



# SUGGESTED INSTRUCTIONAL PLANNING GUIDE

*for the Mississippi College- and Career-Readiness Standards*

Social Studies

**US HISTORY**  
Standards 1-5



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MISSISSIPPI  
DEPARTMENT OF  
EDUCATION





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## INTRODUCTION

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in social studies, equipping citizens to solve complex problems, and establishing fluent communication skills while preparing students for college, career, and civic life. Instructional Planning Guides for the Mississippi College and Career Readiness Standards for Social Studies serve as a roadmap for teachers to plan and implement effective instruction that aligns with academic standards in the social studies content area. These guides provide a framework for teachers to develop learning objectives, select appropriate instructional strategies, and design assessments that measure student understanding and mastery of social studies concepts and skills. The Instructional Planning Guides are designed to be robust and relevant to the real world, reflecting the knowledge and skills students need to succeed in college and careers and allowing students to compete in the global economy.

## PURPOSE

This document is designed to provide districts, instructional coaches, and K-12 social studies teachers with a basis for curriculum development. The purpose of Instructional Planning Guides for the Mississippi College and Career Readiness Standards for Social Studies is to ensure that teachers have access to high-quality resources and support to create engaging and relevant social studies learning experiences that prepare students to be informed and active citizens. These guides can also help teachers differentiate instruction to meet the needs of diverse learners, promote cultural understanding and appreciation, and integrate technology and other resources to enhance student learning.

## DEVELOPMENT

Through the adoption of the 2022 Mississippi College and Career Readiness Standards for Social Studies, a committee consisting of 62 members from every congressional district recognized the need to provide educators with a comprehensive resource to develop their curriculum. The resulting Instructional Planning Guides were developed to suggest learning activities and real-world connections that are accessible and equitable for all educators in the state of Mississippi. These guides are intended to serve as a valuable tool to support educators in designing effective instruction that aligns with the standards, fosters student engagement, and prepares students for success beyond the classroom.



## DISCLAIMER

The purpose of the Social Studies Instructional Planning Guides (IPGs) provided herein, which are developed by the Mississippi Department of Education, is to offer instructional support to educators. The IPGs are not intended to serve as a comprehensive curriculum for the classroom.

All learning activities, suggested skills, real-world connections, differentiation techniques, and instructional strategies outlined in the IPGs are offered as optional resources. They are designed to serve as a guide to assist in the development and enhancement of your own curriculum.

While the Social Studies IPGs aim to provide valuable insights and recommendations, it is important for educators to exercise their professional judgment and expertise when utilizing the provided materials. It is not mandatory to strictly adhere to the suggestions outlined in the IPGs, as individual teaching styles, classroom dynamics, and student characteristics may necessitate adaptations and modifications.



## REFERENCE GUIDE

A **fishbowl activity** is an instructional strategy commonly used in educational settings to facilitate group discussions, critical thinking, and active participation among students. It involves creating two distinct groups: the inner circle (or fishbowl) and the outer circle. The fishbowl activity encourages active listening, critical thinking, and respectful dialogue. It provides an opportunity for students to explore different perspectives, build upon each other's ideas, and practice effective communication skills. Additionally, it allows the teacher to observe student participation and understanding while promoting a collaborative learning environment.

The **jigsaw activity** is a cooperative learning strategy widely used in educational settings to promote active engagement, collaboration, and deeper understanding of a topic. It involves dividing students into small groups and assigning each group a specific portion of the overall learning material. The groups then become experts in their assigned section and later share their knowledge with members from other groups. The jigsaw activity fosters active learning, cooperation, and interdependence among students. It encourages students to take ownership of their learning, develop expertise in a specific area, and actively contribute to the collective understanding of the whole topic. It also promotes communication skills, critical thinking, and collaboration within a structured and supportive learning environment.

**Socratic Seminar** is an instructional strategy that promotes critical thinking, deep discussion, and active participation among students. It is based on the Socratic method of questioning and dialogue, inspired by the teaching style of the ancient Greek philosopher Socrates. The goal of a Socratic Seminar is to foster thoughtful and reflective conversations around a specific text, issue, or topic. The Socratic Seminar encourages students to think critically, analyze texts, consider multiple perspectives, and engage in respectful and evidence-based dialogue. It helps students develop their communication skills, active listening abilities, and capacity for nuanced thinking. The teacher's role is to facilitate the discussion, ask probing questions, and guide students towards deeper understanding and critical insights.

**Case study activity** is an instructional strategy used by educators to engage students in a deep analysis of a real-life or hypothetical scenario. In this activity, students are presented with a detailed description of a specific situation, problem, or event. They are then expected to critically examine the information provided, apply relevant concepts, theories, or principles, and develop solutions or recommendations based on their analysis. They provide a practical and authentic learning experience that allows students to apply theoretical knowledge to real-world situations, fostering critical thinking, analytical skills, and decision-making abilities.



