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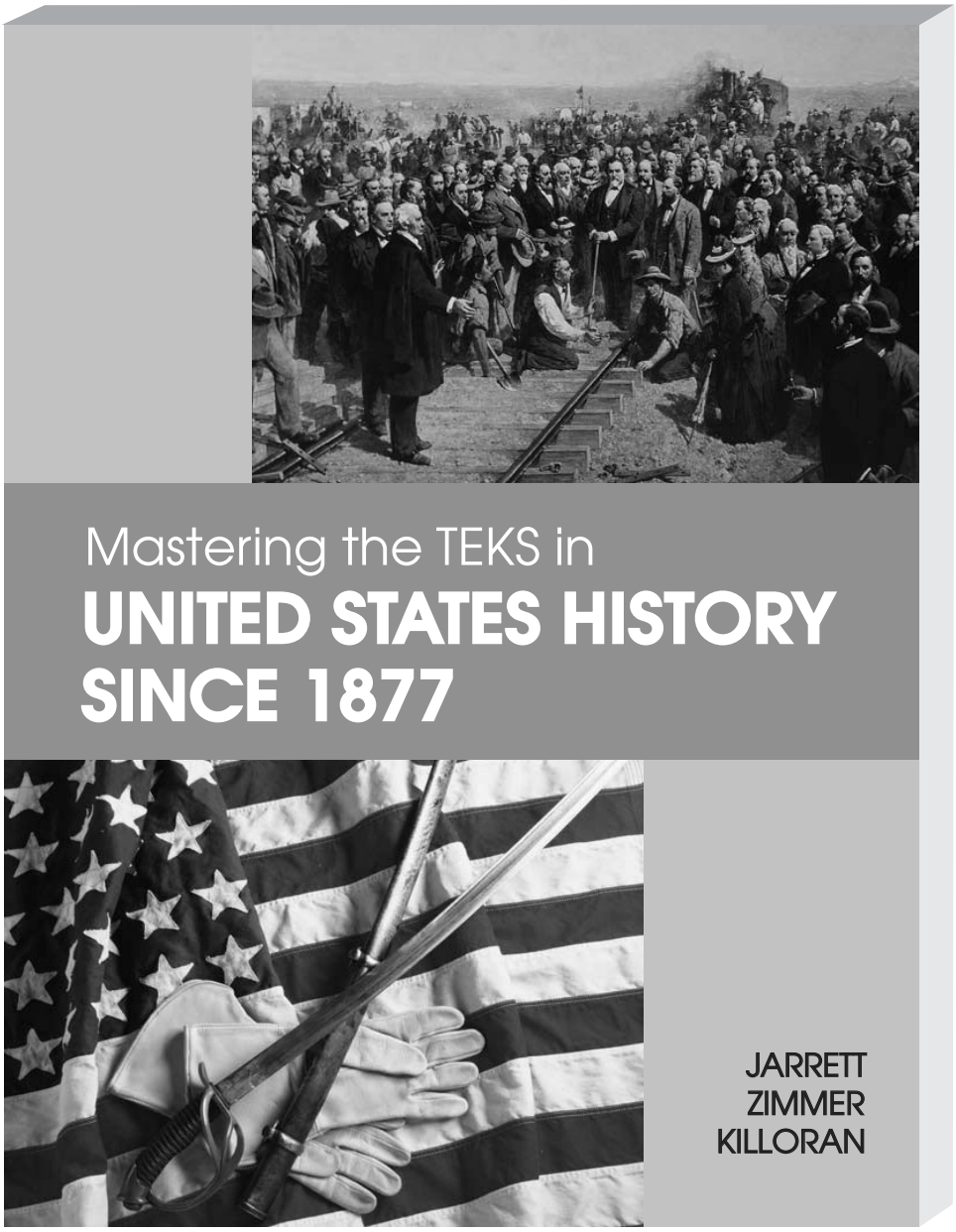
TEACHER'S GUIDE AND ANSWER KEY



A thorough mastery of the U.S. History TEKS is essential for success on the new *End-of-Course STAAR Test in U.S. History Since 1877,* to be taken by each high school student as a prerequisite for gradation. ***Mastering the TEKS in United States History Since 1877*** is the best way for students to learn the TEKS, while also becoming familiar your students with the statewide test. This book presents stimulating content and a myriad of learning activities to inspire your students to learn more about American history.

APPROACHES TO USING THIS BOOK

There are as many ways to use ***Mastering the TEKS in United States History Since 1877*** as there are to teach a lesson. In general, there are three main approaches for using this book:

(1) Use this text as your primary resource, which you can supplement with excerpts from other textbooks, the Internet, trade books, and audio-visual materials.

(2) Use the *Essential Questions* to drive your lessons in order to discuss the main themes of United States History.

(3) Use this text as a supplement to another resource.

USING THE BOOK AS A PRIMARY RESOURCE

One approach is to use ***Mastering the TEKS in United States History Since 1877*** as your primary classroom resource, which you can then supplement with excerpts and images from trade books, the Internet, other textbooks and other outside sources.

For this approach, begin with Chapter 1 and move through each chapter in sequence. Other materials can be used for illustrative purposes or to provide primary sources for the group-work activities and research projects recommended in the *Applying What You Have Learned* activities of this book. Students can read the appropriate book sections to highlight the main concepts and terms related to each topic. Encourage students to underline main ideas and to make marginal notations in their books if possible. This should be followed by guided and independent practice in answering questions at the end of each chapter in the *Checking Your Understanding* sections.

Every lesson can be introduced by one or more of the *Essential Questions* found at the beginning of each content chapter. The lesson can often be developed around these *Essential Questions* or the *Applying What You Have Learned* activities within the chapter. A calendar of lessons for using this book during the school year as your main resource can be found on pages 6 and 7 of this *Teacher's Guide*.

USING THE ESSENTIAL QUESTIONS TO DISCUSS THE MAIN THEMES OF UNITED STATES HISTORY

At the start of every content section, students will find several *Essential Questions*. You can also use additional *Essential Questions* of your own. These questions are excellent tools for focusing a classroom lesson on a meaningful goal. *Essential Questions* can be used to begin a topic of study and can be formulated to highlight concepts that you want your students to understand and apply. *Essential Questions* should center around major concepts, problems, interests or themes in United States history. High-quality *Essential Questions* are often open-ended, non-judgmental, meaningful, motivational, and invite further exploration. They encourage collaboration among students and teachers.

Essential Questions can also provide a clear statement of expectations — identifying what students should know in the TEKS and be able to do. They require your students to use higher-order thinking, problem-solving and decision-making skills. Lastly, they can motivate your students. Think of adding more general questions of your own to those *Essential Questions* already in the book.

USING THIS BOOK AS ANOTHER RESOURCE

This book can also be used with other textbooks. Start your course with Chapters 1 to 3 of this book. Starting your year with these skills and making them a centerpiece for your course helps ensure student mastery of concepts and skills found on the *End-of-Course Test in U.S. History Since 1877*. Have students practice these skills at the beginning of the year so that you can reinforce them, and make these skills a part of their work throughout the school year. Emphasize to your students that the skills covered in these first few chapters are the ones that are most often tested on the *End-of-Course Test*.

If you are using another textbook, after you complete each unit you should reinforce student understanding by having your students review the corresponding chapter or pages in ***Mastering the TEKS in United States History Since 1877***. Here, complex facts and ideas are presented simply and concisely, helping students to focus on the most important information. *Applying What You Have Learned*, *Acting as an Amateur Historian*, *Study Cards*, *Learning with Graphic Organizers*, *Concept Maps* and practice test questions will further enhance and reinforce student learning of that unit.

THE SOCIAL STUDIES TEKS

The table below lists the TEKS U.S. History since 1877. The numbers shown in brackets indicate the chapter(s) in ***Mastering the TEKS in United States History Since 1877*** where that TEKS is covered in the book.

(1) History. Principles included in the Celebrate Freedom Week.	
• History 1A [4, 5]	**• History 1C [4]**
• History 1B [4, 5]	

(2) History. The traditional historical points of reference in U.S. history from 1877.	
• History 2A [5, 6, 7, 8, 9, 11, 12]	**• History 2C [5, 6, 8, 12]**
• History 2B [5, 6, 7, 8, 9, 12]	**• History 2D [8, 9, 11, 12, 13, 14, 16]**

(3) History. The political, economic and social changes in the United States from 1877.	
• History 3A [6, 7]	**• History 3C [5, 6, 7]**
• History 3B [5, 6]	**• History 3D [6]**

(4) History. The emergence of the United States as a world power between 1898-1920.	
• History 4A [8, 9]	**• History 4E [9]**
• History 4B [8]	**• History 4F [9]**
• History 4C [9]	**• History 4G [9]**
• History 4D [9]	

(5) History. Effects of reform and third party movements.	
• History 5A [7, 10]	**• History 5C [7]**
• History 5B [7]	

(6) History. Significant events, social issues, and individuals of the 1920s.	
• History 6A [10, 14]	**• History 6B [10]**

(7) History. The domestic and international impact of U.S. participation in W.W. II	
• History 7A [12]	**• History 7E [12]**
• History 7B [12]	**• History 7F [12]**
• History 7C [12]	**• History 7G [12, 14]**
• History 7D [12]	

(8) History. Impact of national and international decisions in the Cold War on the U.S.	
• History 8A [13, 14]	**• History 8D [14]**
• History 8B [13]	**History 8E [14]**
• History 8C [13]	**• History 8F [14]**

(9) History. Understands the impact of the American Civil Rights Movement.	
• History 9A [4, 7]	**• History 9F [13, 14]**
• History 9B [14]	**• History 9G [13]**
• History 9C [13, 14]	**• History 9H [13]**
• History 9D [14]	**• History 9I [13, 14]**
• History 9E [13]	

(10) History. Understand role of the U.S. in the world from 1970s through 1990s.	
• History 10A [15]	**• History 10D [15]**
• History 10B [15]	**• History 10E [15]**
• History 10C [15, 16]	**• History 10F [15, 16]**

(11) History. The political, economic, and social issues from 1990s to the 21st Century.	
• History 11A [15, 16]	**• History 11D [16]**
• History 11B [15]	**• History 11E [16]**

(12) Geography. Understand the impact of geographic factors on major events.	
• Geography 12A [6, 8, 11, 16]	**• Geography 12B [8, 13]**

(13) Geography. The causes and effects of migration and immigration on U.S. society.	
• Geography 13A [6, 10, 15]	**• Geography 13B [6, 16]**

(14) Geography. The relationship between population growth and the environment.	
• Geography 14A [6]	**• Geography 14C [4]**
• Geography 14B [7, 15]	

