Authentic Learning in the American History Classroom:
New York State Learning Standards and
the Use of Primary Sources

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EDU 655
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July 27, 2003

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AUG 17 2004
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As an American history teacher for the past several years, I have come to a fairly obvious conclusion: Students need to be active participants in their own education. Teachers today share that responsibility but also can create the opportunity to get their students involved. Today's Internet provides people of all ages immediate access to almost every form of communication and information known to man. Today's technology simply feeds the notion that we are living in a pace that our grandparents couldn't even imagine. Today's students are products of that society, and they too want immediate information with immediate results. How much easier is it to teach a child about our history when we can put a piece of that history right into their hands? How much more personal can we make our history classes when the students can experience how our history developed over the past two hundred years, first hand? How much more will students be able to process about our great nation if we can somehow draw them into it and make them a part of it? How can I as a social studies teacher make history real for the students? How can I get my students involved? These certainly are major questions, all without one absolute answer, but one of the best ways to succeed in these areas is to actively engage in constructivist educational practice; i.e., allow the learners to assume a central role in their own cognitive growth (Brooks & Brooks, 1999). Two strategies that the thoughtful constructivist teacher can use in the social studies classroom are leading the students in rewriting the New York State Social Studies Standards in a more understandable and meaningful format and introducing primary source documentation into the daily lesson routine.

The constructivist point of view means that the learner takes more of an active role by constructing "his or her own unique meaning through his or her own cognitive
processes" (Brooks et al., 1999, p. 21). The antiquated approach would have us educators believe that students will learn on demand the same material at the same time. One does not have to profess to be a constructivist to know that there is no place in today’s education for that theory to succeed.

Brooks & Brooks go on to say that a constructivist teacher believes that “learners control their learning” (p. 21). Although educators develop classroom practices and negotiate their respective curricula to enhance student learning, controlling what students learn is nearly impossible. The search for meaning takes a different route for each student. Regardless of the individual student’s path for learning, though, there are five central tenets of constructivism, according to Brooks (p. 21).

First, constructivist teachers seek and value students’ points of view. Knowing what students think about concepts can help a teacher formulate classroom lessons and differentiate instruction.

Second, constructivist teachers structure lessons to challenge students’ suppositions. When students are permitted to construct knowledge that challenges their current suppositions, learning occurs.

Third, constructivist teachers recognize that students must attach relevance to the curriculum. As the relevance increases, their interest in learning increases.

Fourth, constructivist teachers structure lessons around big ideas, not small bits of information.
Fifth, constructivist teachers assess student learning in the context of the daily classroom investigations, not as separate events. Students demonstrate their knowledge every day in a variety of ways.

The students’ rewriting of the social studies standards aligns beautifully with these five tenets of constructivism. The teacher listens to the students’ points of view about what the standards mean and challenges their presuppositions about previously learned concepts or terms. The activity itself lends relevance to the individual student as he contemplates his own learning goals while investigating and restructuring big ideas in social studies. And lastly, the newly written standards serve as a springboard for each new concept learned or new unit studied. I have now determined that I will start each new school year with this activity to allow my students to become more authentic learners as I become a more constructive teacher.

Depending on how standards are shaped and used, either they could support more ambitious teaching and greater levels of success for all students, or they could serve to create higher rates of failure for those who are already least well-served by the education system (Darling-Hammond & Falk, 1997, p. 191).

This is a powerful statement because it talks of the extremes; i.e., high success or high failure rates for students. Here in New York, we have high standards and high expectations for all of our students. The question that I am posing is two-fold: Do the teachers and students understand what is expected of them according to these standards, and are the assessment tests a fair representation as to what is being taught in the classrooms?
New York State has designated five major components of the social studies curriculum for all of its students to follow. Each component is defined as a standard, which focuses on separate categories of learning within the umbrella of social studies. The five standards are

- History of the United States and New York
- World History
- Geography
- Economics
- Civics, Citizenship, and Government

Within each of these standards are a number of skills and goals that the students are to develop and attain. It is then up to the teachers while working with their students to develop a plan for their success. New York is one of many states across the nation to develop standards for student learning and describe what students ought to know as a result of their schooling. In New York, the students are periodically given assessment tests to gauge their progress according to the standards. The results of these tests are then published throughout the state for all to see. This can also have “extreme” implications giving one school district “bragging rights”, while causing another great embarrassment. If the standards are “standardized”, and the students take the exact same test at the exact same time, then why would there be such disparity in the scores? This question is certainly a controversial one that will perhaps be argued for a long time to come.

“Reasonable, well-intentioned people often disagree about the wisdom and usefulness of national standards as a strategy for education reform. None of us would argue in favor of low standards or no standards, but some of us fear that the concept of
standards has not been analyzed carefully enough...” (Noddings, 1997, p. 184) Writing standards is obviously not an exact science, and there will always be advocates for both sides. The social studies standards are well written with good intentions; I just question if they are understandable for the students to grasp what is expected of them.

New York Standards in Social Studies are specific yet broad-based at the same time. I would be curious what a poll of history teachers throughout the state would reveal about their understanding and interpretation of the standards. After all, they are the ones responsible for teaching the students. What if a great many teachers do not fully understand and therefore do not fully follow the standards in their daily classrooms? If this assumption is correct, then how are the students to know and understand what it is that New York State wants them to learn?

If we are serious about standards, we have to help students understand what standards are and how they are related to the students’ own purposes. Talking about standards with both teachers and students is not a waste of time. It is a prelude to establishing and meeting any meaningful standards (Noddings, 1997, p. 188).

To this end, I gave a copy of the social studies standards to my eighth grade social studies students and asked them to explain them to me. It was a challenge for them at best. They could define the words all right but couldn’t explain what they meant in terms of meaningful learning in the classroom. The standards were too abstract and needed to be transformed to the here and now, to the concrete. To do this, I asked them to rewrite the standards into terms and meanings that an eighth grader could understand. Once we had “our” standards, we then proceeded to follow them together. We chose a path laden with primary sources to guide us in our learning and to increase the involvement of the students.
Having had the students rewrite the standards, they are now taking ownership or responsibility for their own education. Whenever a student is actively participating in a classroom of any subject, the results are more apparent (Brooks et al., 1999). If New York State, as the educational governing body, writes the standards, the same entity also writes the assessment tests for the eighth graders and regents exams for the high school students. Therefore, if the same group is writing the standards and writing the exam, one should be the reflection of the other. Students will be better prepared for their respective exams if they have a better understanding of what is expected of them via the standards. When my students rewrote the standards in their own words without compromising the integrity of the meaning, then I as a teacher was confident that they had an understanding of what was expected of them. Their subsequent ability to perform on the exams was a reflection of that understanding. But even more importantly, the students were engaged in meaningful learning as they “unpacked the standards” to provide a means to manage the actual content of the class (McTighe & Thomas, 2003, p. 52).

I divided my students into five groups and assigned each a social studies standard. I asked them to think about what it said and then to rewrite it based on what they thought it meant, allowing them to use whatever resources they chose. After they completed their standard, they came back to the whole group to share their findings. We then agreed upon a common definition for each new standard to make sure that everyone in the class understood them as a whole rather than focus on the one standard they were assigned. Each group was given a copy of the final outcome to keep and refer to as needed during the rest of the course. Here are the results along with points of interest that the students discovered during their task.
Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Student Version:

“We need to think through a lot of different topics and prove we actually learned something. We need to understand that turning points are not always positive. We shouldn’t focus on the smaller stuff, only the major things like time periods that have to do with the United States and New York.”

My students learned a valuable lesson when they were asked to look at the phrase “turning points”. Throughout our history, we generally think of turning points as positive changes in the course of events; e.g., the Battle of Saratoga was the turning point of the Revolutionary War. Students questioned why turning points are always positive and why history doesn’t refer to the Stock Market Crash of 1929 as a turning point in our economy, which led to the Great Depression. I was pleased at their insight as the students’ questions rose to a higher thinking level. We then as a class came up with a list of primary sources that related to the Battle of Saratoga and the Stock Market Crash of 1929 to show how turning points could be both positive and negative. A diary entry of an excited colonial soldier, a letter from Franklin assuring the colonists of France’s support subsequent to Saratoga, these types of primary sources confirm the battle as a positive turning point in the war for the colonies. Conversely, newspaper articles and film footage about the Crash, photos of bodies of suicide victims on city sidewalks, these primary sources demonstrate the negative aspects of some turning points. In fact, the students even understand that if they were to ask a history student in England about the Battle of
Saratoga, the perspective could be quite the opposite. History, or at least its interpretation, can be very subjective. Another good lesson for students to learn. Just ask a southerner what his thoughts are on what we call the Civil War (and what they call the War of Northern Aggression). Throughout the rest of the course, whenever the phrase “turning point” came up, the students were quick to enter a discussion about its importance and implications, demonstrating to me that they are able to apply their understanding of Standard 1 and even were integrating the last part of Standard 2 as well.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Student Version:
“We need to think through a lot of different topics and prove we actually learned something. We need to understand that turning points are not always positive. We shouldn’t focus on the smaller stuff, only the major things like time periods that have to do with the world. We also need to remember that other people may see history in a different way than we do and that there are a lot of different ways to study the past.”

The students gave an overwhelming response that this standard is almost identical to the first one. The only difference is that it has “world history” instead of United States and New York.

They also went on to tell me that they don’t need to know anything about world history because this is an American history class! Although they were correct about the wording of the second standard being almost identical, this gave us a great opportunity to have a very lengthy discussion of how the United States is influenced and has influenced
the rest of the world. Some examples that surfaced include the slave trade and pre-
Industrial Revolution America, Carnegie’s steel industry processes and markets, oil and
our place as the highest consumers in the world. America has and continues to be
influenced by the world. The results of our revolution leading to France’s independence,
discoveries and inventions in communication by Morse and Bell, America’s staunch
stance against communism are just a few of the ways that we have effected changes in the
world. The discussion could have continued for the rest of the week, and the students left
class with a new appreciation that America is a vital member of the world community
that causes and experiences changes.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their
understanding of the geography of the interdependent world in which we
live—local, national, and global—including the distribution of people, places,
and environments over the earth’s surface.

Student version:

“We need to be able to think about how we count on our own environment to
live, and how we depend on other people in their environments also. The
environment can also change our lives by causing us to move somewhere else
to start a new and better life.”

This group thought they hit the jackpot with this one (geography), and simply told
the class it was “all about maps and finding places”. During round two, they realized that
it meant a whole lot more. They came to a consensus that geography was much more
than just “maps” and where people lived. It also tells a story of how people lived based
on their particular geography, how people used their resources and how they responded or reacted if they didn’t have something they needed. They brainstormed this concept for a while and realized that this is how and why people became traders, to fill a need by natural resources, slaves, man-made products, etc. This also opened up a new topic on natural resources and how they affect the environment. When we covered the California Gold Rush of 1849, the class remembered that gold in the West was part of the geography of the United States, and its allure caused people to move across and eventually populate the country, all in a quest for a better life.

Standard 4: Economics
Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Student version:
“"We need to understand how countries use money to buy and sell stuff, trade with each other, get natural resources to use and trade, and how companies and governments make money choices that help and hurt their own countries."

The students did a great job with economics. They were able to break it down and define it with one word, money. They rewrote this standard by saying that they need various skills to understand how the monetary system works. (I assured them that many adults do not understand this concept.) The standard wants us to know what the world monetary system has to do with the United States and how one country affects another.
“Money makes the world go round,” someone yelled out as everyone laughed, but they know from personal experience that it’s true: Whatever it is you want, it’s going to cost you something. I knew they understood this when one student said he didn’t have enough money to buy the new CD but could trade something instead. Then someone reminded the class that trading was part of the last standard. It was great to see the students integrating one standard with another. The conversation went from paying money to trading items to bartering for services. All throughout our history people have bartered for goods and services; that’s how some towns were built. The blacksmith needed a roof for his house, the farmer needed some clothes made, and the seamstress needed some work from the blacksmith…and everyone needs to eat. The students were able to make valuable connections with “economics”.

Standard 5: Civics, Citizenship, and Government
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Student Version:
“We need to know how our government works and why it’s important. We need to know the rights of the people and responsibilities of the government to keep it working, and that voting is a way for the government to know what the people want. Also, how do the people decide whose values will be the strongest?”

This standard was the easiest one to translate because they were familiar with all of the terms. However, it was the most difficult to explain because most students are not involved with the school’s government and are too young to drive or vote, so they don’t
have a wealth of personal experience with this one. They said that they need to know how a government is formed, how the leaders are chosen, and who decides which values we ought to follow. (I once again assured them that many adults don’t know the answers to those questions.) When discussing values, some students refer to what they learn at church. Still others look at the rules in school and rules at home. Ultimately, though, they realized that there must be agreement by the majority on a set of accepted values, or no one will adhere to them in the long run. This discussion lent itself to examining how history changes but also how it repeats itself. For example, the Victorian Era is known for its emphasis on all things prim and proper, only to lead to the decadence of the Roaring Twenties and eventually a return to “family values” during the forties and fifties. The pendulum swings again, though, to the whacked-out sixties, and so it continues. The students eventually recognized a pattern and even tried to extrapolate what the next decade or two may hold in terms of ours and the world’s cultures.

