ProQuest Historical Newspapers™

and

State Academic Standards
National Information Literacy Standards
National Technology Standards for Students and Teachers
Advanced Placement Course Expectations for U. S. History, Govt. & Politics

A Research Guide for Educators
Bringing History Alive from 1851 through 1999

INCLUDES:

? ProQuest mini-research process and models and critical thinking research strategies
? McREL summaries of state and national standards supported by ProQuest Historical Newspapers research activities
? National Information Literacy Standards (NILS)
? National Technology Standards for Student and Teachers (NETS-S, NETS-T)
? Samples of standards-based mini-research projects using critical thinking and PQHN
? Teacher tools to help students turn PQHN documents into reports and presentations

Summer 2003
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ProQuest Historical Newspapers Supports State Academic Standards
(McREL Summary)

The following list of standards is summarized from the Mid-Continent Regional Education Laboratory (McREL): http://www.mcrel.org

McREL analyzes all existing state academic standards and then synthesizes them into one representative collection of common standards and benchmarks. This collection provides a national perspective for educators to help make decisions on curriculum products, professional development and other essential educational priorities.

ProQuest Historical Newspapers collection of The New York Times in full-page image dates back to 1851. While The New York Times microfilm archive has always been a tool in traditional education, now, through technology and the Internet, its content is available to students in subscribing schools in a user friendly and timesaving format. This powerful tool is designed to implement the following content standards for the core curriculum: The Arts, Civics/Government, History, Geography, Science & Technology, and Health by utilizing the processes of reading, writing, research, critical thinking and problem solving.

The following standards summarize the essential language arts processes that are integral to research with ProQuest Historical Newspapers on any curriculum subject or topic area.

Language Arts Standard and Benchmarks—Writing

Standard 4: Gathers and uses information for research purposes (9-12)

1. Uses appropriate research methodology (e.g., formulates questions and refines topics, develops a plan for research; organizes what is known about a topic; uses appropriate research methods, such as questionnaires, experiments, field studies; collects information to narrow and develop a topic and support a thesis)

2. Uses a variety of print and electronic sources to gather information for research topics (e.g., news sources such as magazines, radio, television, newspapers; government publications; microfiche; telephone information services; databases; field studies; speeches; technical documents; periodicals; Internet)

3. Uses a variety of primary sources to gather information for research topics

4. Uses a variety of criteria to evaluate the validity and reliability of primary and secondary source information (e.g., the motives, credibility, and perspectives of the author; date of publication; use of logic, propaganda, bias, and language; comprehensiveness of evidence)

5. Synthesizes information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies

6. Uses systematic strategies (e.g., anecdotal scripting, annotated bibliographies, graphics, conceptual maps, learning logs, notes, outlines) to organize and record information

7. Writes research papers (e.g., includes a thesis statement; synthesizes information into a logical sequence; paraphrases ideas and connects them to other sources and related topics; identifies complexities and discrepancies in information; addresses different perspectives; organizes and converts information into different forms such as charts, graphs, and drawings; integrates quotations and citations into flow of paper; adapts researched material for presentation to different audiences and for different purposes)
8. Uses standard format and methodology for documenting reference sources (e.g., credits quotes and paraphrased ideas; understands the meaning and consequences of plagiarism; distinguishes own ideas from others; uses a style sheet method for citing sources, such as the Modern Language Association, American Psychological Association, or Chicago Manual of Style; includes a bibliography of reference material)

**Language Arts Standard and Benchmarks—Reading**

**Standard 5: Uses the general skills and strategies of the reading process**

1. Uses context to understand figurative, idiomatic, and technical meanings of terms

2. Extends general and specialized reading vocabulary (e.g., interprets the meaning of codes, symbols, abbreviations, and acronyms; uses Latin, Greek, Anglo-Saxon roots and affixes to infer meaning; understands subject-area terminology; understands word relationships, such as analogies or synonyms and antonyms; uses cognates; understands allusions to mythology and other literature; understands connotative and denotative meanings)

3. Uses a range of automatic monitoring and self-correction methods (e.g., rereading, slowing down, subvocalizing, consulting resources, questioning)

4. Understands writing techniques used to influence the reader and accomplish an author's purpose (e.g., organizational patterns, such as cause-and-effect or chronological order; imagery, personification, figures of speech, sounds in poetry; literary and technical language; formal and informal language; point of view; characterization; irony; narrator)

5. Understands influences on a reader's response to a text (e.g., personal experiences and values; perspective shaped by age, gender, class, or nationality)

6. Understands the philosophical assumptions and basic beliefs underlying an author's work (e.g., point of view, attitude, and values conveyed by specific language; clarity and consistency of political assumptions)

**Language Arts Standard and Benchmarks—Media**

**Standard 10: Understands the characteristics and components of the media**

1. Understands that media messages have economic, political, social, and aesthetic purposes (e.g., to make money, to gain power or authority over others, to present ideas about how people should think or behave, to experiment with different kinds of symbolic forms or ideas)

2. Understands how different media (e.g., documentaries, current affairs programs, web pages) are structured to present a particular subject or point of view

3. Understands aspects of the construction of media messages and products (e.g., the significance of all parts of a visual text, such as how a title might tie in with main characters or themes)

5. Understands aspects of media ownership and control (e.g., concentration of power and influence with a few companies; diversification of media corporations into other industries; the commercial nature of media; influence of origins on a media message or product)

7. Understands different aspects of advertising in media (e.g., advertising intertwined with media content, such as advertising copy presented in the form of news stories or the close association of feature articles with surrounding advertisements; the influence of advertising on virtually every aspect of the media, such as the structure of newspapers; advertisers as a pressure group; sponsorship as a form of advertising; ambience in media that is sympathetic to advertising, such as lifestyles portrayed on television)
8. Understands the extent to which audience influences media production (e.g., selection of audiences on the basis of their importance to advertisers or media institutions; production of programs with high audience ratings and low production costs, such as game shows; how media producers determine or predict the nature of audiences)

9. Understands the relationship between media and the production and marketing of related products (e.g., how and why books are reissued in conjunction with film releases; how the target audience for a film determines the range of products marketed and this marketing in turn helps shape the film)

10. Understands the influence of media on society as a whole (e.g., influence in shaping various governmental, social, and cultural norms; influence on the democratic process; influence on beliefs, lifestyles, and understanding of relationships and culture; how it shapes viewer's perceptions of reality; the various consequences in society of ideas and images in media)

11. Understands legal and ethical responsibilities involved in media use (e.g., censorship; copyright laws; FCC regulations; protection of the rights of authors and media owners; standards for quality programming; regulations for broadcast repeats; forms of media self-control; governmental, social, and cultural agencies that regulate media content and products)

12. Understands the role of the media in addressing social and cultural issues (e.g., creating or promoting causes: U.N. military action, election of political parties; use of media to achieve governmental, societal, and cultural goals)

The following national standards are integrated into most state standards. These standards are also integrated into all research activities using ProQuest Historical Newspapers and the ProQuest Mini-Research process that is presented following these standards.
The American Association of School Librarians (ALA) adopted the following standards in June of 1998. Specific benchmarks accompany the standards and are available at www.ala.org.

1. The student who is information literate accesses information efficiently and effectively.
2. The student who is information literate evaluates information critically and competently.
3. The student who is information literate uses information accurately and creatively.
4. The student who is an independent learner is information literate and pursues information related to personal interests.
5. The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
6. The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.
7. The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
8. The student who contributes positively to the learning community and to society is information literate and uses information ethically.
9. The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

The Research Process and MLA Citing for Electronic Sources


For an electronic and automatic method of converting citations from PQ Historical Newspapers into MLA citations and also arranging them in alphabetical order: http://www.easybib.com
ProQuest Mini-Research Supports the the National Educational Technology Standards For Students (NETS)

The International Society for Technology in Education (ISTE) standards for students are divided into six broad categories. These categories provide a framework for linking performance indicators found within the Profiles for Technology Literate Students to the standards at www.iste.org. Most of the states have integrated all or part of NETS into their state learning standards. Teachers can use these standards and profiles in planning technology-based activities in which students achieve success in learning, communication, and life skills.

Standards that are bolded are significantly implemented through ProQuest mini-research with ProQuest Historical Newspapers.

Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

Social, ethical, and human issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

Technology productivity tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

Technology communications tools

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Technology research tools

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

Technology problem-solving and decision-making tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.
ISTE Recommended Foundations in Technology for All Teachers (NETS-T)

Standards that are **bolded** are significantly implemented through ProQuest mini-research with ProQuest Historical Newspapers.

**A. Teacher Basic Computer/Technology Operations and Concepts**
1. Operate a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages.
2. Use terminology related to computers and technology appropriately in written and oral communications.
3. Describe and implement basic troubleshooting techniques for multimedia computer systems with related peripheral devices.
4. Use imaging devices such as scanners, digital cameras, and/or video cameras with computer systems and software.
5. **Demonstrate knowledge of uses of computers and technology in business, industry, and society.**

**B. Teacher Personal and Professional Use of Technology**
1. Use productivity tools for word processing, database management, and spreadsheet applications.
2. Apply productivity tools for creating multimedia presentations.
3. **Use computer-based technologies including telecommunications to access information and enhance personal and professional productivity.**
4. Use computers to support problem solving, data collection, information management, communications, presentations, and decision making.
5. Demonstrate awareness of resources for adaptive assistive devices for student with special needs.
6. Demonstrate knowledge of equity, ethics, legal, and human issues concerning use of computers and technology.
7. **Identify computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator.**
8. Observe demonstrations or uses of broadcast instruction, audio/video conferencing, and other distance learning applications.

**C. Teacher Application of Technology in Instruction**
1. **Explore, evaluate, and use computer/technology resources including applications, tools, educational software, and associated documentation.**
2. Describe current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.
3. Design, deliver, and assess student learning activities that integrate computers/technology for a variety of student group strategies and for diverse student populations.
4. Design student learning activities that foster equitable, ethical, and legal use of technology by students.
5. **Practice responsible, ethical and legal use of technology, information, and software resources.**
The standards listed on the previous pages demonstrate that the use of student research activities (Information Literacy) is an important strategy to integrate critical thinking into all areas of the curriculum while building essential language arts skills. Too many times student research activities focus exclusively on lower-order thinking skills that answer the questions of who, what, when, and where? Higher-order thinking (critical thinking) skills focus on the questions of why/why not, how, and what If, and are at the heart of the standards and assessment strategies of educational reform.

To help teachers to use ProQuest Historical Newspapers in the most effective way by focusing on critical thinking strategies, the ProQuest Mini-Research Process is summarized below.

## Use ProQuest Mini-Research Strategies to Turn Information into Knowledge Using Critical Thinking

Researched information only becomes knowledge when it is used to make comparisons, to predict consequences, to evaluate effectiveness, to form connections, and is then communicated to an audience with a purpose.

### Elementary School or Beginners (Who, What, When, Where?)

Reports should be mostly factual, require one good source (usually an encyclopedia article), and be delivered in a summarized (extracting the most important information) or a paraphrased (synthesizing and restating the most important information) report of less than 100 words. Students should be encouraged to attach an appropriate picture or map to the report.

### Middle School (Who, What, When, Where, How and Why?)

Students should be required to use 2 or 3 sources. Reports can be written, oral, or created by teams. Reports should be between 100 and 200 words. Encyclopedic information is appropriate as one source only if it supports the 2 strategies listed below:

- **Compare/Contrast**—Students research two similar leaders, authors, artists, countries, works, ideas, etc. and show how they are both alike and/or how they are different

  Examples: Russia and Poland; humans and chimpanzees; The Bible and the Koran; classical and contemporary music; Abraham Lincoln and Franklin Delano Roosevelt; the Greeks and the Romans

- **Critique**—Students research a popular idea, custom, tradition, modus operandi, belief, or trend, and provide a logical argument for revising, eliminating, or expanding it

  Examples: Eating eggs and red meat is bad for your heart; elections are always held on Tuesdays; no pain, no gain; the national debt will lead us into bankruptcy; to succeed, all students should go to college; affirmative action laws lead to lowering of standards of work

### High School (Who, What, When, Where, How, and Why/Why Not, What If?)

Students should be required to use 3 or 4 sources. Reports can be written (200 to 300 words), oral (3 to 5 minutes) or in teams. With appropriate technology and training, a PowerPoint presentation should also be encouraged. Reports should require a summary document attached as a bibliographic reference to provide authentication. Strategies for mini-research should include predicting, evaluating, and persuading.
Tailoring Mini-Research Strategies To Meet the Needs of Your Students

A single research topic can provide a range of mini-research activities that can be tailored with the appropriate degree of difficulty levels for all your students. The same basket of documents retrieved from one search can be used to answer a variety of research questions.

**TOPIC: GLOBAL WARMING**
SEARCH: What causes global warming

**Possible Mini-Research Strategy**

- **Expand:** What is global warming? *(Look up and paraphrase—lowest level)*

- **Compare/Contrast:** Compare the weather patterns in the U.S. today with the patterns 100 years ago. *(Intermediate level critical thinking skills)*

- **Critique:** What actions by society have contributed to global warming?

- **Predict:** Predict what will happen in the future if nothing is done to reverse global warming. *(Higher level)*

- **Persuade:** Persuade the U.S. Government to pass laws that would help to reverse global warming.

- **Evaluate:** Evaluate the effectiveness of the past actions taken by government and business to prevent further global warming. *(Highest level)*
Advantages of ProQuest Mini-Research Activities with ProQuest Historical Newspapers

1. Easier for students to complete than traditional research papers
2. Takes less classroom and homework time searching for relevant information
3. Can be assigned in any subject area
4. Assignment can be more frequent to reinforce critical thinking skills and Information Literacy
5. Mini-research strategies, ideas and models available for teachers to use
6. Mini-research activities keep textbooks current in all areas and support State Academic Standards
7. Summary Document model and method presents ways to help prevent plagiarism and save time
8. Mini-research models integrate critical thinking designs into research

Research Spectrum of Critical Thinking Skills
ProQuest Historical Newspapers and Mini-Research Projects Support Academic Content Standards and Popular Textbooks

The following list of McREL academic standards are followed by a section of ProQuest mini-research topics that directly support those standards. Each research topic is based on strategies that require the reading of at least 3 documents so that students are motivated to answer the essential questions of critical thinking: why, why not, how, or what if and present a “reasoned opinion.”

Each topic is also accompanied by queries of The New York Times archives (1851 through 1998) that will retrieve the relevant documents and other primary source information needed to read, think, and write critically about that topic. These selected research topics save teachers and students valuable time in searching for relevant information and provide an easy and time-saving way to begin using ProQuest Historical Newspapers successfully right from the first research assignment. Because each topic is also correlated to most frequently used textbooks, the research activity supports both standards and textbooks making it easier for teachers to make relevant research assignments.