(15) Economics. Domestic and foreign issues related to economic growth, 1870-1920.	
• Economics 15A [6]	**• Economics 15D [8, 9]**
• Economics 15B [5, 7]	**• Economics 15E [7, 11]**
• Economics 15C [6, 8, 10]	

(16) Economics. Significant economic developments between W.W. I and W.W. II	
• Economics 16A [10]	**• Economics 16D [11]**
• Economics 16B 11]	**• Economics 16E [11]**
• Economics 16C [11]	

(17) Economics. Understand the economic effects of World War II and the Cold War.	
• Economics 17A [12]	**• Economics 17D [14]**
• Economics 17B [13]	**• Economics 17E [15]**
• Economics 17C [15]	

(18) Economics. Understand the economic effects of worldwide interdependence.	
• Economics 18A [15]	**• Economics 18B [16]**

(19) Government. Understand the changes over time in the role of government.	
• Government 19A [11]	**• Government 19D [15, 16]**
• Government 19B [9, 11, 12, 14, 16]	**• Government 19E [15]**
• Government 19C [10, 15]	

(20) Government. Changing relationship among the three branches of government.	
• Government 20A [14]	**• Government 20B [11, 16]**

(21) Government. The impact of constitutional issues on American society.	
• Government 21A [13, 14, 15]	**• Government 21B [4]**

(22) Citizenship. Understand the concept of American exceptionalism.	
• Citizenship 22A [4]	

(23) Citizenship. Understand the efforts to expand the democratic process.	
• Citizenship 23A [13, 14]	**• Citizenship 23C [4]**
• Citizenship 23B [6, 7, 14]	

(24) Citizenship. The importance of effective leadership in a constitutional republic.	
• Citizenship 24B [5, 14, 15]	

(25) Culture. The relationship between the arts and the times they were created.	
• Culture 25A [7, 10, 16]	**• Culture 25C [16]**
• Culture 25B [10, 14]	**• Culture 25D [16]**

(26) Culture. How people from various groups contribute to our national identity.	
• Culture 26A [5,7]	**• Culture 26D [7, 10, 11, 14, 16]**
• Culture 26B [6]	**• Culture 26E [4]**
• Culture 26C [16]	**• Culture 26F [9, 12, 14]**

(27) Science, Technology, and Society. The impact of science and technology and the free enterprise system on the economic development of the United States.
• Science, Technology, and Society 27A [5, 16]
• Science, Technology, and Society 27B [12, 13, 16]
• Science, Technology, and Society 27C) [10, 16]

(28) Science, Technology, and Society. Impact of scientific discoveries, technological innovations, and the free enterprise system on the U.S. standard of living.
• Science, Technology, and Society 28A [16]
• Science, Technology, and Society 28B [14]
• Science, Technology, and Society 28C [16]

(29) Social Studies Skills. Apply critical-thinking skills to organize and use information acquired from a variety of valid sources.	
• Social Studies Skills 29A [3]	**• Social Studies Skills 29G [3]**
• Social Studies Skills 29B [1, 2, 3]	**• Social Studies Skills 29H [2]**

(30) Social Studies Skills. Communicates in written, oral, and visual forms.
• Social Studies Skills 30B [4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16]

(31) Social Studies Skills. Uses geographic tools to collect and interpret data.
• Social Studies Skills 31A [2] • Social Studies Skills 31B [2]

CALENDAR OF LESSONS

The following calendar of lessons can be used if you adopt this book as your primary resource during the school year. Chapters vary in length. Each chapter usually encompasses a full week and a part of the following week. However, it must be stated that this *Calendar of Lessons* is meant only as a general guide for your classroom. Each chapter should be supplemented by various outside activities using the Internet, school library or public library. These can be based on the *Applying What You Have Learned* and *Acting as an Amateur Historian* activities found in each chapter.

AUGUST

Week	Lessons
1	Introduction
2	Chapter 1: How to Answer Multiple-Choice Questions

SEPTEMBER

Week	Lessons
3	Chapters 2: How to Interpret Different Types of Data
4	Chapter 3: How to Interpret Historical Sources
5	Chapter 4: Foundations: Background to American History
6	Chapters 5: Industrialization and the Gilded Age

OCTOBER

Week	Lessons
7	Chapters 5 & 6: Industrialization and the Gilded Age / American Society in Transition
8	Chapter 6: American Society in Transition
9	Chapter 7: The Progressive Era
10	Chapters 7 & 8: The Progressive Era / America Builds an Empire

NOVEMBER

Week	Lessons
11	Chapters 8: America Builds an Empire
12	Chapter 9: America in World War I
13	Chapters 9 & 10: America in World War I / The Roaring Twenties
14	Thanksgiving Holiday

DECEMBER

Week	Lessons
15	Chapter 10: The Roaring Twenties
16	Chapter 11: The Depression and New Deal
17-18	Winter Recess

JANUARY

Week	Lessons
19	Chapters 11 & 12: The Depression and New Deal / America in World War II
20	Chapters 12: America in World War II
21	Chapter 13: The Cold War and Civil Rights Years
22	Chapter 13: The Cold War and Civil Rights Years

FEBRUARY

Week	Lessons
23	Chapters 14: The Sixties: A Decade of Protest and Change
24	Chapters 14: The Sixties: A Decade of Protest and Change
25	Winter Break: Martin Luther King Holiday
26	Chapter 15: Crisis and Resurgence, 1969-2000

MARCH

Week	Lessons
27	Chapter 15: Crisis and Resurgence, 1969-2000
28	Chapter 16: America in the New Millenium
29	Chapter 16: America in the New Millenium
30-31	Spring Recess

APRIL

Week	Lessons
32	General Review for the Practice Test in U.S. History Since 1877
33	General Review for the Practice Test in U.S. History Since 1877
34	Administration of Chapter 17: A Practice Test in U.S. History Since 1877

MAY

Week	Lessons
35	Review of the STAAR Test in U.S. History Since 1877
36	Research Project / In-Depth Topics
37	Research Project / In-Depth Topics

GENERAL INSTRUCTIONAL STRATEGIES

Whichever way you use this book, there are several general instructional strategies you may wish to adopt:

CREATE OR FILL IN OUTLINES

Have your students first take a brief "tour" of the chapter. Point out any special features that are in the chapter, such as the *Essential Questions* or *Important Ideas*.

Then have your students look through the chapter again in class. This time, ask your students to create an outline of the chapter. Tell your students to pay particular attention to the headings and sub-headings in the chapter. This technique is especially useful if you are using ***Mastering the TEKS in United States History Since 1877*** as your primary resource. Alternatively, give your students an outline of the chapter with headings and subheadings and space for them to add more detailed information. Then have your students read the chapter and complete the outline. Emphasize that they are limited to *one or two sentences* under each sub-heading and should not copy word for word from the book. This will limit what they can write so your students will not simply copy the text.

WORD WALLS

Students should be able to recognize the specialized vocabulary of social studies. Imagine playing a sport without being aware of all of the rules, or playing a musical instrument without knowing how to read music. This is how many students feel when they sit down to read a book that is written using specialized content-area vocabulary they have never encountered or practiced.

Word walls are found at the opening of each content chapter, identifying the terms and individuals also listed in the TEKS as well as other specialized vocabulary. As students complete the chapter, they will be exposed to appropriate definitions or identifications of these terms, concepts, and people, and will develop a contextual understanding.

Each word wall lends itself to various instructional activities. For example, you can have your students write, in their own words, brief definitions or identifications for five or six people, terms or concepts for homework each night. You might use some of the terms and concepts listed in the word wall as a "warm up" activity at the start of your lesson. Or, these terms can be used as a summative evaluation of the content material in the chapter. You can go around the classroom asking students to raise their hands to identify a term, name or concept and describe its context as it appears in the chapter.

REVIEW LESSONS

For a model review lesson, have students look over the *Important Ideas* at the start of the chapter. Next, have students read the appropriate pages dealing with any *Important Ideas* they do not recall or feel unsure about. Conclude the lesson by having students complete the related *Checking Your Understanding* questions for homework. The following day, have your students review the correct answers to these questions.

CONCEPT MAPS

Have students make large posters based on the *Learning with Graphic Organizers* and *Concept Maps* in the book. Use these posters to decorate your classroom walls and bulletin boards. You can also have your students expand on particular sections of each *Concept Map* by adding further details.

STUDY GROUPS

Have students form small study groups. Each group should discuss one *Essential Question* found in the chapter and present their answer to the class in an oral presentation. Student groups can also debate the *Essential Question*. Alternatively, have small groups work on the chapter tests as a group activity.

STUDY CARDS

The introduction to the book gives students ideas for how they can make and use their own *Study Cards*. You can also have students examine the information found on each *Study Card* and quiz one another in pairs or small groups about this information. For example, can a "study buddy" identify a term or concept from an illustration that a student has made on the back of one of the cards? Students can also use the *Study Cards* to create a "Jeopardy" style game before each unit test.

You might also have students write out the information on the *Study Cards* in a larger format. Some teachers encourage their students to bind these *Study Cards* together into a "mini-book" form. They can refer back to this mini-book of important terms and concepts as they progress through the book. Also, be sure to have students create and illustrate additional *Study Cards* on their own. You might wish to start each lesson by having a few students put new *Study Cards* they have created on the chalkboard or whiteboard before each lesson.

ANSWERING THE PRACTICE TEST QUESTIONS

Another recommended approach is to have students focus on answering the practice test questions. This is a simple and direct means to find out exactly what students know. This will allow you to pinpoint any problems your students may have with a particular topic.

- ★ Assign a chapter for homework. Have your students read through the content sections and complete the *Checking Your Understanding* at the end of the chapter.
- ★ When your students come to class, briefly review the main points of the chapter. Discuss the *Study Cards* or *Concept Map* as a particularly helpful form of review.
- ★ Have students complete the *Checking Your Understanding* at the end of the chapter in class. To conclude your classroom session, review the answer to each question.

HOW THIS BOOK USES THE MOST RECENT SCIENTIFIC RESEARCH ON STUDENT LEARNING

Both federal and state laws require educators to use research-based methods to help their students attain maximum proficiency. ***Mastering the TEKS in United States History Since 1877*** is based on the latest educational research.

CONCEPT-BASED LEARNING

In 1999, the National Research Council concluded in *How Students Learn* that:

- ★ "To develop competence in an area of inquiry, students must:

  a) have a deep foundation of factual knowledge;
  b) understand ideas **in the context of a conceptual framework**; and
  c) organize knowledge to facilitate retrieval and application."