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# SUGGESTED INSTRUCTIONAL PLANNING GUIDE

*for Mississippi College and Career Readiness Standards for Social Studies*

## **Standard** USH 1 Westward Expansion and the New South:

*Westward Expansion and the New South: Trace how economic developments and the westward movement impacted regional differences and democracy in the post-Reconstruction era.*

### Vocabulary

- Manifest Destiny
- Granger movement
- Populist Party
- Dawes Act
- Reconstruction Amendments
- Black Codes
- Jim Crow Laws
- Disenfranchisement
- Sharecropping
- Plessy vs. Ferguson
- Civil Rights Activists
- Booker T. Washington
- Ida B. Wells-Barnett
- W.E.B. Du Bois
- Isaiah Montgomery
- Transcontinental Railroad
- Tribal Identity
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- poll tax
- literacy test
- Granger Laws
- Interstate Commerce Act, 1887
- William Jennings Bryan
- Oliver H. Kelley
- “Cross of Gold” Speech
- Bimetallism



## Suggested Skills for Mastery of the Standard

- Analyze cause and effect relationships between economic developments, westward movement, and regional differences in the post-Reconstruction era.
- Evaluate the impact of historical events and movements on the role of the federal government in American society.
- Compare and contrast the experiences of various groups, such as American farmers, American Indians, and Civil Rights Activists.
- Evaluate the effectiveness of government policies, such as the Dawes Act, in achieving their intended goals.
- Synthesize information from multiple sources to develop an understanding of complex historical events and issues.
- Explain historical significance and the lasting impact of events and movements on American society.





## Suggested Instructional Practices:

- Lecture on Manifest Destiny and its impact on the economic and technological development of the West, including the mining industry, cattle industry, and transcontinental railroad.
- Group discussion and debate on the changing role of the American farmer, including the establishment of the Granger movement, the Populist Party, and agrarian rebellion over currency issues.
- Research project on the Dawes Act and its effect on tribal identity, land ownership, and assimilation of American Indians.
- Group activity on the impact of the Populist movement on the role of the federal government in American society, including a debate on the merits of government intervention in the economy.
- Role-play activity on the effects of 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments, black codes, Jim Crow Laws, disenfranchisement, sharecropping, *Plessy vs. Ferguson* (1896), and the rise of early Civil Rights Activists as a response to injustice such as Booker T. Washington, Ida B. Wells-Barnett, and W.E.B. Du Bois.
- Students can compare and contrast the experiences of different groups of people, such as farmers and ranchers or American Indians and white settlers. This can help students understand the complexity of the historical period and the diversity of perspectives and experiences.
- Use visual aids, such as maps and images, to help students understand the impact of Manifest Destiny on the West and the growth of the cattle industry and mining.



## Learning Activities

- Research and create a timeline of events related to Manifest Destiny, such as the Homestead Act, the California Gold Rush, and the completion of the transcontinental railroad. Students can also create a chart comparing the impact of mining, the cattle industry, and the transcontinental railroad on the West.
- Research and create a timeline of events related to the changing role of the American farmer, such as the Homestead Act, the establishment of the Granger movement, and the formation of the Populist Party. They can also create a political cartoon illustrating the farmers' grievances and the solutions offered by the Populist Party.
- Analyze primary source documents related to the Dawes Act, such as letters, treaties, and speeches, to determine its effect on tribal identity, land ownership, and assimilation of American Indians. They can also create a chart comparing the views of the federal government and Native American leaders on the Dawes Act.
- Research and create a presentation on the impact of the Populist movement on the role of the federal government in American society. They can also create a political cartoon illustrating the relationship between the Populist movement and the federal government. Analyze the “Omaha” Platform and how its ideologies impact the role of the federal government in American society.
- Analyze primary source documents related to Reconstruction Amendments, Black Codes, Jim Crow, disenfranchisement, sharecropping, *Plessy vs. Ferguson* (1896), and the rise of early Civil Rights Activists to evaluate their impact on American society. They can also create a chart comparing and contrasting the views of Booker T. Washington, Ida B. Wells-Barnett, and W.E.B. Du Bois on civil rights and justice.



## Sample Multiple Choice

1. What was the impact of the transcontinental railroad on the development of the post-Civil War West?
  1. It facilitated trade and commerce between the East and West Coasts, leading to economic growth in the region.
  2. It helped to improve farm life and the world economy, allowing for international trading and communication.
  3. It caused a decline in the demand for mining and cattle ranching, leading to a shift towards agriculture.
  4. It encouraged settlement and expansion into Native American territories, resulting in conflict and displacement.
  
2. How did the Granger movement and the Populist Party challenge the established economic and political order in the late 19th century?
  - a) They advocated for laissez-faire capitalism and limited government intervention in the economy.
  - b) They supported the interests of urban workers and labor unions over rural farmers and small business owners.
  - c) They demanded greater regulation of monopolies and corporations to protect the rights of small farmers and consumers.
  - d) They called for the establishment of a socialist or communist economic system to eliminate inequality and exploitation.
  
3. In what ways did the Dawes Act attempt to assimilate Native American tribes into American society and culture?
  - a) It granted citizenship and voting rights to Native Americans who adopted American customs and beliefs.
  - b) It encouraged intermarriage between Native Americans and European Americans to promote cultural exchange and integration.
  - c) It divided tribal lands into individual plots for private ownership and forced Native Americans to adopt a sedentary lifestyle.
  - d) It provided financial incentives and subsidies for Native Americans who adopted American-style farming and business practices.
  