Additional Resource to Support Brainstorming for Research Topics in ProQuest Historical Newspapers

Schools who subscribe to eLibrary Classic or ProQuest Library have access to the publication Stack of Decades. This resource lists significant events and people associated with the decades between 1650s and the 1980s. For the purposes of ProQuest Historical Newspapers research, the earliest decade would be 1850. The events and people span a list of 7-12 subjects that include the Arts, Science/Technology, U. S. History, and World History.

In either database, use the publication search: type Stack of Decades as the publication title and then the decade in the Search box. Example: 1890 would bring a collection of events and people of the year 1890 through 1899.
Social Studies Standards and Supporting Mini-Research Topics

Social Studies Critical Thinking Standards

1. Benchmark—Understands that historical accounts are subject to change based on newly uncovered records and interpretations

   Benchmark Vocabulary—historical account, newly uncovered record, newly uncovered interpretation

2. Benchmark—Knows different types of primary and secondary sources and the motives, interests, and bias expressed in them (e.g., eyewitness accounts, letters, diaries, artifacts, photos; magazine articles, newspaper accounts, hearsay)

   Benchmark Vocabulary—primary source, secondary source, motive, interest, bias, eyewitness account, letter, diary, artifact, photo, magazine article, newspaper account, hearsay

3. Benchmark—Knows how to evaluate the credibility and authenticity of historical sources

   Benchmark Vocabulary—credibility, authenticity, historical source

Thinking and Problem Solving Skills

4. Benchmark—Compares and contrasts the credibility of differing accounts of the same event

   Benchmark Vocabulary—compare, contrast, credibility, account

5. Benchmark—Compares different sources of information for the same topic in terms of basic similarities and differences

   Benchmark Vocabulary—compare, source, topic, similarity, and difference

Historical Understanding/Chronological Relationships

25. Benchmark — Knows how to identify patterns of change and continuity in the history of the community, state, and nation, and in the lives of people of various cultures from times long ago until today

   Benchmark Vocabulary—pattern of change, pattern of continuity, history of the community, history of the state, history of the nation, lives of people, culture, long ago, today
<table>
<thead>
<tr>
<th>Era 5 - Civil War and Reconstruction (1850-1877)</th>
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<tbody>
<tr>
<td>13. Understands the causes of the Civil War</td>
</tr>
<tr>
<td>14. Understands the course and character of the Civil War and its effects on the American people</td>
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<tr>
<td>15. Understands how various Reconstruction plans succeeded or failed</td>
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<tr>
<th>Era 6 - The Development of the Industrial United States (1870-1900)</th>
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<tbody>
<tr>
<td>16. Understands how the rise of corporations, heavy industry, and mechanized farming transformed American society</td>
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<tr>
<td>17. Understands massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity</td>
</tr>
<tr>
<td>18. Understands the rise of the American labor movement and how political issues reflected social and economic changes</td>
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<tr>
<td>19. Understands federal Indian policy and United States foreign policy after the Civil War</td>
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<tr>
<th>Era 7 - The Emergence of Modern America (1890-1930)</th>
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<tr>
<td>20. Understands how Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption</td>
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<td>21. Understands the changing role of the United States in world affairs through World War I</td>
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<tr>
<td>22. Understands how the United States changed between the post-World War I years and the eve of the Great Depression</td>
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<tr>
<th>Era 8 - The Great Depression and World War II (1929-1945)</th>
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<tr>
<td>23. Understands the causes of the Great Depression and how it affected American society</td>
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<tr>
<td>24. Understands how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state</td>
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<tr>
<td>25. Understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs</td>
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<th>Era 9 - Postwar United States (1945 to early 1970s)</th>
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<tbody>
<tr>
<td>26. Understands the economic boom and social transformation of post-World War II United States</td>
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<tr>
<td>27. Understands how the Cold War and conflicts in Korean and Vietnam influenced domestic and international politics</td>
</tr>
<tr>
<td>28. Understands domestic policies in the post-World War II period</td>
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<tr>
<td>29. Understands the struggle for racial and gender equality and for the extension of civil liberties</td>
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<th>Era 10 - Contemporary United States (1968 to the present)</th>
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<tr>
<td>30. Understands developments in foreign policy and domestic politics between the Nixon and Clinton presidencies</td>
</tr>
<tr>
<td>31. Understands economic, social, and cultural developments in the contemporary United States</td>
</tr>
</tbody>
</table>
Research Activities with ProQuest Historical Newspapers to Support AP Courses

The Advanced Placement testing program is rigorous and assesses a student's knowledge of content as well as their skills in inferential reading, writing to defend or refute an opinion, critical thinking and the use of primary resources beyond the textbook. This combination of resources, interpretive knowledge, and the ability to express reasoned opinions are inherent in the use of ProQuest’s ProQuest Historical Newspapers and well designed mini-research activities. ProQuest Historical Newspapers provides the primary resources needed to support AP U.S. History and AP Government and Politics.

Each AP U.S. History Examination is 190 minutes in length and has both a multiple choice and a free-response section. Part II, the free-response section, consists of a required 15-minute reading period, a required document-based question for which 45 minutes are recommended, and 2 essays in which students select one question from each of two groups of questions. More than half of the time is targeted toward writing.

The College Board (www.collegeboard.com) provides this advice to students who are planning to take these rigorous courses:

**Writing Skills**

Writing More Often—AP students need to write, and to write often. This practice is an excellent way to develop the skill of casting a thesis statement and marshalling evidence in support of a valid generalization

Build an Argument—The best essays—in terms of arguing their case—are those that marshal the positive arguments in favor of their position but that also refute or answer possible rival theses.

**Reading Skills**

Use Primary Sources—Study the primary sources to gain familiarity with the "raw materials" of historical inquiry and to practice assessing the validity of historical evidence. Students need to learn to comprehend the difficult style, terminology, and meaning of colonial charters, Supreme Court decisions, laws passed by state legislatures or Congress, and treaties and agreements made with other nations.

Do Some Historiography—If your teacher assigns readings in American historiography (the writing of history) — the changing and conflicting interpretations that arise from differences among historians — use the opportunity to compare and contrast the reasons for their differences (sources, backgrounds, social and intellectual contexts, and guiding assumptions, for example). This exercise can provide a wonderful opportunity to understand how two historians looking at the same event can reach such different conclusions.

Find the Main Ideas—When you read, look for the main idea(s) the author is expressing and the material the author uses to support them. These ideas may be fairly easy to identify in popular writing in newspapers or journals, for example, but much more subtle in political commentaries.

Know the Context—Knowing the context of a piece of writing can help you read with greater understanding and better recollection. As you read works by historians, a knowledge of the period in which they lived and wrote contributes enormously to an understanding of what their assumptions were and what they were trying to accomplish.
Recent AP Essay Topics Supported by ProQuest Historical Newspapers Research

2001: The Cold War and the Eisenhower Administration
2000: Organized Labor from 1875-1900
1997: American Women, 1890-1925
1996: Constitutional and Social Developments, 1860-1877
1995: Civil Rights Movement, 1960s
1994: U.S. Expansionism
1992: The Effects of the Environment on Western Development

The newest version of the SATs will include a written essay portion. Ongoing mini-research assignments are proven by scientific research to increase essential critical thinking, reading and writing skills. ProQuest Historical Newspapers essays provide a motivating way for students to learn about the past, develop these essential skills, and get ready for the new SAT test.

The College Board Announces a New SAT®

“The current SAT I is the most rigorously and well-researched test in the world, and the new SAT I will only improve the test’s current strengths by placing the highest possible emphasis on the most important college success skills—reading and mathematics, and, now, writing,” Caperton said. According to Caperton, the new SAT I will remain a test of developed reasoning and thinking skills, as it has been for 76 years. The new test will be even more closely aligned with current high school curricula than before:

? A writing test will be added, including multiple-choice questions and a student-written essay;
? Analogies will be replaced by more critical reading passages from a variety of texts that range from science and history to humanities and literature (what is now called the Verbal Reasoning Test will be renamed the Critical Reading Test to emphasize the importance of reading);

“The writing test will add great value to the SAT I,” said Linda Clement, chair of the College Board Trustees and vice president of the University of Maryland at College Park. “Research has shown that the addition of a writing test provides increased validity in predicting college success, but, more importantly, it sends a loud and clear message that strong writing is essential to success in college and beyond.”
U.S. History Mini-Research Topics

The following research topics use the Basic method of searching under Search Methods. This method is based on Boolean operators (and, or, etc.). Using quotation marks around proper names helps ProQuest Historical Newspapers search more effectively by forcing the search engine to look for these words together when linked to proper names of people, places, and things.

The pdn format shown limits the search to a more specific time period (before <) or (after >) the designated date listed. Some typo errors may be evident in the citations because of the scanning of original documents and then converting images to ASCII.

Each of these mini-research activities should result in a written report of 100-200 words or an oral report of 2-3 minutes. Both should be accompanied by a Summary Document to verify sources as shown in the last section of this guide.

**Topic: Free Slaves and the Underground Railroad—1850s**

**Search:** underground and railroad and pdn(<3/31/1861)

**Critical Thinking Assignment:** Compare/contrast the attitudes of the free and slave states toward the Underground Railroad. Include commentary about the difficulties of slaves to obtain their freedom.

**Significant Documents—Cite at Least 3 in Your Report**

- The Underground Railroad; Jan 28, 1856
- The Southern Exodus; Feb 8, 1856
- The Underground Railroad; Nov 30, 1855
- The Underground Railroad; Jun 1, 1857
- Article 1—No Title; Apr 9, 1857
- Article 15—No Title; Nov 26, 1852

**Topic: Westward Expansion and Emigration—1850s**

**Search:** west and emigration and pdn(<12/31/1857)

**Critical Thinking Assignment:** Compare/contrast the reasons why people emigrated west and who those people were. What modern emigrations are there and why?

**Significant Documents—Cite at Least 3 in Your Report**

- Women’s Protective Emigration Society; Dec 29, 1857; pg. 4, 1 pgs
- IRISH EMIGRATION TO THE WEST; Protest from the West Against Archbishop Hughes' Views; May 4, 1857
- German Emigration to Kansas; Apr 4, 1856
- Settlement of Kansas; Jun 29, 1854
- Irish Emigration Aid Society; Jul 11, 1855
- KANSAS; What Causes the discouragement of Emigrants—Let the Truth be Known; Jan 18, 1855
Topic: The Confederate Attack on Fort Sumter—1861

Search: Fort Sumter and pdn(<12/31/1861)

Critical Thinking Assignment: Compare/contrast the point of view of the Union, the Confederacy, and the Europeans on the event that triggered the American Civil War.

Significant Documents—Cite at Least 3 in Your Report

? THE AMERICAN CRISIS IN FRANCE; How the News was Received; May 15, 1861
? THE FALL OF FORT SUMTER; HOW NEWS WAS RECEIVED IN ENGLAND; May 10, 1861
? THE BOMBARDMENT OF SUMTER; Official Report of Gen. Beauregard. HEADQUARTERS PROVISIONAL ARMY; May 12, 1861
? THE DEFENCE OF SUMTER; Detailed Account of the Defence of the Fort, by Major Anderson.; Apr 19, 1861
? The American Struggle The Parties to the Contest; From the London Times, May 1. May 12, 1861
? What the London Times Correspondent Saw at Charleston; LETTER FROM MR. WM. RUSSELL; May 28, 1861

Topic: The Assassination of President Lincoln—1865

Search 1: assassination and president and pdn(<12/31/1865)
Search 2: ford's theatre and pdn(<12/31/1865)

Critical Thinking Assignment: Compare/contrast the attitude of the public and of other countries to the assassination of President Lincoln. Summarize the

Significant Documents—Cite at Least 3 in Your Report

? OUR LONDON CORRESPONDENCE; May 14, 1865
? THE ASSASSINATION OF PRESIDENT LINCOLN; ACTION OF THE BRITISH PARLIAMENT. THE HOUSE OF LORDS. PROCEEDINGS IN THE HOUSE OF COMMONS; May 15, 1865
? SERMON BY REV. DR. DE WITT; Jun 2, 1865;
? ONE DAY LATER; THE DAMASCUS AT PORT AU BASQUE. Correspondence Between the British and American Governments on the Death of President Lincoln. Jun 27, 1865
? THE CONSPIRACY AGAINST THE PRESIDENT; Feb 27, 1861
? Statement of an Actor who was on the Stage in Ford's Theatre—Additional Facts; From the Chicago Journal; Apr 26, 1865
? The Cowardly Character of the Murder; Apr 18, 1865
? ANOTHER ACCOUNT; Apr 15, 1865

Topic: Reconstruction Act and the South—1865-67

Search: reconstruction and Johnson and pdn(<12/31/1870)

Critical Thinking Assignment: Summarize many of the points of view that were present and impacted the creation of the Reconstruction Act.

Significant Documents—Cite at Least 3 in Your Report

? President Johnson and the Difficulties of Reconstruction; Jun 19, 1865
? A Remarkable Case of Sudden Conversion; Jun 27, 1865
? The President and Congress.; Sep 12, 1866
? The "Usurpation" of 1865 and the "Usurpation" of 1867; Jul 25, 1867
**Topic: Indian Wars and Treaties—1868-70**

**Search:** Indian and affairs and war? and pdn(<12/31/1870)

**Critical Thinking Assignment:** Compare and contrast the attitudes and the ongoing problems that resulted in the series of Indian wars.

**Significant Documents—Cite at Least 3 in Your Report**

- THE INDIANS; Traces of Civilization-Efforts of Some to Earn a Livelihood-Civil Agents; Aug 18, 1870
- THE INDIANS; The Threatened War—Probability of its Being Averted—Condition of Various Tribes—Marauding Expeditions of Sioux; May 14, 1870
- WASHINGTON; Preparations Among the Indians for an Extensive War; May 2, 1870
- THE INDIANS ON THE WAR-PATH; Necessity for Prompt Action to Prevent War-A Pence Convention Called Delegates from all Parts of the Country Invited.; May 10, 1870
- INDIAN AFFAIRS; Mismanagement of Indian Affairs—Necessity for a Reform; E. H. H.; Dec 22, 1868
- The War on the Plains—The Indian Side of the Story; Aug 21, 1867
- THE INDIAN WAR; Gen. Sheridan's Report-The Work Done and to be Done; Nov 27, 1868

**Topic: Civil Rights Act of 1875**

**Search:** Civil and Rights and Act and pdn(<12/31/1875)

**Critical Thinking Assignment:** What legal obstacles were encountered by African-Americans pursuing their rights under the Civil Rights Act of 1875? How did this impact the 14th and 15th amendments?