Another exciting application occurred when the students evoked the second standard of world history to understand Standard 5. They were able to appreciate the laws by which we are governed, even though they are not directly involved with the decision making process. They could see first hand using numerous primary sources how fortunate we are living in a democracy rather than one of the many dictatorships they learn about; e.g., Hitler, Stalin, Castro, etc. Students asked great questions about this standard as we literally began our country by defying Great Britain, of whose rule we were under. From there we could see the development of the United States in terms of a local power, starting with our very own town, where we had the recent distinction of
having the youngest mayor in the country, all the way up to the super power that our country has become.

This standards rewrite exercise was a fruitful one. I am confident that my students left my class knowing not just what I expected of them but what New York State expected as well. More importantly, I know that by using practical examples, students were able to analyze the standards, break them down into a more user-friendly format, and develop a skill that can be transferred into almost any topic. They truly became active participants in their own learning by setting their own goals for social studies class.

The second part of the standards issue is of course the controversial topic of assessments. The main question with the testing is, do the assessments accurately measure a student’s learning? In the book *The Heart of the Matter: Using Standards and Assessment to Learn* (2000), Beverly Falk states that standardized tests “provide only a limited, and sometimes misleading, view of the students’ proficiencies and their progress. The test questions offered students little opportunity to use higher-order thinking, to problem solve, or to apply knowledge to real world problems” (p. 1). She goes on to say that the primary focus on information is measured in yes/no, right/wrong answers. Each student usually has a one time, sit-down, paper and pencil opportunity to show evidence of what she knows. There is little or no information about whether the test taker can actually apply that knowledge in real life contexts. “Only the final answers matter, not how these answers are arrived at. Little insight is provided about the strategies test takers use or the strengths and interests that guide their learning” (p. 60). These shortcomings pose real problems and finding their answers is a daunting task as educators try to be
creative in their teachings but all the time knowing that their students must perform well on the “big test” at the end of the year. Is this test the best way to secure evidence that real learning has taken place? Not according to Falk, who asserts that standards should be used “as a guide, not a recipe” (p. 167). “Use multiple forms of evidence to make important decisions about students” (p. 167), and “focus attention, resources, and time on meaningful learning rather than on teaching to the test” (p. 167). Falk asks teachers to create rich learning environments in their classrooms by involving the children throughout the learning process, such as the use of primary sources.

There seems to be a growing consensus among educators that new assessments are needed to measure a broad range of abilities and to assist teachers and schools in better evaluating a student’s progress (Brooks et al., 1999; Darling-Hammond et al., 1997; Neill, 2003; Popham, 2003; Singleton & Giese, 1999). These new tests should engage students in real-world tasks rather than answering multiple-choice questions (Brooks et al., 1999; Darling-Hammond et al., 1997; Wilhelm, 2002). The exam should evaluate the student’s abilities more accurately than traditional tests thereby giving individual feedback on students’ needs and then possibly suggesting new strategies for meeting those needs (Guskey, 2003; McTighe et al., 2003; Nielsen, 1987). The exam would be a complex one and would involve many areas of testing such as essay writings, oral presentations, solutions to problems, records of experiments, debates, and should also include teacher observations over a long period (Brooks et al., 1999; Darling-Hammond et al., 1997). This type of performance assessment would confirm that the results could provide invaluable information to the teacher such as how a student thinks; whereas, a traditional test simply records what a student remembers. A constructivist
method to embark on these meaningful assessments is the use of primary sources. They are essential in the social studies classroom for the teacher to observe and hone the students’ real-life skills of observation, analysis, and synthesis touted by Falk (Morris, 2000; Singleton et al., 1999; VanFossen et al., 2000). New York State is still working on their assessments, but in the meantime the teacher needs to know that his students are truly learning to become future contributing adults in society.

While I do not mean to formulate a new state assessment for middle school social studies in this report, I agree with Falk’s assertions that the constructivist classroom affords the greatest chance for learning to take place. And, given that the New York State 8th Grade Social Studies Assessment includes various document-based questions in relation to the five social studies standards, I propose that the use of primary sources promotes not only higher level thinking skills and better preparation for the “big test”, but it also allows the students to experience history first hand and thereby actively participate in their own learning. A constructivist teacher would agree that the extensive use of primary sources in the classroom gives the students the opportunity to see the bigger picture by examining a small piece of history. A diary perhaps may be the small bit of history brought into the classroom, but what the diary represents and how the diary is used can open up a student’s mind with endless possibilities of the world the author lived in (Morris, 2000; Singleton et al., 1999). The students now must use his or her analyzing and interpreting skills to learn to think.
As discussed above, primary sources can be a useful tool and an effective strategy to engage the students and hopefully spark some interest into the vast topic of American history. With the aid of primary sources, teachers can also incorporate and teach other necessary skills needed to properly interpret and analyze document-based questions and to have them reach for higher-level thinking (Foster et al., n.d.; Morris, 2000; Singleton et al., 1999).

The use of primary sources in the classroom can also be an asset to educators as we strive to comply with the New York State Learning Standards for Social Studies. The five standards all reflect the need for students to develop and use a variety of intellectual skills such as interpretation and analysis. Knowing there is an abundance of primary sources available, all five of the standards can be easily targeted. Whether the standard is The United States and New York State History, World History, Geography, Economics, or Civics, Citizenship, and Government, primary sources will challenge the students to:

- analyze different interpretations of important events and issues
- interpret documents and artifacts
- develop the skills of historical analysis
- investigate competing theories of history and hypothesize why interpretations change over time
- understand the differences between political, economic, and social issues of the past and present, and perhaps insight to future events make conclusions regarding reliability, validity, credibility, authenticity, while detecting bias and propaganda (Foster et al., n.d.; Interactive
A primary source can be any of a great number of historical records. However, many people believe that to qualify as "historical", it must be of great importance such as the Declaration of Independence or the Gettysburg Address. Granted these documents are of tremendous historical importance and are excellent examples of primary sources; however, if teachers don't look beyond these obvious ones, many valuable lessons can be lost when teaching our students about history and the use of primary sources. A historical record can be one thousand years old or even something that was created today, yet still have historical significance. (National Archives, 1989) This generation has now lived through one of the most historically significant events of our two hundred twenty-seven year history. We too, like generations before us, have experienced time standing still as we watched with great horror the World Trade Center Towers collapsing brought on by the greatest attack the United States has ever known. We have become our own primary sources as we look at the endless pictures surrounding 9/11 and the tremendous loss that ensued, yet the miraculous stories of strength and survival. Sometimes primary sources come from nameless individuals from far off places, and sometimes they come from our personal testimonies.

Commonly defined in many forms, a primary source itself generally refers to official documents, letters, diaries, photographs, advertisements, and many other types of printed material found in their original forms. These materials may of course be reproduced or transcribed for the learner so long as to maintain the integrity of the
historical accuracy. Obviously when learning about the United States Constitution, one will not have the “original” document to pass around the classroom, so a copy is still considered a primary source. However, this brings up another point that will be discussed later: What if the students were actually able to see and read the original handwritten Constitution? Would that have a greater impact? Would the Constitution perhaps become a little more real to the students?

Social studies teachers have never questioned the value of using primary sources in the classroom (Morris, 2000; Singleton et al., 1999; VanFossen et al., 2000). Yet so many are being squeezed by ever increasing time demands that it has become difficult to create primary source packets. Social studies teachers also recognize the importance of incorporating more technology into their teaching strategies. The use of computers is becoming more common, and of course the use of the Internet has skyrocketed. However, in a recent study of secondary social studies teachers, researchers found that only slightly more than 10 percent of teachers were using the Internet frequently in their classes, and 80 percent wished to be using the Internet more (VanFossen et al., 2000). Knowing this statistic, companies are catering to this specific need to provide pre-packaged Internet resources. One of the most popular companies is Jackdaws Publications, which produces ready-made primary source packets for the social studies classroom in what seems an endless supply of topics (VanFossen et al., 2000). These packets will generally include a user-friendly study guide to organize the reproductions of maps, photographs, political speeches, and political cartoons for the desired time period. The drawback is that there is a cost for the packets, which the school may or may not want to fund. Another option is to use the Internet to create your own personalized
classroom packets, which of course falls under the category of free public domain principle, but will require some time to create.

My school purchased a Jackdaw packet titled *The Home Front during World War II*. In it I found a wealth of resources that didn’t look like they had ever been opened. Included were many photographs of posters urging everyone to support the war effort and buy savings bonds. There was also an audiotape of some of FDR’s famous “fireside chats” as well as his more famous speech urging Congress to declare war on Japan following the attack on Pearl Harbor. There was a poster by Norman Rockwell depicting the “Four Freedoms”. There were copies of gas ration cards and sugar ration cards along with advertisements for collecting rubber to be used for the war effort. I added to the collection by bringing in a set of 1943 pennies, which were made of steel in an effort to limit our use of copper so the army could make shell casings. The lessons we developed by using this packet of primary sources proved to be invaluable. The students were so excited to see what they would find next and what life must have been like for those who stayed home during the war. The absolute gem to this story is this: Within a month of studying this material, my students took the 8th grade assessment exam. The main question for the DBQ was this: “Describe what it was like for those who stayed on the home front during World War II”? You should have seen the looks on the faces of my students (as well as their teacher), pure confidence. It was a great feeling. Not only did my students actively learn about a part of history that is often neglected, they were able to experience the fruits of that learning almost immediately by realizing their direct preparation for the New York State test.
Another type of a primary source is a historical artifact which often extends beyond the typical printed material used in classrooms. When properly taught, these artifacts can "reflect the context of the human experience" and allow learners to experience social studies in a concrete and relevant manner (Morris, 2000). These artifacts can be found almost everywhere from rusted farm equipment long since abandoned to an 8-track player found in a basement in Anytown, USA. Historical artifacts can tell a story as students look beyond the artifact, use their analyzing skills, and put the story together (Interactive etc., 2002-2003; Morris, 2000).

"When looking at an artifact, children want to know what it is, how it was made and from what materials, and whether it is from our culture or another" (Morris, 2000, p. 32). This quote says it all, and it doesn’t apply to only children. We all seem to be fascinated with artifacts. In fact, back in the 1970’s there was a game show where celebrities would hold a somewhat obscure item and tell a story about its purpose. One of the stories was accurate, while the other three were fabricated (and humorous). The contestants then had to determine who was telling the truth about the true origin of the object. All they had as clues were what the object looked like and listening to a story. I remember as I watched the show that it looked like a lot of fun; thirty years later I get to be the host and my students are the contestants! “By having the students examine an artifact, the teacher can stimulate them to practice the process of a historian, learning to perceive the remote as relevant, the complex as simple, and the abstract as concrete” (Morris, 2000, p. 32).

A more modern version of the old game show is to have an object box. In the box the teacher would place a few objects such as an artifact, a written description, and
related pictures. The object could be an old button. The pictures can be of a Civil War soldier. The written portion can be one page of a diary from the soldier. The task would be to determine as much information as possible about the soldier, where he is from, his age, what side he fighting on, etc. The students now have something tangible to hold; a soldier’s button. (It doesn’t really have to be an authentic Civil War button; reproductions are readily available and inexpensive). The students could break up into three groups to piece this story together. The button group could research the style of button through books or the Internet. They could determine what side the soldier was fighting on and maybe even his rank and unit. The picture group can also look for clues based on the uniform but also notice a sea of tents in the background. They then could do some research as to how the soldiers lived when they were not fighting (which was most of the time). Where did the men eat? There was no really large tent in the picture designating a mess tent. What did the soldiers eat? All this from one picture. Lastly, the diary group has the opportunity to “listen” to the soldier himself. What was it really like to be in the Civil War? What was the date that he wrote in his journal? Where was the soldier heading and where had he been? A teacher could spend a week on this one object box alone, which may sound like too many lessons to devote to this but what will the students learn? One thing is for sure, we are teaching them to be investigative historians who need to do research, and who need to think. When each group has completed its portion of the task, they will learn to work together to teach each other what they’ve discovered.

Once we have the primary source, we can start to teach the students what to look for. As stated above, there are many source types, and all can be incorporated into the
classroom in one form or another for the students to see and touch first-hand. Here is a sample of source types and some practical ways to incorporate them into the classroom.

**Objects:** artifacts, tools, weapons, inventions, photographs, and uniforms

Have the students view an unknown tool. Have them make a hypothesis about the possible use of the tool. Let them use the Internet for online research (which also utilizes the available technologies) to support or refute the hypothesis. Ask the group of students who were successful in either proving or refuting to make a presentation to the class on their findings (also giving the students an opportunity to develop public speaking skills).

Use a series of old photographs to study fashion trends. How has fashion changed over time? Did clothing reflect people’s work and their roles in society? Have some fashions come, gone, and come back again? Why? Again, have the students investigate. They’ll be able to teach themselves parts of American history by looking at a photograph based on when the picture was taken and what the people were wearing.

You can also use photographs to trace the development of transportation, which is a large segment of the curriculum. Have the students form groups. Assign each group a time period and ask them to find all modes of transportation during that time. All groups are to research and retrieve pictures regarding transportation from their time period. Without telling the groups any other time period but their own, have them get together to make up a time-line based on transportation. Everyone is active. Each group needs all other groups in order to complete the master time line, and the students will need to depend on and learn from one another (Library of Congress, 2002).
Images: video, film, and art

The use of video generally appeals to all students. In fact many students can’t imagine what it was like before we even had video. Using historic film footage can reach out to the visual learner far more effectively than a printed text, even if it has good pictures. For example, we could use the actual film footage of the Archduke Ferdinand’s visit to Sarajevo just hours before his assassination, which in turn triggered a series of events that started World War I. By having the students view the very old and poor quality footage, they will undoubtedly complain about the seemingly fast pace that everything is moving in and how the “graphics” were so bad. However, by noticing the roughness of the video, they will remember it and will recall in great detail what happened and in turn be able to retell the story of the beginning of World War I.

