states had not seceded but rather had been in rebellion.

11. Under the Share-Crop system the Negro supplied his own tools and seeds for planting.

12. The conservative Republicans were concerned with getting the States into their "proper practical relation" with the Union.

13. President Johnson refused to seat the Southern representatives in Congress.

14. With the right to vote, the Negro could vote the former slaveholder out of leadership.

15. It was five years after Appomattox that the Union was finally restored.

16. President Johnson used his power to veto bills extensively when the rift between the President and Congress became widened.

17. The civil rights of the blacks were restricted by the passage of the "Black Codes".

18. The chief charge in the impeachment of Johnson was his violation of the "Tenure of Office Act".

19. Johnson was found guilty at his Impeachment Trial.
20. Extravagance and corruption were found to be even worse in New York city politics than in the Reconstruction governments.

21. Andrew Johnson attempted to follow the Reconstruction Policies laid down by President Lincoln.

22. The Ku Klux Klan was organized in the South to promote the objectives of the Reconstruction Act.

23. After the Civil War was over, the people of the South held little resentment against the North because of their defeat, but intense hatred did develop over treatment they received under the Reconstruction Act.

24. The Amnesty Act passed in 1872 by Congress prohibited any person from holding a federal or state office who had engaged in rebellion against the United States.
**Key To Objective Test**

<table>
<thead>
<tr>
<th>Part I</th>
<th>Part II</th>
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<tbody>
<tr>
<td>1. Thaddeus Stevens</td>
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<td>2. The Emancipation Proclamation</td>
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<td>3. The Fourteenth Amendment</td>
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<td>4. The Black Codes</td>
<td>4. <em>3</em></td>
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<td>5. Charles Sumner</td>
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<td>6. The Committee of Fifteen</td>
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<td>7. The Tenure of Office Act</td>
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<td>8. Carpetbagger</td>
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<td>10. Rutherford B. Hayes</td>
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<tr>
<td>11. Freedman’s Bureau</td>
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<td>14. Scalawags</td>
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**Part III**

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| 2. (+)                                      | 8. (-)                                       |
| 3. (+)                                      | 9. (-)                                       |
| 4. (+)                                      | 10. (+)                                      |
| 5. (+)                                      | 11. (-)                                      |
| 6. (+)                                      | 12. (+)                                      |
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| 19. (-)                                     | 20. (+)                                      |
| 20. (+)                                     | 21. (+)                                      |
| 21. (+)                                     | 22. (-)                                      |
| 22. (-)                                     | 23. (+)                                      |
| 23. (+)                                     | 24. (-)                                      |
Unit I

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A. Books


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Unit II - The New Industrial Age.

I - Overview of the Unit

The twelve years after the Civil War were concerned with the problems of reconstruction, and the process of making over our country absorbed the leaders of the Republican party in the North. During this period the foundations of greater prosperity and progress were laid and the United States entered into a new era of power and influence. As the post war problems gradually faded from the public view, it became evident that certain forces in action during the war were conspiring to transform the country. An economic revolution had occurred and the revolution, which has produced the world as we know it today, was based on the remarkable advances in the fields of agriculture, transportation, communication and industry. New machinery and mass production methods during the war had helped to accomplish this great change. Whereas before the Civil War business had been run by a few individuals or in partnership style, a new industrial arrangement produced new forms of business consolidation and management. Ruthless men, called "Captains of Industry", with a shrewd business sense appeared during this period to form corporations which took over and combined various phases of certain industries, thus forming monopolies, trusts, pools and holding companies which tended to control the prices and limit the output.
The spread of the Industrial revolution and the factory system contributed to business combinations of great wealth which manifested great power and influence. The government during this period maintained an attitude of indifference in regard to the affairs of business and the prevailing philosophy was that of "laissez-faire". The Standard Oil Company is a good example of how business tended to monopolize and freeze out competitors by the use of "cut-throat" tactics. The farmers and the working man had special grievances against the railroads and big business, and the abuses of big business threatened to become a menace to the independence of our legislatures and our courts. Various reform movements and strikes were the outcome of these abuses. Overlooking the evils and abuses which accompanied the period, we can say that the whole structure of American greatness and power stems from this New Industrial Age.
II - Objectives

A. Understandings and appreciations.

1. A rather cold philosophy called rugged individualism prevailed during this period.

2. Leaders with great brains developed Industry and the natural resources of the country.

3. The period was one in which there was an overabundance of optimism, while the belief that a man through his own initiative could rise up and reach the top seemed to suffice for all sufferings which the poor people endured.