4. How did the Populist movement impact the role of the federal government in American society?
  - a) It led to a decrease in federal government intervention in the economy and a return to laissez-faire policies.
  - b) It resulted in the expansion of federal power and authority to regulate businesses and protect workers' rights.
  - c) It prompted the federal government to adopt protectionist trade policies to promote domestic industries and limit foreign competition.



- d) It had little impact on the role of the federal government, as most Populist reforms were implemented at the state and local levels.
5. What was the significance of Plessy v. Ferguson in the development of Jim Crow segregation laws?
- a) It established the principle of "separate but equal" as a legal justification for racial segregation in public facilities.
  - b) It invalidated state and local laws that discriminated against African Americans in voting and education.
  - c) It recognized the right of African Americans to challenge segregation in court and seek legal redress for violations of their civil rights.
  - d) It upheld the constitutionality of the Civil Rights Act of 1875, which banned discrimination based on race in public accommodations.
6. How did W.E.B. Du Bois' ideas about racial equality differ from those of Booker T. Washington?
- a) Du Bois believed in the gradual integration of African Americans into mainstream American society through education and economic advancement, while Washington advocated for separate but equal treatment in all areas of life.
  - b) Du Bois argued that African Americans should demand full political and civil rights immediately, while Washington believed that they should focus on building economic strength and self-sufficiency first.
  - c) Du Bois favored a more confrontational approach to challenging racial injustice and discrimination, while Washington emphasized accommodation and compromise with white leaders and politicians.
  - d) Du Bois rejected the idea of racial hierarchy and biological determinism, while Washington accepted the prevailing belief in white supremacy and black inferiority.



# SUGGESTED INSTRUCTIONAL PLANNING GUIDE

*for Mississippi College and Career Readiness Standards for Social Studies*

## **Standard** USH 2 Industrialization:

*Analyze industrialization and its impact on the United States in the late 19th and early 20th centuries.*

### Vocabulary

- Industrialization
- Homestead Strike
- Nativist
- Pullman Strike
- Immigration
- Laissez-faire economics
- Monopoly
- Business practices
- Mass production
- John D. Rockefeller
- Inventions/Innovations
- Andrew Carnegie
- industrialists
- JP Morgan
- Urbanization
- Bessemer Process
- Tenement
- Horizontal integration
- Social Gospel
- Vertical integration
- Labor unions
- Sherman Antitrust Act
- Knights of Labor
- Political machines
- American Federation of Labor
- Civil Service reform
- Industrial Workers of the World
- Spoils/patronage system
- Labor leaders
- Tweed Ring
- Strikes
- Thomas Nast
- Haymarket Riot
- Samuel Gompers
- Terrence Powderly
- Eugene V. Debs
- Strikes
- Haymarket Riot
- Pendleton Civil Service Act
- “Old” immigrants
- “New” immigrants
- Chinese Exclusion Act
- Rural
- William “Boss” Tweed
- Trusts
- Merit System



## Suggested Skills for Mastery of the Standard

- Understand the concept of industrialization and the factors that contributed to its growth in the United States during the late 19th and early 20th centuries.
- Examine the social and economic changes brought about by industrialization, including the growth of cities, the rise of labor unions, and the emergence of new technologies.
- Analyze the impact of industrialization on different sectors of society, including working-class Americans, women, and immigrants.
- Evaluate the impact of industrialization on the environment, including its effects on air and water pollution, deforestation, and other natural resources.
- Examine the role of government policies and regulations in shaping industrialization and its impact on society.
- Understand the connections between industrialization, imperialism, and global economic competition during this time period.
- Analyze the cultural and artistic responses to industrialization, including the rise of modernism and the critique of industrialization in literature and the arts.
- Synthesize and evaluate primary and secondary sources to construct an evidence-based argument about the impact of industrialization on the United States in the late 19th and early 20th centuries.



### Suggested Instructional Practices:

- Research different industrialists and their impact on the American economy. They can present their findings to the class and discuss how mass production, corporations, and monopolies changed the economy.
- Compare the settlement patterns of European immigrants and Chinese immigrants during industrialization. They can use Venn diagrams to identify similarities and differences or write compare/contrast essays to explore the topic in more detail.
- Take on the roles of different labor leaders and industrialists to discuss the impact of industrialization on workers. They can engage in debates or role-playing activities to explore the different perspectives on working conditions, unionization, and strikes.
- Analyze the effects of laissez-faire economics on business practices by studying the actions of John D. Rockefeller, Andrew Carnegie, and other industrialists. They can identify examples of horizontal and vertical integration and discuss the impact of the Sherman Antitrust Act on breaking up monopolies.
- Research the political machines and patronage system and discuss how they led to corruption in government. They can analyze primary sources such as political cartoons and newspaper articles and present their findings to the class. They can also discuss the impact of the Pendleton Civil Service Act on reforming the system.
- Participate in a debate or argumentation activity to discuss the pros and cons of laissez-faire economics, the impact of monopolies on society, or the effectiveness of labor unions in improving working conditions.
- Use maps to analyze settlement patterns of immigrants and the impact of urbanization on living conditions.