Artwork can also be an excellent form of a primary source. Many paintings that were commissioned to record or depict a specific event were done so with extreme accuracy, such as the signing of the Declaration of Independence. However, one must be careful as paintings were also used as a form of propaganda or what we would refer today as yellow journalism. Looking through a magazine, most of the pictures are touched up or airbrushed for the reader to see what the editor wants us to see. Centuries ago, if you were commissioned to paint the portrait of the king and he had a weight problem or was not terribly handsome, it would be wise for you to paint a lean and handsome king regardless. In this case the king may not take too kindly to your thoroughness and accuracy, and you may find yourself without a job or worse yet, without your head!
Audio: debates, interviews, and music.

Everyone likes some form of music or another. Have the students choose a couple of songs and also have the teacher choose a couple of songs. Make sure the lyrics are available (and appropriate) to distribute to the class. Can the students look/listen beyond the song itself and get a glimpse of what the writer was communicating? Do songs have meanings? Once again the students have the opportunity to think, analyze, and come up with story of how or why these songs were written. What about the songs written during a war? Can the students feel the pain of what a generation of people was going through when they listen to a Vietnam era song? Read through the lyrics together and give the students a chance to make a connection. Will they then think differently about the Vietnam War with the aid of a song?

Research has been well documented that during the 1960 presidential debate between Vice President Richard Nixon and Senator John F. Kennedy, a very interesting observation occurred. Of course the big question that everyone wanted to know is who won the debate. Polling thousands of people who either saw the debate on television or heard the debate on the radio, the following results were recorded: People who saw the debate felt that Kennedy was the definite winner, yet those who only heard the debate stated that Nixon was the clear winner. Both the visual and the audio version of the debate are available today. Have half of the class watch the debate and the other half listen to it. What a great discussion you can generate with your very own results. Ask each group to defend their “winning” candidate. Now listen to the people who were originally polled in 1960. Will your students come up with similar conclusions from forty years ago, or will they come up with some original thoughts? Either way, it's a
great way to get the kids involved and experience history as it happened (Library of Congress, 2002).

Statistics: census data, land surveys, maps, and architectural blueprints

The studying of maps is a great and necessary skill for all students to have. Today we have copies of the original maps of the United States as it appeared as a single settlement in Jamestown, right up to the present border three thousand miles away. Using the same teaching strategy as before, you can assign each of your groups a time period in American history as you study westward expansion, for example. Ask each group to research the continental United States using the maps from their time period. Have each group determine what land our government acquired, and what was happening at the time to motivate the country to seek more land. Once all of the small groups have completed their research, it’s time to share their findings with the whole group. You can literally see the growth of our nation by looking at the stages of our country through our maps. The teacher can then use the maps to explain in greater detail what was going on in our history as we expanded west, yet the students did all the research (Library of Congress, 2002).

Text: This of course is our most abundant source. The printed text can be found almost everywhere, making it a popular choice for primary sources. Some of the most common are diaries and journals, letters, advertisements, and even cookbooks.

Cookbooks. Have the students research for a variety of recipes that would have been common for a specific time period, such as the Civil War. Can the students learn
about a soldier of the Civil War by what he ate? Absolutely. Learning about the war does not always have to focus on the actual battles themselves, because the information found regarding what the common soldier ate could have a great deal to do with how he is able to fight (or perhaps not). The history teacher then can work with the home and careers teacher to have the students bake some of the foods using original recipes. The students will feel a little more connected to the common Civil War foot soldier on a more personal level.

Advertisements are another source of information that can tell volumes about a society. Students today generally have no concept of what things cost "back in the day". Sears & Roebuck has copies of catalogs dating back to the turn of the century. Students can't believe their eyes when they see how much everyday items were being sold for a hundred years ago. But also, the students can learn about the make-up of the family. What types of employment opportunities were available? What skills were needed to find these jobs? How long did the average boy or girl stay in school? How much money was earned, individually or by the family as they often pooled their money together? Who did go to work? Who made all the purchasing decisions? What was considered a necessity item and what were luxuries? How does that information compare with today and what our "needs" and our spending habits are? All these questions can be delved into because the teacher brought in an old Sears & Roebuck catalog!

Diaries are perhaps among the most common source to find the accounts of someone's life first hand or a personal record of a historical event. The *Diary of Anne Frank* and the *Journals of a Vietnam Soldier* are very important pieces of work as they accurately yet sadly depict the lives of those caught up in war and hatred. These diaries
along with others can be used effectively in the classroom and can involve the students as they seek to understand what was happening in the world through the thoughts of the authors. This is another opportunity to involve other teachers in a collaborative experience. Language arts class can read one of the diaries for its literary value while social studies can look at the historical context during the time period in which it was written (Library of Congress, 2002).

**Physical Surroundings:**

Each community has a beginning and therefore a story to tell (Nielsen, 1987). Much can be learned through a community’s physical surroundings. The students can research famous buildings and popular sites to show how their town has changed. They can trace the age of the buildings, research different styles of architecture, and the multiple roles these buildings served through time. What materials were used then compared to the advancements of modern construction? How have the furnishings of the buildings changed? Can the class take a walking tour of the community after completing their research to visit the very buildings they were studying? How many teachers overlook their own towns and the valuable historical lessons that can be learned right in their own backyards?

Students today indeed need to be active participants in their education. One of the primary goals of a social studies teacher is to unlock for students a genuine interest in history, to stimulate thinking, and to encourage them to look beyond the obvious. The use of primary source documentation may be that very key the teacher is looking for and
the very spark the student needs to become inspired. Students will learn how to analyze and form judgments about the past by using a wide variety of documents that incorporate a wide variety of necessary skills. Primary sources can help students build an authentic portrait of their past in a manner unlike any textbook material (Library of Congress, 2002).

Primary sources can

- Provide teachers a way to introduce students of the present to people of the past
- Provide teachers with resources that encourage conceptual learning and higher level thinking skills
- Provide teachers with a new perspective each year as each class changes.

When using primary sources, students will learn how to:

- Interpret, clarify, analyze, and evaluate
- Recognize points of view and biases
- Determine what is accepted as fact and what is opinion in a historical record
- Analyze data showing cause and effect
- Recognize potential for multiple interpretations
- Draw conclusions
- Develop confidence in their ability to acquire knowledge (Foster et al., n.d.; Excerpts of Teaching..., n.d.; Interactive etc., 2002-2003;
Another avenue that can be taken to make history real for the students is to bring in professional re-enactors. There are a few organizations that send out volunteers to schools to help recreate what it was like in the Revolutionary and Civil Wars. These men and women and sometimes even children come fully dressed in the uniforms of the period bringing many objects that were used and needed. Many of these experts have quite a collection of actual artifacts such as guns and swords, canteens, clothing, and even actual food rations for the students to taste similar to those given to the soldiers. Many of these items are brought for the students to actually handle (the guns yes...the swords NO!) and get a glimpse of what life might have been like if they were to have lived two hundred years ago. These types of personal testimonies from primary source guest speakers are invaluable and will "educate" the students far more than I could ever hope to teach them from a book. The sad part is that many schools don't know how easy it is to contact these groups who are available and eager to meet students and take part in some very exciting teachable moments. When a student holds an item that was used during the Civil War, there's no way the experience can compare with the student viewing a picture of the same object. A teacher should never underestimate the power of a primary source and should seek as many ways as possible to incorporate them into the classroom. Within the context of this project will be a generous list of primary source documents along with some teaching strategies of implementing them.
Along with bringing guests into the classroom, such as reenactors, it is also possible to bring in some of our veterans from more recent wars such as the Vietnam War. My class has had the pleasure of having a local group of veterans who served in Vietnam visit our school to share some of their experiences with our students. Once again, a live primary source is probably the greatest asset you can have. Our students were simply mesmerized by our guests. With over two hundred students, you could hear a pin drop as they talked and sometimes cried about their very personal experiences while serving their country in Vietnam. When the assembly was over, the students rushed the stage seeking autographs from our guests. I do not believe that anyone who listened to these men will soon forget what they had learned during a ninety-minute assembly, nor could they ever receive the same impact by reading a book or listening to a teacher who has read about the Vietnam War.

Now that the challenge has been identified of using primary sources as a major tool in the classroom, another objective can be addressed: the successful preparation for the 8th grade social studies assessment test. The assessment test is broken into two major parts, each given on separate days. The first is a knowledge-based multiple-choice section, testing on specific content in social studies. The second portion of the test is the document based questions, or more commonly referred to as the DBQ’s. These DBQ’s are divided into two sections. The first is a series of scaffolding questions that focus on five to as many as eight documents. These documents can be a variety of items such as pictures, graphs, maps, portions of a diary or speech, or a number of primary source items. The students will have to answer short questions based solely on what they can identify and understand being depicted in the documents. The second part of the
assessment test will ask the students to write a well constructed essay answering a broad based question, but must be completed by incorporating several of the documents viewed in the earlier portion of the test. It will be a tremendous advantage for the student to have been taught the skills of interpreting data and to be able to analyze these documents throughout the year. The test is a continuation of their classwork which has almost become second nature. The confidence of the student increases in direct proportion by how much they have been exposed to DBQ’s during the year. Productivity in the classroom bears confidence and confidence breeds positive results. Document based questions are necessary for all students, from elementary school through high school. They prepare students to compare and contrast particular issues by considering multiple perspectives. They teach the students to analyze the data given and to synthesize the information into a conclusion. DBQ’s can teach students how to interpret historical records and express their opinions and understanding in a well thought-out essay (Primeau et al., n.d.).

As New York State continues to raise the academic standards for its students and increase the demands for teacher excellence, new strategies need to be implemented for both to succeed. Teachers are not looking for easier ways to teach their students, just more effective ones. In almost every modern study in student learning, we find a common link: Involve the student in the learning process by making him an active participant in his own education. We need to make the classroom more student-centered with the teacher acting as a facilitator, using more of a guided practice approach rather than the traditional teacher-centered lecturing of direct instruction. As a history teacher,
one of my main goals is to indeed involve my students and try to excite them about something that happened over one hundred or two hundred years ago. The extensive use of primary sources in the classroom has helped me achieve this goal and has better prepared my students to face up-coming assessments tests with confidence. The “I teach, you learn” philosophy should long be over; students need to be involved and participate more with a hands-on approach to their education to construct their own learning experience. Primary sources and rewriting the standards can reach beyond all ability levels and meet the needs of the learners in an interactive setting.
REFERENCES


http://www.si.umich.edu/spies/lounge-sources.html.


APPENDIX A

(Taken from information disseminated at a social studies seminar led by Jim Farrell of Maple Hill Middle School, Schodack, NY, March 2001)
INTERNET RESOURCES FOR AMERICAN HISTORY CLASS

History/Social Studies Resources for K-12 Teachers
Http://www.execpc.com/~dboals/boals

American Slave Narratives
Http://xroads.virginia.edu/~HYPER/wpa/wpahome.html

F.D.R. First 100 Days
http://www.wizvax.net/nisk_hs/fdr/FDRfirst100.html

Lesson Plans and Teaching Strategies
http://www.csun.edu/~hcedu013/plans.html

Great Picture Research Site
http://www.ditto.com

World War I Document Archive
http://www.lib.byu.edu/~rdh/wwi/1918.html

United States Civil War Center
http://www.ecw.lsu.edu/index.htm

Dogpile – Great search engine for pictures and everything else
http://www.dogpile.com/index.gsp

National Archives Digital Classroom
http://www.nara.gov/education/

The History Net – collection of history magazine articles
http://www.thehistorynet.com/general/articleindex_full.htm

The Library of Congress
http://www.loc.gov

The Smithsonian Institute
http://www.si.edu

Dust Bowl
http://users.bergen.org/~davrag/dust.htm

Center for Voting and Democracy
http://www.lgc.apc.org/cvd/contents.htm

The Greatest Trials of All Time
http://www.courttv.com/greatesttrials/
Great Depression
http://www.plainfield.k12.in.us/hschool/webq1/webquest.htm

Vietnam War – Activity to create a mural in town, student tasks
http://students.itec.sfsu.edu/itec815/mcmullin/

The Birth of a Nation – Film clips exploring racism in film
http://www.uno.edu/~drcom/Griffith/Birth/

Info: Biography of soldiers, politicians, and patriots
http://www.ushistory.org

Title: Spy Letters of the American Revolution
http://www.si.umich.edu/spies

Title: Battle of Saratoga
http://www.battle1777.saratoga.org

Title: American Revolution
http://www.revolution.msu.edu

Title: The American Revolution
http://www.hale.pepperdine.edu
APPENDIX B

(Taken from Jeffrey Loeffler’s “A Multilevel Approach Incorporating Primary Source Documents into the United States History Curriculum”, Sage College—no date available)
Annotated Bibliography

The following curriculum addendum is intended for use in the study of United States History. As part of this recommended curriculum addendum, the following annotated bibliography has been developed which organizes primary source documents according to units and topics of study. Included with each document name is a description of the selection as well as suggestions of how to implement each into the course of study.