4. Industrialists did not like regulation, and there were no strong social and economic forces bound by custom and tradition which could oppose the Industrialists.

5. The dominating philosophy was "laissez-faire" and it held that the less the government interfered in business, the better things would be.

6. These "Captains of Industry" were for the most part sober, God-fearing men who in their private lives were sincere and just but in their business dealings, many of them were men without scruples or morals.
7. There was an abundance of wealth and capital for the development of industry, some of it coming from Europe.

8. There was an unlimited labor supply which could be easily obtained since there were immigrants coming to the United States from Europe by the thousands.

9. The early attempts at labor organization were unsuccessful.

10. The railroad played a big part in developing the country as a whole and it was one of the big factors in developing the West.

11. The farmers complained about the discrimination which the railroads and grain elevators used against them.

12. During this period there was a great amount of moral laxness both in business and in politics.

13. The country was overflowing with natural resources which were exploited for the Industrial world.

14. The roots of a spirit of democracy began in this period.

15. Industry tended to consolidate in the form of trusts and holding companies in order to reap greater profits.
16. While business tended to consolidate for its own protection, it fought bitterly the attempt of the working man to unite for his own protection and benefit.

17. Modern America can trace its birth to this new Industrial age.

B. Attitudes

1. Respect for people who will endure poverty and hardships because they have a great hope in the common people to rise to the top and become successful.

2. Pride in the spirit of individualism held by the American people, and their faith in America.

3. Admiration for the great things these leaders accomplished, tempered by a questioning of the ruthless and undemocratic methods these men used in attaining their ends.

4. Admiration for the ardor and courage of the farmers and the working man in fighting for a cause they thought was right.

5. Pride in the great strides made during this period in the Industrial world.

6. Admiration for the productive capacity of the American people in Industry.
7. Respect for the government of the United States, and the right of the government to intervene and regulate for the welfare and good of the people as a whole.

C. Behavior Patterns.

1. Forming the habit of reading good historical works.
2. Establishing a mode of living and working together in a democratic manner.
3. Upholding the example of appropriate codes of ethics in business, politics, and life.
4. Striving to develop a broad point of view in regard to the methods used by the original builders of Industry.
5. Forming the habit of relating current events to similar events of the past.
6. Striving to emulate the hard work and honest efforts of the Builders of our Nation.
III - Outline of the Content

I. The general changes accompanying the new Industrial era.
   A. The economic revolution
      1. There was a change from small farmers and manufacturers into a highly organized industrial machine.
      2. The trend in population was from the rural areas to densely populated cities.
      3. The growth of large scale farming in the West supplied an abundance of food for the country.
      4. The economic revolution was based on the advances in agriculture, transportation, communication and industry.
      5. Mass production and new inventions in machinery produced a great number of articles for the public.
      6. There was a growth of kings in banking, oil, iron and steel.
   B. The development of the West.
      1. During the war, a steady stream of emigrants passed from Missouri and into Colorado, Nevada, Idaho.
      2. The Homestead Act encouraged many settlers to go West.
3. Agents of the railroads, steamship companies, and Western states encouraged immigrants to come to America.

4. The development of the railroads.
   a. It was the most important single factor in the development of the West.
   b. The railroads were connected with public land grants.
   c. They helped to develop the country.
   d. The railroads are connected with the rise of big business.
   e. Railroads determined the location of industry.

5. The benefits to the country from the railroad.
   a. It afforded security and protection to the Western farmers.
   b. It was an important factor in breaking down Indian resistance.
   c. It encouraged immigration to the West.
   d. It helped to transport the freight to build the frontier.

6. It took thirty years for the frontier of the "great American desert" to be conquered.
7. Nine new Western States were added to the Union.