**Significant Documents—Cite at Least 3 in Your Report**

- GENERAL TELEGRAPH NEWS; A CIVIL RIGHTS DECISION. A PORTION OF THE SUPPLEMENTARY ACT OF 1875 DECLARED TO BE UNCONSTITUTIONAL BY JUDGE GILES, OF THE UNITED STATES DISTRICT COURT OF BALTIMORE. Mar 23, 1877
- WASHINGTON; CIVIL RIGHTS IN PULLMAN CARS. SUIT FOR DAMAGES BY AN INVALID COLORED SCHOOL-TEACHER THE CRIMINAL CLASS OF WHISKY DISTILLERS INTIMIDATED MEXICAN CLAIMS; Aug 21, 1875
- THE ENFORCEMENT ACT; ARGUMENT IN THE GRANT PARISH CASE BEFORE THE SUPREME COURT--OPINION OF THE ATTORNEY GENERAL; Apr 3, 1875
- CIVIL RIGHTS IN TRENTON; A BILLIARD SALOON NOT WITHIN THE PROVISIONS OF THE CIVIL RIGHTS LAW; Mar 26, 1875
Topic: Statue of Liberty—1886

Search: Statue and Liberty and pdn(<01/01/1887)

Critical Thinking Assignment: Why did France give the Statue of Liberty to the U. S.? Why was it to be located in New York Harbor? What problems had to be overcome for the statue to become the symbol of America it is today?

Significant Documents—Cite at Least 3 in Your Report

? BARTHOLDI MUCH PLEASED; Jan 30, 1887;
? FAITH IN THE GREAT STATUE; GEN. STONE HAS NO FEARS FOR ITS ENDURANCE.; Jan 1, 1887
? THE STATUE OF LIBERTY; Dec 31, 1886;
? FRANCO-AMERICAN FRIENDSHIP; Dec 17, 1886
? LIBERTY RESUMES HER TASK; Nov 23, 1886
? HIGHER THAN THE LIBERTY STATUE; Nov 21, 1886
? LIBERTY'S TORCH; Nov 20, 1886
? LIBERTY TO BE LIGHTED; Nov 18, 1886
? LIBERTY'S UNLIGHTED TORCH; Nov 10, 1886
? NO MONEY TO LIGHT THE STATUE; Nov 7, 1886

Topic: American Federation of Labor Founded—1886

Search: American and Federation and Labor and pdn(<12/31/1887)

Critical Thinking Assignment: What were the major reasons for the formation of the American Federation of Labor? How was it different than previous organizations? What were their goals?

Significant Documents—Cite at Least 3 in Your Report

? FEDERATION OF LABOR; THE CONVENTION BEFORE ITS CLOSE DEALS WITH IMPORTANT SUBJECTS; Dec 18, 1887
? FEDERATION OF LABOR; MANY SUBJECTS ON INTEREST DISCUSSED BY THE DELEGATES; Dec 17, 1887
? FEDERATION OF LABOR; MATTERS OF INTEREST TO TRADE ORGANIZATIONS DISCUSSED; Dec 16, 1887
? KNIGHT OF LABOR OPPONENTS; COMING CONVENTION OF THE AMERICAN FEDERATION OF LABOR; Oct 23, 1887
? THE FEDERATION OF LABOR; TRADES UNIONISTS FORM A NEW ORGANIZATION. THE KNIGHTS OF LABOR IGNORED AND A CONSTITUTION FOR THE NEW BODY ADOPTED--OFFICERS ELECTED; Dec 12, 1886
? MR. POWDERLY'S FOE; TALK WITH THE HEAD OF THE LABOR FEDERATION; Dec 19, 1886
**Topic: Opening of Indian Territory to Settlers—1889**

**Search:** Indian and Territory and pdn(<10/31/1889)

**Critical Thinking Assignment:** What were some of the problems connected to the opening of the Oklahoma Territory to white settlers? Why did the government open Indian Territory? In what ways were settlers and Indians victims?

**Significant Documents—Cite at Least 3 in Your Report**

? DRIVEN FROM THE RESERVATION; Oct 14, 1889
? INDIAN POLITICAL FACTIONS; TROUBLE FEARED OVER THE RECENT ELECTION IN THE TERRITORY; Sep 9, 1889;
? CHEROKEES ONLY HOLD BACK; ALL THE OTHER TRIBES READY TO SELL TO THE GOVERNMENT; Aug 25, 1889
? THE CHEROKEE STRIP; May 13, 1889
? THE OKLAHOMA SETTLERS; A POPULATION OF TWENTY THOUSAND WITHIN THE TERRITORY; May 13, 1889
? HURRAH FOR OKLAHOMA; PIONEERS BY THOUSANDS ON THE MARCH. RIFLES CRACKED AND MEN CHEERED WHEN THE SIGNAL FOR THE START WAS GIVEN BY GOVERNMENT TROOPS; Apr 19, 1889
? INTO OKLAHOMA AT LAST; THOUSANDS, WILDLY DASHING IN FOR HOMES. THE SCRAMBLE OF SETTLERS, BOOMERS, AND SPECULATORS--REPORTSOF DISTURBANCE AND QUARRELS; Apr 23, 1889
? HONEST SETTLERS DUPED; SWINDLED BY OFFICIALS IN OKLAHOMA. AN INVESTIGATION BY THE LAND OFFICE NOW IN ORDER--ONE "BOOMER" DRIVEN CRAZY; Apr 26, 1889

**Topic: National Women’s Suffrage Founded—1890**

**Search:** Women and suffrage and pdn(<12/31/1890)

**Critical Thinking Assignment:** What were the arguments for and against suffrage for women? How did the new suffrage laws in the first states affect politics?

**Significant Documents—Cite at Least 3 in Your Report**

? THOUGHTS FOR WOMEN; Apr 25, 1892
? OPPOSED TO WOMAN SUFFRAGE; MR. GLADSTONE THINKS THE TIME IS NOT YET RIPE; Apr 20, 1892
? WOMEN VOTERS IN KANSAS; THEIR DEMAND FOR EXTENDED SUFFRAGE ANNOYS THE REPUBLICANS; Nov 20, 1891
? TO URG WO MAN SUFFRAGE; Jul 13, 1891
? THE WOMAN SUFFRAGE CRAZE; IT IS RAPIDLY DYING AWAY EVEN IN KANSAS.; Mar 29, 1891
? FEMALE SUFFRAGE FOR WYOMING; Sep 20, 1889
? AN APPEAL AGAINST FEMALE SUFFRAGE. Aug 4, 1889
? WOMAN AT THE POLLS; A DEFENSE OF EQUAL SUFFRAGE BY A KANSAS LADY; May 9, 1889
? WOMAN SUFFRAGE; Apr 7, 1889
**Topic: Ellis Island Immigration Center Created—1892**

**Search:** Ellis and Island and pdn(<12/31/1892)

**Critical Thinking Assignment:** Why was Ellis Island chosen for the entry way to the U. S.? What were some of the immigrations problems at that time?

**Significant Documents—Cite at Least 3 in Your Report**

? KARAMANIA'S PASSENSGERS LAND; Health Officer Jenkins Issues a Final Bulletin; Aug 23, 1893
? THEY COME THROUGH CANADA; Efforts to Exclude Undesirable Immigrants from Europe; Aug 20, 1893
? CONTRACT LABOR CREEPS IN; It May Be the Fault of the Law or Carelessness of Special Inspectors; Aug 3, 1893
? Won't Have to Go Back to Bremen; Jun 5, 1893
? IT'S INVESTIGATION CONTINUED; The Senate Committee Pays a Visit of Inspection to Ellis Island; May 18, 1893
? A BUSY DAY AT ELLIS ISLAND; Immigrants Registered and Inspected Under the New Immigration Law.; May 12, 1893
? ELLIS ISLAND MATTERS; Results of Commissioner Senner's Visit to Washington; May 11, 1893
? TO IMPROVE ELLIS ISLAND; Commissioner Stump to Make Recommendations—Expenses Too High; Apr 14, 1893
? LANDED ON ELLIS ISLAND; NEW IMMIGRATION BUILDINGS OPENED YESTERDAY; Jan 2, 1892
? IN FAVOR OF ELLIS ISLAND; UNCLE SAM AND THE IMMIGRATION PROBLEM; Mar 25, 1890

**Topic: McKinley Elected President—1896**

**Search:** McKinley and president and pdn(<12/31/1896)

**Critical Thinking Assignment:** What were the issues in the election of 1896. What were the positions of McKinley that won him the presidency?

**Significant Documents—Cite at Least 3 in Your Report**

? McKINLEY; ELECTED; Nov 4, 1896
? MR. POWDERLY FOR McKINLEY; He Sees Great Danger in the Possible Election of Bryan.; Aug 28, 1896
? TARIFF TALK AT CANTON; McKINLEY MAKES A SPEECH TO WEST VIRGINIA EDITORS; Sep 2, 1896
? ASSURED OF A VICTORY; LEADERS WELL McKINLEY HE WILL WIN BEYOND A DOUBT; Oct 3, 1896
? M'KINLEY IS FOR "GOOD" MONEY; He Addresses Workingmen in Alliance, Ohio; Jul 24, 1896;
? A REVOLT IN MINNESOTA; SILVER REPUBLICANS WHO WILL NOT VOTE FOR McKinley; Jul 3, 1896
? NATION'S HONOR AT STAKE; CANDIDATE McKINLEY DISCUSSES THE FINANCIAL QUESTION; Jul 12, 1896
Topic: Hawaii Annexed by the United States—1898

Search: Hawaii and annex and pdn(<12/31/1898)

Critical Thinking Assignment: What were the reasons that Hawaii was annexed by the United States? What excuses were used to justify the takeover of the Hawaiian monarchy?

Significant Documents—Cite at Least 3 in Your Report

? HAWAII THE NEXT ISSUE; The House Agrees to Take Up the Question of Annexation for Early Settlement; Jun 11, 1898
? PLANS TO ANNEX HAWAII; Amendments to the War Revenue Bill Offered by Senators Lodge and Morgan; May 28, 1898
? ANNEXATION OF HAWAII; Indications of Strong Votes for the Project in Both Houses—Change in Sentiment Caused by the War; May 16, 1898
? KAIULANI'S EYES ON A THRONE; Liliuokalani's Friends Jealous of Her Conduct in Hawaii—Other Affairs on the Islands; Nov 25, 1897
? THE HAWAIIAN DISGRACE; Nov 21, 1897
? JAPAN RESTATES HER POSITION; Jul 27, 1897
? READY TO 'ANNEX' HAWAII; A Treaty to be Sent to the Senate Soon After the President Returns to Washington; Jun 15, 1897
? A BILL TO ANNEX HAWAII; Would Make the Sandwich Islands New State of the Union; Mar 30, 1897

Topic: Spanish American War Begins—1898

Search: Spanish and American and War and pdn(<12/31/1998)

Critical Thinking Assignment:

Significant Documents—Cite at Least 3 in Your Report

? AMERICAN WAR SHIPS HIT; Havana Report that a Smokestack and Mast Were Shot Away by Spanish Marksmen; May 8, 1898
? CORDIAL WORDS IN GERMANY; The Frankfort Gazette Sides with United States; Apr 25, 1898
? LOYAL TO OUR FLAG; Spanish and Cuban Residents of Chicago Do Not Waver; From The Chicago Tribune; Apr 7, 1898
? WAR DEPARTMENT READY; Anxious Congressmen Informed that Plans of Attack and Defense Are All Mapped Out; Mar 27, 1898
? MADRID PRESS FULL OF WAR; The Correo Espanol Says the de Lome Affair Has Given the Measure of Spain's Decay; Mar 4, 1898
? GERMAN MILITARY CRITICISMS; Dewey's Ships No Match for Camara's—Our Force in Cuba Inadequate; Jul 3, 1898
? THE MAINE DISASTER; Nothing Conclusive Yet as to the Cause of the Destruction of the Battleship; Feb 24, 1898
? THE FUNNIEST WAR NEWS; Excruciating Result of a Spanish Editor's Efforts to Disclose the Truth to Americans; From The Mexican Herald; Jul 3, 1898
Topic: President McKinley Assassinated—1901

Search: McKinley and assassin* and pdn(<12/31/1901)

Critical Thinking Assignment: What were the reasons for the assassination of President McKinley and how did his death affect the country?

Significant Documents—Cite at Least 3 in Your Report

? ASSASSINATION PLOT YARN; Trifling Incident Made the Basis of Sensational Story of a Conspiracy to Kill Mr. McKinley; Jul 12, 1900
? M'KINLEY AT OHIO'S FAIR; Police Precautions Taken on Account of a Letter Threatening His Assassination; Sep 4, 1897
? LABOR LEADERS CLASH OVER BUFFALO CRIME; Anarchists Speak at Central Federated Union Meeting; Sep 9, 1901
? RUSSIAN PAPERS' VIEWS; They Want a More Earnest Struggle Against Anarchism; Sep 9, 1901
? GRIEF FELT IN BERLIN; Sep 8, 1901
? RABBIS OFFER PRAYER FOR THE PRESIDENT; Tributes to Mr. McKinley's Worth in City Synagogues; MILES M. O'BRIEN, President; Sep 8, 1901
? FUTURE OF THIS COUNTRY; English Writer Predicts What It Will Be from Its Past; Sep 29, 1901

Topic: United Mine Workers Strike—1902

Search: United Mine Workers and strike and pdn(>5/15/1902 and <6/15/1902)

Critical Thinking Assignment: What were the issues of the mine owners and the mine workers that led to the strike. What were some of the strategies employed by the government, the strikers and the owners? Why were the strikers unhappy with the proposed settlement?

Significant Documents—Cite at Least 3 in Your Report

? ANTHRACITE MINERS DECIDE TO STRIKE; 145,000 Men Engaged in Contest with Mine Owners.; May 16, 1902
? MINERS' PLAN FOR A NATIONAL MOVEMENT; May Try to Tie Up Every Industry in the Country.; May 17, 1902
? THE COAL STRIKE.; May 19, 1902
? CIVIC FEDERATION STILL TRYING TO END COAL WAR; Secretary Easley to Report to Senator Hanna—Sales Agents Say Famine Is Serious—Soft Coal Advancing; May 20, 1902
? SOFT GOAL STRIKE AFFECTS 125,000 MEN; Extent of the Coming Suspension in the Virginias.; May 26, 1902
? EARLY END OF THE COAL STRIKE LIKELY; Arrangements to Conclude It Reported Agreed Upon; May 29, 1902
? PARTIAL VICTORY FOR MINERS; Independent Operators Said to be Yielding, but Larger Concerns Are in Control of the Situation; May 22, 1902
? THE ANTHRACITE STRIKE; May 21, 1902
**Topic: Triangle Shirt Waist Company Fire—1911**

**Search:** Triangle Shirtwaist Company and fire and pdn(>1/1/1911 and <12/31/1911)

**Critical Thinking Assignment:** What were the causes of the fire? Why were accepted working conditions for women significant in the cause? How did the lack of the right to vote influence treatment of women in all occupations?