Unit 1: Early America, 1620-1783
This unit centers on the building of the American nation. Topics to be explored in this unit include early settlements, the development of colonial societies, the events leading to the American Revolution, and the American Revolution.

Title: The Mayflower Compact
Author: Unknown
Date: 1620
Description of Selection and Suggested Use: The importance of this document should not be underestimated for it was the first document to state that American colonists had the right to make their own laws and govern themselves. Students would do a critical reading of The Mayflower Compact. Students would then make lists comparing their likes and dislikes of the document. Questions to consider; was it fair to all people? Was it an effective form of government? Why was there a need for it? Selected questions pertaining to this topic would be included on a chapter test and or quiz.

Title: City on a Hill
Author: John Winthrop
Date: 1630
Description of Selection and Suggested Use: As the leader of the Massachusetts Bay colony, John Winthrop was the most powerful local leader of his time. In this writing he told about the ideal city, a city which would be the pious model for all others. The city of which he was writing about came to be known as Boston. Through reading this document a student can gain a full appreciation of why the city of Boston was founded through the words of the man who was the leader of it’s creation. This piece can help students to understand why cities were built and the meaning behind their creations. It provides several excellent examples of the religious fervor with which most of New England was founded. For this assignment students will work independently. After reading excerpts from City on a Hill, students will then create their own mission statement for a hypothetical city. They will then share and debate their creations with the rest of class. Assessment will be drawn from the quality of the students’ written and vocal responses.
Historical Significance and Connection to the Curriculum: The study of these four documents will aid students in understanding many of the key European conflicts which ultimately played a large role in the history of the United States. King Philip’s War sheds light on the often overlooked Spanish Monarchy. How did Spain go from being a major colonial power in North America to becoming relatively weak? King William’s War should be of special interest to New Yorkers in that it is written from a Dutch perspective. This piece helps to demonstrate the important position that The Netherlands once maintained during the colonial period. Queen Ann’s War helps to explain some of the preoccupations with Scotland that in part led to higher taxes for colonists. Finally Father Rasle’s War brings a whole new perspective to colonial studies, that of the clergy. Divide the class into 4 groups. Assign each group one of the specific documents listed above. For each document one group member will analyze the social ramifications, one the political, and another the economic. One member will be assigned to share his or her group findings. Assessment will be in the form of a short quiz the following day.

Title: Fighting for a Continent
Author: David Copeland
Date 1754-1760
Description of Selection and Suggested Use: This series of newspaper articles compiled between 1754-1760 chronicles the events of the French and Indian War.
As a homework assignment each student will select a separate item from Copeland’s writings. The students will share their readings the following day as part of class participation.

Title: Baron de Dieskau to Count d’ Argenson (letter)
Author: Baron de Dieskau
Date: September 14, 1755
Description of Selection and Suggested Use: This letter written at Lake St. Sacrement, now Lake George, provides vital first hand insight on what conditions were present during the onset of the conflict in the America’s between the English and the French.
As part of a lesson on the French and Indian War, have students read the letter individually. After everyone has read the letter the teacher will use its contents as a springboard to a group discussion. Following this discussion, students will pair off with partners and write similar letters detailing their own hypothetical war time situations.

Title: The Role of the Dutch in the Iroquois Wars
Author: Peter Lowensteyn
Date: 1757
Description of Selection and Suggested Use: Once again the rarely mentioned involvement of the role of the Dutch upon the development of early Colonial America. This piece should be of particular use when discussing the colony of New Amsterdam, and why it became New York. It also can serve as to give fine examples of colonial Indian Policy. Excerpts given out as a class reading followed by questions.

Title: The Role of the Indians in the Rivalry between France, Spain, and England
Author: Governor Glen
Date: 1761
Description of Selection and Suggested Use: This piece offers students a unique perspective in that in ties together the various colonial rivalries between the Spanish, French, English, and the Native Americans. The study of this document can aid students in understanding the delicate and oftentimes explosive nature of these alliances and provide an excellent first hand account of the conflicts that manifested from these relationships. Separate students into five groups. Each group will read selected excerpts of the work. England, Spain, France, and the Native Americans will each be represented by one of the groups. The fifth group will be a panel, it is this group’s job to hear the arguments of each of the others and decide who is correct in their claims.

Title: An Account of the Boston Massacre
Author: Unknown
Date: 1775
Description of Selection and Suggested Use: This first hand account can truly paint a picture for students what it would have been like to live through this event as told by an eyewitness. Suggested Use: Class reading, discussion, and questions.

Title: “The War Inevitable”
Author: Patrick Henry
Date: March 1775
Description of Selection and Suggested Use: Most students have heard of Patrick Henry and know that he said “Give me liberty or give me death.” Most however have not read any of his actual writings. This actual speech given by Henry is invaluable in understanding the political fervor that was running rampant throughout the Mid Atlantic area during the Revolutionary War Period. Suggested Lesson Plan: Students are assigned the speech as homework. They will then be asked to write a similar speech that captures the essence of Henry’s within the pretest of the period.
Title: The Battle of Lexington
Author: Lt. Col. Smith
Date: April 22, 1775
Description of Selection and Suggested Use: These letters offer two different first hand accounts of two of the first major battles of the American Revolution.

Title: The Battle of Bunker Hill
Author: John Burgoyne
Date: June 3, 1775
Description of Selection and Suggested Use: Students will be given one of the letters, half of the class receiving each. Their jobs would then be to write short responses to the letters and share those responses with the class.

Title: Common Sense
Author: Thomas Paine
Date: February 14, 1776
Description of Selection and Suggested Use: One of the most influential pamphlets ever written. Read by approximately twenty percent of the colonial population, Common Sense transformed the struggle from fighting for rights as British subjects to a revolution in the name of liberty. Could be given to students for reading and follow up discussion.

Title: The Recruiting Service
Author: Alexander Graydon
Date: 1776
Description of Selection and Suggested Use: This bulletin provides students with a first hand account of the ways in which soldiers were recruited to join the Revolutionary War. Through studying this piece students will be exposed to early American propaganda writing.

Title: The American Crisis
Author: Thomas Paine
Date: 1776
Description of Selection and Suggested Use: A lesser known work of Paine’s, yet still viable to history students as a source for further exploration. Can be used for supplemental reading

Title: The Declaration of Independence
Author: Thomas Jefferson
Date: July 4, 1776
Description of Selection and Suggested Use: The Declaration of Independence is beyond any doubt one of the world’s most important political documents. Although many of Jefferson’s words are borrowed liberally from John Locke’s Declaration of the Rights of Man, The Declaration of Independence is an amazing document in that it speaks of our unalienable rights, lists American grievances with King George III, and formally severs all ties with the British Empire. Simply put this is a document that should be read and
analyzed in full by all students of United States History. An ideal lesson would have students read the entire document and write a full-length essay on what it means to them.

Title: The Declaration of the Rights of Man
Author: John Locke
Date: 1673
Description of Selection and Suggested Use: As the blueprint for The Declaration of Independence, this piece would serve as an excellent source of background reading for U.S. History students. An ideal assignment would have the class compare Locke’s writing with Jefferson’s.

Title: Saratoga
Author: John Burgoyne
Date: October 20, 1777
Description of Selection and Suggested Use: A first-hand account of the Battle of Saratoga, considered by many historians to be the turning point of the Revolutionary War. Students reading this letter would be exposed to the opposing side of the battle thus giving them a chance to contrast with the usual pro-American versions.

Title: U.S.-France: Treaty of Amity and Commerce
Author: Unknown
Date: February 6, 1778
Description of Selection and Suggested Use: Students would be exposed to reading the treaty that cemented France’s aid in helping the American forces against the British. After reading the treaty students could work in groups of two. One group would represent France, and the other the U.S. Their task would be to create their own treaty.

Title: Comments on Hessian Troops
Author: Lt. W. Hale
Date: March 23, 1778
Description of Selection and Suggested Use: An excellent introduction to the issue of mercenary soldiers. An ideal lesson would be for the students to read the document without prior knowledge of the term. Their understanding of the topic would then be assessed through questions based on the reading.

Title: Treaty with the Delaware
Author: Unknown
Date: 1778
A Description of Selection and Suggested Use: A rare opportunity to examine Native American affairs as they related to the Revolutionary time period.

Title: Washington’s Headquarters
Author: Jean Francois, Marquis de Chastellux
Date: 1780
Description of Selection and Suggested Use: This document sheds light on George Washington from the unique perspective of the French. This would serve as a good source for supplemental reading.

Title: The Treaty of Paris
Author: Unknown
Date: Sept. 3, 1783
Description of Selection and Suggested Use: In this treaty Great Britain formally recognized the independence of the former colonies. All students should be familiar with this treaty and the significance thereof.

Title: The Book of Abigail and John
Authors: Abigail and John Adams
Editors: Butterfield, Friedlander, and Kline
Date: 1762-1784
Description of Selection and Suggested Use: This book contains a series of letters written by John and Abigail between 1762 and 1784. The entire volume can be used for in-depth study or selected letters can be used to analyze the personal correspondence of the fourth president and his wife.

Unit 2: The Growth of a New Nation
Topics covered in this unit include early forms of government, the Constitution, the War of 1812, the policies of James Monroe and Andrew Jackson, and Native American Policy.

Title: The Articles of Confederation
Author: Continental Congress
Date: March 1, 1781
Description of Selection and Suggested Use: The Articles of Confederation was the first constitution of the United States. Students should know what it was, and why it failed. An ideal lesson would have the students reading the Articles individually. They would then be asked, to independently list all of the things that they felt were wrong with the articles. The class could then discuss and debate those findings.

Title: The Virginia Plan
Authors: James Madison and Edmund Randolph
Date: 1787
Title: The New Jersey Plan
Author: Unknown
Date: 1787
Description of Selection and Suggested Use: As the Articles of Confederation proved to be an ineffective form of government something had to be done. These two plans reflected two very different philosophies. It is the combination of these two plans that ultimately led to the Constitution. Students should be able to read through and identify major characteristics of each plan.
Title: The Tree Fifths Compromise
Author: Henry Clay
Date: 1787
Description of Selection and Suggested Use: This compromise dealt with the issue of counting slaves as representation. Students should read the compromise and identify any future problems that they think were left unsolved. This would serve as a nice piece to reflect upon when studying the Civil War.

Title: The United States Constitution
Author: various
Date: Written in 1787, ratified on June 21, 1788
Description of Selection and Suggested Use: For over two hundred fourteen years this has been the supreme law of the land. Students should be able to read and have a solid understanding of how this document works, and why it has lasted so long. After reading the Constitution, students should be able to write essays explaining why the U.S. Constitution has been effective as it has. Responses would be judged by use of relevant historical facts combined with quality and depth of analysis.

Title: Federalist # 10
Author: James Madison
Date: 1787
Description of Selection and Suggested Use: Madison’s argument that, if adopted, the Constitution would not only provide for a strong central government, but that it would also not allow any group to much power, thus protecting the rights of states and individuals. Though reading this paper a student can gain an idea of how common people were convinced to be in favor of the Constitution.

Title: Untitled speech
Author: Patrick Henry
Date: 1787
Description of Selection and Suggested Use: The same man who once said “Give me liberty or give me death” gave this speech. In this argument Henry fears that, if adopted, the Constitution would fail to bring liberty to the people for it would simply empower “the chosen few who go to Congress.” Students should be able to read and understand just how difficult a decision it was to ratify the Constitution. It also sheds light on the issue of states’ rights. A position paper could also be assigned.

Title: Bill of Rights
Author: various
Date: 1791
Description of Selection and Suggested Use: Students should be aware of the first ten amendments to the Constitution. Questions for discussion include; why were the Bill of Rights needed, what rights did they insure, and who the amendment process has been beneficial to the United States? Class could work on an individual basis or in groups to modify or change the Bill of Rights.
Title: Inaugural Address
Author: George Washington
Date: April 30, 1789
Description of Selection and Suggested Use: In this address, Washington spoke of the importance of representative government. Students should be able know what Washington’s plans and ideas were, as well as how his legacy shaped the nation.

Title: The National Bank
Author: Alexander Hamilton
Date: 1791
Description of Selection and Suggested Use: In this paper Hamilton details his plans for a national bank, and how he believed that it would help the economy to grow. After reading this document, students should have an understanding of what the National Bank was and how it worked. A question to consider would be how it related to the so-called “elastic clause” of the United States Constitution.

Title: Washington’s Farewell Speech
Author: George Washington
Date: 1797
Description of Selection and Suggested Use: In this speech Washington urged the nation to stay unified, warned against political parties, and against getting involved in foreign affairs. After reading Washington’s speech students should be able to take a stand on political parties. Were, and are they good for America? What parties emerged in the aftermath of the Washington party? What was Washington’s legacy in regard to foreign affairs? When and why was that changed?

Title: XYZ Affair
Author: John Adams
Date: May 16, 1797
Description of Selection and Suggested Use: Through reading this document students would be exposed to one of the first presidential scandals in American history.

Title: Louisiana Purchase
Author: Thomas Jefferson
Date: 1803
Description of Selection and Suggested Use: In acquiring Louisiana from France the United States doubled in size. Through reading this document students will be able to understand the circumstances to this event. A question to consider was why was Napoleon so willing to part with such a tremendous amount of land?