- ★ "A metacognitive approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them."

Mastering the TEKS in United States History Since 1877 applies these findings by helping students to master the knowledge needed for social studies literacy in today's world. Facts and ideas are presented in the "context of a conceptual framework."

Based on current educational research, this book organizes the United States History TEKS into meaningful concepts that students can easily assimilate, with frequent reinforcement and multiple opportunities for interaction. To emphasize the importance of key concepts, those concepts identified in the TEKS are presented in multiple ways in *Important Ideas*, *Key Terms and People*, *Essential Questions*, *Learning with Graphic Organizers*, *Applying What You Have Learned*, *Acting as an Amateur Historian*, *Study Cards,* a *Concept Map*, and practice test questions.

The effectiveness of emphasizing concepts, chunking information, and using advance organizers and concept maps has been well documented by recent educational research. Chunking information is the breaking down of information into "bite-sized" pieces so that the brain can more easily digest new information.

The importance of "chunking information" was illustrated by Harvard psychologist George A. Miller in his article, "The Magical Number Seven, Plus or Minus Two." Miller studied short-term memory — how many numbers people could be expected to remember a few minutes after having been told these numbers only once.

Miller contended that short-term memory could only hold 5-9 chunks of information where a chunk is any meaningful unit. The relevance of Miller's article goes beyond just numbers. The chunking principle requires us to classify items into groups to reduce the overload of information. If a learner's working memory is full, the flood of excess information will just drop out or disappear. Thus, if a student is reading a complex text, the student must hold several bits of information in mind to understand it. Comprehension and memory are greatly assisted if the information appears in bite-size pieces so that the student's mind can more easily absorb it. This "chunking of information" has been a guiding principle in presenting content information throughout this book. Large amounts of information — such as those surrounding complex events — have been divided into smaller chunks, making them easier to understand and absorb.

Cognitive scientists believe knowledge is stored in the brain as propositions, or schemata, that provide our memories with content. Because concept maps are constructed to reflect the organization of the memory system, they often facilitate meaningful learning. See *e.g.*, J.R. Anderson and C. Lebiere, *The Atomic Components of Thought* (Mahwah, N.J. 1998); Erlbaum and J.R. Anderson, M.D. Byrn, S. Douglass, C. Lebiere and Y. Qin, "An Integrated Theory of the Mind," *Psychological Review*, (2004) vol. 111, pp. 1036–1050; D. Ausubel, J. Novak, and H. Hanesian, *Educational Psychology: A Cognitive View* (New York: Holt, Rinehart & Winston, 1978); J. Brandsord, *Human Cognition: Learning, Understanding and Remembering* (Belmont, CA.: Wadsworth, 1979); R. Gagné, *The Conditions of Learning* (3rd edition) (New York: Holt Rinehart & Winston, 1977); Gary McKenzie, "The Importance of Teaching Facts in Social Studies Education," *Social Education*, vol. 44 (1980), pp. 494-498; R. Mayer, "Twenty Years of Research on Advance Organizers: Assimilation Theory Still the Best Predictor," *Instructional Science*, vol. 8 (1979), pp. 133-167; and J. Howard, "Graphic Representations as Tools for Decision Making," *Social Education*, vol. 68 (2001), pp. 220-223.

WORD WALLS

As a high school teacher you may be unfamiliar with *Word Walls*. *Word Walls* provide an important means of promoting the growth of specialized social studies vocabulary. Educational research supports the learning of content vocabulary as an explicit activity. A *Word Wall* can build prior knowledge, provide contextualized information, and provide students with high-frequency words that will be encountered in content chapters. See P.M. Cunningham and R.L. Allington, *Classrooms That Work: They Can All Read and Write* (Addison-Wesley Educational Publishers Inc., 1999).

Word Walls also provide a reference for students since these same words will later appear in bold print in context in the chapter. *Word Walls* provide a visual map to help students remember connections between words. Students can use them to develop a list of words as part of their social studies vocabulary. See Wagstaff, J.M. "Teaching Reading and Writing with Word Walls," *Scholastic Magazine* (1999). In ***Mastering the TEKS in United States History Since 1877***, students are encouraged to make their own personal glossaries or *Study Cards* from the *Word Walls*.

STUDY CARDS

Mastering the TEKS in United States History Since 1877 provides *Study Cards*. Thomas Himes (*Study Skills for All Ages: A Sourcebook*) refers to a system with flashcard drills as "efficient recitation designed for remembering texts in detail." He further suggests that this type of learning can be especially useful for memory-intensive content. Drilling with *Study Cards* is more efficient than simply repeating information because more time is spent on those items that actually need to be learned.

Flashcard drills are also efficient because they make use of spans of time, both short and long, that otherwise do not contribute to learning course content. See Ralph Preston, *Teaching Study Habits and Skills* (Rinehart, 2006); Robert Kranyik and Florence V. Shankman, *How to Teach Study Skills* (Teacher's Practical Press, 1963); and Marvin Cohn, *Helping Your Teen-age Student: What Parents Can Do to Improve Reading and Study Skills* (Dutton, 1979).

USE OF THE INQUIRY APPROACH

The chapters in this book help students to gain greater knowledge through the "inquiry approach" in the *Applying What You Have Learned* and *Acting as an Amateur Historian* activities throughout the book. See Steven Olson, *Inquiry and the National Social Studies Educational Standards* (National Academies Press, 2000).

THE USE OF "GUIDED" PRACTICE

Guided practice provides students with the opportunity to grasp and develop concepts or skills and requires teachers to monitor student progress. Guided practice is not simply assigning a worksheet, problems, or questions to be completed in class. The use of *guided practice* can greatly assist students to organize their learning and eliminate confusion as well as reinforce the major points to be learned. Researchers have stressed the need for students to practice new knowledge and skills under direct teacher supervision. This is not always possible in a larger urban classroom setting.

The learning of a new skill is like wet cement; it is easily damaged. An error at the beginning of learning can be more easily corrected than after it is set. Recent cognitive research has shown that students typically have a window of approximately 6-8 hours to correct inaccurate information/skills before they become more permanently encoded. Therefore, it is helpful to check for understanding through guided practice before students begin their own independent practice. See M. Harmin and Melanie Toth, *Inspiring Active Learning: A Complete Handbook for Today's Teachers* (Alexandria, VA: Association for Supervision and Curriculum Development, 2006), pp. 44-45; Gary Borich, *Effective Teaching Methods*, Sixth Edition (Columbus, Ohio: Prentice-Hall/Merrill, 2007).

For most students, direct instruction in specific study skills has been an effective area of learning. However, some students need a more systematic, guided approach in learning skills. See P.D. Pearson and M. Gallagher, "The Instruction of Reading Comprehension," *Contemporary Educational Psychology*, vol. 8 (1983).

Many students have difficulty working independently to answer multiple-choice questions. Even when they have been taught specific study strategies, they may fail to see their purpose or value. They need to be given actual practice that is relevant to these strategies accompanied by some form of guidance. See M. Harmin and M. Toth in *Inspiring Active Learning: A Handbook for Teachers*. Guided practice is important for all learners, especially low achievers. The effectiveness of guided practice can be evaluated by measuring subsequent student performance in independent practice. See A. Rosen, "Knowledge Use in Direct Practice," *Social Service Review* (1994), vol. 68, pp. 561-77.

VISUAL LEARNING

Students are less capable of learning complex concepts and facts when their knowledge frameworks are weak or disorganized. Visual learners benefit when they are shown pictures, graphs, maps and various graphic organizers (webs, concept maps and Venn diagrams). All of these visual techniques are used in ***Mastering the TEKS in United States History Since 1877***. These are among the best visual learning techniques for enhancing thinking and learning skills. When information is presented spatially with visual imagery, many students are better able to grasp meaning, reorganize and group similar ideas easily, and make better use of their visual memory. See R. Bartoletti, *How Good Visual Design Helps Learning* (American Psychological Association Publication Manual, 2008). Also see J.D. Novak, *Learning, Creating and Using Knowledge: Concept Maps as Facilitative Tools in Schools* (Trenton, NJ: Lawrence Erlbaum Associates, Inc., 1998).

LEARNING WITH GRAPHIC ORGANIZERS

Throughout the book, there are special *Learning with Graphic Organizer* exercises. There is a fundamental educational basis behind this feature. Random, disconnected factual information often quickly passes out of the brain. However, the mind's ability to store images is much greater.

A graphic organizer is a diagram or illustration of a written statement. The goal of each diagram is to allow students to organize ideas and examine relationships.

A large amount of information can be viewed in a single diagram that provides a broad overview of a topic. The process of seeing information organized graphically helps learners arrange details in their minds. See Hall, Tracey and Strangman, Nicole, "Graphic Organizers," National Center on Accessing the General Curriculum Publications (2005). Graphic organizers are helpful for all types of students, from under-achievers to gifted learners.

Requiring students to complete their own graphic organizers compels them to demonstrate their understanding and helps them to clarify their thinking. Students must not only move words but focus on their connections. In doing this, students employ more of their thinking skills and process information more intensely, helping to improve long-term recall. Since the brain chunks information, a graphic organizer complements the way the brain works naturally. See K. Bromley, Irwin DeVitis, and M. Modlo, *Graphic Organizers* (New York: Scholastic Professional Books, 1995).

Graphic organizers are also valuable learning tools for students who are primarily visual learners. See Robert Marzano, Debra Pickering, and Jane E. Pollack, *Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement* (Alexandria, VA: ASCD, 2001).

METACOGNITIVE APPROACH TO SKILLS INSTRUCTION

Mastering the TEKS in United States History Since 1877 provides metacognitive instruction in data-interpretation skills and test-taking strategies. Metacognition simply means exercising active, self-concious control over the thinking process. It refers to a learner's self-awareness and ability to understand, control, and manipulate his or her own cognitive processes.

Metacognitive skills include taking conscious control of learning, planning and selecting strategies, monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing one's behavior and strategies when necessary. See D.S. Ridley, P.A. Schutz, and R.S. Glanz, "Self-regulated Learning: The Interactive Influence of Metacognitive Awareness and Goal-setting," *Journal of Experimental Education*, vol. 60 (1992).

As students become more skilled at using metacognitive strategies, they gain confidence and become more independent as learners. See I. Gaskins and T. Elliot, *Implementing Cognitive Strategy Training across the School: The Benchmark Manual for Teachers* (Cambridge, MA: Brookline Books, 1991); *How Students Learn: History, Mathematics and Science in the Classroom* (National Research Council, 2005).