8. The Union Pacific Railroad.
   a. Difficulties in building the transcontinental line.
      1. There must be a survey of 25,000 miles of rough land.
      2. It was necessary to get through the mountain passes.
      3. It was a vast undertaking to transport the supplies necessary to build the railroad.
      4. There was the problem of transporting enough food to feed 25,000 men.
      5. There was also the consideration of the hostility of the Indians.
   b. In the beginning the railroad had financial difficulties and the Government gave it large grants of money and land.
   c. The Union Pacific plan was to build westward from Omaha, Nebraska, and the Central Pacific to build eastward from Sacramento, California.
C. New methods of communication.

1. The pony express had been used first.
2. In 1861, telegraph lines had been strung across the country.
3. In 1866, the Atlantic cable connected us with Europe.
4. In 1869, the transcontinental railroad was completed.

D. The development of agriculture.

1. The most important of the bases of the economic revolution was the growth of large scale farming.
2. Factors which influenced it greatly.
   a. The Civil War increased the need for greater production of food.
   b. Great Britain and France also needed wheat and cotton.
   c. The Homestead Act encouraged settlers to come to the West and start farms.
   d. New inventions in farming mechanized agriculture, and made it a big business enterprise.
   e. The development of scientific farming increased the output of farm commodities when the price of wheat and
cotton were dropping in the world market.

3. Farming becomes a business.
   a. Farmers tied themselves down to banks to buy machinery.
   b. Farmers tended to specialize in crops.
   c. The rise of land values increased the burden of the farmer.
   d. Machinery caused the size of farms to be increased.

E. The different frontiers of the West.

1. The Mining frontier
   a. In 1849 the gold rush brought a great many people to California.
   b. Boom towns arose and fell in the West.
   c. Mining in the west was different from the traditional approach.
      1. It was not done by individuals.
      2. Mining is a business enterprise and therefore necessitates machinery, tools and engineers.

2. The Cow country
   a. The cattle industry had its origin in Texas.
b. It was discovered that cattle could be driven North and that they would not lose weight since they could be fattened along the way.

c. When the railroads charged higher rates, the cattle men moved farther North.

d. They also moved farther North because Homesteaders and settlers were crowding them out.

e. Factors which influenced the drastic changes.

1. Armed conflict often broke out between the Homesteaders and the cattle men.

2. The eighties saw overproduction in cattle with the price of cattle dropping sharply.

3. The use of barbed wire to fence in cattle tended to force the cow-puncher out of a job.

4. The cow-boy had to give way to the settlers

5. Huge cattle ranches paralleled the mining camps all the way from
western Kansas to Montana.

II. The rise and development of the new Industrial age.

A. Industrial revolution had developed rapidly.
   1. It had started before the Civil War.
   2. The war had stimulated and accelerated it.

B. Factors which contributed to rapid industrialization.
   1. United States had a great domestic market with no local customs or traditions to hinder it.
   2. Raw materials such as oil, lumber, and coal were discovered and exploited for industry.
   3. There was an unlimited labor supply.
   4. People were willing to accept changes in methods and machinery.
   5. There was no strong social or economic class which could oppose industrialism.
   6. The prevailing philosophy of "laissez-faire" stated that an individual could exploit the natural resources of the country and the government was not to interfere.
   7. There was an optimistic attitude among the people.
a. There was the belief that the common man might rise in the social ladder if he so wished.

b. There was also a belief in the right to hold property and in other vast opportunities in the United States.

8. There was an abundance of capital and wealth to finance industry. Europe invested first and later Wall Street took over.

9. There were capable leaders who were adaptable to change and were not bound by tradition.

C. Nature of business development.

1. Before the Civil War, business was run by merchant capitalists.

2. After the Civil War, business was run by industrial capitalists.

3. Pools.

   a. They were the first form of consolidation.

   b. They were informal agreements which were easily broken.
c. Pools were usually between railroad lines which competed, their purpose being to eliminate waste and extravagance.

d. They sometimes created great monopolies.

4. Trusts.

a. The Standard Oil Company is a good example of a trust.

b. The stockholders from the original companies would hand over stock to the trustees and they in turn would issue stock certificates.

c. Trusts could be found in the lead, whiskey, sugar, and linseed oil business.

d. Before 1890, trusts had been prosecuted in some states and the public began to look down on the trusts.

e. Public agitation brought about the Sherman Anti-Trust Law.

f. Industry, in order to circumvent the law, established holding companies.