Expansion and Native American Policy: The following is a list of treaties signed between the United States government and various Native American nations. The idea in studying these treaties is to shed light on the major injustices that indigenous people suffered at the expense of the fledgling nation. As a theme paper each student would be assigned a separate treaty to research and report on. After conducting their research and writing up...
their results, students would then share their findings with the whole class. The general
idea is for students to realize that the term “Indians” is a misnomer. After all projects are
done students should have a grasp on the concept of Native American nations as
individual entities.

Chickasaw Peace Treaty, 1782

Treaty with the Six nations, 1784

Treaty with the Wyandot, 1784

Treaty with the Cherokee, 1785

Treaty with the Choctaw, 1786

Treaty with the Chickasaw, 1786

Treaty with the Shawnee, 1786

Treaty with the Wyandot, 1789

The Constitution of the Iroquois Confederacy

Treaty with the Six Nations, 1789

Treaty with the Creeks, 1790

The Battle at Fort Wayne, 1791

Treaty with the Cherokee, 1791

Treaty with the Cherokee, 1794

Treaty with the Six Nations, 1794

Battle of Fallen Timbers, 1794

The Canandaigua Treaty of 1794, 1794

Treaty with the Oneida, 1794

Treaty of Greenville Establishing Peace between the U.S. Government and Native
American Tribes, 1795

Chickasaw Treaty, 1805
The Battle of Tippecanoe account by William Henry Harrison, 1811

Treaty with the Chickasaw, 1816

Treaty with the Chickasaw, 1818

Refusal of the Chickasaws and the Choctaws to Cede Their Lands in the Mississippi, 1826

Treaty with the Potawatami, 1828

Treaty with the Chickasaw, 1830

The Removal Act, 1830

Treaty with the Potawatami, 1832

Title: Untitled Speech
Author: Henry Clay
Date: 1812
Description of Selection and Suggested Use: This speech gives insight into America's growing frustration with Great Britain. In reading this speech by Clay students can grasp a better understanding of why the War of 1812 happened, as well as the historical significance. An ideal group assignment would have students splitting into two groups, one group would be Clay's War Hawks, and another group would consist of anti war supporters. Class could then have a debate as to why the War of 1812 happened.

Title: The Star Spangled Banner
Author: Francis Scott Key
Date: 1814
Description of Selection and Suggested Use: The national anthem. Could be used as an in class handout.

Title: The For Dearborn Massacre
Author: Linai Helm
Date: August 15, 1812
Description of Selection and Suggested Use: An account of one of the most famous battles of the War of 1812. To be used as supplemental reading.

Title: The New England Threat of Secession
Author: Colombian Sentinel
Date: Jan. 13, 1813
Description of Selection and Suggested Use: An intriguing newspaper story documenting one of the most fascinating acts in American history; Aaron Burr's attempt to create his own country: The Dominion of New England. This piece could be used as the basis for an optional student term paper detailing either Aaron Burr or the conspiracy itself.
Title: The Battle of New Orleans
Author: Andrew Jackson
Date: Jan. 9, 1815
Description of Selection and Suggested Use: In this letter Jackson tells the tale of his impressive victory at the Battle of New Orleans. It was this letter and the battle itself that turned Jackson into a national hero. A question for students to consider: How did Jackson turn his war experience into the Presidency?

Title: The Monroe Doctrine
Author: James Monroe
Date: Dec. 1823
Description of Selection and Suggested Use: In this speech to Congress, James Monroe warned other nations to stay out of the Western Hemisphere. Any involvement on the part of Europe in the Western Hemisphere would be considered an act of aggression against the United States. In turn the U.S. promised to stay out of European affairs. Students should be able to analyze the contents of this document and explain how it shaped American foreign policy.

Title: Inaugural Address
Author: Andrew Jackson
Date: March 4, 1829
Description of Selection and Suggested Use: Students should be able to analyze Jackson’s speech. What did he stand for?

Title: King Andrew
Author: Unknown
Date: 1830
Description of Selection and Suggested Use: Study of this cartoon could be used to describe what type of leader and man Jackson was.

Title: Second Inaugural Address
Author: Andrew Jackson
Date: March 4, 1833
Description of Selection and Suggested Use: Students should be able to analyze Jackson’s speech. What did he stand for? Also this can be compared to his first address. How has he remained consistent? How has he changed?

Unit 3: A Nation Divided
The focus of this unit is on the problems that divided the nation, mainly slavery. Topics studied include western expansion, slavery, the civil War, and reconstruction.

Title: Untitled Address
Author: Stephen Austin
Date: March 7, 1836
Description of Selection and Suggested Use: In this address Austin makes his plea for Texas to cede from Mexico. This document would aid in the understanding of the Mexican War.

Title: A Treaty of Annexation, concluded between the United States of America and the Republic of Texas
Author: Unknown
Date: April 12, 1844
Description of Selection and Suggested Use: A useful bit of insight into Texas’ transformation from Mexican province, to independent republic, to statehood. This would serve as optional supplemental reading.

Title: Polk’s War Message
Author: James K. Polk
Date: 1846
Description of Selection and Suggested Use: An essential document for students seeking insight into the term “Manifest Destiny.” In this document Polk justifies the United States’ claims to California and New Mexico. A question for discussion is, just how does Polk outline the expansionist policies of the United States?

Title: Treaty of Guadalupe Hidalgo
Author: Unknown
Date: Feb. 2, 1848
Description of Selection and Suggested Use: This treaty ends the Mexican War. After reading it students can determine if it was a fair treaty.

Title: Diary of Ansel McCall
Author: Ansel McCall
Date: 1849
Description of Selection and Suggested Use: This diary explains what the California Gold Rush was like in the year 1849. Can be used as the basis for an optional term paper or excerpts given as part of a Document Based Question.

Title: The Declaration of Sentiments
Author: Elizabeth Cady Stanton
Date: 1848
Description of Selection and Suggested Use: This piece is the unofficial Declaration of Independence for women. An essential bit of reading for all students in regards to the all but ignored field of women’s rights.

Title: I Will Be Heard
Author: William Lloyd Garrison
Date: 1831
Description of Selection and Suggested Use: First published in The Liberator, this article helped pave the way for the abolitionist movement. This article can be used for the basis of class discussion regarding the issues of slavery.
Title: American Slavery As It Is
Author: Theodore Weld
Date: 1833
Description of Selection and Suggested Use: Excerpts of this book could be given to students to give them first hand examples relating to the various cruelties of slavery.

Title: Untitled Speech
Author: Frederick Douglas
Date: 1838
Description of Selection and Suggested Use: This is just one of many Douglas excerpts that could be used in the classroom to not just tell students, but rather to show them how the anti-slavery message was brought forth to the masses.

Title: The Missouri Compromise
Author: Henry Clay
Date: 1820
Description of Selection and Suggested Use: This compromise outlined the plan for which states would be admitted to the union. Initially Maine was admitted as a free state, Missouri as a slave state. The status of all states thereafter depended on there latitude. Students could read this compromise and combined with their knowledge of history, work in groups to form compromises of their own.

Title: Speech on States Rights
Author: John Calhoun
Date: 1845
Description of Selection and Suggested Use: According to Calhoun slaves were property, therefore slavery should be allowed in all territories. In reviewing this speech students should reach a clear understanding of how slaves were viewed in the south during most of the eighteen hundreds. This speech can also be contrasted with the writings of Garrison and used both as class discussion topics and essay questions.

Title: On Popular Sovereignty
Author: Stephen Douglas
Date: 1846
Description of Selection and Suggested Use: In this speech Senator Stephen Douglas of Illinois proposed that the people be given the power to decide if slavery be allowed within their own borders.

Title: The Compromise of 1850
Authors: Henry Clay, Stephen Douglas, and Daniel Webster
Date: 1850
Description of Selection and Suggested Use: Proposed by Clay, organized by Douglas, and spoken passionately about by Webster, the Compromise of 1850 serves as a prime
example to students to the inner working of the politics of government in the United States. This can also be compared to other compromises.

Title: Twelve Years A Slave
Author: Solomon Northup
Date: 1850
Description of Selection and Suggested Use: The story of a freed slave, who was captured and returned to slavery. After twelve years he regained his freedom. Excerpts from this book can be used to ignite a class discussion on slavery. They would also be instrumental as passages for a Document Based Question.

Title: Uncle Tom’s Cabin
Author: Harriet Beecher Stowe
Date: 1852
Description of Selection and Suggested Use: The seminal tale of slavery. Its impact was felt in both the north and the south. This book would be recommended reading to all United States History Students. Probably best used as an out of class reading to be discussed daily while moving forward with other class content. At the very least excerpts should be used so that the student can gain an enriched understanding of the institution of slavery.

Title: The Kansas-Nebraska Act
Author: Stephen Douglas
Date: 1854
Description of Selection and Suggested Use: Another perfect example of applied politics. This act in effect repealed the Missouri Compromise, thus infuriating northerners that felt that this would disturb the balance between slave and free states. After reading this, students could debate what they felt would happen as a result.

Title: The Lincoln-Douglas Debates
Authors: Abraham Lincoln and Stephen Douglas
Date: 1858
Description of Selection and Suggested Use: Taken from Lincoln’s losing attempt at gaining a Senate seat, these debates stir up the issues of slavery, states rights, popular sovereignty, and preserving the union. Students would be asked to, based solely on the debates, predict what they thought would become of Abraham Lincoln.

Title: The Harpers Ferry Invasion
Author: Richmond Enquirer
Date: 1859
Description of Selection and Suggested Use: This newspaper excerpt details John Brown’s raid. It could be used in the classroom as a discussion starter and as a part of a Document Based Question.
Title: The Constitution of the Confederacy
Author: several
Date: Feb. 1861
Description of Selection and Suggested Use: One document that is often mentioned but never examined. It is very similar to the United States Constitution, with the main exceptions being in the realm of states’ rights. This document should be studied in class to give students a clearer idea of just what the aims of the southern states were. It could be assessed in the form of comprehension via test questions, essay questions, or just debated in class discussion. A question for consideration would be; was the south in line with the Constitution when they decided to secede from the union?

Title: First Inaugural Address
Author: Abraham Lincoln
Date: March 4, 1861
Description of Selection and Suggested Use: In this speech Lincoln made it clear that the union must be preserved at all cost. This would be an optional class reading but all students should understand its contents.

Title: The Emancipation Proclamation
Author: Abraham Lincoln
Date: Jan. 1, 1863
Description of Selection and Suggested Use: This is the speech in which Lincoln declared slavery to be illegal within the borders of the United States. All students should be familiar with the content and meaning of this landmark speech.

Title: The Gettysburg Address
Author: Abraham Lincoln
Date: November 10, 1863
Description of Selection and Suggested Use: This is an example of another seminal speech by Lincoln. Through his words, Lincoln summed up the ideals of the creation of the United States, and described the Civil War as a struggle to preserve those ideals. Again all students should be able to identify this speech and be familiar with the contents thereof. Required reading for all students of United States history.

Title: The Thirteenth Amendment
Date: Jan. 1865
Description of Selection and Suggested Use: This amendment banned slavery. Should be read and known by all students.

Title: The Fourteenth Amendment
Date: June, 1866
Description of Selection and Suggested Use: This amendment made African Americans citizens of the United States. Should be read and known by all students.
Title: The Fifteenth Amendment  
Date: Feb, 1870  
Description of Selection and Suggested Use: This amendment guaranteed African Americans the right to vote. Should be read and known by all students.

Title: The Dawes Act  
Author: William Dawes  
Date: 1887  
Description of Selection and Suggested Use: This act tried to convince native Americans to live like white settlers. A good example in showing students the types of policies that our government attempted to impose on Native Americans. Recommended as optional reading. Could also be sampled for a DBQ.

Title: The Homestead Act  
Author:  
Date: 1862  
Description of Selection and Suggested Use: This act helped to expand the frontier west, it is one that all students should be familiar with.

Title: Reestablishment of the Southern States  
Author: Thaddeus Stevens  
Date: December 18, 1865  
Description of Selection and Suggested Use: Thaddeus Stevens was the Radical Republican leader in the House of representatives. In this bitterely frank speech, he described in detail the role that Congress should play in the reestablishment of the southern states. After analyzing this speech students could either write their reaction to it, or debate orally in class.

Title: Worse Than Slavery  
Author: Thomas Nast  
Date: 1874  
Description of Selection and Suggested Use: In this political cartoon, Nast argues that the African-Americans are just being treated just as poorly, if not worse than they were before the Civil War. This cartoon could be displayed in class. The students would then have to identify as many symbolic meanings as they could from the drawing.

Title: The Election of 1876  
Author: Unknown  
Date: 1876  
Description of Selection and Suggested Use: Chart showing the election results of the 1876 presidential race between Rutherford B. Hayes and Samuel Tilden. Tilden received two million more votes yet lost. The results of this election combined with the results of the 2000 presidential election would both serve as excellent resources in teaching the workings of the Electoral College to students.
Unit 4: Entering the Modern Age, Industrialization and Immigration

This unit centers on the rebirth of the United States. Topics to be explored in this unit include; the rise of industry, imperialism, immigration, and the Presidency of Theodore Roosevelt.