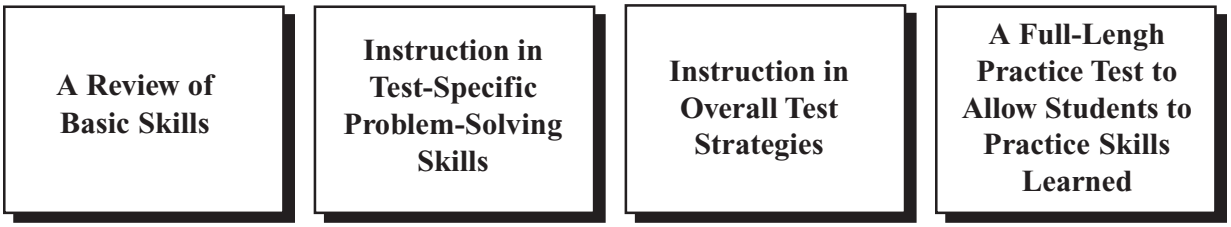
A large body of research supports the effectiveness of explicit instruction for the acquisition of metacognitive thinking skills, such as data interpretation, comparing, drawing conclusions, and finding cause-and-effect relationships. See J.E. Baron and R.J. Steinberg, *Teaching Thinking Skills: Theory and Practice* (New York: W.H. Freeman); B.K. Beyer, "Teaching Critical Thinking: A Direct Approach," in *Social Education*, vol. 49 (1985); J. Onosko, "Barriers to the Promotion of Higher Order Thinking in Social Studies," *Theory and Research in Social Education*, vol. 19 (1991), pp. 341-366.

Mastering the TEKS in United States History Since 1877 fosters those strategies by showing students the steps to think about for interpreting historical documents, interpreting data, and responding to test questions.

EXPLICIT TEST-TAKING STRATEGIES

Research-based evidence demonstrates that students can improve their test scores substantially by practicing with the actual test format. See Thomas Scruggs and Margo Mastropieri, *Teaching Test-Taking Skills* (Brookline, 1992); J.B. Schumaker, *et al,* "Teaching Routines for Content Areas at the Secondary Level"; G. Stover *et al, Interventions for Achievement and Behavior Problems* (Washington, D.C.: National Association of School Psychologists, 1991).

Scientific, research-based evidence demonstrates that a successful test preparation program includes four key components:



See Jeff Rubinstein, "Test Preparation: What Makes It Effective?" in Janet Wall and Greg Walz (ed), *Assessment Issues for Teachers, Counselors, and Administrators* (Austin: Pro- Ed, 2003).

Mastering the TEKS in United States History Since 1877 provides all four of these components:

(1) introductory chapters review basic skills;

(2) content-rich chapters provide a thorough subject matter review, with skills practice and sample questions;

(3) our unique "E-R-A" approach provides a metacognitive test strategy for answering multiple-choice questions; and

(4) the final chapter provides a complete practice test to allow students to practice their skills and to apply all of the content knowledge they have learned.

A wide variety of question types are provided at the end of each chapter. As students answer each type of question found on the test, they begin to develop their own strategies for selecting the correct answer. This allows students to practice and more fully develop the strategies they need for answering questions on their own. In the last chapter of the book, students apply the strategies they have learned to approach different types of questions based on all the historical periods covered in the book.

Mastering the TEKS in United States History Since 1877 also makes it easier for even slow learners to assimilate higher-level skills and concepts, better preparing them for the End-of-Course test. When they have completed all of the questions at the end of all of the chapters, they will have effectively practiced taking the test several times.

ADDITIONAL LESSON IDEAS

There are many ways to approach teaching a lesson. What follows are several additional suggestions for how you might approach teaching the chapters in this book. Each lesson is presented in the form of a focus question with one or more possible ways for developing the lesson. In planning your lessons, we recommend you begin with the focus question. Then decide on the best lesson format (lecture, class discussion, debate, student reports, etc.) for exploring and resolving the focus question in order to develop the lesson. Keep in mind that any of the following lesson ideas may extend over more than one class period. You might also use the teaching ideas below for different chapters.

Remember that the *Essential Questions* in the book are generally based on the TEKS and can often be broadened. For example, students are asked to explore how someone becomes a citizen of the United States. You might also ask them to consider, more generally, what they think the requirements for citizenship should be.

CHAPTER 1: HOW TO ANSWER MULTIPLE-CHOICE QUESTIONS

Focus: ***What is the best way to approach answering multiple-choice questions?***
Lesson Development: Have students review the material in the chapter about the various kinds of questions, such as recall, generalization, and cause-and-effect. Then have students make up their own questions on U.S. history. Finally, have students apply the "E-R-A" approach discussed in the chapter. See whether, by using this approach, your students arrive at the correct answer.

Focus: ***How good are you at identifying the various types of multiple-choice questions?***
Lesson Development: You can make up a set of ten or fifteen multiple-choice questions for the class, or use questions from later in the book. Create a numbered list of these questions on the chalkboard or whiteboard and have students identify what type of question is being asked, such as cause-and-effect. Here, the emphasis is on identifying question types and not on finding the answer. Emphasize that once students know the kind of question being asked, they can then apply their knowledge on attacking that particular type of question.

CHAPTER 2: HOW TO INTERPRET DIFFERENT TYPES OF DATA

Focus: ***What is the best way to approach answering a data-based question?***
Lesson Development: Have students review the information in the chapter about interpreting various types of data. Then have students select one, two or three of the questions found in the chapter and write out how they would apply the "E-R-A" approach in answering those particular questions.

Focus: How good are you at creating data-based questions?
Lesson Development: Have students locate two pieces of data explored in the chapter. For each piece of data, have them create two questions. The first question should be a simple comprehension question, while the second question should ask some high-level thinking question, such as drawing a conclusion, making a prediction, or making a generalization based on the data.

CHAPTER 3: HOW TO INTERPRET HISTORICAL SOURCES

Focus: ***How good a historian are you?***
Lesson Development: Have students take a historical document from some aspect of history that will be explored during the school year. Have them research the impact that this document had on the events of that time period.

Focus: ***How many different sources can you find?***
Lesson Development: Have students collect a variety of different document types, such as several primary and secondary sources. Have them state the type of document each one is and the reason why they have identified that source as a primary or secondary document. Include artifacts as well as written documents.

Focus: ***How do different types of sources compare with each other?***
Lesson Development: Have students compare and contrast a primary document with a secondary document written about the same event. For example, your students could compare the Declaration of Independence, a primary source, with a secondary source written by a modern historian about the effects of the Declaration. Have students list some of the differences between the two documents. Finally, have students see if they can formulate one or more generalizations based on the two documents they compared.

CHAPTER 4: FOUNDATIONS: BACKGROUND TO AMERICAN HISTORY

Focus: ***What does the Declaration of Independence actually say?***
Lesson Development: Have students summarize excerpts from the Declaration of Independence in their own words. Then have students design "inference questions" that facilitate analysis and interpretation of the Declaration. "Inference questions" are answered through analysis and interpretation of a source. The answers to such questions are not stated explicitly in the text; rather, they are implied. Students might use "question starters" in the chart below to help design their questions.

Students might share their questions with the entire class to facilitate discussion, or they might just share their questions with a "shoulder partner" for a more intimate discussion.

Examples of "inference questions" with "question starters":

APPLICATION LEVEL	ANALYSIS LEVEL
Skills Demonstrated: • Use information • Use methods, concepts, theories in new situations • Solve problems using required skills or knowledge	Skills Demonstrated: • Seeing patterns • Organization of parts • Recognition of hidden meanings • Identification of components
What examples can you find to...? How would you solve_____using what you have learned...? How would you show your understanding...? What approach would you use to...? How would you apply what you learned to develop...? What would result if...? What elements would you choose to change...? What facts would you select to show...? What questions would you ask in an interview with...?	How is_____related to...? Why do you think...? What is the theme...? What motive is there...? What inference can you make...? What conclusions can you draw...? What evidence can you find...? What is the relationship between...? Can you make a distinction between...? What ideas justify...? What facts can you compile...?

You might use examples from the "supporting details" section of the graphic organizer on the next three pages to have students examine the Declaration to determine how the specific grievances presented were addressed in the United States Constitution and the Bill of Rights.

Finally, you can take the same approach with respect to excerpts from the Constitution or the Bill of Rights. The specific language of most of the amendments in the Bill of Rights is found in Chapter 4 of this book.

DECLARATION OF INDEPENDENCE

Introduction — Preamble:

EXCERPT	IN MY OWN WORDS	QUESTIONS I HAVE
"When it becomes necessary for one people to dissolve the political bonds which have connected then with another . . . a decent respect to the opinions of mankind requires that they should declare the causes which impel them to separation."		

Main Idea — The right of people to control their own government:

EXCERPT	IN MY OWN WORDS	QUESTIONS I HAVE
"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights that among these are life, liberty, and the pursuit of happiness."		
"That to secure these rights, governments are instituted among men, deriving their just power from the consent of the governed,"		
"that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it,"		
"and to institute new government . . . organizing its powers in such form, as to them shall seem most likely to affect their safety and happiness."		

Supporting Details — Ways in which the British government, personified by King George III, had taken away the rights of Americans:

EXCERPT	IN MY OWN WORDS	QUESTIONS I HAVE
"...He has refused . . . to cause (legislatures) to be elected."		
"He has made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries."		
"For quartering large bodies of armed troops among us:"		
"For cutting off our trade with all parts of the world:"		
"For imposing taxes on us without our consent:"		
"For depriving us in many cases of the benefits of the trial by jury:"		

Elaboration — Efforts of the colonists to avoid separation:

EXCERPT	IN MY OWN WORDS	QUESTIONS I HAVE
"We have petitioned for redress in the most humble terms. Our repeated petitions have been answered only by repeated injury."		
"We have warned (our British brethren) from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. They too have been deaf to the voice of justice."		

CONCLUSION — The colonies are declared free and independent:

EXCERPT	IN MY OWN WORDS	QUESTIONS I HAVE
"We, therefore, the representatives of the United States of America appealing to the Supreme Judge of the world for the rectitude of our intentions,"		
"in the name, and by the authority of the good people of these colonies, solemnly publish and declare, that these united colonies are, and of right ought to be free and independent states,"		
"and that all political connections between them and the State of Great Britain, is and ought to be totally dissolved,"		
"and that as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do."		
"And for the support of this declaration . . . we mutually pledge to each other our lives, our fortunes and our sacred honor."		