**Significant Documents—Cite at Least 3 in Your Report**

- SUFFRAGIST ATTACKS GAYNOR; Miss Milholland Says He Refused to See Shirtwaist Workers Before Fire; Apr 9, 1911
- SUPT. MILLER HOME; WON'T TALK OF FIRE; Asch Building Is Being Restored Apparently to Its Original Condition; Mar 30, 1911
- 27 MORE IDENTIFIED IN MORGUE SEARCH; Bodies of 28 Fire Victims Are Still Unclaimed—Some Burned Beyond Recognition; Mar 28, 1911
- 141 MEN AND GIRLS DIE IN WAIST FACTORY FIRE; TRAPPED HIGH UP IN WASHINGTON PLACE BUILDING; STREET STREWN WITH BODIES; PILES OF DEAD; The Flames Spread with Deadly Rapidity Through Flimsy Material Used in the; Mar 26, 1911
- PARTNERS' ACCOUNT OF THE DISASTER; Blanck and Harris Tell of Their Escape in the Maddened Throng of Employees; Mar 26, 1911

**Topic: Opening of the Panama Canal—1914**

**Search:** Panama Canal and pdn(>8/15/1914 and <8/28/1914)

**Critical Thinking Assignment:** Why was the opening of the Panama Canal so important to the U. S.? What were some of the political, economic, health, and engineering obstacles that had to be overcome in order to open it up to international trade?

**Significant Documents—Cite at Least 3 in Your Report**

- CANAL SAVES MONTH IN PLEIADES VOYAGE; First Ship from San Francisco via the Short Cut Brings Fruit; Aug 28, 1914
- PANAMA GUNS TESTED; Experiments with Huge Pieces on Pacific End Prove Satisfactory; Aug 27, 1914
- CANAL HAS Earned $150,000; Officers Say War Is Keeping Many Ships Out of Waterway; Aug 23, 1914
- OUR POSITION WILL BE BEST; Consul Anderson Says War Will Increase Trade; Aug 23, 1914
- ROOSEVELT GREETED BY CROWDS IN MAINE; Makes Two Speeches and Hammers Wilson's Panama Canal Policy; Aug 19, 1914
- CANAL TOLLS Now $100,000; This Figure Reached After $25,000 Was Taken In on Sunday; Aug 18, 1914
- JAPAN'S INTENTIONS; Aug 18, 1914
- Garrison Congratulates Goethals; Aug 16, 1914
- THE PANAMA CANAL OFFICIALLY OPENED; Government Steamship Ancon, with Col. Goethals Aboard, Traverses the Routes; Aug 16, 1914
**Topic: Woodrow Wilson and the War in Europe—1915**

**Search:** Woodrow and Wilson and president and pdn(>5/16/1915 and <9/30/1915)

**Critical Thinking Assignment:** What were some of Wilson’s strategies and philosophy in keeping the U. S. out of the war in Europe?

**Significant Documents—Cite at Least 3 in Your Report**

? PRESIDENT CHEERED ON TRIP TO CORNISH; Tells a Springfield Admirer That He'll Avoid War if He Can Do So; Jun 26, 1915
? BRITISH APPLAUD WILSON'S FIRMNESS; London Papers See No Hint of Temporizing in the Reply to Germany; Jun 12, 1915
? FIRST CITIZEN OF THE WORLD; London Editor So Styles President Wilson, Whom the Kaiser So Misjudged; Jun 12, 1915
? WILSON AS A CHAMPION; C.W. Bowen Upholds President in His Stand for Humanity; Jun 11, 1915
? CONFEDERATES LAUD COURSE OF PRESIDENT; Veterans of the South Cheer His Name and Commend His Courage; Jun 3, 1915
? URGES PRESIDENT TO STAY NEUTRAL; Bartholdt's Pro-German Union Charges Nation Has Been 'Maliciously Influenced'; Jun 2, 1915
? WILSON'S COURSE DEFINED; Ready to Show World We Will Act as Well as Speak for Humanity; Jun 1, 1915
? WILSON ORDERS NEW PLANS MADE FOR OUR DEFENSE; His Letters to Daniels and Garrison, Sent in July, Now Made Public; Sep 3, 1915

**Topic: 18th Amendment, Prohibition—1919**

**Search:** Prohibition and amendment and pdn(>1/1/1919 and >12/31/1919)

**Critical Thinking Assignment:** What were the arguments for and against prohibition. What groups were the greatest supporters of the amendment? Why? What were the strategies used to try to rescind or circumvent the amendment?

**Significant Documents—Cite at Least 3 in Your Report**

? VOLSTEAD DECISION DELAYED TILL JAN. 5; Supreme Court Recesses Without Passing on Legality of the Dry Enforcement Act; Dec 23, 1919
? Coast Guard Gets Ready to Cope With Whisky Runners of the Sea; Dec 21, 1919
? HAS PLANS TO TEST 18TH AMENDMENT; W.H. Hirst Explains the Grounds on Which Actions Will Be Brought; Dec 18, 1919
? LIQUOR INTERESTS PLAN NEW MOVE; New York Distillers Will Seek Compensation for Losses Put at $300,000,000. CANNOT EXPORT, Dec 16, 1919
? 18TH AMENDMENT ITSELF TO BE ATTACKED; Levy Mayer Says Its Constitutionality Will Be Tested in Supreme Court; Dec 16, 1919
? SAY AMERICA WON'T BE DRY; Lawyers Attack Amendment Under Words "Beverage Purposes."; Dec 2, 1919
? DRYSTS TO RALLY ON JAN. 18; Anti-Saloonists Plan Celebration for "Amendment Sunday." Nov 19, 1919
? DRYSTS WIN DECISION IN CHICAGO COURT; Wartime Prohibition and Volstead Enforcement Act Held to be Constitutional . COUNTRY NOT YET AT PEACE Judge G.A. Carpenter Finds Nov 18, 1919
**Topic: 19th Amendment, Women’s Suffrage—1920**

**Search:** Suffrage and vote and amendment and pdn(>8/1/1920 and <10/31/1921)

**Critical Thinking Assignment:** What were the major arguments against the ratification of the 19th amendment. What was the basis for these arguments?

**Significant Documents—Cite at Least 3 in Your Report**

- Penal Statute on Suffrage Proposed; Dec 31, 1920
- TEST SUFFRAGE AMENDMENT; Maryland State League of Defense Brings Suit, Questioning Validity; Dec 15, 1920
- WANTS NEW SUFFRAGE ACT; Woman's Party Will Urge the Passage of an Enforcement Measure; Nov 6, 1920
- WATCH SUFFRAGE RULINGS.; Interpretation of Women's Rights in Elections to be Guarded; Oct 24, 1920
- Suffrage Ratification; EVERETT P. WHEELER; Sep 20, 1920
- SUFFRAGE BATTLE WILL START TODAY; Tennessee Houses Will Meet, but Lack of Quorum May Delay a Definite Action. Aug 9, 1920
- ROOSEVELT ASSAILS REPUBLICAN POLICY; Declares Stand on Suffrage and the League Is as "Clear as Mud." Aug 14, 1920
- TENNESSEE SENATE RATIFIES; Vote of 25 to 4 Surprises Even Suffragists, Who Are Now Confident of Victory. WILSON MAKES NEW APPEAL Sends Telegram to Speaker Walker Urging Favorable Action by Representatives; Aug 14, 1920

**Topic: Versailles Treaty—1919**

**Search:** Versailles and Treaty and pdn(>12/15/1919 and <1/12/1920)

**Critical Thinking Assignment:** What conditions were imposed on the Germany and the axis powers? Why would these conditions ultimately lead to the rise of Hitler and the 3rd Reich in Germany?

**Significant Documents—Cite at Least 3 in Your Report**

- RANCOR IN BERLIN; Press Condemns the Peace While Counseling Fulfillment of Pledges "History Does Not End with Ratification," Says the Tageblatt, Blaming Negotiators. "PEACE WORSE THAN WAR" Jan 12, 1920
- Text of President's Letter Defining His Treaty Stand; Jan 9, 1920
- LUENDORFF PREDICTS RUIN; Not Only to Germany, but All Europe, from Allies' Treatment of Foes; Jan 7, 1920
- CHRONOLOGICAL REVIEW OF THE WORLD'S REMAKING; History of the Peace Conference and the Prodigious Efforts of Most of the Late Belligerents to Assume a Normal National Life; Jan 4, 1920
- WORLD RUIN IN TREATY DELAY; By ISAAC F. MARCOSSON, Painting by F. Walter Taylor; Jan 4, 1920
**Topic: Scopes Monkey Trial—1925**

**Search:** Scopes and trial and pdn(>1/1/1925 and <12/31/1925)

**Critical Thinking Assignment:** Why was the trial so important to both sides in this controversy? What was the impact of the trial on the teaching of the scientific theory of evolution in the U. S.?

**Significant Documents—Cite at Least 3 in Your Report**

? Text of Bryan's Evolution Speech, Written for the Scopes Trial; In Undelivered Argument the Commoner Declared That Only Christianity Could Solve the Problems 'That Vex the Heart and Perplex the World.'; Jul 29, 1925

? BRYAN IS EULOGIZED, EVEN BY OPPONENTS; Leaders of Varying Political and Religious Beliefs Join in Tributes; Jul 27, 1925

? DARROW DEEPLY GRIEVED; Scopes Counsel Says He Respected Bryan's Sincerity and Devotion; Jul 27, 1925

? HIT AT EVOLUTIONISTS IN HIS LAST ADDRESS; Bryan Declared He Had Benefited by Their Fight Against Him; Jul 27, 1925

? EVOLUTION BATTLE TO GO TO CONGRESS; NEW LAW IS SOUGHT; Blanton Says Move Will Be Made to Convert 'Rider' Into Permanent Legislation; Jul 24, 1925

? CROWD AT THE END SURGES TO DARROW; Tennessee Fundamentalists Pay a Spontaneous Tribute to His Courage; Jul 22, 1925

? SCIENTISTS PRESENT CASE; Declare Teaching Would Be 'Criminally Inadequate Without Evolution.'; Jul 21, 1925

? EVOLUTION BATTLE RAGES OUT OF COURT; Bryan Denounces Opponent as Product of Evolution -- Says Bible Is Vindicated; Jul 22, 1925

**Topic: Social Security Act—1935**

**Search:** Federal Insurance Contribution Act and pdn(>1/1/1935 and <12/31/1935)

**Critical Thinking Assignment:** Why did Congress pass the Social Security Act? What were its major benefits and for whom?

**Significant Documents—Cite at Least 3 in Your Report**

? OUR EXPERIMENT IN SOCIAL SECURITY BEGINS; Taxes for Unemployment Insurance to Be Paid This Year Mark First Step; Dec 29, 1935

? AMENDMENT URGED ON JOB INSURANCE; Andrews and Advisory Group Ask Change in Law to Defer Reports Until 1937; Dec 27, 1935

? THE NATION; Dec 22, 1935

? BUILDING EMPLOYEES TO ACCOUNT FOR TIPS; Gratuities Held Part of Payroll in Unemployment Insurance Law of This State; Nov 24, 1935

? President Roosevelt's Radio Address; Oct 25, 1935

? OLD-AGE PENSIIONS PUT UP TO STATES; Social Security Board Calls Upon 35 to Submit Administrative Plans for Approval; Sep 14, 1935

? SOCIAL SECURITY: THE FOUNDATION; The New Measure, Says Secretary Perkins, Is a Step Toward a Better Ordered Society; By FRANCES PERKINS Secretary of Labor; Aug 18, 1935

? STATE BEGINS WORK ON JOB INSURANCE; Andrews Picks G.A. Bowers to Set Up and Head System to Aid 2,500,000 Workers; Jul 2, 1935

? THE PAYROLL TAX; Jun 18, 1935
**Topic: Pearl Harbor—1941**

**Search:** “Pearl Harbor” and attack and pdn(>12/1/1941 and <12/31/1941)

**Critical Thinking Assignment:** Why was this event called a surprise attack? How was the U. S. Navy crippled? What are some of the actions taken by the U. S. after the attack?

**Significant Documents—Cite at Least 3 in Your Report**

- MITCHELL AIR PROPHECY COMES TO GRIM FRUITION; General's Warnings on Power of the Bomber, Discounted by Superiors, Is Proved in Battleship Losses; Dec 14, 1941
- THOSE FIRST DAYS; What the Short-Waves Were Up To on the Eve of the Conflict, and a Little Later; Dec 14, 1941
- The President's Address; The Text of President Roosevelt's Address to the Nation; Dec 10, 1941
- Vulnerability of Hawaii; Deficiencies in Personnel, Equipment and Military System Are Indicated; Dec 10, 1941
- HAWAIIAN TARGET OF THE JAPANESE; Dec 9, 1941
- JAPAN SEEN TRYING FOR AIR 'KNOCKOUT'; Strategy of Hawaii Attack Indicated as to Keep U.S. From Bombing Tokyo; Dec 9, 1941
- Swift Blows Reveal the Grandiose Aims and Underline Our Defense Problem; Dec 9, 1941
- Tokyo Bombers Strike Hard At Our Main Bases on Oahu; JAPANESE HIT HARD AT BASES ON OAHU; Dec 8, 1941

**Topic: Japanese-American Internment Camps—1943**

**Search:** Japanese and Americans and camps and pdn(<12/31/1943)

**Critical Thinking Assignment:** Summarize the problems incurred by the Japanese-Americans who were victims of internment camps during World War II. Why were they there? What were the conditions of life? What were some of the problems inside and outside the camps? What were some of the solutions used to disband the camps?

**Significant Documents—Cite at Least 3 in Your Report**

- CAPTIVE EXCHANGE HALTED BY JAPAN; Tokyo Demands Investigation of Our Prisoner Camps—U.S. to Facilitate Step; Dec 14, 1943
- THE JAPANESE-AMERICANS; Dec 7, 1943
- CAMPED JAPANESE MAY BE DISPERSED; Government Official Reveals Plans Here for Action on Pacific Coast PRESS BARRED AT FORUM Speaker Balks at Questioning—Others Stress Combating of Fascism in Future; Feb 14, 1943
- ARMY HALTS RIOTING BY COAST JAPANESE; Pro-Americans Are Attacked at Camp Containing 10,000; Dec 7, 1942
- JAPANESE-AMERICANS IN OAHU LABOR CORPS; Hawaii University Students Volunteer for War Work; Feb 26, 1942
- TWO KINDS OF JAPANESE; Nov 20, 1943
**Topic: Death of Franklin Delano Roosevelt—1945**

**Search:** Franklin and Roosevelt and death and pdn(>4/10/1945 and 4/16/1945)

**Critical Thinking Assignment:** What were the reactions of the public to his death? Why was Roosevelt so popular? What concerns about the war did his death evoke?