5. Holding Companies.

a. The purpose was the same as that of
the trust, but the means of obtaining monopoly were different.

b. For example, the Standard Oil Company had six directors who would buy the controlling stock in the competing companies and then would issue non-voting stock paying dividends.

c. After 1904, mergers and interlocking directorates were the devices used to effect monopoly.

D. The rise of the organization of labor.

1. Unions of workers in the same crafts, such as the carpenters, tailors, or shoemakers, had existed from the early days of the Republic.

2. In 1799, the "cordwainers" of Philadelphia conducted a strike and in 1834 an attempt was made in New York to unite the various crafts into a general union.

3. During the Civil War, labor began in earnest to work under devoted leaders for the improvement of its condition through united effort.

4. During the war the unions multiplied four-fold, and claimed a membership of two
hundred thousand.

5. Factors which caused difficulties and a slow start.
   a. Labor was mobile and when industry moved it had plenty of workers.
   b. There was no rigid classes as in Europe. People in America felt that they could climb the ladder of success and reach the top, and yet some did nothing to better their poor conditions.
   c. Labor was heterogeneous, composed of many different nationalities and different religious groups which tended to conflict.
   d. Industry was usually hostile to labor organization.

6. Attempts at labor organization.
   a. There was a lack of programs, objectives, and procedures in most attempts.
   b. There had been some radical efforts to organize and displace capital.
   c. Communists, Socialists and Anarchists had turned the favor of the people against labor organization.
d. Some radical organizations wanted to work through "politics" while others wanted to overthrow the government.

e. Radical labor leaders did not understand the American way of life, manners or attitudes.

f. The collapse of the war boom after 1865 and the panic of 1873 hurt the labor organization movement severely.


a. It aimed to bring together all the skilled and unskilled into one big union for their protection.

b. The Knights began to work for an eight hour day, the abolition of child labor, the settlement of industrial disputes by arbitration, the encouragement of cooperative stores and factories.

c. It's first leader was Uriah S. Stephens who insisted on secrecy.

d. After ten years Terrence V. Powderly took over the leadership and remained its leader for a number of years.

e. It was set up as one big union under a general assembly with skilled and un-
skilled workers.

   a. Public opinion had turned against it since it was associated with the Haymarket Riot.
   b. Public opinion was disturbed at the large growth in the unions.
   c. Their leader Powderly was a failure in his wavering attitude toward the question of Labor Strikes.
   d. The skilled workers in the union did not want to help the unskilled workers in the union.
   e. The union was highly centralized and resented the fact that locals assumed too much independence.
   f. There was a lack of funds which were necessary for the organization.
   g. Working men did not know how to meet capital and industry.

9. The Knights gradually lost leadership to the American Federation of labor.

10. The rise of the American Federation of Labor.
a. The leaders, Gompers and Strasser, knew labor practices and profited by the mistakes of other labor unions.

b. The American Federation of Labor comprised the workers in the skilled crafts of the United States and Canada, and it left to each craft union a large direction of its own affairs.

c. The American Federation of Labor used the following technique: Keep out of politics but support candidates who are friendly to labor.

d. It tried to refrain from radical and socialistic schemes. The American Federation of Labor believed in strikes when necessary but only when well planned.

e. The American Federation of Labor was decentralized and each local conducted its own affairs.

11. The reasons for the success of the American Federation of Labor.

   a. Samuel Gompers proved a very good leader.
b. The American Federation of Labor emphasized strong financial resources.
c. Each local union set its own policies.
d. It gave adequate benefits in the form of accident and sickness benefits.
e. The American Federation of Labor was a superior organization as compared with the Knights since it was composed of skilled workers.
f. The craft unions of the American Federation of Labor were based on cohesion.

E. The part the railroads played.

1. Abuses of the railroads.
   a. The lines had a bad reputation because of poor management.
   b. The companies usually practised stock-watering. They would issue stock beyond what the company was worth.
   c. The railroads discriminated against persons and places.
   d. Favored shippers and big business would get lower rates and in addition they would receive rebates.
e. Railroads influenced the government and in some cases they used outright bribery to gain favorable legislation.

f. The railroads had effective lobbies which saw to it that unfavorable legislation was not passed.

g. The railroads hired the best lawyers in the state, so when legal difficulties arose they were very fortunate in that they were usually able to obtain favorable judgments.