CHAPTER 5: INDUSTRIALIZATION AND THE "GILDED AGE"

Focus: ***What was the role of entrepreneurs in the rise of industry?***
Lesson Development: As an extension to the *Applying What You Have Learned* on page 70, you might have your students create an electronic poster using http://edu.glogster.com/ to illustrate the pros and cons of big business.

Students might begin this process by reviewing the graphic organizer on page 69 and finding examples in the text to support the information presented. Students might also use a graphic organizer such as a T-Chart to organize and summarize their research before they begin creating their electronic posters. A sample template for the T-Chart is provided below:

TOPIC:	**THE PROS AND CONS OF BIG BUSINESS**
Pros	**Cons**
Record observations, draw conclusions, and write summaries	

Focus: ***How did workers fare in the new industrial America?***
Lesson Development: Could workers have improved their working conditions without organizing into labor unions? Have students discuss this question.

The *Quick Write* is a literacy strategy that is designed to give students an opportunity to reflect on their own learning. In this activity, you provide students with a topic or let them choose one of their own and then give them three to five minutes to write about that topic. This type of assignment can be used at either the beginning, middle, or end of a lesson. Open-ended statements are usually given.

As an extension to the *Acting as an Amateur Historian* on page 71, have students read Morris Rosenfeld's "The Sweatshop" and respond to one of the "*Quick Write*" prompts below.

Suggested Prompts:

1. Develop "What If" statements from the reading.
2. Prepare interview questions for Morris Rosenfeld.
3. What is your reaction or opinion to the reading?
4. If this were to happen today, what do you think would be the result?
5. Construct two questions about the topic and explain how the answers to these questions would add to your understanding.

CHAPTER 6: AMERICAN SOCIETY IN TRANSITION

Focus: ***What economic, social, and political changes did urbanization bring to American cities?***
Lesson Development: Have students examine pages 82-89, using a "marking the text" strategy. There are three types of marks commonly used:

(1) numbering paragraphs,
(2) circling key terms, and
(3) underlining information relevant to one's purpose for reading.

See, also, the explanation on pages 5-6 at the beginning of the book. Then use an "Inquiry Matrix" strategy: have students fill out the matrix below as they work in groups to summarize and analyze economic, social, and political issues from this period.

	ISSUE #1	**ISSUE #2**	**ISSUE #3**
Economic Issues			
Social Issues			
Political Issues			

Next, have the class work together to create three or more "inference questions" related to the topic. (See the explanation of inference questions in this *Teacher's Guide* above, under Chapter 4.) Afterwards, ask students to fill in their own ideas about the answers to the questions posed.

Allow your students, working in groups or pairs, to access and examine a series of primary and secondary sources (such as interviews, photos, textbooks and other publications), which either support or challenge their own opinions on the questions posed.

Focus: ***What were the experiences of immigrants in the late nineteenth century?***
Lesson Development: Divide your class into groups. Have each group of students research statistics on a specific immigrant group (such as Italian Americans or Jewish Americans) using a website or reference materials on immigration from the mid-19th century into the early 20th century. Then have them present the following basic information about the immigrant group they have investigated:

- Name of the group
- How many immigrants from this group arrived in the U.S. before 1920?
- Draw a sketch map and illustrate the demographic patterns of settlement for this group. Where did they settle?
- Any important people from and facts about this immigrant group

Next, have students read the "Process of Americanization" on page 87. Afterwards, have students use the internet to locate information about the "salad bowl" theory to explore the following question:

Which description — "melting pot" or "salad bowl" — do you think is most applicable to America today? Support your findings with historical or contemporary evidence.

Focus: ***What factors contributed to the settlement of the Great Plains and Far West?***
Lesson Development: Have students count off 1 to 4. Send all of the 1's to one corner of your classroom, all of the 2's to another corner and so on. Once in place, tell each group that they are going to represent one of the groups that was vying for control of land on the Great Plains in the decades between the Civil War and the end of the 19th century. The four groups are:

1. Ranchers
2. Farmers
3. Miners
4. Native Americans

Allow each group time to do some "mini" research on how their group felt about land ownership during this time period. Students may examine pages 90-94 from the ***Mastering the TEKS in United States History to 1877***, locate information in other books and journals, or conduct research on the internet.

Begin a "*four-corner" debate* by first calling on a spokesperson for the Indians to state their ideas about the land. Then continue the debate by allowing each group to present arguments for their "right" to the land.

As a class, discuss the federal government's solution to the problem of distributing western lands. Students should read pages 95-97 to prepare for this class discussion.

Teach students how to use the "*Somebody wanted...but...so...*" summarization strategy, with appropriate terms for this topic. Phrases might include the following:

- "The Indians wanted _____ but the ranchers wanted _____, so _____."
- "The farmers and miners wanted _____ but the Indians wanted _____, so _____."
- "The federal government wanted _____ but the Indians wanted _____ , so _____."

Have your students write an acrostic using the word *frontier*. Their acrostics should reflect the attitudes of ranchers, farmers, miners, or Native Americans about land use and the settlement of the West.

CHAPTER 7: THE PROGRESSIVE ERA

Focus: ***How well did the muckrakers and other Progressives succeed in reforming American society?***
Lesson Development: Use pages 107-117 as well as other primary and secondary sources to have students research the platforms and ideas of the Populists and the Progressives. They might include their information in a structured note-taking format or in an organizational grid, as shown below. Their research should include identifying the issue, what each group wanted, and what they actually accomplished.

National Domestic Issues	Actions recommended by Populists and Progressives	Result

In addition, students might use an ESP (economics-social-political) categorization strategy to create an ***ESP*** Chart of Progressive Reform. The format might include:

ESP **PROGRESSIVE REFORMS**

REASON FOR REFORM [CAUSE]	***ESP***	***RESULTING CHANGE***
Belief that government should be more responsive to the people	P	Initiative Direct Primary Direct Election of Senators...
Monopolies	E	Trust-busting Socialist economics...
Children working in factories 12 hours a day	S	Child labor laws

Focus: ***How was the move toward realism reflected in American art and literature?***
Lesson Development: Have students read an excerpt from a work by one of the authors mentioned on pages 125-126 of ***Mastering the TEKS in United States History Since 1877***. You might provide these excerpts, have students find their own, or use materials they are currently studying in their English Language Arts classes.

As students read their excerpts, have them complete the graphic organizer below—or a similar one of your own design—to interact with the reading:

Title of Work: _____

Passage or Quotation from the Text	**Student Response** ***Ask or answer a question, state or defend an opinion, or make a personal connection.***

As an extension to the *Acting as an Amateur Historian* on page 113, have your students read excerpts from Upton Sinclair's *The Jungle*. Then have them create a "*Problem— Solution*" *Journal*. Ultimately, students should also draw present-day connections. A guiding question might be the following: *How should problems, such as those described in Upton Sinclair's The Jungle, be addressed today?*

Title of Source: _____

Problem	**Solutions**

CHAPTER 8: AMERICA BUILDS AN EMPIRE

Focus: ***Did the Spanish American War mark a "turning point" in American history?***
Lesson Development: In this lesson, have students use the "RAFT" writing strategy to describe interesting events and create their own narratives of the Spanish-American War era:

Role – Reporter for a Hearst newspaper
Audience – Newspaper readers in America
Format – A "yellow journalism" article describing events of the Spanish-American War
Topic + strong verb – *Headline: "Americans Outraged by Vicious Attacks after the Sinking of the Maine: The Real Story."*

Use current events articles, television and internet news sites, and podcasts from sources such as CNN-Kids to determine if the techniques of "yellow journalism" are still used in presenting the news today.

Have students compare the expansionist/imperialist policies of this earlier era with current U.S. foreign policy. Ask students to draw their own comparisons — either in class discussion or by making their own T-Charts or Venn diagrams — between U.S. actions in 1898-1914 and current U.S. policy towards Latin America, China, Europe or the Middle East (Southwest Asia).

Focus: *What strategic, economic, social and political factors led America to become an imperial power?*
Lesson Development: Create an annotated timeline beginning with the Monroe Doctrine and tracing the changes in U.S. foreign policy over time. You might wish to have students use www.timetoast.com, an online timeline creator, to complete this.

Focus: *What were the main consequences of American imperialism?*
Lesson Development: This lesson uses a visualization strategy. Have groups of students analyze political cartoons related to U.S. foreign policy (late 19th century/early 20th century). Divide students into groups and provide each group with one cartoon to analyze. When they have finished analyzing their assigned cartoon, they can pass that cartoon to the group to their right. Another option is to place the cartoons in locations around the room and have the student groups move from one cartoon to another.

To conduct their analysis, have each student group apply the *"OPTICS" strategy:*

"*OPTICS*" Visual Analysis Strategy: *What*...

- ★ ***Objects***: What objects are in the picture/painting/cartoon?
- ★ ***People***: Which people are in the picture/painting/visual?
- ★ ***Title***: What is the title? What time period does it show?
- ★ ***Inferences***: What inferences can you draw from this source?
- ★ ***Conclusions***: What conclusions can you draw from this source?
- ★ ***Symbols/Summarization***: What symbols are present in the cartoon/picture? How would you summarize the main idea?

CHAPTER 9: AMERICA IN WORLD WAR I

Focus: ***Could the United States have avoided entering World War I?***
Lesson Development: Using information from pages 158-159 of ***Mastering the TEKS in United States History since 1877***. Have students develop a "*chain-of-events*" *graphic organizer* to analyze American entry into the war. Have your students create their own comic strips or animated short films to demonstrate the chain of events that led to America's entry into the war.

You may wish to use http://bitstrips.com/, a Web 2.0 tool that is used to create online comic strips. Students should examine the following essential question:

Could the United States have avoided entering World War I?

Focus: ***Why were the peace treaties ending World War I so controversial?***
Lesson Development: Provide primary sources (such as the excerpts from the *Treaty of Versailles* and *Wilson's Fourteen Points* found on pages 162 and 164, as well as found on the internet or in other printed sources) for your students to analyze and interpret.

Use the following strategy to introduce students to primary-source analysis and interpretation. This strategy can be used to analyze text, political cartoons, photos or almost any other primary source. Students engage in comparing, determining context and frame of reference, and understanding narrative writing.

As students analyze and or interpret their source, they should address the following questions:

- Who or what delivered the message of the document?
- What was the subject/topic of the document?
- Where and when was the passage produced?
- What was happening in that place at that time?
- For whom was the document produced? Who was the audience?
- Why was the document produced? What was its intended purpose?
- What was the main idea of the document?
- Why was this document important?
- Did it convey any important ideas?
- What special feelings or attitudes did the document express?