**Significant Documents—Cite at Least 3 in Your Report**

- Letters to; History Repeats Once More Parallels Traced in the Careers of Lincoln and Roosevelt Saviors of Country Predictions; Apr 20, 1945
- Tributes to President Roosevelt by Leaders; THE FINAL RESTING PLACE OF FRANKLIN D. ROOSEVELT; Apr 13, 1945
- Tributes to the Late President; Did Not Die in Vain; Apr 17, 1945
- A SOLDIER'S DEATH, ARCHBISHOP SAYS; Roosevelt Left Sacred Trust to Living, Spellman Adds at Charities Breakfast; Apr 16, 1945
- DUTCH MINGLE FEAR WITH THEIR SORROW; Apr 16, 1945
- Molotoff Visit Will Mean Talks On Important Issues Facing Big 3; Molotoff Visit Will Mean Talks On Important Issues Facing Big 3; Apr 16, 1945

**Topic: Jackie Robinson Integrates Baseball—1947**

**Search:** Robinson and baseball and dodgers and pdn(>4/1/1948 and <12/31/1948)

**Critical Thinking Assignment:** Why was Jackie Robinson chosen to break the color barrier in professional baseball? What were Branch Rickey’s (President of Brooklyn Dodgers) motives for doing this? What obstacles did Robinson have to overcome?

**Significant Documents—Cite at Least 3 in Your Report**

- Return to Brooklyn; Apr 9, 1947
- Dodgers Purchase Robinson, First Negro in Modern Major League Baseball; Apr 11, 1947
- Says Cards' Strike Plan Against Negro Dropped; May 9, 1947
- BRANCH RICKEY HONORED; Will Get the Leonard Trophy for Promoting Racial Tolerance; Apr 23, 1947
- Opening Day At Ebbets Field; Apr 16, 1947
- Player Joins Team Tomorrow—Veeck Indicates Majors Now Have Taken Down All Bars Against Colored Performers; Jul 4, 1947
- ROBINSON 'ROOKIE OF YEAR'; Sporting News Honors Dodgers' Negro for 'Team Value'; Sep 13, 1947
- Jackie Robinson Planning 3 More Years on Diamond; Oct 26, 1947
- FILM ATTITUDE EXPLAINED; Robinson Cannot Work in Movie Without Dodgers' Approval; Oct 25, 1947
- Branch Rickey, Cinema Star; Oct 23, 1947
- 'ROBINSON WORTH MORE'; But Rickey Defers Talk With Negro Star on Salary; Jan 19, 1948
**Topic: Formation of NATO—1949**

**Search:** North Atlantic Treaty and pdn(<12/31/1949)

**Critical Thinking Assignment:** Summarize the important facts about the formation of NATO: significant leaders involved, countries involved, what was supplied and its cost to the U.S. What did the U.S. get in return? Why was the treaty created and what problems needed to be overcome?

**Significant Documents—Cite at Least 3 in Your Report**

- U.S. SLATED TO SHIP EUROPE FIRST ARMS; Washington to Expedite Aid Under $1,000,000,000 Plan Approved by Congress ATLANTIC STAFF SET UP Johnson and Bradley Return—Atomic Bomb Listed High in Defense Strategy DEFENSE CHIEFS; By WILLIAM S. WHITE; Dec 3, 1949
- ATLANTIC NATIONS SET BASIC POLICIES ON; Ministers of Twelve Nations Approve General Strategy Mapped in Washington REGIONAL ROLES FIXED U.S. Is Expected to Provide Machine Tools to Speed Europe's Armament Output; By HAROLD CALLENDER; Dec 2, 1949
- ATLANTIC DEFENSE SET FOR APPROVAL; Pact Signatories Are Expected to Accept Modified Plan at Paris Session Today; By HAROLD CALLENDER; Dec 1, 1949
- FOREIGN ARMS AID SIGNED BY TRUMAN; $1,314,000,000 Measure Puts $100,000,000 to Work Now for Pact Members; Oct 29, 1949

**Topic: Korean War—1950**

**Search:** Korea and war and pdn(>6/25/1950 and <6/29/1950)

**Critical Thinking Assignment:** How was the Korean War related to the Cold War between the U. S. and the Soviet Union?

**Significant Documents—Cite at Least 3 in Your Report**

- WAR IS DECLARED BY NORTH KOREANS; FIGHTING ON; Communist Regime Attacks South Republic; Jun 25, 1950
- Division of Korea Started in 1945 As Part of War Plan to Beat Japan; Final Assault Called for a Split at the 38th Parallel Into U.S. and Soviet Zones—U.N. Conducted Election in 1948; Jun 26, 1950
- WAR IN KOREA; Jun 26, 1950
- WARNING TO THE WEST; Jun 26, 1950
- U.S. BLAMES RUSSIA; KOREAN CITY INVADED BY COMMUNISTS; Jun 27, 1950
- In The Nation; The Two Great Post-War Questions Are Intensified; Jun 27, 1950; pg. 26, 1 pgs
- Text of U.S. Statement to U.N. on Korea; Jun 28, 1950
- DEMOCRACY TAKES ITS STAND; Jun 28, 1950
- THE CHOICE IS RUSSIA'S; Jun 29, 1950
**Topic: Launch of Sputnik—1957**

**Search:** Sputnik and Russia and pdn(>1/1/1957 and 12/31/1957)

**Critical Thinking Assignment:** Was the launch of Sputnik a surprise to the U. S.? What impact did this event have on the U. S. space program? How did U. S. prestige suffer?

**Significant Documents—Cite at Least 3 in Your Report**

? SOVIET FIRES EARTH SATELLITE INTO SPACE; IT IS CIRCLING THE GLOBE AT 18,000 M. P. H.; SPHERE TRACKED IN 4 CROSSINGS OVER U. S. Oct 5, 1957
? NEW SPACE CONQUESTS CAN NOW BE FORESEEN; Space Vehicles May Follow First Satellite Into Outer Regions; Oct 6, 1957
? 2 Generals Say Army Could Have Had Satellite 2 Years Ago; DELAY ON SPHERE LAID TO MEDDLING U.S. Missile Aides Maintain Their Work Was Halted as It Neared Success; Oct 9, 1957
? U.S. MISSILE EXPERTS SHAKE BY SPUTNIK; Weight of Satellite Called Evidence of Soviet Superiority in Rocketry; Oct 13, 1957
? Excerpts From an Address by Senator Case to Young Republicans on Defense Lags; Prestige of Nation Vital; Oct 13, 1957
? PENTAGON SEEKS A SPACE VEHICLE TO TOP SATELLITE; Hopes to Regain Prestige—Sky Platform and a Rocket to Circle Moon Studied; Oct 17, 1957
? Q AND A ON NEW ‘MOON’—LESSONS OF ONE WEEK; Some Answers Are Old to Scientists, But Many Await Future Studies; Oct 13, 1957

**Topic: Cuban Missile Crisis—1962**

**Search:** Cuba? and missile? and pdn(<12/31/1963)

**Critical Thinking Assignment:** Summarize the strategy and the actions of the U.S., the Soviet Union, and Cuba during the Cuban Missile Crisis and blockade.

**Significant Documents—Cite at Least 3 in Your Report**

? U.S. THREAT CITED IN ’62 CUBA CRISIS; R.F. Kennedy Lays Soviet Retreat to Warning Ultimatum Is Hinted Deeds, Not Words; Apr 26, 1963
? Failure of a Mission?; Nov 28, 1962
? ICBMS WERE SET TO FIRE IN CRISIS; Pentagon Report on Build-up for Cuba Discloses Crews Were on Maximum Alert; Nov 30, 1962
? CRISIS DEEPENED BY; Air Surveys and Blockade by U.S. Resume as Capital Weighs Shift in Policy Mikoyan in New York AIR SURVEILLANCE IS RESUMED BY U.S. Blockade Also Reinstated—Kennedy Weighing a ’Minimum Risk; By TAD SZULC; Nov 2, 1962
Search: Kennedy and assassination and pdn(<12/31/1963)

Critical Thinking Assignment: How was the Kennedy assassination viewed in other countries? What were some of the reasons given for the assassination? How did the government answer these questions?

Significant Documents—Cite at Least 3 in Your Report

? Slaying of Kennedy Is Deplored by Chou; KENNEDY MURDER ASSAILED BY CHOU; By Reuters; Dec 21, 1963
? Lawyer Urges Defense for Oswald at Inquiry; Ex-State Assemblyman Files Brief With Warren Unit; By PETER KIHSS; Dec 19, 1963
? JOHNSON FRIEND WINS TEXAS VOTE; J. J. Pickle Gets House Seat by Beating Conservative; By DONALD JANSON; Dec 18, 1963
? Lesson From an Assassination; Dec 17, 1963
? KENNEDY’S GUARD BRINGS QUESTIONS; Ex-Chief of Secret Service Raises Queries in Slaying; Dec 9, 1963
? WARREN INQUIRY TO FILL ALL GAPS; Plans to Settle Doubts Left by F.B.I. on Assassination; Dec 17, 1963
? Texas Investigation Into Kennedy Death Put Off Indefinitely; Ethics Canon Quoted; By FRED POWLEDGE; Dec 7, 1963
? PANEL ON SLAYING MEETS TOMMORROW; Assassination to Be Studied --F.B.I. 'Probably' Will Find Oswald Acted Alone; By BEN A. FRANKLIN; Dec 4, 1963
? Oswald's Mother Places Blame On Federal and Dallas Officers; Queries Son's Surveillance --Says Before His Death She Saw Ruby's Photo; By JACK LANGGUTH; Dec 2, 1963
? MALCOLM X SCORES U.S. AND KENNEDY; Likens Slaying to 'Chickens Coming Home to Roost'; Dec 2, 1963

Topic: Assassination of Martin Luther King, Jr.—1968

Search: Martin and Luther and King and Memphis and pdn(>4/5/1968 and <4/16/1968)

Critical Thinking Assignment: Why was Martin Luther King, Jr. assassinated? Why did African-Americans riot? Did the philosophy of the Civil Rights Movement change with new leadership?

Significant Documents—Cite at Least 3 in Your Report

? KING CITED THREAT DAY BEFORE DEATH; Told 2,000 Supporters He Had Seen Promised Land; Apr 5, 1968
? MARTIN LUTHER KING IS SLAIN IN MEMPHIS; A WHITE IS SUSPECTED; JOHNSON URGES CALM; Apr 5, 1968
? DISMAY IN NATION; Negroes Urge Others to Carry on Spirit of Nonviolence; Apr 5, 1968
? ARMY TROOPS IN CAPITAL AS NEGROES RIOT; GUARD SENT INTO CHICAGO, DETROIT, BOSTON; MANY FIRES SET; Apr 6, 1968
? Clark Is Sure Killer Will Soon Be Seized; Clark Confident of Quick Arrest in Slaying of Dr. King as F.B.I. Presses Manhunt; Apr 6, 1968
? Abernathy Takes Civil Rights Post Held by Dr. King and Pledges Nonviolence; TASK IS DIFFICULT, EX-AIDE DECLARES; Apr 6, 1968
? Transcript of the Speech by Mrs. King in Memphis; Apr 9, 1968
? False Police Reports of Chase After Dr. King's Death Give Impetus to Conspiracy Theories; Apr 11, 1968
? 1968 BILLIONS FOR POOR URGED BY LEADERS OF FOUR RELIGIONS; Easter Plea to Johnson and Congress Asks Approval of Goal Set by Dr. King; Apr 14, 1968
? Abernathy, in Memphis, Pledges 'Militant Action'; Apr 16, 1968
**Topic: Vietnam Veterans Trauma—1970s**

**Search:** Vietnam and veterans and problems and pdn(<12/31/1979)

**Critical Thinking Assignment:** Summarize the difficulties experienced by the returning Vietnam War veterans and describe the probable causes.

**Significant Documents—Cite at Least 3 in Your Report**

- Saigon Fears Discord By Veterans After War; Saigon Fears Discord By Veterans After War; By MALCOLM W. BROWNE; Jun 26, 1972
- DELAYED TRAUMA IN VETERANS CITED; Psychiatrists Find Vietnam Produces Guilt and Shame; By BOYCE RENSBERGER; May 3, 1972
- VETERANS' NEEDS DISCUSSED HERE; Fordham Session Speakers Cite Jobs and Medical Aid; By GENE CURRIVAN; Jun 20, 1971
- Addiction in Vietnam Spurs Nixon and Congress to Take Drastic New Steps; By DANA ADAMS SCHMIDT; Jun 16, 1971
- Psychiatrist Says 'Brutalizing' Vietnam War Causes Problems for Ex-G.I.'s; By RICHARD HALLORAN; Nov 26, 1970
- Notre Dame Studying Problems Remaining After Vietnam War; By PETER KIHSS; Jan 29, 1976

**Topic: Gulf War Ends—1991**

**Search:** Gulf and War and Kuwait and pdn(>1/1/1991 and <5/6/1991)

**Critical Thinking Assignment:** Why did the U. S. enter the Gulf War? Did President Bush show too much restraint? Was the military action effective? Why/why not?

**Significant Documents—Cite at Least 3 in Your Report**

- Bush Says He Has No Quarrel With Powell on the Gulf War; A new book looks at the views of military chiefs; May 3, 1991
- Powell Was Right; ANTHONY LEWIS, WASHINGTON; May 3, 1991
- Book Says Powell Had Doubts on Bush's War Plan; May 2, 1991
- Bush's Restraint; Apr 30, 1991
- Freeing Kuwait Didn't Justify Destroying Iraq; Apr 30, 1991
- Gains and Losses in the Gulf; Is the world a safer place?; Apr 29, 1991
- U.N. Commander Is 'Confident'; Apr 22, 1991; pg. A8, 1 pgs
- Anguish Amid the Ribbons; After the War: The Israelis Don't Like What They're Hearing; Apr 21, 1991
- Schwarzkopf Says the Allies Accomplished 'Great Victory'; Apr 12, 1991
**Topic: Clinton Impeachment—1998**

**Search:** Clinton and impeachment and pdn(>12/17/1998 and <12/21/1998)

**Critical Thinking Assignment:** What were the major charges against the President? What was the defense? Why was the impeachment not successful? How were the Republicans affected?