Title: The Duties of American Citizenship
Author: Theodore Roosevelt
Date: Jan. 26, 1883
Description of Selection and Suggested Use: Roosevelt's views are on display in this seminal work. A good piece to use with students familiar, and unfamiliar with the future President of the United States.

Title: The Gospel of Wealth
Author: Andrew Carnegie
Date: 1889
Description of Selection and Suggested Use: A piece well worth using in explaining the views of Andrew Carnegie, especially in regards to wealth and how to use it.

Title: The Sherman Antitrust Act
Author: William Sherman
Date: 1890
Description of Selection and Suggested Use: Most students know that this act was a dismal failure, but few have read it. It could be read individually, with the students offering ideas as to why it was a failure.

Title: Plessy v. Ferguson
Author: United States Supreme Court
Date: 1896
Description of Selection and Suggested Use: Also known as the "Separate But Equal" case. All students of United States history should know this landmark case.

Title: For Intervention in Cuba
Author: Henry Cabot Lodge
Date: 1896
Description of Selection and Suggested Use: An interesting argument on the part of this most influential U.S. Senator as to why we should have become involved in Cuba. All of this some sixty years before Kennedy and the Bay of Pigs. Can be used later in the year as a comparison piece.
Title: The Alternatives in Cuba
Author: William McKinley
Date: 1897
Description of Selection and Suggested Use: President McKinley’s take on the crisis in Cuba. A good optional source of information or a term paper starter.

Title: American Interest in the Cuban Revolution
Author: Grover Cleveland
Date: 1896
Description of Selection and Suggested Use: Another Presidential opinion on the crisis in Cuba. Can be used in a method similar to the above listings or in conjunction with the above for comparison.

Title: Remember the Maine
Author: Unknown
Date: 1898
Description of Selection and Suggested Use: This classic newspaper headline can be used as part of a DBQ.

Title: The Lust for Empire
Author: George Hoar
Date: 1899
Description of Selection and Suggested Use: Date: 1899
Excerpts from this can be used to demonstrate to students’ some of the various arguments in favor of Imperialism.

Title: The Open Door Note
Author: John Hay
Date: Sept. 6, 1899
Description of Selection and Suggested Use: An excellent first hand account that relates to the infamous “open door policy.” Students can discuss and debate as to the legitimacy of the policy.

Title: The British Reply to the Open Door Note
Author: Unknown
Date: Nov. 30, 1899
Description of Selection and Suggested Use:
This document could be useful in showing the reactions of other countries to United States Policy.

Title: The Russian Reply to the Open Door Note
Author: Unknown
Date: Dec. 18, 1899
Description of Selection and Suggested Use: Useful in showing the reactions of other countries to United States Policy.
Title: Imperialists and Anti-imperialists: The Roots of American Non-Intervention Movements
Author: Jim Zwick
Date: 1899
Description of Selection and Suggested Use: An excellent source of DBQ type excerpts. Students should be able to examine excerpts form this work and place them in the proper historical context.

Title: The White Man’s Burden
Author: Rudyard Kipling
Date: 1899
Description of Selection and Suggested Use: One of the classic phrases in all of American history emanates from this article. This piece was the main bit of popular justification for imperialism.

Title: Mr. Kipling’s Call to America
Author: Alfred Webb
Date: 1899
Description of Selection and Suggested Use: A response to Kipling’s controversial work The White Man’s Burden.

Title: The Hypocrisy of It
Author: Chicago Common
Date: 1899
Description of Selection and Suggested Use: Another response to Kipling’s controversial work The White Man’s Burden.

Title: In Support of an American Empire
Author: Albert Beveridge
Date: 1900
Description of Selection and Suggested Use: Optional reading in regards to American Imperialism.

Title: The Paralyzing Influence of Imperialism
Author: William Jennings Bryan
Date: August 8, 1900
Description of Selection and Suggested Use: Another example of the oratorical prowess of three time presidential candidate William Jennings Bryan. Although he never won the Presidency his influence should not be ignored.

Title: America Should Not Rule the Philippines
Author: John Henry Crooker
Date: 1900
Description of Selection and Suggested Use: An anti-imperialist article. Could be used as a basis for a position paper.
Title: The Jungle
Author: Upton Sinclair
Date: 1906
Description of Selection and Suggested Use: A vivid description of the unsafe working conditions in the meat packing and processing industries. Highly recommended as a required out of class supplemental reading. Also can be used in English classes as part of inter-curricular work.

Title: The Roosevelt Corollary
Author: Theodore Roosevelt
Date: 1905
Description of Selection and Suggested Use: This document said that the United States was free to interfere in the affairs of Latin American nations if they were unable to meet financial obligations. This can be used in comparison to the Monroe Doctrine.

Title: Manifest Destiny
Author: D.H. Ingham
Date: 1906
Description of Selection and Suggested Use: This piece could be given to students to examine their skills at interpreting ideas.

Title: The Threat of Japan
Author: Theodore Roosevelt
Date: 1909
Description of Selection and Suggested Use: During this time period a new wave of nationalistic fervor was spreading throughout the world. In this document, Roosevelt warns about the dangers of Japanese expansion.

Title: The New Nationalism
Author: Theodore Roosevelt
Date: 1910
Description of Selection and Suggested Use: Another fine historical work from former President Roosevelt. In this offering Roosevelt talks about the ever-growing nationalistic wave that is spreading throughout the world. This writing perfectly sums up the early part of the twentieth century. Excerpts could be used in class or the book could be used as extra credit reading.

Title: Corollary to the Monroe Doctrine
Author: Henry Cabot Lodge
Date: 1912
Description of Selection and Suggested Use: Another first hand example relating to imperialism, the “new nationalism”, and the emergence of the United States as a world power.

Title: Dollar Diplomacy
Author: William Howard Taft
Date: 1913
Description of Selection and Suggested Use: In this document, Taft explains that foreign trade is the key to American prosperity. Students could compare Taft’s ideas to those of Roosevelt or Wilson.

Unit 5: World War I and the Emergence of the United States as a World Power:
The main theme of this unit is the evolution of the United States from an isolationist nation to that of a leader in world affairs. Two key components of this transformation are the Wilson Presidency and WWI. Both of those topics are examined in depth in this unit.

Title: Repudiation of Dollar Diplomacy
Author: Woodrow Wilson
Date: 1913
Description of Selection and Suggested Use: A fine document to use for comparison with the policies of Roosevelt and Taft.

Title: Rebuke to the Tariff Lobby
Author: Woodrow Wilson
Date: 1913
Description of Selection and Suggested Use: Combined with other writings by Wilson, this piece further illustrates the policies of Wilson in his own words. For supplemental reading or excerpted for a DBQ.

Title: The Tampico Affair
Author: Woodrow Wilson
Date: 1914
Description of Selection and Suggested Use: Date: Wilson’s views on the imperialism taking place in the Philippines. Could be used as a supplemental source on this often overlooked topic.

Title: Neutral In Fact As Well As Name
Author: Woodrow Wilson
Date: August 19, 1914
Description of Selection and Suggested Use: In this speech Wilson proclaimed that the United States would not take part in the “Great War”. This speech could be of great value to students, for many questions arise from the study of it. Why did we not stay neutral? Was Wilson realistic in his hopes? Why or why not? If you were Wilson what would you have done? Students could form their own policies. Students could write reflective essays on the topic, or work in groups to come up with policies of their own.

Title: Luisitania Sunk
Source: New York Times
Date: May 8, 1915
Description of Selection and Suggested Use: This newspaper article documents the sinking of the Luisitania. Although a British ship, this event helped to turn the American people to becoming pro war. Could be used on a DBQ, or analyzed in class.

Title: The Zimmerman Telegram
Author: Arthur Zimmermann
Date: 1917
Description of Selection and Suggested Use: The publication of this telegram caused even more Americans to be in favor of entering World War I. Students could review the note and decide for themselves what course of action to be taken. Class discussion could emerge as to what each student would do and why.

Title: Over There
Author: George Cohan
Date: 1917
Description of Selection and Suggested Use: This song described the adventure of entering World War One. The song could be given to students to interpret. Students could then write their own song about entering war.

Title: If This Is Our Country, Then This Is Our War
Author: W.E.B. DuBois
Date: 1917
Description of Selection and Suggested Use: This speech rallied millions of African Americans to support the war. A question for students to consider: Why would African Americans be in favor of war?

Title: For Victory, But More Bonds
Author: Unknown
Date: 1917
Description of Selection and Suggested Use: A good piece of pro-war propaganda for students to study and discuss.

Title: Peace Without Victory
Author: Woodrow Wilson
Date: 1917
Description of Selection and Suggested Use: Wilson’s plan to end WWI. Students could discuss the merits of this speech or draft their own proposals on the best way to end the war. The very title of the speech is also open to discussion and debate.

Title: Fourteen Points
Author: Woodrow Wilson
Date: January 14, 1918
Description of Selection and Suggested Use: Wilson’s detailed and maligned plan as to how to make and keep world peace. This document is one of the most well known and misunderstood documents in American history. Most everyone has head about it, but
very few have actually read it. Despite its historical significance, most textbooks do little more than make mention of it, and when they do it is almost always deemed to be a failure. All students of American history should read and examine this document. Although many of the ideas were not accepted at the time, most notably the League of Nations, Wilson’s Fourteen Points is nonetheless a milestone achievement that should be studied.

Title: The Treaty of Versailles
Authors: Georges Clemenceau, David Lloyd George, Woodrow Wilson, Vittorio Orlando
Date: June 29, 1919
Description of Selection and Suggested Use: The Treaty of Versailles brought a close to World War One, and set the stage for World War Two. The most important part of this treaty for students to have an understanding of is the “war guilt clause: This clause placed Germany entirely at fault. Not only did Germany lose vast amounts of territory but it was also forced to pay the staggering sum of thirty three billion dollars. After studying this treaty students should not only know the contents thereof, but also be able to make strong connections between the end of WWI and the origins of WWII.

Title: Appeal for Support of the League of Nations
Author: Woodrow Wilson
Date: January 1919
Description of Selection and Suggested Use: One of the most ironic occurrences following the culmination of WWI was the fact that Wilson could not convince the United States Congress to pass his own initiatives. This speech was an appeal for support. Soon thereafter Wilson suffered a stroke. A good piece to use in showing students how the government actually works.

Title: The Idea of a League of Nations
Author: H.G. Wells
Date: January and February 1919
Description of Selection and Suggested Use: This two-part article appeared in the Atlantic Monthly and described to the masses what the League of Nations would mean. A fine article for supplemental reading.

Title: The Economic Consequences of Peace
Author: John Maynard Keynes
Date: February 1919
Description of Selection and Suggested Use: A good article for students to examine when studying the relationship between the economy and foreign conflict.

Title: The League of Nations is Alive
Author: Raymond Fosdick
Date: June 27, 1920
Description of Selection and Suggested Use: Another Atlantic Monthly article that could be useful for further research into the prevailing thoughts on the League of Nations.
Title: The League of Nations as an Instrument of Liberalism
Author: Raymond Fosdick
Date: October 16, 1920
Description of Selection and Suggested Use: Yet another commentary on the League of Nations. This piece would be ideal for supplemental use.

Special Interest Topic: The Roaring Twenties

Title: Satchmo: The Best of Louis Armstrong
Composer: Louis Armstrong
Date: 1920's
Description of Selection and Suggested Use: The seminal recordings of musical great Louis Armstrong helped to define the 1920's as the Jazz Age.

Title: The Best of Duke Ellington
Composer: Duke Ellington
Date: 1920's
Description of Selection and Suggested Use: Along with Louis Armstrong, Duke Ellington was one of the pioneers of the uniquely American musical style known as Jazz. This disc collects his best known era defining, compositions.

Full length works by the following authors could be read by students on an individual basis, assigned as out of class work by the instructor, or be used in English classes as part of an interdisciplinary unit.

Authors:
T.S. Elliot: The Wasteland, 1922

E.E. Cummings: Selected Poems, 1920's

Ezra Pound: The Cantos of Ezra Pound, 1921

Archibald MacLeish: Streets on the Moon, 1925

Eugene O’Neil: Collected Plays, 1920's

Sinclair Lewis: Babbitt, 1924

Main Street, 1926

F. Scott Fitzgerald: The Great Gatsby, 1922

Langston Hughes: Selected Works, 1920’s

Gertrude Stein: Selected Writings, 1920’s
Ernest Hemingway: *In Our Time*, 1924
*The Sun Also Rises*, 1926
*A Farewell to Arms*, 1929

**Title:** The Eighteenth Amendment  
**Date:** 1919  
**Description of Selection and Suggested Use:** This amendment to the United States Constitution made it illegal to manufacture, sells, or transports alcohol. The relevance of this amendment could be debated amongst class members.

**Unit 6 The Great Depression and WWII:** Documents in this unit focus of Franklin Roosevelt and his policies.

**Title:** The New Deal  
**Author:** Franklin Roosevelt  
**Date:** 1932  
**Description of Selection and Suggested Use:** In this famous speech Roosevelt proclaimed: “I pledge you, I pledge myself, to a new deal for the American people.” The words “new deal” became a rallying cry for millions of Americans who were all hoping to escape the perils of the Great Depression. Students could consider whether or not Roosevelt was successful in his goals.