Use this strategy with the documents you provide to especially focus on two aspects – what did the document say and how did groups react. Below is an example of an organization grid (or summary frame) that employs this strategy:

ANALYSIS OF THE TREATY OF VERSAILLES

MAIN IDEAS IN THE DOCUMENT	GERMAN REACTIONS	AMERICAN REACTIONS

After completing the summary frame, have students share their frames with a partner.

Use information from the text and other sources to determine which nations and ethnic groups either benefited from or were hurt by the terms of the Treaty of Versailles. In effect, which groups "won" and which groups "lost" in the negotiations at the Paris Peace Conference leading to the treaty? Have each student write an article that includes analyzing the effects of the United States Senate's rejection of the Treaty of Versailles and the League of Nations on the image of the United States.

CHAPTER 10: THE ROARING TWENTIES

Focus: ***What difficulties did Americans have in adjusting to peace after the war?***
Lesson Development: One strategy to help students successfully answer the question included in the *Acting as an Amateur Historian* activity on page 177 is to use a "sentence frame." Providing "sentence frames" and "sentence starters" helps students to interpret information and write their own summaries. These techniques provide a useful guideline for struggling writers and help in building student confidence. Some examples of sentence frames include the following:

1. *If* _____ *then* _____ *because* _____.

2. _____ *caused* _____ , *which then led to* _____.

3. _____ *was similar to* _____ *because* _____.
It was different from _____ *because* _____.

4. *When comparing* _____ *to* _____ , *one notices certain similarities. These include* _____. *One also notices significant differences, which include* _____.

Have students read the following question from page 177: *How did Harding intend to return Americans "to normalcy"*? Then have your students respond in their own words.

Harding believed that _____. *He therefore promised that, as President, he would* _____.

Focus: ***In what ways did the 1920s witness a conflict in values?***
Lesson Development: Have students read excerpts from "Inherit the Wind," a play about the Scopes' trial, to identify the issues surrounding the teaching of evolution in the 1920s.

Pose the following question: *Are these issues still with us today?*

After students have completed reading Chapter 10 ("The Roaring Twenties") have them construct an *ESP categorization chart* (economics/social/political) in which they summarize and categorize ideas and changes that occurred during the 1920s.

Pose the following question: *Why was this decade called the "Roaring 20s"?*

An example of an *ESP categorization chart* is found below:

FORGING CHANGE IN THE TWENTIES			
	E	**S**	**P**
Role of women			
Immigration			
Evolution			
Changing Technology			
Red Scare			
Prohibition			

Students should research one of the areas of traditional values discussed on pages 184-187 . Have your students, individually or in groups, create a presentation highlighting one of the areas of traditional values. Direct students to the free Web 2.0 Technologies found under the presentation tab at the following website: http://sites.google.com/site/newtech21c/

CHAPTER 11: THE DEPRESSION AND THE NEW DEAL

Focus: ***What were the causes of the Great Depression?***
or ***What were the effects of the Great Depression?***
Lesson Development: Use a T-Chart or other form of graphic organizer to emphasize the major causes and effects of the Great Depression as outlined on pages 201-202. Place these major causes in context by citing specific examples of each of these causes. Have students further explore which causes were directly related to which effects.

- Overproduction
- Speculation
- Banking Practices
- Restricted International Trade

Causes of the Great Depression		
CAUSES	**EXAMPLES**	**EFFECTS**
Overproduction		
Speculation		
Banking Practices		
Restricted International Trade		

Use VoiceThread, http://voicethread.com/, to create a discussion forum or chat session on the Great Depression. This can be done as an in-class or homework assignment. An overview of "VoiceThread" is provided below.

> *VoiceThread — A "voice thread" is a collaborative multimedia slide show that holds still images, texts and videos. Users can navigate slides and make comments in five ways: speaking directly (via microphone), calling in (via telephone), typing text, audio files or videos (via web cam).*

Key questions might include:

1. What is the significance of October 29, 1929 ("Black Tuesday") in American history?
2. What were the main causes of the Stock Market Crash?
3. What is the difference between a "bull" market and a "bear" market?
4. How did the banking crisis contribute to the Great Depression?
5. How did the effects of buying on margin and consumer debt contribute to the financial crisis?

Focus: ***How did the New Deal offer a new approach to confronting the Depression?***
Lesson Development: Use pages 213-215 of the ***Mastering the TEKS in United States History since 1877***, as well as other sources, to examine New Deal programs. Then have students, using www.timetoast.com, create an annotated timeline of Roosevelt's New Deal programs, showing when they were enacted and what segment of the population each targeted. Some of the programs they might include are:

- Social Security
- Civilian Conservation Corps (CCC)
- Federal Deposit Insurance Corporation (FDIC)
- Securities and Exchange Commission (SEC)
- Tennessee Valley Authority (TVA)
- National Industrial Recovery Act (NIRA)
- Agricultural Adjustment Administration (AAA)
- Works Progress Administration (WPA)

Have students evaluate the impact of these various New Deal programs. Emphasize the enduring importance of such New Deal programs as social security, the FDIC, the Securities and Exchange Commission, and the TVA.

CHAPTER 12: AMERICA IN WORLD WAR II

Focus: ***What factors led to the outbreak of World War II?***
Lesson Development: Have students compare different forms of fascism by completing the following chart. (Remember that historians use the term "fascism" to refer to these movements generally, and "Fascism" with a capital "F" to refer to the Italian form of fascism led by Benito Mussolini.)

A COMPARISON OF THE RISE OF FASCISM IN ITALY AND GERMANY		
	Germany	**Italy**
Leader – Describe the leadership style and qualities		
Economic Controls – Describe the economic controls exerted by the government		
Censorship – Describe the use of censorship and other forms of control to increase governmental power		
Nationalism and Racism What evidence is there of these ideologies (belief systems) in this government?		
Importance of Force/Violence – How did this fascist government use force/violence to seize and strengthen power?		

How was fascism similar in Germany and Italy? How was fascism different in Germany and Italy? Have students examine political cartoons, such as "The Appeaser" by Dr. Seuss. Use a visual analysis strategy to teach students about the failure of appeasement and the rise of fascist totalitarianism.

"OPTICS" Visual Analysis Strategy: *What...*

★ ***Objects***: What objects are in the picture/painting/cartoon?
★ ***People***: What people are in the picture/painting/visual?
★ ***Title***: What is the title? What time period does it show?
★ ***Inferences***: What inferences can you draw from this source?
★ ***Conclusions***: What conclusions can you draw from this source?
★ ***Symbols/Summarization***: What symbols are present? How would you summarize the main idea?

Invite students to listen to the audio timeline of Pearl Harbor events located at http://www.nationalgeographic.com/pearlharbor/ and have students use two-column notes to record the important facts about the Pearl Harbor attack. Afterwards, students should draft a summary statement or paragraph at the bottom of their notes and share with a partner.

Focus: ***Why did the United States enter World War II?***
Lesson Development: You might wish to provide "sentence frames" or "sentence starters" to help your students interpret and write summaries. (For examples of sentence frames, see the lesson ideas for Chapter 10 in this Teacher's Guide above.)

As an extension, you might wish to have students use internet resources and primary sources to compare Pearl Harbor and 9/11.

Have students use the guidelines for *Quick Writes* to respond to the following quotation:

Japanese Admiral Yamamoto said after the attack on Pearl Harbor,
"I fear all we have done is to awaken the sleeping giant, and fill him with terrible resolve."

Discuss with your students whether the United States would have entered the war if Japan had not attacked Pearl Harbor. Have students discuss the two quotations at the bottom of page 232, on who was to blame for the attack. Ask volunteers to complete additional research on the events that led to Pearl Harbor and to present an oral report to the class for "extra credit."

Focus: ***What were the effects of World War II on the Home Front?***
Lesson Development: Turn to the section entitled *The Forced Relocation of Japanese Americans* on pages 236-237 of the text and have your students read this section. Using an inquiry strategy such as *Asking Questions and Making Inferences*, discuss the map on the bottom of page 236. Some general guidelines for *Asking Questions and Making Inferences* are found below:

Design a series of questions based on reading/interpreting a given document or visual. From the questions and reading/interpretations, students should make their own inferences, draw conclusions, and find supporting facts/details to support their thinking.

1. What information in the source "catches your attention"?
2. What questions can you pose [construct] that will help you make meaning from this source? What questions can you pose that address what this document "makes you wonder about"?
3. What inferences and conclusions can be drawn from the questions you asked and the document itself?
4. What evidence is there in the source to support your inferences and/or conclusions?

Pose the following question to students:

Why were the internment camps located so far inland?

Use http://www.ourdocuments.gov/doc.php?flash=old&doc=74 to access the primary source Executive Order 9066: Resulting in the Relocation of Japanese (1942). Invite students to participate in the "Inner/Outer Circle" discussion technique. You will need to assign the reading before the discussion to give your students time to prepare. Some general guidelines for this strategy are found below:

Inner/Outer Circle:
This technique can be used to develop students' understanding of concepts while practicing higher-level questioning. This method gives students the responsibility for running a structured classroom discussion. To prepare for the activity, the teacher assigns a discussion-worthy reading or uses information from the class. Students write three to five critical thinking questions related to the assigned reading or topic. As the activity begins, the inner circle discusses and answers questions posed by the outer circle, while the outer circle listens, takes notes, and poses prepared questions. Roles then reverse. The teacher is a non-participating observer. Prior to using this discussion strategy, the teacher should instruct students in writing higher-order questions that go beyond simple knowledge-based and comprehension questions to one requiring greater application, analysis, synthesis, and evaluation. (Refer to the explanation of inference questions found in this Teacher's Guide in the lesson ideas for Chapter 4 above.)

Focus: ***How did the Allies defeat Nazi Germany in Europe?***
Lesson Development: Have students research the allied war effort against Nazi Germany. Using pages 239-242, as well as the internet and other outside sources, have them make a series of illustrated maps or comic strips showing the main developments in the European theater of the war, including those generals and battles specifically mentioned in the TEKS (see page 224).

Focus: ***Would you have advised President Truman to have dropped atomic bombs on Japan?***
Lesson Development: Hold a classroom debate on whether the United States should have dropped atomic bombs on Japanese cities. Should Truman have ordered the bombs to be dropped on less populated areas as demonstrations to Japanese leaders? Have students look at Truman's memoirs and explore excerpts from the John Hersey book, *Hiroshima*, for supporting evidence.

Focus: ***What were the major effects of World War II on America and the world?***
Lesson Development: After reading pages 246-248, have your students summarize and categorize the effects of World War II in an *ESP categorization chart* (see the lesson ideas for Chapters 7 and 10, above, in this *Teacher's Guide* for examples of *ESP categorization charts*).