## Learning Activities

- Create a timeline of major inventions and innovations during the Industrial Revolution and explain how they impacted the American economy.
- Research the settlement patterns of new immigrants from Europe and China and compare their experiences with each other. Analyze the causes and effects of the Chinese Exclusion Act.
- Analyze primary source documents, such as photographs and firsthand accounts, to understand the living conditions of workers during the Industrial Revolution. Compare the responses of workers to work and life challenges, such as the formation of labor unions, and the impact of strikes.
- Research and analyze the business practices of John D. Rockefeller, Andrew Carnegie, and JP Morgan. Discuss the effects of laissez-faire economics on American society and the need for government intervention.
- Research the power of political machines, such as the Tweed Ring, and analyze their impact on American politics. Trace the evolution of Civil Service reform, including the Pendleton Civil Service Act, and discuss its impact on government corruption.
- Utilize maps to analyze settlement patterns of immigrants and the impact of urbanization on living conditions.





## Sample Multiple Choice

1. How did the nativist movement react to the influx of new immigrants from Europe and China?
  - a) They welcomed them because they wanted the population to expand.
  - b) They established programs to help them integrate into American society.
  - c) They imposed quotas and restrictions on immigration out of fear.
  - d) They supported their political and social rights in the United States.
  
2. Which of the following responses did workers have to work and life challenges during industrialization?
  - a) They established labor unions and went on strikes.
  - b) They formed corporations and monopolies.
  - c) They became politicians and passed laws to improve working conditions.
  - d) They migrated to rural areas to avoid the negative impact of industrialization.
  
3. What was the impact of laissez-faire economics on business practices in the United States?
  - a) It promoted fair competition and innovation.
  - b) It encouraged monopolies and anti-competitive practices.
  - c) It regulated the economy and protected consumers.
  - d) It provided equal opportunities for all businesses.
  
4. How did Civil Service reform change the political landscape in the United States?
  - a) It eliminated the spoils/patronage system and established a merit-based system for hiring government officials.
  - b) It increased corruption and led to the rise of political machines in other larger metropolitans.
  - c) It provided more opportunities for minorities and women to be hired in government positions.
  - d) It established a socialist system where the government controlled all business practices.
  
5. What was the impact of the Haymarket Riot and Homestead Strike on the labor movement?
  - a) They weakened the labor movement and discouraged workers from unionizing.
  - b) They strengthened the labor movement and led to the creation of new unions.
  - c) They had no impact on the labor movement.
  - d) They led to the formation of corporations and monopolies.



6. What was the purpose of the Sherman Antitrust Act?
- a) To promote fair competition and prevent monopolies.
  - b) To encourage the growth of corporations and monopolies
  - c) To regulate the economy and protect consumers.
  - d) To eliminate labor unions and strike activity.



# SUGGESTED INSTRUCTIONAL PLANNING GUIDE

*for Mississippi College and Career Readiness Standards for Social Studies*

## **Standard USH 3 Progressive Movement:**

*Evaluate causes, goals, and outcomes of the Progressive Movement.*

### **Vocabulary**

- Muckrakers
- Upton Sinclair
- Ida Tarbell
- Jacob Riis
- Theodore Roosevelt
- Square Deal
- Hepburn Act, 1906
- Reform
- Progressivism
- William Taft
- Suffrage
- Woodrow Wilson
- Temperance Movement
- Pure Food and Drug Act 1906
- Jim Crow Laws
- Meat Inspection Act 1906
- *Plessy vs. Ferguson* (1896)
- Federal Reserve 1913
- Niagara Movement
- Federal Trade Commission
- National Association for the Advancement of Colored People (NAACP)
- Sherman Antitrust Act 1890
- New Freedom
- Ida B. Wells-Barnett
- Clayton Antitrust Act 1914
- Booker T. Washington
- Constitutional Amendments (16-19)
- W.E.B. Du Bois
- Jane Addams
- Marcus Garvey
- Settlement House
- Muckrakers
- Domestic Policies



## Suggested Skills for Mastery of the Standard

- Understand the social, economic, and political context that gave rise to the Progressive Movement, including the growth of industrialization, urbanization, and immigration.
- Examine the goals of the Progressive Movement, including political reform and economic equality.
- Analyze the various groups that comprised the Progressive Movement, including women's suffrage activists, labor unions, and reform-minded politicians.
- Evaluate the impact of Progressive-era reforms on various aspects of American society, including government, the economy, and social welfare.
- Examine the role of key figures in the Progressive Movement, such as Teddy Roosevelt, Jane Addams, and Woodrow Wilson.
- Analyze the various obstacles and challenges faced by the Progressive Movement, including opposition from big business and conservative politicians.
- Understand the connections between the Progressive Movement and other reform movements of the time, such as the women's suffrage and civil rights movements.
- Synthesize and evaluate primary and secondary sources to construct an evidence-based argument about the causes, goals, and outcomes of the Progressive Movement.