2. Regulation of the railroads.

a. The hostility toward the railroads was intensified during these difficult and trying times.

b. The farmers got control of legislation in the states of Illinois, Wisconsin and Nebraska, and they succeeded in passing laws regulating the railroads.

c. These laws were called "Granger Laws" since they were passed by groups of men who called themselves the Grangers.

d. Oliver H. Kelley started a kind of farmers' league called the Patrons
of Husbandry (The Grange).

e. Munn-Illinois. The Supreme Court handed down the decision that the state did not have a right to regulate business if it was not in the public's interest.

f. Wabash Case. The Supreme Court reversed the decision and ruled that:
   1. The state could not regulate interstate commerce.
   2. The federal government had the right to regulate interstate commerce.
   3. It denied the legislatures the right to fix "just rates"

3. The Interstate Commerce Commission.
   a. It was one of the first regulatory acts for the public welfare.
   b. There had been committees studying the need for regulation for fifteen years.
   c. There had been a long period of public agitation over the abuses of the railroads.
   d. It provided that the rates were to
be "just and reasonable".

e. It stated that there was to be no discrimination in person or in place.

f. It forbade pooling arrangements.

g. A commission of five members was set up to hear the complaints of the farmers when it thought that the railroads were violating the law.

4. Reasons for its failure.

a. The President and Congress did not give it the proper support and the necessary power.

b. The Supreme Court in its decisions after 1888 favored the railroads.

c. The Supreme Court also denied the right of the state to fix rates as "reasonable".

d. The Interstate Commerce Act tried to force free enterprise.

F. The agitation for reform.

1. Reform movements assailed monopoly and privilege as a denial of the democratic ideal set up by the fathers of this country.
2. These reformers were usually considered to be cranks and radicals.

3. Although the work of these reformers was not too successful, their protest was carried over to a later date when the orthodox political parties adopted some of their reforms.

4. Some of these movements were the Greenbackers, The Grangers, the Laborites, The Populist Party.
IV - Questions

A. To be answered by all students and placed in a notebook.

1. Why was the government so slow to take notice of the rise of big business?

2. How did the War between the States stimulate the growth of big business?

3. What were the dangers of too much power both in labor and in capital?

4. What were some of the benefits which the railroads bestowed on the country?

5. What were some of the factors which contributed to large scale farming in the West?

6. What were some of the farmers' problems during this period?

7. What factors favored the consolidation of business during the Civil War?

8. Contrast industry before the Civil War and after the Civil War?

9. Account for the rise and growth of the trust.

10. Explain the following terms: trust, corporation, merger, pool.

11. What was the theory of the relation of government to business in this industrial age?
12. Define the following terms: laissez-faire, government control of business. Give examples of each.

13. Locate the "cow country". Explain the "long drive". What is meant by the "open range"?

14. Were the grievances of the farmer after the Civil War justified?

15. What were the working conditions in the factories in the 1870's?

16. What were the steps leading to the formation of national unions?

17. Why was the Knights of Labor organization formed? Who made up its membership?

18. How did the government aid the railroads in their building programs?

19. In what three ways did the American Federation of Labor differ from the Knights of Labor?

20. What were some of the ways that employers used to oppose the formation of unions?

21. Show the connection between the rise of big business and the railroads.

22. What were the new methods of communication after the Civil War?

23. What were some of the factors which made farming a business venture?
24. Why did the laboring man have such a difficult time in organizing?

25. What were some of the abuses of the railroads?

26. What were the provisions of the Interstate Commerce Act?

27. What are the advantages of a corporation for raising money?

28. Why can a large company often produce goods more cheaply than a small company?

29. Who was Samuel Gompers and what were his policies?

B. Optional

1. Give some of the reasons for the rapid development of the West.

2. What favors did the government grant to the Union Pacific Railroad?

3. What part did the McCormick reaper play in the fortunes of the Civil War?

4. Contrast the mining and the agriculture frontiers.

5. What effect did the invention of barbed wire have in the life of the cowboy?

6. Why did many farmers sink to the position of tenants?

7. Contrast the frontier in 1860 and 1890.

8. What were some of the ways that the Labor agitators resisted the employers who opposed the formation of the unions?
9. Explain why the government gave large grants of land to the railroads.

10. Locate on the map the great American desert. Explain why it was the last section of the country to become heavily populated.