CHAPTER 13: THE COLD WAR AND CIVIL RIGHTS YEARS

Focus: ***Why did the United States and Soviet Union enter into the Cold War?***
Lesson Development: To facilitate student discussion and collaboration, have students make their own illustrations of the concept of the "Cold War" on separate sheets of paper. Try having your students close their eyes and visualize the concept first, and then draw it. Emphasize that artistic ability is not important. Encourage total silence until everyone has finished his or her drawing. Assure students that there will be plenty of time to discuss their pictures. Once everyone has completed a drawing, ask two or three—but no more—students to share and explain their drawings.

- Arrange students in groups. Give each group a large sheet of paper and several markers.
- Have each group follow these steps:
  1. Every person in the group will share his or her drawing with an explanation.
  2. The group discusses how to combine all the drawings into one larger group composition. The group then draws a new picture illustrating the topic or concept on the large paper. At least one element of every member's individual drawing should appear in the new illustration.
  3. Once the posters are done, the group should choose one spokesperson to present the result to the rest of the class. Call on each group to present their posters. Once all the presentations are complete, discuss the over-all impression the posters give. What similarities between drawings appear? What is most unusual? What truths, ambiguities, or questions about the Cold War do the posters raise? How might the posters differ if they were drawn by a different group of people, a different age group or in a different setting?

In the *Acting as an Amateur Historian* activity found on page 262 of the text students are invited to examine historian Stephen Ambrose's view of the *Truman Doctrine*. As an extension of this activity, have students further research and examine contemporary perspectives of the *Truman Doctrine*. Create a round table discussion that will allow students to share their findings as well as to ask questions and present counter-arguments based on their research.

You may wish to access http://www.ourdocuments.gov/doc.php?doc=81# for a complete copy of the Truman Doctrine.

Focus: ***How did Civil Rights leaders change American society?***
Lesson Development: Assign each student a partner. Instruct each pair of students to develop a list of individuals whom they would consider as good leaders of people who have demonstrated leadership skills in a particular situation. Allow students to share their list with the class. Then as a class, have students brainstorm a list of characteristics/qualities that good leaders should have.

Based on pages 273-280, have students identify key Civil Rights leaders. Create a graphic organizer in which they address the following: *To what extent were Civil Rights leaders successful in changing American society*? You might wish to have students use the internet and other books or journals to identify additional Civil Rights leaders.

CONTRIBUTIONS TO THE CIVIL RIGHTS MOVEMENT	
Civil Rights Leader	**Contributions to the Success of the Civil Rights Movement**

Have students create a spectrum in your classroom that responds to the following question:
To what extent were Civil Rights leaders successful in changing American society?

- First create one card with the following text: "*Successful in Changing American Society*" and a second card with "*Unsuccessful in Changing American Society*."
- Post these cards at opposite ends of your classroom.
- You might wish to focus on those leaders mentioned on pages 273-280. As you call the name of each of these Civil Rights leaders, students should move to the place on the spectrum which they believe is the most appropriate for that leader.
- Most importantly, they should be able to defend their position with specific factual information.
- Be sure to consider the following: Martin Luther King Jr., John F. Kennedy, Lyndon B. Johnson, Freedom Riders, Thurgood Marshall, Rosa Parks.

Here are some general guidelines for using a classroom "***spectrum***": Spectrum products can be written or verbal. They can be completed on paper or by having students physically move to a particular point on a classroom spectrum. *Spectra* (the plural of *spectrum*) can represent opposite views, or several individual viewpoints on an issue, event, or text. Students should be able to defend their own point of view and position on the spectrum with specific factual information.

As an accommodation for diverse student populations, teachers can assign students a particular position to defend, or they can provide a "sentence starter" to facilitate student writing.

CHAPTER 14: THE SIXTIES: A DECADE OF PROTEST AND CHANGE

Focus: ***How did the Civil Rights Movement lead the way for the expansion of rights to other groups, including women, Mexican Americans, and Native Americans?***
Lesson Development: Divide students into several groups and display a list of the following Civil Rights/minority groups:

- The Women's Movement
- The Chicano Movement
- American Indian Movement (AIM)
- Americans with Disabilities

You may wish to include other groups, such as the elderly, people between the ages of 18 and 21, and children.

Assign each student group one of the Civil Rights groups to research. Ask them to use the text, the internet, and other resources (with a minimum of four sources) to conduct research to discover and create a presentation using one of the free Web 2.0 technologies found under the presentation tab under 21st century technology tools at http://sites.google.com/site/newtech21c/. Presentations must include how the assigned group has worked to achieve increased civil rights and the successes/failures of their mission.

1) Name of the Civil Rights/minority group researched
2) *Historical question:*
   To what extent has this group worked toward or achieved equality as a result of the Civil Rights movement of the late 20th century?

Research Questions:
1) How did this group suffer from inequalities in Civil Rights and liberties?
2) How has the group worked to increase Civil Rights for themselves (and others)?
3) What results have they achieved? What failures have they experienced?

Focus: ***Legislation or litigation?***
Lesson Development: Explain the differences between legislation (making laws) and litigation (enforcing rights in court). Then divide your class into groups. Provide students with a series of issues from the 1960s to today and ask the groups to discuss each issue and decide whether it should be resolved through legislation or litigation. Each group should be ready to justify its classification.

Focus: ***How did the courts help expand Mexican-American rights?***
Lesson Development: Discuss "How Courts Work" on page 307. Then choose one or two of the cases on Mexican-American rights on pages 307-309, and re-enact the case. Turn your classroom into a courtroom. Appoint student lawyers to argue each side of the case, while other members of the class serve as the plaintiff (the "complainer" — Mendez, Delgado, Hernandez, White or Edgewood ISD), the defendant (Westminster, Balstrop ISD, Texas, Regester, or Kirby), or the justices deciding on the case. See if your student justices make the same decisions as the actual appellate courts.

Focus: ***Was American involvement in Vietnam justified?***
Lesson Development: Hold a classroom debate on the Vietnam War. Have students use the information on pages 310-316 as well as from the internet, documentary films, and other books and journals to support their arguments.

CHAPTER 15: CRISIS AND RESURGENCE, 1969-2000

Focus: ***How well did American leaders cope with the challenge of stagflation?***
Lesson Development: Students should examine the concept of "stagflation" by creating concept cards. Some general guidelines for this strategy are found below:

Concept Cards:
Using note cards, students identify a concept and use major issues, characters, and events as examples of that concept in a particular time period or situation. This strategy leads to an understanding of conceptual themes in history and other social science disciplines. This method allows students to practice gathering, summarizing, comparing, contrasting, and analyzing information regarding a person, time period, or issue.

Elements of this *"Concept Card" strategy* typically include:

1. Name and define the concept
2. Give a specific example of that concept from the events and individuals being studied.
3. Give a specific "non-example" of that concept from the events and individuals being studied.
4. Explain why that person or event is important and how he/she/it exemplifies the concept.
5. State the general significance or overall importance of the concept (often by using contemporary examples and other examples from history or geography).

Focus: ***Does America have a moral responsibility to be the world's police officer?***
Lesson Development: Have students form groups. Each group should select one case of American intervention or one important foreign-policy decision taken between 1969 and 2000.

Examples include: continuation of the Vietnam War, détente with the Soviet Union, the opening of diplomatic relations with China, the Camp David Accords, the Panama Canal Treaty, the Iran Hostage Crisis, the sending of marines to Lebanon, the occupation of Grenada, support for the Contras in Nicaragua or the Mujahideen fighters in Afghanistan, the bombing of Libya, the Iran-Contra affair, the invasion of Panama, support for President Yeltsin, the end of the Cold War, the Gulf War of 1990, U.S. attempts to promote human rights in China, and U.S. intervention in either Somalia, Haiti, Bosnia or Kosovo.

Each group should then use the internet or other resources in their school or public library to find out more about the case of U.S. intervention or foreign-policy decision they have chosen. Each group should prepare an oral or written presentation that addresses the following questions:

- **Background:** What developments led to the decision or intervention? (For example, what events led to the Afghan revolt against their Soviet-dominated government?)
- **U.S. Objectives:** What goals did American leaders have?
- **Options:** What alternative options did U.S. leaders have for dealing with the crisis? What strategy did they finally adopt?
- **Implementation:** What difficulties arose in implementing the strategy? How successful were U.S. leaders in achieving their objectives?
- **Impact:** What effects did the intervention or foreign-policy decision have, both on the United States and the rest of the world?

Students should present their findings to the rest of the class. Then the class should hold a general discussion on the influence of moral principles on the foreign-policy decisions and interventions they have discussed. To what extent did moral goals influence U.S. objectives? To what extent did principles of morality affect the way in which decisions were implemented? Finally, have students discuss generally whether they think the United States should act as the world's police officer. Does the world need a police officer? As a "Superpower," does the United States have this responsibility? If the United States does not fill this role, who else might? Does the United States have the resources to fill this role?

Focus: ***Did the American Presidency become unmanageable in the 1970s?***
Lesson Development: Have students form groups. Then have each group randomly draw the name of one of the American Presidents in office from 1964 to 2000.

Inform student groups that they will be responsible for a classroom presentation on information they have gathered about the Presidency during the 1960s, 1970s, 1980s, or the 1990s. Their presentation should focus on the time period and policies of the American President selected by their group. For example, the group that selected President Ronald Reagan will examine the 1980s by researching the key events, issues and policies that marked the Reagan Presidency (1981-1989), found on pages 340-346. These would include Reaganomics, the Reagan Doctrine, the terrorist attack on U.S. Marines in Lebanon, the spread of democracy, negotiations with Gorbachev, and the Iran-Contra affair.