### Suggested Instructional Practices:

- Provide students with examples of industries and businesses that were impacted by industrialization and have students analyze the changes that occurred. Encourage students to explore the effects of mass production, corporations, monopolies, and the influence of industrialists like John Rockefeller and Andrew Carnegie.
- Research the settlement patterns of new immigrants from Europe and China and the nativist reaction evidenced by the Chinese Exclusion Act. Encourage students to compare and contrast the experiences of these different groups and explore how industrialization impacted migration patterns.
- Develop a simulation that puts students in the shoes of workers during the Industrial Revolution. Have students experience the living conditions linked to urbanization and tenement living and the lack of city services. Encourage students to reflect on the social gospel, Jane Addams, and the responses of workers to work and life challenges, including the formation of labor unions, the Knights of Labor, the American Federation of Labor, and the Industrial Workers of the World.
- Analyze the effects of laissez-faire economics on business practices in the United States and their effects, including John D. Rockefeller, Andrew Carnegie, JP Morgan, and the Bessemer Process, horizontal, vertical integration, and Sherman Antitrust Act. Encourage students to debate the pros and cons of laissez-faire economics and explore alternative economic systems.
- Provide students with examples of political machines and their effects on the political process. Encourage students to trace the evolution from the power of the political machines to Civil Service reform, including the Spoils/patronage system, Tweed Ring, Thomas Nast, and the Pendleton Civil Service Act.



## Learning Activities

### Assess the impact of media and public opinion:

- Conduct a close analysis of primary sources, including newspaper articles and political cartoons from the time period.
- Have students create their muckraking piece on a contemporary issue and present it to the class.
- Engage in debates about the role of media in shaping public opinion.

### Trace the development of political, social, and cultural movements:

- Assign students to research and present on a particular social or cultural movement, including key figures and events.
- Conduct a mock election campaign for a women's suffrage movement, with students taking on the roles of campaign managers and candidates.

### Evaluate the limitations of reform efforts:

- Assign students to research and present on a particular figure or organization, including their successes and failures.
- Conduct a class debate on the best approach to combating Jim Crow laws and segregation.
- Have students write an essay comparing the ideologies of different reformers.

### Compare and contrast presidential domestic policies:

- Assign students to research and present on a particular president and their policies.
- Conduct a mock presidential debate on a specific policy issue, such as trustbusting or conservation.
- Have students create a visual representation, such as a chart or infographic, comparing the domestic policies of the three presidents.

### Trace national legislation:

- Assign students to research and present on a specific piece of legislation, including its context and impact.
- Conduct a class discussion on the effectiveness of the Sherman Antitrust Act and the Clayton Antitrust Act in regulating monopolies.
- Have students write an argumentative essay on the significance of a particular constitutional amendment.



### Sample Multiple Choice

1. Which of the following best explains the impact of muckrakers on public opinion during the Progressive Era?
  - a) They exposed government corruption and encouraged political reform.
  - b) They promoted consumer advocacy and inspired the creation of regulatory agencies.
  - c) They advocated for labor rights and led to the establishment of labor unions.
  - d) They pushed for women's suffrage and paved the way for the passage of the 19th Amendment.
  
2. How did the Temperance Movement contribute to the passage of the 18th Amendment?
  - a) By organizing marches and rallies that drew public attention to the issue
  - b) By creating a national network of advocates who pressured lawmakers to act
  - c) By highlighting the social and economic costs of alcohol abuse
  - d) By arguing that alcohol consumption was a moral failing that needed to be addressed through legislation
  
3. Which of the following most directly led to the formation of the Niagara Movement?
  - a) The philosophy of racial uplift through accommodation
  - b) The failure of Reconstruction and the rise of Jim Crow laws
  - c) The growing popularity of Social Darwinism and scientific racism
  - d) The growing number of lynchings and other acts of racial violence
  
4. Which of the following was a major limitation of Booker T. Washington's approach to racial equality?
  - a) It focused too much on achieving economic independence and ignored political rights.
  - b) It relied too heavily on white philanthropy and ignored grassroots activism.
  - c) It promoted accommodation and compromise with white supremacist power structures.
  - d) It failed to address the root causes of racial inequality and instead focused on individual uplift.



5. How did Theodore Roosevelt's policies differ from those of his predecessor William McKinley?
  - a) Roosevelt focused more on protecting the interests of labor and consumers.
  - b) Roosevelt was more willing to challenge big business and regulate monopolies.
  - c) Roosevelt was less concerned with conservation and environmental protection.
  - d) Roosevelt was less committed to expanding American influence overseas.
  
6. What was the primary motivation behind Woodrow Wilson's support for the Federal Reserve Act of 1913?
  - a) To increase government control over the banking system and stabilize the economy.
  - b) To promote the interests of small farmers and rural communities
  - c) To break up large trusts and monopolies and promote competition.
  - d) To expand the power and influence of the federal government over the states
  
7. How did the National Association for the Advancement of Colored People (NAACP) respond to the *Plessy v. Ferguson* decision?
  - a) By advocating for the repeal of Jim Crow laws through direct action
  - b) By filing lawsuits challenging segregation in public accommodations
  - c) By organizing voter registration drives and promoting political participation
  - d) By lobbying for the passage of federal civil rights legislation





# SUGGESTED INSTRUCTIONAL PLANNING GUIDE

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**Standard USH 4 Imperialism and WWI** : *Assess the domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.*