11. What were some of the reasons that mining became a large-scale business enterprise?

12. Locate on the map the different towns the Texas cattle men used in bringing their cattle to market.

13. Who were the Grangers and what were the Granger laws?

14. What effect did the various reform movements have in correcting the evils of the period?
V - Activities

A. Required.

1. List the ways that big business was undemocratic.

2. Make a map showing the mining frontier, the cattle frontier, the "great American desert", the trans-continental railroad.

3. Write a short biography of one of the following:
   a. Samuel Gompers.
   b. James J. Hill.
   c. Andrew Carnegie.

4. On a bar graph show the growth of population in the United States from 1850 to 1900, by ten year periods.

5. List the outstanding reasons for the growth of cities.

6. Prepare a chart and contrast the hours and wages of the working man now and in 1870.

7. Summarize the development of one type of large industry in the United States, as
   b. The Rubber Industry.
   c. The Textile Industry.

8. Make a list of what you consider the ten most important inventions of the nineteenth century.

9. Make two lists, one showing the advantages, the other the disadvantages of business consolidation.
10. Give a summary of one of the following topics:
   a. The American Federation of Labor.
   b. The Anti-trust laws.
   c. Good and bad sides of trusts
   d. Growth of the Standard Oil Company.

11. Write a composition on the theory of "laissez-faire".

12. Trace the different devices used by big business to effect a monopoly.

13. Make a chart of two columns to summarize the attempts of the Federal government to regulate big business. In the first column, list the measures passed to regulate transportation companies. In the second column, list the legislation passed to curb Industrial trusts and monopolies.

14. Conduct a town meeting in a farming town in the West and discuss the abuses and evils of the railroads and big business.

15. With three other members of the class, have a panel discussion on the topic, "Did the benefits of big business outweigh the cut-throat ways in which they attained their ends.

16. Show how each of the following applies to the development of business in the United States.
trusts stockholder holding company rebate
lobby monopoly consumer interstate commerce
pools competitor anti-trust laws I. C. C.

17. Prepare a floor talk on the life of one of the following men:

   J. P. Morgan
   John D. Rockefeller
   James Hill
   Edward Harriman

18. Summarize the legal cases of Munn vs. Illinois and Wabash vs. Illinois

19. The following terms concern the development of labor in the United States. Show that you know the meaning of each.

   union industrial union
   skilled workers craft union
   unskilled workers strikebreakers
   lockout boycott
   blacklist A. F. of L.
   yellow-dog contract Knights of Labor
   company union picket line

20. Compare the way big business was run before the Civil War with development after the war.

21. For biographical sketches of T. V. Powderly and Eugene V. Debs see the Dictionary of American
Biography. Write a two-hundred word composition on biography of either man.

22. For group biographies of famous immigrants, turn to A. E. S. Beard, *Our Foreign-Born Citizens*; or J. Husband, *Americans By Adoption*. Give in outline form the biography of one famous immigrant.

23. On a map of the United States, show the land grants to the railroads.

B. Optional

1. Make a poster showing the change from "muscle power" to "machine power."

2. Draw a cartoon referring to some phase of the growth of business consolidation.

3. Write a report on the Grange.

4. Make an individual notebook on:
   a. The growth of the West.
   b. The Homesteaders
   c. The trials of the working man.

5. Draw a cartoon dealing with some aspect of the farmers' problem.

6. Write a composition on the development of the West.

7. Report to the class on the building of the Union Pacific railroad.
8. Write on two of the following reform movements:
   a. The Grangers
   b. The Laborites
   c. The Greenbackers
   d. The Populist Party

9. Prepare a class report on Eugene V. Debs and his American Socialist party.

10. Write a report on the new agricultural inventions after the Civil War.

11. Write a composition describing the mining frontier.

12. Draw a poster to be sent to foreign countries urging them to come to the United States to work on the railroads.

13. As a working man defend your right to join unions during this period.
VI - Objective Tests

Part I

In the blank, place the number of the item which best completes the statement.