**Significant Documents—Cite at Least 3 in Your Report**

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<td>How Republican Determination Overcame President's Popularity; IMPEACHMENT: Chronicle of a Crisis</td>
<td>Dec 21, 1998</td>
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<td>Making the Case Against Clinton</td>
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<td>Republicans' Image Eroding Fast, Poll Shows; Voters Still Like Clinton but Some Like Idea of His Resignation</td>
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World History Standards

Era 7 - An Age of Revolutions, 1750-1914

34. Understands how Eurasian societies were transformed in an era of global trade and the emergence of European power from 1750 to 1870
35. Understands patterns of nationalism, state-building, and social reform in Europe and the Americas from 1830 to 1914
36. Understands patterns of global change in the era of Western military and economic dominance from 1800 to 1914
37. Understands major global trends from 1750 to 1914

Era 8 - A Half-Century of Crisis and Achievement, 1900-1945

38. Understands reform, revolution, and social change in the world economy of the early 20th century
39. Understands the causes and global consequences of World War I
40. Understands the search for peace and stability throughout the world in the 1920s and 1930s
41. Understands the causes and global consequences of World War II
42. Understands major global trends from 1900 to the end of World War II

Era 9 - The 20th Century Since 1945: Promises and Paradoxes

43. Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up
44. Understands the search for community, stability, and peace in an interdependent world
45. Understands major global trends since World War II

World History Across the Eras

46. Understands long-term changes and recurring patterns in world history
World History Mini-Research Topics

Topic: The British Empire in India—1850-70

Search: British and India and empire and pdn(<12/31/1880)

Critical Thinking Assignment: Summarize the attitude of the British toward their colonization of India. What were some of the benefits and some of the perils?

Significant Documents—Cite at Least 3 in Your Report

? BRITISH EMPIRE IN INDIA; Jul 6, 1879
? RUSSIAN INVASION OF INDIA; Jun 23, 1877
? British Rule in India-A New Danger; Dec 20, 1868
? The British Empire in India; Nov 14, 1859
? Progress of Events in British India; Oct 24, 1857
? The Indian War; Aug 18, 1857
? The Revolt in British India, Jul 15, 1857
? The Anglo-Indian Revolt; (1851-57), Jul 9, 1857

Topic: Commodore Perry and the Opening of Trade with Japan—1852-55

Search: Perry and Japan and pdn(<12/31/1860)

Critical Thinking Assignment: Summarize the expeditions of Commodore Perry to Japan. What motives were there for the expeditions? What agreements were made? What were some of the obstacles that needed to be overcome? How did the Japanese culture differ from American/Western culture?

Significant Documents—Cite at Least 3 in Your Report

? Japan and the United States; Feb 24, 1852
? The Japan Expedition; Jun 13, 1854
? The Japan Expedition; Mar 11, 1852
? JAPAN; Com. Perry's Expedition-Misapprehension concerning Commerce with Japan, &c. Extract from a private letter from an American gentleman in China; Dec 8, 1853
? JAPAN; Satisfactory Result of Commodore Perry's Visit. Three Ports Opened to American Trade. Agreement to Furnish Coal to American Steamers. INTERESTING NARRATIVE. Detailed Account of Commodore Perry's Second; Jun 13, 1854
? JAPAN; Visit of the American Squadron—Habits of the People—Products of the Country, &c. From the New-York Observer; Jul 22, 1854
? New Treaties—Island Acquisitions; Jun 17, 1854
? Letter from an American in Japan; From the National Intelligencer; Oct 24, 1855
**Topic: Birth of the Dominion of Canada—1864-67**

**Search:** government and Canada and provinces and pdn(<12/31/1867)

**Critical Thinking Assignment:** Summarize the events that led to the formation of the Dominion of Canada. Why did the British approve? What new elements of government were created? What problems of formation were there to overcome?

**Significant Documents—Cite at Least 3 in Your Report**

- THE NEW GOVERNMENT OF CANADA; JUL 2, 1867
- THE KINGDOM OF CANADA; THE BRITISH AMERICAN UNION; Feb 27, 1867
- The Dominion of Canada—Governments of the Provinces of Quebec and Ontario; Jul 14, 1867
- CANADA; Prospects of a Confederation—The Reciprocity Treaty; Mar 3, 1866
- ENGLAND AND CANADA; Documents Connected with the Mission to England. The Montreal papers publish the following documents; Aug 13, 1865
- GREAT BRITAIN AND CANADA; CANADIAN DEFENCES; From the London Times, June 20; Jul 3, 1865
- A Crisis in Canada; Mar 28, 1864

**Topic: Eiffel Tower and the Paris Exposition—1889**

**Search:** Eiffel and Tower and Paris and pdn(<01/01/1900)

**Critical Thinking Assignment:** What was the purpose of the building of the Eiffel Tower? What were some of the problems and benefits of its construction? How did this feat affect other countries?

**Significant Documents—Cite at Least 3 in Your Report**

- A FRENCH TOWER OF BABEL; Jan 4, 1885
- THE BIG TOWER FOR PARIS; THE FUTILE PROTEST AGAINST IT AND THE IDEAS OF ITS CONSTRUCTOR; Mar 3, 1887
- THE EIFFEL TOWER; Apr 21, 1889
- UNDER THE EIFFEL TOWER; EXTENT OF THE GREAT FRENCH EXPOSITION. PARIS TALKING AND THINKING ONLY OF THE CENTENARY AND ITS MEANING AND THE WORLD'S SHOW; Jun 9, 1889
- USES FOR EIFFEL’S TOWER; METEOROLOGISTS WHO FIND IT MORE VALUABLE THAN IT SEEMED; Feb 2, 1890
- SIR EDWARD’S TOWER; DETAILS OF THE RIVAL OF EIFFEL’S TO BE SET UP IN LONDON; Aug 10, 1891
**Topic: Boxer Rebellion in China—1900**

**Search:** Boxer and China and pdn(12/31/1900)

**Critical Thinking Assignment:** What was the strategy of the U. S. for world trade with China? What effect did the Boxers have on this policy? How were Chinese citizens in the U. S. affected? What were the missionaries doing in China?

**Significant Documents—Cite at Least 3 in Your Report**

- MISSIONARY DENOUNCES CHINA; The Rev. C.G. Ewing Says It Will Not Be Safe for Five Years; Oct 19, 1900
- LI DEFENDS THE BOXERS; And Admits that Tuan Is the Head of the Central Government; Aug 7, 1900
- MISSIONARY PRAISES BOXERS; Dr. Marshall Says They Are the Patriots of China—Blames "Robber Nations" for the Outbreak; Jul 30, 1900
- CHINA ASKS INTERVENTION; President McKinley Receives Message from Emperor Kwang-Su—Will Be Carefully Considered; Jul 23, 1900
- CHINATOWN IS RESTLESS; Local Orientals Fear Mobs May Do Them Violence; Jul 10, 1900
- RUSSIA IN CHINA; May 30, 1900
- China Sends Troops Against “Boxers.” May 23, 1900

**Topic: Mao and Communists Take Over China—1945-49**

**Search:** Mao and Communist and China and pdn(<12/31/1949)

**Critical Thinking Assignment:** Summarize the events and concerns of the United States as the communists win the civil war and take over the government of China.

**Significant Documents—Cite at Least 3 in Your Report**

- REDS ARE WARNED OF CHINA CIVIL WAR; Gen. Fu of Suiyuan Charges Communists Are on Attack—Sends Message to Mao; Oct 26, 1945
- CHINA PEACE GROUP CONFERNS WITH MAO; Communists Report Exchange of Views With Unofficial Nationalist Mission; By WALTER SULLIVAN; Feb 25, 1949
- "PEACE" CONFERENCE IN CHINA; Apr 2, 1949
- CHINA'S REDS SEEK TRADE WITH WEST; Despite Tie to Soviet, Economic Factors Foster Attempts at Business With U.S., Britain; By HENRY R. LIEBERMAN; Oct 7, 1949
- U.S. GETS MAO'S BID; IN NO HURRY TO ACT; Talks With Other Nations Likely on Chinese Reds' 'Circular' Requesting Recognition; By WALTER H. WAGGONER; Oct 5, 1949
- Mao Heads Peiping Regime; Program Supports Moscow; Red Government Launched — Chou's Name Is Linked to Office of Premier; Oct 1, 1949
- "PEOPLE'S" DEMOCRACY; Sep 24, 1949
- Mao Expects No Help From West; Hails Soviet as China's True Ally; Mao Expects No Help From West; Hails Soviet as China's True Ally; By WALTER SULLIVAN; Jul 1, 1949
Topic: Castro Takes Over Cuba—1959

Search: Castro and Cuba and pdn(12/31/1959)

Critical Thinking Assignment: Summarize the U.S. concerns with Castro and his dictatorship in Cuba. What kind of changes did Castro make and what were some of his immediate problems?

Significant Documents—Cite at Least 3 in Your Report

? The Problem of Cuba; Dec 21, 1959
? Castro Foes to Lose Properties in Cuba; Castro to Seize Foes' Property; Workers Asked to Donate Pay; By R. HART PHILLIPS; Nov 20, 1959
? Eisenhower Acts to Bar Illegal Flights—Castro Enmity Puzzles Him; EISENHOWER ACTS IN CUBA PROBLEM; By WILLIAM J. JORDEN; Oct 29, 1959
? CASTRO BIDS CUBA FIGHT TO SURVIVE; Tells People Only Hard Work and Patriotism Will Solve Economic Difficulties; By R. HART PHILLIPS; Aug 29, 1959
? SOVIET AGENT TIED TO REDS IN HAVANA; Aug 22, 1959
? CUBA TO VOTE SOON, MAJOR CASTRO SAYS; Aug 20, 1959
? Castro Regime Condemned; Communist Fellow-Travelers and Sympathizers Seen in Key Jobs; Aug 18, 1959

Topic: Berlin Wall Provides Cold War Tension—1963

Search: Berlin Wall and pdn(<12/30/1963)

Critical Thinking Assignment: Summarize the reasons for and the tensions created by the building of the Berlin Wall.

Significant Documents—Cite at Least 3 in Your Report

? Nixon Visits Berlin Wall; Backs Kennedy's Pledges; Jul 24, 1963
? Berliners Live With Reality Of Communists' Wall in City; Swift Construction of Barrier in 1961 Split Families and Hurt Economy by Blocking Workers From East Flow of Refugees Halted Wall Stretches 28 Miles; Jun 27, 1963
? Blasts Rip 2 Holes in Berlin Wall; Dec 3, 1962
? Gromyko, at U.N., Urges West To Guard Its Side of Berlin; Soviet Minister Says Tension Could Be Relieved if Allied Police Prevented 'Dangerous and Provocative Acts' "It Will Be Signed" He Charges Incitement No Attack; By ARNOLD H. LUBASCH; Oct 14, 1962
? U.S. NETWORKS MARK WALL'S ANNIVERSARY; Aug 14, 1962
### Topic: Israel Defeats Arabs in Six-Day War—1967

**Search:** Arab and Israel and war and pdn(<7/30/1967)

**Critical Thinking Assignment:** Summarize the pressure and issues that resulted in the Six-Day War. What changes took place in the Middle East as a consequence of the War?

**Significant Documents—Cite at Least 3 in Your Report**

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<thead>
<tr>
<th>Document</th>
<th>Date</th>
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<tr>
<td>Rumbling in Mideast; Weaknesses of Arabs and Israelis Indicate Both May Shy From War U.N. Pullout Raises Peril Mobility Demands Skill; By HANSON W. BALDWIN; May 24, 1967</td>
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<td>HUSSEIN BIDS U.N. CONDEMN ISRAEL; 'Peace With Justice' Asked by King Eban Charges Jordan Provoked War Hussein speech; Jun 27, 1967</td>
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<tr>
<td>'War Without Battles'; Guerrilla Tactics Used by Lawrence Of Arabia Could Pose Threat to Israel; By HANSON W. BALDWIN; Jul 1, 1967</td>
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<tr>
<td>The Mideast; The Arabs Dream of Guerrilla War; By ERIC PACE; Jul 30, 1967</td>
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<td>U.S. Jews Split on Mideast War; Some See Response in Nation as 'Hysteria'; By ALBIN KREBS; Jul 16, 1967</td>
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<td>Hawk of Israel; Hawk of Israel (Cont.); By CURTIS G. PEPPER; Jul 9, 1967</td>
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<td>Captured General Says Cairo Awaits Russian Missiles; Jul 1, 1967</td>
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### Topic: Collapse of the Soviet Union—1991

**Search:** Gorbachev and perestroika and Soviet Union and pdn(>1/1/1991 and <12/31/1991)

**Critical Thinking Assignment:** What were the major charges against the President? Why was the impeachment not successful?

**Significant Documents—Cite at Least 3 in Your Report**

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<tr>
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<tr>
<td>Russians Greet Raising of New Flag With Expressions of Pride and Relief; Dec 27, 1991</td>
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<td>BUSH LAUDS VISION OF SOVIET LEADER; In Farewell, President Cites Gorbachev's Historic Role; Dec 26, 1991</td>
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<td>Excerpts From Comments by Yeltsin: 'The People Are Weary of Pessimism'; Dec 26, 1991</td>
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<td>The Old Order, Like Its Idols, Is Toppled, but the Victors Find Words of Bereavement; Moscow Memo; Sep 4, 1991</td>
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<td>A Gamble Amid Chaos; Newest Plan by Gorbachev and Republics Leaves Vexing Economic Riddles Unsolved; Sep 3, 1991</td>
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<td>DELEGATES STUNNED; Nation Would Be Run by 3 Councils Until New Treaty Is Prepared; Sep 3, 1991</td>
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<td>Three Who Made a Revolution; THE AUGUST COUP; Dec 8, 1991</td>
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<tr>
<td>Now, Finish the Revolution; What Mr. Gorbachev Owes His Defenders; Aug 22, 1991</td>
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</tbody>
</table>
Government/Civics Standards

What is Government and What Should it Do?
1. Understands ideas about civic life, politics, and government
2. Understands the essential characteristics of limited and unlimited governments
3. Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good
4. Understands the concept of a constitution, the various purposes that constitutions serve, and the conditions that contribute to the establishment and maintenance of constitutional government
5. Understands the major characteristics of systems of shared powers and of parliamentary systems
6. Understands the advantages and disadvantages of federal, confederal, and unitary systems of government
7. Understands alternative forms of representation and how they serve the purposes of constitutional government

What are the Basic Values and Principals of American Democracy?
8. Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society
9. Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy
10. Understands the roles of volunteerism and organized groups in American social and political life
11. Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society
12. Understands the relationships among liberalism, republicanism, and American constitutional democracy
13. Understands the character of American political and social conflict and factors that tend to prevent or lower its intensity
14. Understands issues concerning the disparities between ideals and reality in American political and social life

How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?
15. Understands how the United States Constitution grants and distributes power and responsibilities to national and state government and how it seeks to prevent the abuse of power
16. Understands the major responsibilities of the national government for domestic and foreign policy, and understands how government is financed through taxation
17. Understands issues concerning the relationship between state and local governments and the national government and issues pertaining to representation at all three levels of government
18. Understands the role and importance of law in the American constitutional system and issues regarding the judicial protection of individual rights
19. Understands what is meant by “the public agenda,” how it is set, and how it is influenced by public opinion and the media
20. Understands the roles of political parties, campaigns, elections, and associations and groups in American politics
21. Understands the formation and implementation of public policy
What is the Relationship of the United States to Other nations and to World Affairs?

22. Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding U.S. foreign policy
23. Understands the impact of significant political and nonpolitical developments on the United States and other nations

What are the Roles of the Citizen in American Democracy?

24. Understands the meaning of citizenship in the United States, and knows the requirements for citizenship and naturalization
25. Understands issues regarding personal, political, and economic rights
26. Understands issues regarding the proper scope and limits of rights and the relationships among personal, political, and economic rights
29. Understands the importance of political leadership, public service, and a knowledgeable citizenry in American constitutional democracy
Government/Civics Mini-Research Topics

**Topic: Dred Scott Decision of the Supreme Court—1857**

**Search:** Dred Scott and supreme and court and pdn(<12/31/1870)

**Critical Thinking Assignment:** Compare and contrast the viewpoints of the North and the South on the Supreme Court’s decision. What were the arguments before the court?

**Significant Documents—Cite at Least 3 in Your Report**

- What the Dred Scott Case Decided, and what it did not Decide; Jul 16, 1857
- The Dred Scott Decision; Jul 15, 1857
- THE SOUTHERN OPPOSITION; Their Candidates for the Speakership—Non Intervention, Non—Agitation and Popular Sovereignty; Oct 14, 1859
- The Dred Scott Case—How Far the Decision of the Supreme Court is Binding; Jan 22, 1859
- Dred Scott; Sep 21, 1858
- United States Supreme Court; THE ARGUMENT IN THE CASE OF DRED SCOTT; Dec 18, 1856;
  Gov. Halley of Connecticut on the Dred Scott Decision; May 11, 1857

**Topic: Emancipation Proclamation—1863**

**Search:** emancipation and proclamation and pdn(<2/28/1863)

**Critical Thinking Assignment:** Compare and contrast the attitudes of foreigners and of citizens to the Emancipation Proclamations that abolished slavery in the Confederacy.

**Significant Documents—Cite at Least 3 in Your Report**

- FREE NEGRO LABOR; Feb 23, 1863
- Another Emancipation Jubilee; Jan 21, 1863
- The Drift of English Sentiment on the American War; Feb 21, 1863
- Breaking Down of Slavery; Feb 15, 1863
- FRED. DOUGLASS ON THE PROCLAMATION; He Pronounces it a Mighty Event for the Colored Race, the Nation and the World; Feb 7, 1863
- JEFF. DAVIS TO THE REBEL; Exhaustion of the National Government Predicted. Anticipations of Peace. Relations of the Confederates with Foreign Powers. ATROCITIES PERPETRATED BY OUR ARMY, Jan 19, 1863
- IMPORTANT FROM KENTUCKY; Gov. Robinson's Message to the Legislature. He Recommends the State to Reject the Emancipation Proclamation; Jan 10, 1863
- GRAND EMANCIPATION JUBILEE; A Night-watch of Freedom at Shiloh Church Great Excitement and Rejoicing Among the Colored People Prayers, Speeches, Songs, Dirges and Shouts.; Jan 1, 1863;
**Topic: Women Right to Vote—Wyoming and Utah Territories—1869**

**Search:** wom? and suffrage and wyoming and pdn(<12/31/1871)

**Critical Thinking Assignment:** Summarize the reaction and attitude of the public and legislators toward the voting rights for women granted in the Utah and Wyoming Territories. What were some of the arguments against women voting and what were some of the arguments for?

**Significant Documents—Cite at Least 3 in Your Report**

- Woman Suffrage in Wyoming Gov. Campbell's Veto; Dec 21, 1871
- TELEGRAPHIC BREVIITIES; Dec 15, 1871
- The Bill to Repeal the Woman Suffrage Law in Wyoming Territory; Nov 21, 1871
- WOMAN'S SUFFRAGE; Public Controversy in Boston Between Miss Catherine Bescher and Mrs. Livermore; Dec 22, 1870
- THE BRIGHT SIDE; Olive Logan's Lecture at Steinway Hall Last Night; Dec 8, 1870; pg. 1, 1 pgs
- Will Women Go Crazy in Politics? Mar 9, 1870
- Women Vote in Utah; Feb 14, 1870
- THE MORMON QUESTION; Opposition to the Efforts in Congress for the Suppression of Polygamy; Feb 8, 1870


**Search:** United Nations and charter and pdn(<12/31/1945)

**Critical Thinking Assignment:** Summarize the events, issues and problems that were overcome to create the United Nations Organization: for example, location; membership; finance; voting rights; etc.

**Significant Documents—Cite at Least 3 in Your Report**

- FEDERATION OF WORLD UNDER CHARTER URGED; Sep 19, 1945
- STETTINIUS ARRIVES IN LONDON FOR; Sees World Body Functioning Before Year Ends—7 of 10 Subcommittees Set Up Sees Set-Up Before Year Ends Foreign Ministers Bar Press France Deposits Ratification Bogota Senate Votes; Sep 1, 1945
- Chiang Signs Charter; Aug 25, 1945
- THE CHARTER'S COMING TEST; Aug 25, 1945
- CHARTER PRAISED BY RUSSIAN PAPER; Izvestia Sees Its Function for Peace Implemented by Big Three's Strength; Aug 22, 1945
- CHINA SIGNS THE UNITED NATIONS CHARTER IN WASHINGTON; Aug 22, 1945
- CHARTER RATIFIED, FRANCE ANNOUNCES; De Gaulle and Bidault Sign— Cabinet Is Told of Starvation Threat in Indo-China Subject to Talk; Aug 18, 1945
### Topic: Brown vs. Board of Education—1954

**Search:** Brown and Board of Education and Supreme Court and pdn(<06/30/1954)

**Critical Thinking Assignment:** Summarize the situations, the arguments and the decision made by the Supreme Court that ended legal segregation in public schools.

#### Significant Document

? Text of Supreme Court Decision Outlawing Negro Segregation in the Public Schools; May 18, 1954; pg. 15, 1 pgs

### Topic: Voting Rights Act—1965

**Search:** voting and rights and act and pdn(<12/31/1966)

**Critical Thinking Assignment:** Summarize the events and issues that provided the impetus for the passage of the Voting Rights Act of 1965.

#### Significant Documents—Cite at Least 3 in Your Report

? U.S. SEES THREATS TO NEGRO VOTERS; Suit Asks Intimidation Ban in Georgia Registration
? U.S. SEES THREATS TO NEGRO VOTERS; Aug 14, 1962
? Excerpts From Statement by Robert Kennedy on the Civil Rights Bill; Jul 2, 1963
? VOTING DRIVE MET BY HOPE AND FEAR; Student Workers in Georgia Tell of Rights Campaign
? U.S. SEES THREATS TO NEGRO VOTERS; Suit Asks Intimidation Ban in Georgia Registration
? U.S. SEES THREATS TO NEGRO VOTERS; Aug 14, 1962
? NEW LAW SPURS NEGRO VOTE ROLLS; Registration Advances 16% in Six Southern States; Aug 5, 1966
? Carolina County Files Suit For Voting Act Exemption; Aug 17, 1966

### Topic: Miranda vs. Arizona—Supreme Court Decision—1966

**Search:** Miranda and Arizona and pdn(<12/31/1966)

**Critical Thinking Assignment:** Summarize the issues involved and the opinions generated by the Supreme Court’s Miranda criminal law decision.

#### Significant Documents—Cite at Least 3 in Your Report

? HIGH COURT PUTS NEW CURB ON POWERS OF THE POLICE TO INTERROGATE SUSPECTS; DISSIDENTS BITTER Four View Limitation on Confessions as Aid to Criminals; By FRED P. GRAHAM; Jun 14, 1966
? In The Nation: The Wall Between Crime and Punishment; By ARTHUR KROCK; Jun 14, 1966
? MIRANDA v. ARIZONA; Oct 2, 1966
? Miranda Decision Said to End the Effective Use of Confessions; Aug 21, 1966
? REPORT QUESTIONS CONFESSION ROLE; Coast Survey Challenges Importance to Prosecution; By SIDNEY E. ZION; Aug 19, 1966
? Curb on Police Questions Is Ruled Not Retroactive; Supreme Court Says Limits Placed on Interrogation Last Monday Apply Only to Trials After That Date; Jun 21, 1966
Topic: Roe v. Wade—1973

Search: Roe and Wade and pdn(>1/1/1973 and <12/31/1973)

Critical Thinking Assignment: What were the major arguments for and against the Supreme Court’s ruling on this abortion rights issue? What were the implications of the ruling for women and why?

Significant Documents—Cite at Least 3 in Your Report

? Supreme Court Assailed On Abortion Legislation; Apr 30, 1974
? ABORTION DEBATED BY SENATE PANEL; Buckley and Mrs. Abzug Differ on Amendments, Mar 7, 1974
? Tracing the Abortion Revolution; Books of The Times; Aug 8, 1973
? CARDINALS URGE U.S. ABORTION BAN; But They Refuse to Endorse Amendment by Buckley; Mar 8, 1974
? ABORTION DEBATED BY SENATE PANEL; Buckley and Mrs. Abzug Differ on Amendments; Special to The New York Times; New York Times (1857-Current file), New York, N.Y.; Mar 7, 1974
? Summary of Actions by Supreme Court; Mar 5, 1974

Topic: Sandra Day O’Connor Appointed to the U. S. Supreme Court—1980

Search: Sandra and O’Connor and pdn(>11/1/1981 and <12/31/1981)

Critical Thinking Assignment: Why was Sandra Day O’Connor appointed to the Supreme Court by Ronald Reagan? Describe some of her philosophy.

Significant Documents—Cite at Least 3 in Your Report

? Supreme Court Sandra Day O’Connor: A Different Kind of Justice; A Memory of Samuel Johnson; Oct 9, 1981
? Justice O’Connor Seated On Nation's High Court; Spectators Fill Courtroom; Sep 26, 1981
? Senate Confirms Judge O’Connor; She Will Join High Court Friday; Hopes for 10 Years From Now; Sep 22, 1981
? Analysis; New Right Loses on Judge but Gains New Zeal; Sep 17, 1981
? PANEL APPROVES JUDGE O’CONNOR; Only One Committee Member Withholds Vote—Senate Confirmation Expected; Sep 16, 1981
? A Judge Well Chosen; Sep 13, 1981
? Abortion Foes Assail Judge O’Connor; Anti-Abortion Group Criticized; Sep 12, 1981
? Judge O'Connor Wins Praise at Hearing; Working for Women's Rights; Sep 11, 1981
Geography Standards

The World in Spatial Terms
1. Understands the characteristics and uses of maps, globes, and other geographic tools and technologies
2. Knows the location of places, geographic features, and patterns of the environment

Places and Regions
4. Understands the physical and human characteristics of place
5. Understands the concept of regions
6. Understands that culture and experience influence people's perceptions of places and regions

Physical Systems
7. Knows the physical processes that shape patterns on Earth's surface
8. Understands the characteristics of ecosystems on Earth's surface

Human Systems
9. Understands the nature, distribution and migration of human populations on Earth's surface
10. Understands the nature and complexity of Earth's cultural mosaics
11. Understands the patterns and networks of economic interdependence on Earth's surface
12. Understands the patterns of human settlement and their causes
13. Understands the forces of cooperation and conflict that shape the divisions of Earth's surface

Environment and Society
14. Understands how human actions modify the physical environment
15. Understands how physical systems affect human systems
16. Understands the changes that occur in the meaning, use, distribution and importance of resources
17. Understands how geography is used to interpret the past

Uses of Geography
18. Understands global development and environmental issues
Geography Mini-Research Topics

Topic: Early Arctic Exploration—1858-70

Search: arctic and explor? and pdn(<12/31/1870)

Critical Thinking Assignment: Summarize the early explorations of the Arctic? Who were some of the explorers and countries interested in the Arctic? What were some of the motivations and problems that these expeditions incurred? What successes did they have?

Significant Documents—Cite at Least 3 in Your Report

- ARCTIC EXPLORATIONS; Some Account of the German Expedition—Its Plans and Purposes—Letter to Captain Hall From M. Lindeman; Jan 13, 1870
- ARCTIC EXPLORATION; Interesting Letter from Dr. Hayes—The Plans and Purposes of his Expedition; Jul 10, 1869
- France and the North Pole; Mar 22, 1868
- Passages to the Pacific; Nov 8, 1852
- DR. RAE ON ARCTIC EXPLORATIONS; Lecture before the American Geographical and Statistical Society; Nov 26, 1858

Topic: Early Exploration of Africa by the Europeans—1856-58

Search: explor? and Africa and pdn(<5/31/1858)

Critical Thinking Assignment: Summarize some of the reasons and some of the discoveries of early exploration of Africa by Europeans.

Significant Documents—Cite at Least 3 in Your Report

- African Discovery—The Town of Harar—Lieut. Burton's Explorations; Jan 8, 1857
- Exploring Africa; May 23, 1856
- Projected Exploration of the Interior of Africa; Jan 4, 1856
- Dr. Livingstone and the Resources of afficas; Mar 9, 1858
- Expedition up the Niger; Nov 24, 1857
**Topic: The Opening of the Suez Canal—1869**

**Search:** Suez canal and pdn(<12/31/1870)

**Critical Thinking Assignment:** Summarize the construction and use of the Suez Canal. Who were the builders? What problems were overcome? What immediate benefits were created and for whom?