**Title:** Inaugural Address  
**Author:** Franklin Roosevelt  
**Date:** March 4, 1933  
**Description of Selection and Suggested Use:** “Let me assert my firm belief that the only thing we have to fear is fear itself-nameless, unreasoning, unjustified terror.” Students should know this excerpt and be able to identify the speaker if so asked.

**Title:** Share Our Wealth  
**Author:** Huey Long  
**Date:** September 1935  
**Description of Selection and Suggested Use:** In this speech Long promised every American family an income of five thousand a year. To pay for this program, Long would take away all income over five million a year earned by individuals. Students could consider how these policies made Long unpopular amongst many.
Any or all of the following speeches, letters, and addresses by Franklin Roosevelt could be used in United States History classes to demonstrate the full ranging effects of Roosevelt’s presidency. An ideal assignment would be to assign each student a different speech. After studying their speeches the students could then present their findings to the rest of the class.

Titles: Address Before the Governing Board of the Pan American Union, April 12, 1933

Message to the Nations of the World, May 16, 1933

Statement on Approval of the Neutrality Act of 1935, August 31, 1935

Address on Armistice Day, November 11, 1935

Address at Chautauqua (The “I Hate War Speech”), August 14, 1936

Address before the Inter-American Conference for the Maintenance of Peace, December 1, 1936

Quarantine Speech, 1937

Message to the Congress Recommending Increased Armament for National Defense, January 28, 1938

Address at Queen’s University, August 18, 1938

Message to Czechoslovakia, September 26, 1938

Message to Congress, January 4, 1939

Letter to the Chancellor of the German Reich, April 14, 1939

Address to the Governing Board of the Pan American Union, April 14, 1939

Telegram to Polish President Moscicki, August 24, 1939

Appeal to Adolph Hitler, August 25, 1939

Address to Congress, September 21, 1939

Statement on the Soviet Invasion of Finland, December 1, 1939

Address to Congress, July 10, 1940
Address to Congress, September 3, 1940

Arsenal of Democracy Speech, December 29, 1940

Four Freedoms Speech, January 6, 1941

Message to King Peter II of Yugoslavia, April 8, 1941

Policy Towards France, May 15, 1941

Independence Day Broadcast, July 4, 1941

Speech Regarding the Freezing of Asian Assets, July 25, 1941

Price Control Speech, July 30, 1941

Letter from Roosevelt to Churchill Regarding Colonies, August 10, 1941

Letter to Stalin, October 8, 1941

On Execution of Hostages by Nazi's, October 27, 1941

Request for Declaration of War, December 8, 1941

On the Use of Poison Gas, June 11, 1942

Joint Statement with Churchill, July 2, 1942

On Punishment for War Crimes, August 21, 1942

Message to France, November 7, 1942

Message to Spain, November 8, 1942

North African Policy, November 17, 1942

Speech Denouncing the Vichy Regime, March 4, 1943

Letter to Stalin, April 17, 1943

Letter to Churchill, July 19, 1943

Message to DeGaulle, September 6, 1943

Roosevelt on the Future of French rule in Indochina, November 8, 1943
Letter from Roosevelt to Stalin, November 28, 1943

Conference with Chiang Kai-shek, November, 1943

Letter to Churchill, December 9, 1943

On Asian Policy, April 5, 1944

Message to Stalin, June 16, 1944

Letter to MacArthur, October, 1944

State of the Nation, January 6, 1945

Excerpts from the Crimean Conference, February 23, 1945

Lend-Lease Agreement, February 28, 1945

Excerpts From the Yalta Conference, Feb, 1945

Letter to Eisenhower, March 31, 1945

Unit 7: Post WWII-The Cold War Era: Topics covered in this unit include the cold war and the decade of the 1950’s.
The time period covering 1945-1960 is studied in detail in this unit. The first half of the unit deals mainly with the politics of the Cold War, McCarthyism, the Korean War, and the United Nations. The second half focuses on the emergence of popular culture.

Title: United Nations Constitution
Date: December 9, 1945
Description of Selection and Suggested Use: Yet another example of an institution that all have heard of yet few know how it actually works. Excerpts could be given for identification or students could work in groups to form their own United Nations.

Title: Excerpts Form the Paris Peace Conference
Date: October 18, 1946
Description of Selection and Suggested Use: Could be used as supplemental reading, or given to students as a basis in negotiating peace.

Title: Statement on China
Author: George Marshall
Date: November 11, 1947
Description of Selection and Suggested Use: Background information regarding United States policy as it related to Communist China.
Title: Letter from Hoover to Truman
Author: Herbert Hoover
Date: January 18, 1947
Description of Selection and Suggested Use: A fine example of communication amongst national leaders regarding Cold War politics. Students could write a letter as part of an essay.

Title: Message to Congress Regarding Greece
Author: Harry S. Truman
Date: March 7, 1947
Description of Selection and Suggested Use: Another letter regarding the threats of Soviet expansion. This letter can be used with other letters either as individual assignments or as part of a larger group project assignment in which students argue their positions.

Title: Truman Doctrine
Author: Harry S. Truman
Date: April 1947
Description of Selection and Suggested Use: This plan designed by Harry Truman was designed to contain Communist expansion. Upon careful study, students could discuss and debate its legitimacy.

Title: The Position of the United States With Respect to Soviet Directed World Communism
Author: United States Security Council
Date: March 3, 1948
Description of Selection and Suggested Use: A good article to be examined by students. Could be given as homework reading or used in class for the purposes of discussion.

Title: Aid to Greece and Turkey
Author: State Department Bulletin
Date: April 4, 1947
Description of Selection and Suggested Use: This bulletin could be excerpted for use on a DBQ or issued as part of a package of documents for students to study. Students could also discuss the motives of the United States in issuing help to foreign countries.

Title: The Marshall Plan
Author: George Marshall
Date: July 10, 1947
Description of Selection and Suggested Use: This plan of economic assistance to the war ravaged nations of Europe was designed to help those countries to rebuild their economies. Stalin denounced the Marshall Plan as a veiled attempt to control Europe. Classes could be divided into pro and anti groups and discusses the plan. Students could also form their own plans and discuss.
Title: **Excerpts from the Rio Conference**  
Author:  
Date: September 2, 1947  
Description of Selection and Suggested Use: A good piece of background material to be used when discussing the dynamics of the Cold War.

Title: **Treaty of Brussels**  
Author:  
Date: March 17, 1948  
Description of Selection and Suggested Use: A wonderful example of a treaty that had its origins in the open distrust of the United States and the Soviet Union. Could be the basis of class discussion.

Title: **CIA Memo on the Subject of Berlin**  
Author: Central Intelligence Agency  
Date: June 28, 1948  
Description of Selection and Suggested Use: A detailed plan for halting Soviet expansion in Germany. A question for students to debate: Why would the United States be concerned with Germany?

Title: **CIA Memo on the Subject of the Soviet Union**  
Author: Central Intelligence Agency  
Date: June 28, 1948  
Description of Selection and Suggested Use: A companion to the above piece.

Title: **North Atlantic Treaty**  
Author: several  
Date: April 4, 1949  
Description of Selection and Suggested Use: This treaty established the North Atlantic Treaty Organization (NATO). By leading this organization the United States forever left behind any ideas of being isolationist. By joining forces with non-Communist Europe the United States became the undisputed leader of the “free world”. The Soviet Union would form their own organization in 1955, the Warsaw Pact. All students should be familiar with NATO.

Title: **The Warsaw Pact**  
Author: several  
Date: 1955  
Description of Selection and Suggested Use: This was the Soviet Union’s answer to NATO. Students should be familiar with the basic contents of the document. An ideal long-term assignment would involve dividing classes into Warsaw Pact and NATO nations and having them settle disputes.

Title: **Truman to Troops**  
Author: Harry S. Truman  
Date: June 30, 1950
Description of Selection and Suggested Use: a letter from President Truman to United States troops in which he explains the rationale for their involvement in the Korean War. Students should be able to form and back up an opinion as to whether our involvement was just.

Title: The Recall of General MacArthur
Author: Harry S. Truman
Date: April 1951
Description of Selection and Suggested Use: In this letter President Truman removes MacArthur form command of the United States Army. Classes could either write papers taking either a pro Truman or pro MacArthur stance or this could be the basis for class discussion on war.

Title: Untitled
Author: Douglas MacArthur
Date: April 19, 1951
Description of Selection and Suggested Use: In this memo, Macarthur defends his concept of “no substitute for victory.” Students can compare MacArthur’s ideas with those of Truman. Can be used in conjunction with the above document.

Title: The Geneva Summit
Authors: Dwight Eisenhower and Nikita Khrushchev
Date: July 1954
Description of Selection and Suggested Use: Excerpts form this, one of the first summit conferences since the end of WWII produced some feelings of goodwill between the United states and the Soviet Union. Students could read over this and then predict whether that goodwill would last.

Title: Communism in Our Midst
Author: Joseph McCarthy
Date: 1950
Description of Selection and Suggested Use: In his famous speech, McCarthy claimed to have a list of 205 known Communists currently employed in the State Department. This speech set the nation into another “Red Scare” known as “McCarthyism”. Would this sort of paranoid diplomacy work today?

Title: United States to the USSR Regarding the U2 Incident
Author: Dwight Eisenhower
Date: May 6, 1960
Description of Selection and Suggested Use: In this conference with Khrushchev, Eisenhower refused to apologize for “past acts of aggression” against the Soviet Union. The result of this refusal led Khruschev to storm out of the room and a breakdown in talks. Students could debate if things would improve or get worse.
Title: Letter from Eisenhower to Nassar Regarding the Suez Crisis
Author: Dwight Eisenhower
Date: January 5, 1957
Description of Selection and Suggested Use: Another fine cold war era letter regarding the struggle to finance the Aswan Dam, Soviet arms, and the seizing of the Suez Canal.

Title: The Eisenhower Doctrine
Author: Dwight Eisenhower
Date: 1958
Description of Selection and Suggested Use: This doctrine promised U.S. economic and military aid to any Middle Eastern nation threatened by a Communist-controlled country. This piece would be good for supplemental use. Can also be compared with the Monroe Doctrine.

Baby Boomers and the Emergence of Popular Culture-the 1950’s

The following is a listing of the seminal works of early rock and roll pioneers. These songs helped to define not only an era but also remain relevant to this very day. As students approach the 1950’s they can learn a great deal about the time period by listening to and studying the lyrics of these legends. As many of these are compilations, specific release dates are not listed.

Title: The Chess Years, 20 Greatest Hits
Author: Chuck Berry

Title: The Best of Little Richard
Author: Richard Penniman

Title: Modern Sounds in Country and Western Music
Author: Ray Charles

Title: Crawling Kingsnake
Author: John Lee Hooker

Title: Blueberry Hill
Author: Fats Domino

Title: Live at the Apollo
Author: B.B. King

Title: Sun Sessions
Author: Elvis Presley

Title: Great Balls of Fire
Author: Jerry Lee Lewis
Title: The Man in Black
Author: John Cash

Title: Oh, Pretty Woman
Author: Roy Orbison

Title: Stand By Me
Author: Ben E. King

Title: Greatest Hits
Author: Buddy Holly

Title: LaBamba
Author: Ritchie Valens

Title: Best of Carl Perkins
Author: Carl Perkins

Title: Rock Around the Clock
Author: Bill Haley

The following is a selected list of some of the most controversial and popular novels of the time. Most of these writings centered on rebellion and alienation. The men who wrote these works formed the backbone of what became known as the “Beat Generation.” At the very least students should be familiar with most of the authors and selected works. An ambitious project would have each student assigned a specific novel to read out of class and follow up with a short paper. These novels can also be taught in conjunction with English classes as part of an interdisciplinary unit. Due to their mature content many of these works should be used only with eleventh grade students.

Title: The Catcher in the Rye
Author: J.D. Salinger
Date: 1951

Title: Howl
Author: Allen Ginsberg

Title: On the Road
Author: Jack Kerouac
Date: 1957

Title: A Coney Island of the Mind
Author: Lawrence Ferlinghetti
Date: 1957
Unit 8: The 1960’s
Topics covered in this unit include the civil rights movement, the Kennedy administration, the Johnson administration, and protest songs.

Title: Brown v. Board of Education
Author: Earl Warren
Date: May 17, 1954
Description of Selection and Suggested Use: This landmark case overturned the Plessy v. Ferguson. Legally the concept of “separate but equal” no longer existed. After examining this decision students could debate if the struggle was truly over.

Title: Untitled
Author: Orval Faubus
Date: September 4, 1957
Description of Selection and Suggested Use: In this speech, Arkansas’s governor, Orval Faubus proclaimed, “No school district will be forced to mix races as long as I am governor of Arkansas.” This could serve as a good topic for class discussion.

Title: God Is With Us
Author: Dr. Martin Luther King
Date: January 1956
Description of Selection and Suggested Use: This speech was King’s response after a bomb struck his house. This and all other speeches by King represent leadership at its noblest and should be studied carefully by all students in order to achieve a greater understanding of the Civil Rights Movement.

Title: Letter from a Birmingham Jail
Author: Dr. Martin Luther King
Date: April 1963
Description of Selection and Suggested Use: King wrote this letter as a response to his critics. After reading this letter students could write a letter of their own in which they air their grievances on unjust conditions.

Title: I Have a Dream
Author: Dr. Martin Luther King
Date: August 28, 1963
Description of Selection and Suggested Use: Yet another document that almost all have heard of yet few have actually read. Rather than just make mention of this landmark speech, teachers should make it required reading.