## Vocabulary

- Imperialism
- USS Maine
- De Lome Letter
- Annexation
- Hawaii
- Unrestricted submarine warfare
- Isolationism
- Henry Cabot Lodge
- Reparations
- Yellow journalism
- Queen Liliuokalani
- Neutrality
- *USS Maine*
- Plantation owners
- National interest
- Economic interest
- China
- Fourteen Points
- Cuba
- Latin America
- Treaty of Versailles
- Monroe Doctrine
- League of Nations
- Spanish-American War
- Roosevelt Corollary
- War mobilization effort
- Military leadership
- Big Stick Diplomacy
- Territorial expansion
- William Howard Taft
- Great Migration
- Treaty of Paris 1898
- Dollar Diplomacy
- Open Door Policy
- John Hay
- Schenck vs. United States (1919)
- Sedition Act, 1917
- Espionage Act, 1918
- Insurgency
- Woodrow Wilson
- Propaganda
- Anti-Imperialist League
- Moral Diplomacy
- Unrestricted submarine warfare
- Caribbean and Pacific
- *Lusitania*
- Neutrality
- Imperialistic interests
- Zimmerman Telegram
- Panama Canal
- Sphere of Influence
- National interest
- Selective Service Act, 1917
- Economic interests
- Central Powers
- Allied Powers



## Suggested Skills for Mastery of the Standard

- Understand the historical context of the United States in the early twentieth century, including its position as a rapidly industrializing nation.
- Examine the domestic factors that contributed to the emergence of the United States as a world power, such as economic growth, technological innovation, and military expansion.
- Analyze the impact of foreign policy decisions on the emergence of the United States as a world power, such as the Spanish-American War, World War I, and World War II.
- Evaluate the role of key figures in the emergence of the United States as a world power, such as Theodore Roosevelt, Woodrow Wilson, and Franklin D. Roosevelt.
- Examine the economic and political consequences of the emergence of the United States as a world power, both domestically and internationally.
- Understand the connections between the emergence of the United States as a world power and broader historical trends, such as globalization and imperialism.
- Analyze the challenges and controversies that arose from the emergence of the United States as a world power, such as debates over isolationism and American exceptionalism.
- Synthesize and evaluate primary and secondary sources to construct an evidence-based argument about the domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.



### Suggested Instructional Practices:

- Socratic seminar where students discuss the causes of the war and defend their argument for the most significant cause.
- Class discussion focused on the impact of the Rough Riders on Theodore Roosevelt's presidency and the legacy it left on American history.
- Gallery walks where students observe and analyze each other's visual timelines, followed by a class discussion focused on the consequences of the Spanish-American War.
- Fishbowl discussion where a small group of students discusses the causes and consequences of U.S. involvement in Hawaii, while the rest of the class observes and takes notes. Then the roles are reversed, and the other group discusses the same topic.
- Use graphic organizers, such as concept maps, to help students understand the causes and effects of the Open-Door Policy and the Roosevelt Corollary.
- Provide primary source documents, such as political cartoons and speeches, to help students understand the different perspectives on U.S. expansionism.
- Use case studies, such as the U.S. intervention in Nicaragua, to help students understand the impact of U.S. policies on specific countries and regions.
- Timeline activity where students create a timeline of the events that led to US involvement in the war.
- Jigsaw activity where students research and present on different factors that led to US involvement.
- Debate activity where students argue whether the US should have entered World War I.
- Conduct a debate in class on whether the U.S. government's wartime measures (including the Sedition Act of 1918 and the Espionage Act of 1917) were necessary to ensure national security or violated the constitutional rights of Americans.
- Create a timeline of the major events during World War I, such as the mobilization effort, major battles, and the armistice. Use this timeline as a reference point to discuss the impact of the war on American society and the workforce.
- Debate activity where students argue for or against the signing of the Treaty of Versailles.
- Research and present the views of different countries on the Treaty of Versailles.
- Create a graphic organizer to compare the different points of view on the Treaty of Versailles.



## Learning Activities

- Divide students into small groups and assign each group a specific cause of the Spanish-American War. Have students research and prepare a presentation that explains their assigned cause and argues why it was the most significant factor leading to the Spanish American War.
- Students could research the locations where the Rough Riders fought during the Spanish-American War and create maps showing these locations.
- Students could examine how the geography of these locations influenced the tactics used by the Rough Riders and their success in battle.
- Students could create maps of the territories gained by the United States as a result of the Spanish-American War, including Puerto Rico, Guam, and the Philippines.
- Students could research and create a multimedia presentation (such as a video or infographic) that explains the role of the Rough Riders and how it contributed to Theodore Roosevelt's iconic status as president.
- Students could research and create a visual timeline that shows the consequences of the Spanish-American War, including territorial expansion in the Pacific and Caribbean, the insurgency in the Philippines, and the establishment of the Anti-Imperialist League.
- Students could research and create a podcast episode that traces the involvement of the United States in the Hawaiian Islands, including economic and imperialistic interests, and how it led to annexation.
- Analyze primary source documents related to the events leading up to US involvement in World War I.
- Create a cause-and-effect diagram to illustrate the factors that led to US involvement.
- Research and present a specific event related to US involvement in the war.



- Research the impact of the Great War on American society, particularly on the workforce, industries, and the economy. Analyze the impact of the war on the workforce and how it contributed to the Great Migration.
- Watch documentaries or films that depict the impact of World War I on American society, the workforce, and the economy. Analyze the films to evaluate their accuracy and bias.
- Conduct a class discussion on *Schenck vs. the United States (1919)* and how the case affected the civil liberties of American citizens during wartime. Evaluate the arguments presented by both sides of the case.
- Analyze primary source documents related to the controversies over Wilson's Fourteen Points, Treaty of Versailles, and League of Nations.
- Research and present the views of different countries on the Treaty of Versailles.
- Create a graphic organizer to compare the different points of view on the Treaty of Versailles.