1. The Greenback party opposed
   1. The free coinage of silver
   2. The expansion of currency
   3. A bimetallic standard
   4. The resumption of specie payment

2. The Granger movement was an organization of
   1. Farmers
   2. Businessmen
   3. Ex-soldiers
   4. Miners

3. Which of these groups were active during this period in securing State legislation regulating railway and warehouse charges?
   1. Copperheads
   2. Muckrakers
   3. Grangers
   4. Scalawags

4. Whose invention made possible commercial farming in the Middle west?
1. John Deere
2. Henry Ford
3. Cyrus McCormick
4. Eli Whitney

5. Which was an undesirable effect of the public land policy pursued by the National Government after the Civil War?
   1. It prevented the rapid settlement of the West.
   2. It discouraged the building of transportation facilities.
   3. It encouraged wasteful use of the soil.
   4. It increased the number of tenant farmers.

6. Which of the following was instrumental in the rapid development of the West?
   1. Tariff act
   2. Freeport doctrine
   3. Homestead Act
   4. Specie Circular

7. Which policy describes best the attitude of the government toward the railroads?
   1. Purchase of railroads by the government after they had been privately financed and constructed.
2. Sale of publicly constructed railroads to private companies.
3. Granting of government subsidies to privately owned and constructed roads
4. Complete laissez-faire toward both ownership and construction

8. Which was the Eastern terminus of the first transcontinental railway?
   1. Kansas City
   2. Omaha
   3. Chicago
   4. St. Louis

9. Which of the following modes of living was the last to become established in the Great Plains of the West?
   1. Farming
   2. Hunting
   3. Mining
   4. Cattle raising

10. Frontier conditions lasted longest in:
    1. The Pacific coast area
    2. The Northwest territory
    3. Texas
    4. The great American desert
11. The mechanization of agriculture reduced which of the following?
   1. Amount of capital needed to begin farming
   2. The number of small farms
   3. Production of surpluses
   4. Number of tenant farmers

12. Which of these planned to spread agricultural education and to create social fellowship among farmers?
   1. Forty-niners
   2. Free soilers
   3. Grangers
   4. Morans

13. The most valuable industry of the states and territories of Nevada, Montana, Arizona, Utah, Colorado, and Wyoming during the latter part of the nineteenth century was:
   1. Mining
   2. Wheat growing
   3. Cattle raising
   4. Lumbering

14. Which is the least important reason for the rapid growth of industry following the Civil War.
1. Release of slave labor for work in factories
2. Discovery of vast resources of raw material for exploitation
3. Investment of European capital in this country.
4. Passage of legislation favorable to the development of industry

15. Whose career best illustrates the methods by which great industrial monopolies have been built?
   1. Thomas Edison's
   2. Andrew Carnegie's
   3. Henry Ford's
   4. John D. Rockefeller's

16. Which of the following evil practices was not affected by provisions of the Interstate Commerce Act?
   1. Pooling
   2. Watered stock
   3. Rebates
   4. Long and short haul discrimination

17. The effective organization of American Labor began:
   1. during the Revolution
   2. in 1799
   3. immediately following the Civil War
18. The American Federation of Labor is based upon:
   1. one big union of all workers
   2. craft unions
   3. representation by political parties

19. Railroad gave preference to their largest customers by:
   1. trusts
   2. rebates
   3. patronage

20. By 1890, the frontier had:
   1. moved to a North-South line running from northern Nebraska to New Mexico
   2. moved to a North-South line running through the Dakotas
   3. disappeared

21. The A. F. of L. in regard to politics remained
   1. neutral
   2. active
   3. indifferent

22. The frontier of 1865 extended from
   1. The Atlantic to the Pacific
   2. the east coast to the Rockies
   3. the region of Western Minnesota to the Gulf of Mexico
23. Which of these refers to discrimination in freight rates?
   1. Interlocking directorate
   2. Mandate
   3. Pooling
   4. Rebate

24. What was a big threat to democratic government in the United States from 1870 to 1900?
   1. Failure to Americanize immigrants
   2. Jim Crow laws on Negroes
   3. Influence of big business on government
   4. Disfranchisement of whites in the Southern states

25. Which of the following means of communication was developed first?
   1. Telephone
   2. Telegraph
   3. Airplane
   4. Radio

26. The organization of trusts in the latter part of the nineteenth century tended to
   1. Reduce the demand for raw materials
   2. Increase the cost of distribution
   3. Keep prices up
   4. Raise the costs of production
27. Which of these was the first to be used by business interests to reduce competition?
   1. The trust
   2. The cartel
   3. The holding company
   4. The pool

28. In which of these cases was the right of a state to regulate railroads upheld?
   1. Wabash Case
   2. Munn-Illinois
   3. Rice vs. New York
   4. White vs. U. S.