Title: Voting Rights Act of 1965  
Author: Lyndon Johnson  
Date: March 15, 1965  
Description of Selection and Suggested Use: This act eliminated literacy tests as a qualification for voting.

Kennedy and Johnson—the New Frontier and the Great Society

Title: On Catholicism  
Author: John F. Kennedy  
Date: July 1960  
Description of Selection and Suggested Use: In this speech, Kennedy defends his rights as a Catholic to run for President. Students should be made aware that to this day, Kennedy was the only Catholic to become President. A question for debate is why this is.

Title: The New Frontier  
Author: John F. Kennedy  
Date: October 1960  
Description of Selection and Suggested Use: Much like Franklin Roosevelt’s New Deal, Kennedy had a vision for progress. In this speech Kennedy set forth a set of ideals, that if elected, he would act upon. After examining Kennedy’s speech, students could determine if he was successful in his aims.

Title: Inaugural Address  
Author: John F. Kennedy  
Date: January 20, 1961  
Description of Selection and Suggested Use: In perhaps one of the most memorable speeches in American history, Kennedy portrayed the United States as both a seeker of peace and a firm defender against aggression. All students should read this speech and answer the following: what did Kennedy mean when he said, “ask not what your country can do for you. Ask what you can do for your country.”

Title: Civil Rights Speech  
Author: John F. Kennedy  
Date: June 1961  
Description of Selection and Suggested Use: In this speech, Kennedy became the first president to show support for the Civil Rights movement. Was Kennedy showing enough support?

Title: The Apollo Program  
Author: John F. Kennedy  
Date: May 1961
Description of Selection and Suggested Use: In this speech Kennedy boldly predicted that the United States would land a man on the moon before 1970. Students should read this speech and offer a written reaction.

The following is a series of letters, memos, and speeches, given by Kennedy regarding the Cuban Missile Crisis. These letters can be used for individual or group work. As an individual assignment each student would be assigned a piece to read and report on. For cooperative work students could split into groups representing the United States and Soviet Union, their goal would be to reach a solution to the crisis.

City on a Hill, January 9, 1961

Kennedy on Berlin, July 25, 1961

Kennedy to the United Nations, September 25, 1961

Kennedy to Khruschev on the German Peace Treaty, September 29, 1961

Kennedy-Khruschev Exchanges, 19660-1963

Khruschev to Kennedy on Berlin, July 1962

Kennedy to Khruschev on the Cuban Missile Crisis, May 14, 1962

Address by Kennedy to the United States, September 4, 1962

Address by Kennedy to the United States, October 22, 1962

Kennedy to Khruschev, October 24, 1962

Khruschev to Kennedy, October 28, 1962

Title: ...Because of the Color of Their Skin
Author: Lyndon Johnson
Date: July 1964
Description of Selection and Suggested Use: Johnson’s famous speech after seeing his Civil rights Act passed through Congress. Students should be able to identify this speech with its author.

Title: Inaugural Address
Author: Lyndon Johnson
Date: January 20, 1965
Description of Selection and Suggested Use: Also known as the “Great Society” speech. In this speech Johnson laid the framework for a sweeping series of reforms. Among those reforms were, federal aid for housing, medical insurance for the elderly, federal aid
for college bound students, better treatment for immigrants, Medicare, Medicaid, housing assistance, and various environmental conservation plans. Question for debate; was the Great Society a success? Why or why not?

The following Supreme Court cases could be studied individually or as groups. As they are all landmark cases all students should have at least a compulsory knowledge of them. These can also be studied extensively in law classes.

Title: Baker v. Carr
Author: Earl Warren
Date: 1962
Description of Selection and Suggested Use: This case regulated voting districts. A question for students to consider would be why was this necessary?

Title: Gideon v. Wainwright
Author: Earl Warren
Date: 1963
Description of Selection and Suggested Use: This case insured that all defendants should be given legal representation if they could not afford their own.

Title: Escobedo v. Illinois
Author: Earl Warren
Date: 1964
Description of Selection and Suggested Use: This case said that anyone who was taken into custody has the right to have a lawyer

Title: Miranda v. Arizona
Author: Earl Warren
Date: 1966
Description of Selection and Suggested Use: This case made it a requirement that police officers inform all suspects of that they have the right to remain silent, and anything they say can be used against them in a court of law.

The Vietnam War: The following is a list of telegrams and memorandums pertaining to the United States’ involvement in the Vietnam War. A great number of these documents were at one time classified. Exposure to these documents can aid tremendously in making history come alive in the classroom. As with many of the previous documents, a great variety of activities can originate from implementing them in the classroom. Excerpts can be used on a DBQ, they can be given as part of group assignments, or they can be assigned individually

Title: National Security Memorandum # 2, Development of Counter Guerilla Forces
Author: National Security Council
Date: February 1, 1961

Title: National Security Memorandum # 12, Forces in Vietnam
Date: July 20, 1965

Title: Letter to President Johnson
Author: Ho Chi Minh
Date: February 15, 1967

Title: Speech on “Vietnamization”
Author: Richard Nixon
Date: November 3, 1969

Title: Speech on Cambodia
Author: Richard Nixon
Date: April 30, 1970

Title: Excerpts from the Paris Accords
Author: several
Date: January 27, 1973

Popular Culture: Music with a Message
The following is a partial list of protest songs of the sixties and seventies. The issues brought forth in these songs are timeless in nature. Through listening to and studying the lyrics of these classic songs, students can gain a heightened sense of awareness of one of the most talked about yet least understood time periods in American history.

Title: Union Made
Author: Woody Guthrie
Year: 1960
Description of Selection: In this song, Guthrie speaks out about the increasingly large role of big business.

Title: This Land Is Your Land
Author: Woody Guthrie
Year: 1960
Description of Selection: Once again Guthrie speaks out against corporate America. In this song Guthrie talks about the land being for everyone to share, and warns about greed.

Title: Blowin In the Wind
Author: Bob Dylan
Year: 1963
Description of Selection: In this song, Dylan asks several questions that were on the minds of many Americans. To these confusing questions he offers that “the answer is blowin in the wind”.

Title: Masters of War
Author: Bob Dylan
Year: 1963
Description of Selection: This song displays Dylan at his bitterest as he denounces the people who create war while “hiding behind their desks, hiding behind lies, hiding in mansions, and hiding behind deceit.”

Title: Talking World War III Blues
Author: Bob Dylan
Year: 1963
Description of Selection: In this song Dylan describes a dream he had in which he awoke to find the world around him decimated by atomic war.

Title: The Times They Are A-Changin’
Author: Bob Dylan
Year: 1964
Description of Selection: In this song, Dylan sings about the struggles of both the youth and the establishment to adapt to each other.

Title: For What It’s Worth
Author: Steven Stills
Date: 1966
Description of Selection: Performed by the Buffalo Springfield, this Stills penned tune speaks out against police violence and urges young people to peacefully speak their minds without fear.

Title: Revolution
Author: John Lennon
Date: 1968
Description of Selection: In this song Lennon and the Beatles sing about a non-destructive people’s revolution.

Title: Run Through the Jungle:
Author: John Fogerty
Date: 1969
Description of Selection: This song performed by Creedence Clearwater Revival depicts the plight of an American soldier making his way thorough a Vietnamese jungle.

Title: Fortunate Son
Author: John Fogerty
Date: 1969
Description of Selection: In this song, Fogerty and CCR discuss the plights of the often-overlooked working class family.

Title: Fixin To Die Rag
Author: Joe MacDonald
Date: 1969
Description of Selection: This song tells the tale of a young man who does not want to fight a war that he does not understand or believe in.
Title: Five To One  
Author: Jim Morrison  
Date: 1968  
Description of Selection: This song is about young people getting together to let their voices be heard collectively.

Title: The Unknown Soldier  
Author: Jim Morrison  
Date: 1968  
Description of Selection: This song by the Doors deals with the plight of the anonymous dead soldiers who were killed in the Vietnam War.

Title: The World Today  
Author: John Lee Hooker  
Date: 1970  
Description of Selection: John Lee Hooker’s plea for college students to patch up their individual differences and get along with each other.

Title: Give Peace A Chance  
Author: John Lennon  
Date: 1970  
Description of Selection: John Lennon’s urgent request to the leaders of the world. A simple song that is as relevant today as it was when it was written.

Title: Imagine  
Author: John Lennon  
Date: 1971  
Description of Selection: Lennon’s take on what the world ideally should be like.

Title: Volunteers  
Author: Paul Kantner, Marty Balin  
Date: 1970  
Description of Selection: Antiwar song by the Jefferson Airplane

Title: Ohio  
Author: Neil Young  
Date: 1970  
Description of Selection: Recorded by Crosby, Stills, Nash, and Young, this song was written by Neil young as a response to the Kent State Massacre.

Title: Find the Cost of Freedom  
Author: Steven Stills  
Date: 1970  
Description of Selection: Written by Steven Stills and performed by CSNY, this song challenges the notion that wars are fought for freedom.
Title: Get Up Stand Up  
Authors: Bob Marley and Peter Tosh  
Date: 1973  
Description of Selection: Although Jamaican in origin this song has been a rallying cry for the oppressed in all nations.

Title: What's Goin On  
Author: Marvin Gay  
Date: 1971  
Description of Selection: A pained and troubled Marvin Gaye at his emotional best as he tries to make sense of the social unrest plaguing America in the late 60's and early 70's.

Title: Long Time Gone  
Author: David Crosby  
Date: 1969  
Description of Selection: In this CSN classic, David Crosby speaks out against senseless acts of violence and urges people to get along peacefully.

Title: Almost Cut My Hair  
Author: David Crosby  
Date: 1970  
Description of Selection: Counter culture anthem.

Unit 8: The 1970's to Today

Title: Inaugural Address  
Author: Richard Nixon  
Date: January 20, 1969  
Description of Selection and Suggested Use: Richard Nixon's pledge to end the war in Vietnam. Students can predict whether or not Nixon would follow thorough on his promises.

Title: The War Powers Act  
Author: Congress  
Date: 1973  
Description of Selection and Suggested Use: The War Powers Act stated that the President could not keep troops in combat for more than ninety days without the consent of Congress. Students could discuss whether or not this was a just idea.

Title: The Twenty-sixth Amendment  
Author: Congress  
Date: July 1, 1971  
Description of Selection and Suggested Use: This amendment lowered the voting age from twenty-one to eighteen. Classes could hold mock elections at election time.
Title: Live and Work Together  
Author: Richard Nixon  
Date: May 1972  
Description of Selection and Suggested Use: Nixon discusses the aim of his visits to both Beijing and Moscow. Students could write their thoughts as to why Nixon was the first President to visit these two lands.

Title: All the Presidents Men  
Authors: Carl Bernstein and Bob Woodward  
Date: 1974  
Description of Selection and Suggested Use: An essential piece to a greater understanding of the Watergate scandal. Could be assigned as optional reading or used in English class as part of an interdisciplinary study. At the very least students should be familiar with the book and have a basic idea of its contents.

Title: Resignation Speech  
Author: Richard Nixon  
Date: August 9, 1974  
Description of Selection and Suggested Use: To this day, Nixon is the only man to resign the Presidency. That alone makes this speech historic and worthy of study.

Title: Panama Canal Treaty  
Author: Jimmy Carter  
Date: 1977  
Description of Selection and Suggested Use: One of the high points of Carter’s Presidency was this historic treaty in which the United states returned the Panama Canal to Panama. Students should be familiar with this event.

Title: Camp David Accords  
Authors: Jimmy Carter, Henry Kissinger, Menachem Begin, and Anwar Sadat  
Date: September 1978  
Description of Selection and Suggested Use: According to this agreement, Egypt became the first Arab nation to extend diplomatic recognition to Israel. This was a historic step towards making peace in the Middle East and is a true credit to the Carter administration. Students should be able to discuss whether these accords are still relevant today.

Title: Inaugural Address  
Author: Ronald Reagan  
Date: January 20, 1981  
Description of Selection and Suggested Use: Presented on the very the same day that the hostages were set free from Iran, this highly symbolic speech set the tone for what was to be known as the Reagan years.

Title: Gramm-Rudman-Hollings Act  
Authors: Gramm, Rudman, Hollings  
Date: 1985
Description of Selection and Suggested Use: The purpose of this law was to balance the federal budget by 1991. As an in class exercise, students could contemplate as to whether this was successful.

Title: Acceptance Speech  
Author: Geraldine Ferraro  
Date: 1984  
Description of Selection and Suggested Use: Ferraro was the first woman to be nominated for Vice-President. This issue could be discussed at length in class or presented individually as part of an opinion paper.

Title: Declaration of War  
Author: George Bush  
Date: January 17, 1991  
Description of Selection and Suggested Use: Bush’s declaration officially started the United States involvement in the Gulf War. Students could debate in class as to whether this was within our rights.

Title: Speech on the Environment  
Author: Al Gore  
Date: 1992  
Description of Selection and Suggested Use: Al Gore attempted to focus the leaders of the world on the ever-growing concern of environmental pollution.

Title: North American Free Trade Agreement  
Author: several  
Date: 1994  
Description of Selection and Suggested Use: Bill Clinton supported this very controversial measure that sought to increase trade amongst the United States, Canada, and Mexico.