## Sample Multiple Choice

1. How did the Open Door Policy and the Roosevelt Corollary impact American economic and geographic interests in the early 20th century?
  - a) They led to decreased American involvement in foreign affairs.
  - b) They facilitated American dominance in the Western Hemisphere
  - c) They resulted in the loss of American territories in the Pacific.
  - d) They had little impact on American foreign policy.
2. How did William Howard Taft's Dollar Diplomacy differ from Theodore Roosevelt's Big Stick Diplomacy and Woodrow Wilson's Moral Diplomacy?
  - a) It emphasized political and military intervention over economic investment to protect satellite nations.
  - b) It focused on promoting democratic ideals in foreign nations inspired by Ripyard Kipling's poem.
  - c) It relied heavily on the use of military force to maintain American interests abroad and at home.
  - d) It sought to protect American economic interests through financial investments in foreign countries.
3. Which of the following factors played a role in US involvement in World War I?
  - a) The assassination of Archduke Franz Ferdinand of Austria-Hungary.
  - b) The breakdown of the Treaty of Versailles negotiations.
  - c) The unrestricted submarine warfare policy of Germany.
  - d) The Japanese bombing of Pearl Harbor.
4. How did the Great Migration of African Americans during and after World War I impact American society?
  - a) It led to increased segregation in the South to stop African Americans migration.
  - b) It resulted in a significant increase in the African American population in northern cities.
  - c) It led to the formation of new African American political parties throughout the United States.
  - d) It resulted in decreased racial tensions and improved race relations.



# SUGGESTED INSTRUCTIONAL PLANNING GUIDE

*for Mississippi College and Career Readiness Standards for Social Studies*

**Standard USH 5 1920s – 1930s:** *Evaluate the impact of social and economic changes and the conflict between traditionalism and modernism in the 1920s through the 1930s.*

## Vocabulary

- Mass culture
- First Red Scare
- Lost Generation writers
- F. Scott Fitzgerald
- Ernest Hemingway
- William Faulkner
- Immigration Quotas Act
- 18<sup>th</sup> Amendment
- John Scopes
- Clarence Darrow
- Technological Innovations
- William Jennings Byran
- Prohibition
- Overproduction
- Scopes trial
- Stock Market Speculation
- Harlem Renaissance
- Restrictive Monetary Policies
- Black Nationalism
- Smoot-Hawley Tariff Act
- Langston Hughes
- Global Economy
- Zora Neal Hurston
- Worldwide Depression
- Marcus Garvey
- Mass Production
- Louis Armstrong
- Buying on Credit
- Duke Ellington
- Radio
- Model- T
- Ella Fitzgerald
- Social Change
- Traditionalism
- Modern Culture
- Bonus Army
- Flappers



## Suggested Skills for Mastery of the Standard

- Analyze the impact of radio, cinema, and print media on the creation of mass culture, students would need to understand the cause-and-effect relationships between these forms of media and the emergence of mass culture. Identify how the availability and widespread use of these media influenced societal changes and cultural norms.
- Analyze the impact of the Lost Generation writers on American culture, students would need to make inferences based on the writings of F. Scott Fitzgerald, Ernest Hemingway, John Steinbeck, and William Faulkner. Draw conclusions about the impact of their works on American culture, including changes in attitudes, values, and perspectives during the time.
- Determine the impact of technological innovations on increased leisure time, students would need to compare different technological innovations and their effects on leisure time. Identify similarities and differences in how various innovations, such as the automobile, radio, and other forms of entertainment, impacted leisure time and leisure activities.
- Analyze the historical events of overproduction, stock market speculation, and restrictive monetary policies in the 1920s and 1930s, and understand their impact on the pending economic crisis.
- Understand the cause-and-effect relationship between overproduction, stock market speculation, and restrictive monetary policies, and how they contributed to the economic crisis of that time period.
- Evaluate the effects of these events on the economy of the 1920s and 1930s, including their consequences on various sectors such as agriculture, industry, and finance.
- Apply economic concepts and principles to analyze the impact of these events on the global economy, including the consequences of the Smoot-Hawley Tariff Act on international trade and the resulting worldwide depression.
- Understand the cause-and-effect relationship between the Smoot-Hawley Tariff Act and its impact on the global economy, as well as the resulting worldwide depression. Analyze the economic policies and their consequences.
- Analyze the changes in the 1920s, such as mass production, the role of credit, and the effect of radio on creating a mass culture, and understand their impact on the economy, society, and culture of that time period.