29. The decline and failure of the Knights of Labor may be best accounted for by:
   1. It was organized on a basis of craft rather than industrial unions.
   2. It failed to establish a national organization.
   3. It failed to use the strike and collective bargaining.
   4. It had poor management and conducted unsuccessful strikes.

30. A factor in the rapid rise of the oil industry in the United States was the
   1. Subsidy given to the industry by the government
2. High protective tariff
3. Fact that no oil had been yet discovered in other countries
4. Monopolistic control of transporting and refining facilities.

Part II

Fill in the blank space with the correct reply to the following statements.

1. The local unit of the Patrons of Husbandry was

2. The man who succeeded in laying the Atlantic Cable was

3. In the Wabash case, the Supreme Court held that the power to regulate interstate commerce belonged to

4. The eastern terminus of the first Transcontinental railroad began at

5. The measures enacted in the Western States through the influence of parties dominated by farmers were known as

6. The measure which served as an incentive to encourage people to go and settle in the West was known as

7. The western terminus of the Central Pacific was
8. The man who founded the Knights of Labor was ____________

9. The man who organized the Patrons of Husbandry was ____________

10. The man who was responsible for founding the Standard Oil Company was ____________

11. The discovery of enormous deposits of silver in Nevada was known as the ____________

12. The name of the city in the South which became the center of the iron and steel industry was ____________

13. The law which declared that "pools" and "rebates" were illegal was known as ____________

Part III.

In the blank, place the number of the item in the right hand column which best corresponds with the column at the left.

1. ________ Carnegie
   ________ Rockefeller
   ________ J. P. Morgan
   1. Bethlehem Steel
   2. Standard Oil Co.
   3. U. S. Steel
   4. Banking House

2. ________ Samuel Gompers
   ________ Oliver Kelly
   ________ Ignatious Donnelly
   ________ Uriah Stevens
   1. Patrons of Husbandry
   2. American Federation of Labor
   3. The Populist Movement
   4. The Anti-Monopolists
   5. The Knights of Labor
1. Farmers regulate the railroads
2. State regulates the railroads
3. The government regulates the railroads
4. Pooling was illegal

1. An organization of business units whose members seek to control prices by dividing the available business among themselves.
2. Stockholders hand over their stock to trustees and receive in turn trust certificates.
3. One Company buys enough stock to make its influence felt and the directors would sit on the board of another company.
4. An organization created to dominate other corporations by owning or controlling a majority of their stock.
Part IV.

If statement is true, place a + in front of number.
If statement is false, place a - in front of number.

( ) 1. The rise of big business was accompanied by the philosophy of laissez-faire.
( ) 2. Great leaders with administrative ability did much to foster the rise of big business.
( ) 3. The laissez-faire theory advocated government regulation of business.
( ) 4. Westward migration was at a standstill during the Civil War.
( ) 5. After the war, a moral laxness was noted in business and politics.
( ) 6. Farm lands could be gotten free by the Homestead Act.
( ) 7. The railroads generally refused to obey the Granger Laws.
( ) 8. The Interstate Commerce Act was one of the first national laws specifically aiming at the control of business.
( ) 9. Reformers of the period assailed monopolies and privileges of the business element.
( ) 10. Mining in the West became a corporate industry and highly mechanized.
11. Large scale farming became popular in the West after the Civil War.

12. The last place in the West to be settled was the region of California.

13. During the period 1870 to 1890 the farmers reaped huge profits.

14. The Interstate Commerce Act approved the practice of rebates which the railroads employed.

15. The Homestead Act encouraged the growth of huge cattle ranches.

16. The farmers took over a number of Western legislatures and enacted laws known as the "Granger Laws".

17. Keen competition and over-production were some reasons why big business was forced to consolidate.

18. Foreign immigrants supplied a cheap labor supply of big business.

19. An advantage of the corporation form of organization is that it is not broken up by the death or withdrawal of individuals.

20. Out of the West, a number of grievance movements arose which condemned the evils of big business and the railroads.
Unit II

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## Key to Objective Test

<table>
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### Part IV

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