Each group's presentation should include the following:

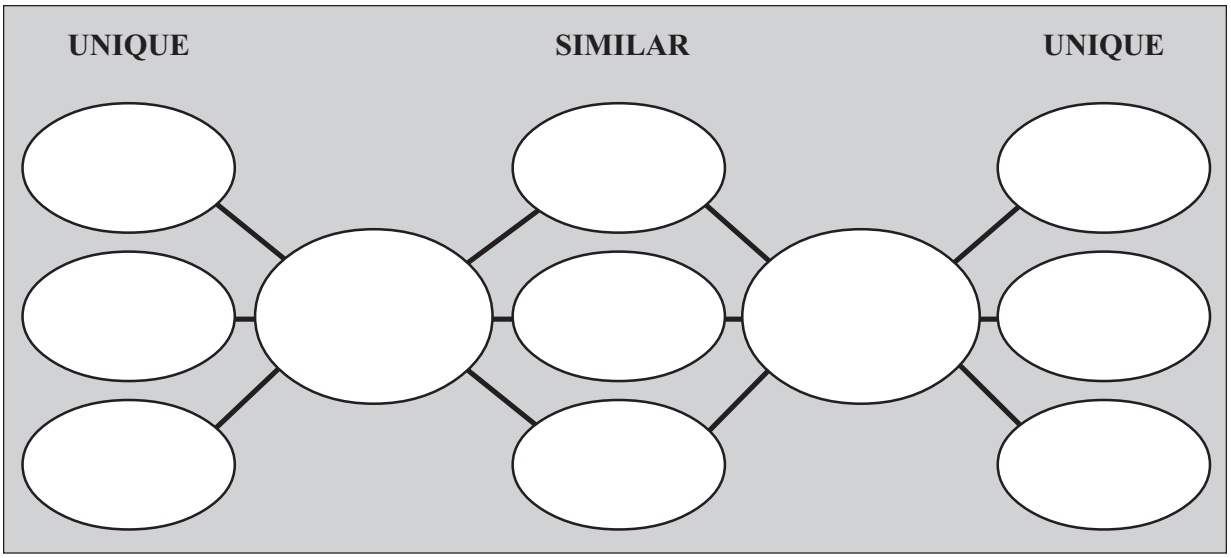
- A general introduction of their President and his time period
- information about the significance of the election
- economic policies of their President
- domestic policies of their President
- foreign policies of their President
- the economic, social, and political climate of the country
- a conclusion

Students should use chapter 15 of ***Mastering the TEKS in United States History Since 1877***, the internet or other books and journals to research their topic. Direct students to the free Web 2.0 Technologies found under the presentation tab at the following website: http://sites.google.com/site/newtech21c/. After listening to the group presentations, students should discuss as a class whether the many crises in this period demonstrated that the Presidency had become unmanageable. Do they believe the situation is any better today?

CHAPTER 16: AMERICA IN THE NEW MILLENNIUM

Focus: ***How did Presidents Bush and Obama respond to the 2008–2009 financial crisis?***
Lesson Development: Have students use pages 373-375, newspaper and journal articles, primary sources, the internet, and other books to research how Presidents Bush and Obama responded to the 2008-2009 financial crisis. Students should focus their research on one or more of the following areas: home ownership and mortgages (the "housing bubble" or the "housing crisis"), jobs, the banking industry, Wall Street firms, and any other areas that contributed to or were affected by the financial crisis.

Have students use a "*Compare-and-Contrast" Bubble* to record and summarize their findings.



You might wish to have student post their graphic organizers so that the class might participate in a gallery walk. Students might also simply exchange their graphic organizers with a "shoulder" or "table" partner.

Students should then consider and discuss the following questions:

1. What accounts for the differences in how each of these two Presidents handled the crisis?
2. What do these differences say about the priorities of each administration?

Students might also use the *Asking Questions and Making Inferences* strategy to analyze the information they have included in their graphic organizers. Some general guidelines for this strategy are listed below:

Asking Questions and Making Inferences. Have students design a series of questions based on their reading and interpretation of a written document or visual. From their questions, have students make their own inferences, draw conclusions, and find supporting facts/details to support their thinking.

1. What information in the source "catches your attention"?
2. What questions can you pose [construct] that will help you make meaning from this source? What questions can you pose that address what this document "makes you wonder about"?
3. What inferences and conclusions can be drawn from the questions you asked and the document itself?
4. What evidence is there in the source to support your inferences and/or conclusions?

ANSWERS TO CHAPTER QUESTIONS

CHAPTER 1: HOW TO ANSWER MULTIPLE-CHOICE QUESTIONS

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
7	1	B	10	3	B	13	5	A	14	7	B
9	2	F	12	4	H	13	6	H	15	8	J

CHAPTER 2: HOW TO INTERPRET DIFFERENT TYPES OF DATA

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
18	1	C	20	3	B	23	5	B	24	6	H
19	2	H	22	4	H						

CHAPTER 3: HOW TO INTERPRET HISTORICAL SOURCES

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
35	1	B									

CHAPTER 4: BACKGROUND TO AMERICAN HISTORY

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
56	1	A	58	7	A	59	13	B	60	19	C
57	2	H	58	8	F	59	14	H	60	20	G
57	3	C	58	9	D	59	15	C	60	21	C
57	4	H	58	10	J	59	16	H	60	22	J
57	5	C	59	11	D	60	17	C			
58	6	J	59	12	J	60	18	H			

CHAPTER 5: INDUSTRIALIZATION AND THE GILDED AGE

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
76	1	A	77	5	J	78	9	D	79	13	A
76	2	J	77	6	F	78	10	G	79	14	H
77	3	A	77	7	D	79	11	C	79	15	A
77	4	H	78	8	F	79	12	F			

CHAPTER 6: AMERICAN SOCIETY IN TRANSITION

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
99	1	D	101	7	A	102	13	D	103	19	C
99	2	F	101	8	G	102	14	G	103	20	H
99	3	C	102	9	A	103	15	A	103	21	G
101	4	H	102	10	H	103	16	G			
101	5	B	102	11	D	103	17	C			
101	6	J	102	12	G	103	18	G			

CHAPTER 7: THE PROGRESSIVE ERA

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
129	1	B	130	8	F	132	15	B	133	22	H
129	2	J	131	9	C	132	16	H	133	23	C
129	3	A	131	10	G	132	17	C	134	24	G
130	4	J	131	11	D	132	18	H	134	25	A
130	5	B	131	12	G	133	19	D	134	26	G
130	6	G	131	13	G	133	20	F	134	27	D
130	7	D	132	14	H	133	21	A			

CHAPTER 8: AMERICA BUILDS AN EMPIRE

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
151	1	B	152	5	B	152	9	B	153	13	B
151	2	F	152	6	G	153	10	F	153	14	J
151	3	A	152	7	D	153	11	A			
152	4	J	152	8	H	153	12	J			

CHAPTER 9: AMERICA IN WORLD WAR I

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
168	1	A	169	6	F	170	11	S	171	16	H
168	2	H	169	7	D	170	12	J	171	17	A
168	3	D	169	8	J	170	13	C	171	18	H
169	4	J	170	9	C	170	14	G	171	19	B
169	5	D	170	10	J	171	15	B			

CHAPTER 10: THE "ROARING TWENTIES"

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
193	1	A	195	7	B	196	13	A	198	19	C
194	2	J	195	8	H	196	14	F	198	20	H
194	3	C	195	9	C	196	15	C	198	21	C
194	4	H	195	10	G	197	16	H	198	22	G
194	5	D	196	11	D	197	17	C			
195	6	H	196	12	G	197	18	G			

CHAPTER 11: THE GREAT DEPRESSION AND NEW DEAL

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
219	1	A	221	7	B	222	13	D	223	19	C
220	2	F	221	8	G	222	14	J	223	20	G
220	3	D	221	9	D	222	15	A	223	21	D
220	4	G	221	10	J	223	16	G	223	22	F
220	5	A	222	11	D	223	17	D			
221	6	F	222	12	F	223	18	J			

CHAPTER 12: AMERICA IN WORLD WAR II

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
250	1	A	252	9	C	254	17	A	255	25	D
251	2	F	252	10	F	254	18	F	255	26	G
251	3	D	252	11	C	254	19	B	256	27	D
251	4	F	253	12	G	254	20	F	256	28	F
251	5	B	253	13	D	254	21	A	256	29	B
252	6	J	253	14	H	255	22	H	256	30	H
252	7	D	253	15	C	255	23	D			
252	8	J	253	16	H	255	24	H			

CHAPTER 13: AMERICA IN THE COLD WAR & CIVIL RIGHTS YEARS

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
284	1	B	285	8	H	287	15	B	288	22	J
284	2	J	286	9	B	287	16	H	288	23	A
285	3	A	286	10	J	287	17	B	288	24	J
285	4	H	286	11	B	287	18	H	288	25	C
285	5	D	286	12	H	288	19	B			
285	6	J	286	13	B	288	20	H			
285	7	C	286	14	J	288	21	C			

CHAPTER 14: THE SIXTIES: A DECADE OF PROTEST AND CHANGE

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
320	1	B	322	9	C	324	17	D	326	25	D
321	2	F	322	10	F	324	18	G	326	26	H
321	3	D	323	11	B	325	19	D	326	27	A
321	4	J	323	12	F	325	20	H	326	28	G
321	5	B	323	13	C	325	21	A	326	29	B
322	6	H	323	14	F	325	22	F	326	30	G
322	7	B	324	15	A	325	23	C			
322	8	G	324	16	J	326	24	G			

CHAPTER 15: CRISIS AND RESURGENCE, 1969-2000

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
357	1	A	359	7	A	360	13	A	361	19	C
358	2	J	359	8	H	360	14	G	362	20	G
358	3	B	359	9	A	361	15	A	362	21	C
358	4	H	360	10	G	361	16	G	362	22	H
358	5	D	360	11	D	361	17	C	362	23	C
359	6	J	360	12	G	361	18	G	362	24	J

CHAPTER 16: AMERICA IN THE NEW MILLENNIUM

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
387	1	C	389	7	C	390	13	C	391	19	B
388	2	J	389	8	F	390	14	J	391	20	F
388	3	D	389	9	C	390	15	A	391	21	C
388	4	H	389	10	F	391	16	F	391	22	F
388	5	D	390	11	B	391	17	D			
389	6	J	390	12	J	391	18	G			

CHAPTER 17: A PRACTICE TEST IN U.S. HISTORY SINCE 1877

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
392	1	C	397	18	G	401	35	A	406	52	J
392	2	H	397	19	D	401	36	F	406	53	C
392	3	C	397	20	F	402	37	C	407	54	H
393	4	G	397	21	A	402	38	H	407	55	C
393	5	D	397	22	H	402	39	A	407	56	G
393	6	F	398	23	A	403	40	G	408	57	B
394	7	B	398	24	F	403	41	C	408	58	G
394	8	H	398	25	B	403	42	H	408	59	D
395	9	B	399	26	J	404	43	C	408	60	F
395	10	G	399	27	A	404	44	H	408	61	D
395	11	C	399	28	G	404	45	C	409	62	H
395	12	H	400	29	B	404	46	G	409	63	C
395	13	D	400	30	J	405	47	C	409	64	F
396	14	F	400	31	D	405	48	H	409	65	B
396	15	A	400	32	F	405	49	B	409	66	H
396	16	G	401	33	C	406	50	J	409	67	A
397	17	C	401	34	J	406	51	C	409	68	H

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