- Draw inferences from historical evidence and analyze the potential causal relationships between the changes in the 1920s and their impact on the economy, society, and culture.
- Understand the causes and effects of social change and conflict during the 1920s, including the role of women, the Red Scare, immigration quotas, Prohibition, and the Scopes trial. Analyze how these events influenced and impacted American society and culture during that time period.
- Analyze the impact of the Harlem Renaissance and Black Nationalism on the social and cultural landscape of America, including the contributions of prominent figures such as Langston Hughes, Zora Neal Hurston, Marcus Garvey, Louis Armstrong, Duke Ellington, and Ella Fitzgerald. Understand how these cultural movements shaped American society and culture during that time period.
- Identify and analyze the cause-and-effect relationships between the Harlem Renaissance, Black Nationalism, and the social and cultural changes that took place in America during the time period, including their impact on race relations, artistic expression, and identity politics.
- Identify and analyze the causes and effects of the Great Depression on the American family, including the social, economic, and political factors that contributed to the Bonus Army, Hoovervilles, Dust Bowl, and Dorothea Lange's work.
- Apply geographic concepts, such as climate, natural resources, and landforms, to understand the environmental conditions that contributed to the Dust Bowl and its impact on migration patterns.
- Organize and communicate their findings and analysis effectively in writing, using clear and coherent language, appropriate evidence, and logical arguments to support their conclusions.



### Suggested Instructional Practices:

- Fishbowl discussion to analyze the impact of radio, cinema, and print media on the creation of mass culture.
- Jigsaw activity to analyze the impact of the Lost Generation writers on American culture.
- Hands-on activity (e.g., creating a timeline or infographic) to determine the impact of technological innovations on increased leisure time.
- Role-play activity to assess the effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis.



## Learning Activities

- **Fishbowl discussion:** Divide the class into two groups. One group will be the "fish" in the center of the circle, while the other group observes and takes notes. The "fish" will discuss the impact of radio, cinema, and print media on the creation of mass culture, while the other group observes and takes notes. After a set time, the groups will switch roles, and the observers will become the "fish." Then, as a class, discuss the main points and ideas that came up in the discussion.
- **Jigsaw activity:** Divide the class into four groups, with each group assigned one of the Lost Generation writers. Each group will research and analyze the impact of their assigned writer on American culture. Then, reorganize the groups so that each new group has one member from each of the original groups. In these new groups, share and compare findings on the impact of the Lost Generation writers on American culture.
- **Hands-on activity:** Have students create a timeline or infographic that illustrates the impact of technological innovations on increased leisure time. Students can research and include events such as the rise of the automobile, the availability of electricity in homes, and the creation of new consumer products.
- **Role-play activity:** Assign students roles (e.g., farmers, bankers, politicians) and have students act out the effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis. After the role-play, have a class discussion on the impact of these factors on the economy and society.



## Sample Multiple Choice

1. Part A: Which technological innovation had the greatest impact on increased leisure time in the 1920s and 1930s?
  - a) The telephone
  - b) The automobile
  - c) The radio
  - d) The television

Part B: How did this technological innovation impact American society in the 1920s and 1930s?

  - a) It led to a decrease in social isolation and an increase in cultural diversity.
  - b) It reinforced traditional gender roles and encouraged conformity to societal norms.
  - c) It contributed to the development of a mass consumer culture and a sense of national identity.
  - d) It had little impact on American society as a whole and was primarily used for entertainment purposes.
2. What impact did the works of the Lost Generation writers have on American culture during the 1920s and 1930s?
  - a) Fostered a sense of optimism and idealism.
  - b) Encouraged traditionalism and conformity.
  - c) Critiqued societal norms and values.
  - d) Promoted consumerism and materialism.
3. Part A: What were some key factors that contributed to the impending economic crisis of the 1930s?
  - a) Overproduction, stock market speculation, and restrictive monetary policies
  - b) Increased government spending, international trade policies, and labor strikes
  - c) Technological innovations, consumer spending, and international conflicts
  - d) Immigration policies, urbanization, and environmental disasters.



Part B: What were some effects of the impending economic crisis on American society during the 1930s?

- a) Increased consumer spending and economic growth
  - b) Decline of industrial production and high unemployment rates
  - c) Expansion of social welfare programs and government intervention
  - d) Rise of consumerism and materialism
4. How did the Dust Bowl impact migration patterns during the Great Depression?
- a) It led to increased migration of people from urban to rural areas in search of work.
  - b) It caused a decline in migration as people were unable to travel due to economic hardships.
  - c) It led to a mass migration of people from the affected areas to other parts of the country in search of better living conditions.
  - d) It had no significant impact on migration patterns during the Great Depression.
5. Which of the following best describes the role of immigration quotas during the Great Depression?
- a) They led to increased immigration and economic growth.
  - b) They resulted in improved living conditions for immigrants.
  - c) They led to decreased immigration and restrictions on immigration.
  - d) They had no significant impact on immigration patterns during the Great Depression.
6. What was the significance of the Bonus Army protest during the Great Depression?
- a) It led to the creation of social welfare programs to support unemployed veterans.
  - b) It resulted in increased government spending on infrastructure projects.
  - c) It highlighted the challenges faced by World War I veterans during the economic downturn.
  - d) It had no significant impact on government policies or programs during the Great Depression.



7. How did the Smoot-Hawley Tariff Act contribute to the worldwide depression during the 1920s and 1930s?
- a) By promoting free trade and economic cooperation among nations creating harmony.
  - b) By reducing tariffs and increasing global trade and international goods in the U.S.
  - c) By imposing higher tariffs on imported goods and worsening the global economic downturn.
  - d) By implementing policies to stabilize currency exchange rates and boost global economic growth.