**Significant Documents—Cite at Least 3 in Your Report**

- England and the Suez Canal Company; Sep 6, 1863
- EGYPT; Progress of the Work on the Suez Canal; Apr 19, 1868
- THE SUEZ; Final Successful Passage by the Inauguration Fleet. Congratulations to M. De Lesseps from Americans Present. IS THE WORK A COMPLETE SUCCESS? Conclusions Drawn from a Careful Examination. Mercantile and Financial; Dec 20, 1869
- ALL THE WAY BY WATER; Arrival of the First Steamer from Shanghai by Way of the Suez Canal—Boisterous Passage—A Voyage of Ninety—six Days; Nov 22, 1870
- A NEW ENTERPRISE; Direct Trade Between the United States and Southern Europe and the East — The Proposed Mediterranean and Oriental Steam Navigation Company; Mar 8, 1870
- THE SUEZ CANAL; M. De Lessons on the Defensive—The Canal a Success; Nov 29, 1869
- THE SUEZ CANAL; The Impression in England—A Telegraph Cable to be Laid in the Canal; Nov 23, 1869;
- THE SUEZ CANAL; Preparations for Opening-Capacity of the Canal—Refusal of Underwriters to Take Risks on Vessels to Pass Through It.; Nov 13, 1869
Economics Standards

Standard 2: Understands characteristics of different economic systems, economic institutions, and economic incentives

1. Understands that the effectiveness of allocation methods can be evaluated by comparing costs and benefits
2. Understands that economic institutions (e.g., small and large firms, labor unions, not-for-profit organizations) have different goals, rules, and constraints, and thus respond differently to changing economic conditions and incentives
3. Understands that incorporation encourages investment by allowing firms to accumulate capital for large-scale investment and reducing risk to individual investors
4. Knows that property rights, contract enforcement, standards for weights and measures, and liability rules affect incentives for people to produce and exchange goods and services
5. Understands that in every economic system consumers, producers, workers, savers, and investors respond to incentives in order to allocate their scarce resources to obtain the highest possible return, subject to the institutional constraints of their society

Standard 6: Understands the roles government plays in the United States economy

1. Understands that because citizens, government employees, and elected officials do not always directly bear the costs of their political decisions, sometimes policies have costs that outweigh their benefits for society
2. Understands that most federal tax revenue comes from personal income and payroll taxes, and these taxes are used to fund social security payments, the costs of national defense, medical expenditures, and interest payments on the national debt
3. Understands that most state and local government revenues come from sales taxes, grants from the federal government, personal income taxes, and property taxes, and are used to fund education, public welfare, road constructions and repair, and public safety
4. Understands that government can use subsidies to help correct for insufficient output, use taxes to help correct for excessive output, or can regulate output directly to correct for over- or under-production or consumption of a product
5. Understands that governments provide an alternative method to markets for supplying goods and services when it appears that the benefits to society of doing so outweigh the costs to society but that not all individuals will bear the same costs or share the same benefits of these policies
6. Understands that incentives exist for political leaders to implement policies (e.g., price controls, barriers to trade) that disperse costs widely over large groups of people and benefit relatively small, politically powerful groups of people.
7. Understands that few incentives exist for political leaders to implement policies that entail immediate costs and deferred benefits, even though these types of programs may be more economically effective

Standard 8: Understands basic concepts of United States fiscal policy and monetary policy

1. Knows that fiscal policy involves the use of national government spending and taxation programs to affect the level of economic activity in order to promote price stability, maximum employment, and reasonable economic growth
2. Understands the concepts of balanced budget, budget deficit, and budget surplus
3. Understands that when the government runs a budget deficit, it must borrow from individuals, corporations, or financial institutions to finance the excess of expenditures over tax revenues
4. Knows that the national debt is the total amount of money that the government has borrowed over all the years it ran deficits that have not been repaid
5. Knows that monetary policy refers to actions by the Federal Reserve System that lead to changes in the amount of money in circulation and the availability of credit in the financial system
6. Understands that fiscal policies take time to affect the economy and that they may be reinforced or offset by monetary policies and changes in private investment spending by businesses and individuals
7. Knows that the major monetary policy tools that the Federal Reserve System uses are open market purchases or sales of government securities, increasing the discount rate charged on loans it makes to commercial banks, and raising or lowering reserve requirements for commercial banks
8. Understands that when banks make loans, the money supply increases, and when loans are paid back, the country’s money supply shrinks
9. Understands that changes in the money supply lead to changes in interest rates and in individual and corporate spending which may influence the levels of spending, employment, prices, and economic growth in the economy

Standard 10: Understands basic concepts about international economics
1. Understands that trade between nations would not occur if nations had the same kinds of productive resources and could produce all goods and services at the same real costs
2. Knows that a nation has an absolute advantage if it can produce more of a product with the same amount of resources than another nation, and it has a comparative advantage when it can produce a product at a lower opportunity cost than another nation
3. Knows that comparative advantages change over time because of changes in resource prices and events that occur in other nations
4. Understands that a change in exchange rates changes the relative price of goods and services traded by the two countries and can have a significant effect on the flow of trade between nations and on a nation’s domestic economy
5. Knows that a nation pays for its imports with its exports
6. Understands that public policies affecting foreign trade impose costs and benefits on different groups of people (e.g., consumers may pay higher prices, profits in exporting firms may decrease), and that decisions on these policies reflect economic and political interests and forces
Economics Mini-Research Topics

**Topic: The Transcontinental Railroad—1869**

**Search:** pacific and Utah and railroad and pdn(<12/31/1870)

**Critical Thinking Assignment:** Summarize the importance of the creation of the first transcontinental railroad. What significant benefits became possible by its construction? What were some of the problems experienced by passengers, railroad owners, and cargo shippers?

**Significant Documents—Cite at Least 3 in Your Report**

- Good Out of Utah; May 6, 1869
- UTAH; The Pacific Railroad—The New Cities of the West—The Deseret Alphabet; From Our Own Correspondent; Dec 25, 1868
- THE PACIFIC RAILROAD; Stirring Dispatch from General Sherman—Official Inspection of the Union Pacific Railroad—from Salt Lake to Sacramento in Twenty-nine Hours; May 15, 1869
- Good Out of Utah; May 6, 1869
- UTAH; Trading at Salt Lake City — Good Times for Merchants—The Overland Mails—Work on the Railroad; Dec 6, 1868
- Travel on the Plains; Oct 28, 1868
- UTAH; Railroad Matters in the Territory—Work on the Union Pacific Road—The Passes of the Rocky Mountains; Jun 30, 1868

**Topic: Federal Land Grants to Promote Growth and Progress in the West—1874-78**

**Search:** homestead and land and grant and pdn(<12/31/1875)

**Critical Thinking Assignment:** Compare/contrast the economic issues that were the focus of federal land grants to build the American West.

**Significant Documents—Cite at Least 3 in Your Report**

- TWO SIDES OF THE LAND GRANT QUESTION; Jun 11, 1878
- THE NORTHERN PACIFIC RAILROAD; PROVISIONS OF THE BILL BEFORE THE SENATE—FAIR PROSPECTS FOR ITS PASSAGE—ALL INTERESTED SATISFIED; Apr 23, 1878
- ENTRIES OF PUBLIC LANDS; FULL TEXT OF THE BILL PASSED BY THE HOUSE AND SENATE; Apr 15, 1876
- ENTRIES WITHIN RAILROAD LANDS; PASSAGE OF THE BILL IN THE SENATE FOR THE PROTECTION OF SETTLERS; Jan 28, 1876
- THE PUBLIC LANDS; REPORT OF COMMISSIONER BURDETT THE HOMESTEAD AND PRE-EMPTION LAWS INDIANS AS SETTLERS LEGISLATION RECOMMENDED; Oct 30, 1874
- THE PUBLIC LANDS; THREE TO FOUR HUNDRED MILLION ACRES OF ARABLE LAND LEFT PROPOSED NEW PRE-EMPTION LAW; Feb 2, 1874
Topic: Gold and Silver and Currency as Legal Tender—1878

Search: gold and silver and currency and pdn(<12/31/1878)

Critical Thinking Assignment: Compare and contrast the arguments that legitimized the use of various monetary specie that competed for use as legal tender in the late 19th century.

Significant Documents—Cite at Least 3 in Your Report

? THE; CARL SCHURZ ON FINANCE THE CAUSE AND CURE OF BUSINESS DEPRESSION—A SOUND CURRENCY ON A GOLD BASIS OUR ONLY SAFETY; Sep 29, 1878
? JUDGE TAFTTON THE GREENBACK DISEASE; Sep 27, 1878
? THE WORKING OF THE SILVER LAW; Oct 19, 1878
? GOLD PAYMENTS: RESUMPTION ON NEW YEAR'S DAY. THE UNLIMITED COINAGE OF SILVER DOLLARS THE OBSTACLE TO MAINTAINING SPECIE PAYMENTS? Nov 19, 1878
? THE COINAGE QUESTION; Nov 2, 1878
? BANKS AND THE SILVER QUESTION; Nov 20, 1878
? UNIFORM VALUES; THE BANKING AND CURRENCY COMMITTEE LISTEN TO MR. HEWITT'S ARGUMENTS IN FAVOR OF HIS BILL; Dec 18, 1878

Topic: Passage of the Sherman Anti-Trust Act—1890

Search: Sherman and Anti-Trust and pdn(<12/31/1892)

Critical Thinking Assignment: What was the reason for the Sherman Anti-Trust Act? Was it effective? Why or why not? What was the attitude of Sherman about his own bill? What was necessary in the near future to make the Act more effective?

Significant Documents—Cite at Least 3 in Your Report

? THAT "SWORD OF JUSTICE"; Jun 11, 1891
? A NEW ANTI-TRUST BILL: A MEASURE WHICH SENATOR SHERMAN THINKS CANNOT BE EVADED; Mar 19, 1890
? MR. SHERMAN GIVES UP HOPE; Apr 8, 1890
? SHERMAN'S ANTI-TRUST LAW; Jan 25, 1891
? SHERMAN'S WAYWARD FRIENDS; Apr 21, 1891
? SHERMAN'S ANTI-TRUST LAW; Jan 25, 1891

Topic: Congress Passes the “Gold Standard”—1900

Search: Gold and Standard and pdn(<12/31/1900)

Critical Thinking Assignment: What was the purpose of the gold standard? What was the basis of money before this? What economic problems and benefits associated with the new gold standard?

Significant Documents—Cite at Least 3 in Your Report

? STILL DEBATING THE CURRENCY; Berry and Teller Oppose the Gold Standard.; Feb 1, 1900
? UNIT AND STANDARD; Jan 7, 1900
? A FALSE ANALOGY; Feb 14, 1900
? GOLD NOW THE STANDARD; President McKinley Signs the Financial Bill; Mar 15, 1900
? PROF. TAUSSIG ON THE CURRENCY ACT; May 9, 1900
? A FAIR QUESTION; Aug 7, 1900
Topic: Stock Market Crash—1929

Search: Stock and market and crash and pdn(>10/24/1929 and <11/18/1929)

Critical Thinking Assignment: What are the major reasons that the market crashed? Who was primarily affected? What was the impact on the economy?

Significant Documents—Cite at Least 3 in Your Report

? KENT AND SENATORS CLASH AS HE LAYS MARKET; BANKER IS AGGRESSIVE Insurgent Leaders and Democrats Bombard Him at Lobby Inquiry. GLASS BLAMES GAMBLING; Nov 23, 1929
? LAYS MARKET CRASH TO BLOC IN CONGRESS; F.I. Kent Says Fears Aroused by Its Tariff Stand Helped to Start Break; Nov 12, 1929
? BABSON AIDE PLACES STOCK CRASH; Investment Trust Pyramid as if There Was No Limit Is Called Chief Cause. MARGIN TRADING ASSAILED; Nov 10, 1929
? NEW ERA 'THEORY FAILS, BANKERS SAY; Teachings of "Jazz Economists" Nov 17, 1929
? LAYS MARKET CRASH TO BLOC IN CONGRESS; F.I. Kent Says Fears Aroused by Its Tariff Stand Helped to Start Break; Nov 12, 1929
? TOPICS IN WALL STREET; News, Comment and Incident, On the Stock Exchange and In the Financial Markets; Oct 29, 1929
? EUROPE DISCUSSES MEANING OF CRASH; Agreed on Causes of Wall Street Collapse, Not Sure of After-Effects. BELIEVE "BOOM" IS OVER; Oct 28, 1929
? WORST STOCK CRASH STEMMED BY BANKS; 12,894,650-SHARE DAY SWAMPS MARKET; Oct 25, 1929

Topic: Organization of Petroleum Exporting Countries (OPEC)—Oil Crisis in the 70's

Search: OPEC and oil and prices and pdn(<12/31/1974)

Critical Thinking Assignment: Summarize the impact of OPEC on world oil prices. What strategies did the U.S. create to help keep oil prices down? How did OPEC help poor countries to develop? What strategy did OPEC use to control oil prices?

Significant Documents—Cite at Least 3 in Your Report

? Arab Brinkmanship; Output Pledge May Signal Recognition of Potential Risk Arab Brinkmanship Rules of Game Dollar Flows Some Complications; Dec 26, 1973
? Future of Oil Imports; Rising Demands of Producer States Seem to Doom Cheap Fuel Supplies Economic Analysis; By CLYDE H. FARNSWORTH; Jul 4, 1972
? Power in Oil World Vastly Different Since 1967 War; Economic Analysis: Oil Bloc's Power; By WILLIAM D. SMITH; Jun 6, 1972
? Saving on Oil; Oct 3, 1974
? U. S IS SUGGESTING A MAJOR CUTBACK BY OIL CONSUMERS; Proposal Is the First Step in Strategy to Force Down World Petroleum Price; By ROBERT KLEIMAN; Oct 3, 1974
? The Price of Oil; Sep 28, 1974
Behavioral Science/Sociology Standards

Standard 1: Understands that group and cultural influences contribute to human development, identity, and behavior

1. Understands that cultural beliefs strongly influence the values and behavior of the people who grow up in the culture, often without their being fully aware of it, and that people have different responses to these influences
2. Understands that punishment for “unacceptable” social behavior depends partly on beliefs about the purposes of punishment and about its effectiveness (which is difficult to test scientifically because circumstances vary greatly and because legal and ethical barriers interfere)
3. Understands that social distinctions are a part of every culture, but they take many different forms (e.g., rigid classes based solely on parentage, gradations based on the acquisition of skill, wealth, and/or education)
4. Understands that people often take differences (e.g., in speech, dress, behavior, physical features) to be signs of social class
5. Understands that the difficulty of moving from one social class to another varies greatly with time, place, and economic circumstances
6. Understands that heredity, culture, and personal experience interact in shaping human behavior, and that the relative importance of these influences is not clear in most circumstances
7. Understands that family, gender, ethnicity, nationality, institutional affiliations, socioeconomic status, and other group and cultural influences contribute to the shaping of a person's identity

Standard 3: Understands that interactions among learning, inheritance, and physical development affect human behavior

2. Understands that differences in the behavior of individuals arise from the interaction of heredity and experience
3. Understands that even instinctive behavior may not develop well if a person is exposed to abnormal conditions
4. Understands that expectations, moods, and prior experiences of human beings can affect how they interpret new perceptions or ideas
5. Understands that people might ignore evidence that challenges their beliefs and more readily accept evidence that supports them
6. Understands that the context in which something is learned may limit the contexts in which the learning can be used
7. Knows that human thinking involves the interaction of ideas, and ideas about ideas

Standard 4: Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

1. Understands that conflict between people or groups may arise from competition over ideas, resources, power, and/or status
2. Understands that social change, or the prospect of it, promotes conflict because social, economic, and political changes usually benefit some groups more than others (which is also true of the status quo)
3. Understands that conflicts are especially difficult to resolve in situations in which there are few choices and little room for compromise
4. Understands that some informal ways of responding to conflict (e.g., pamphlets, demonstrations, cartoons) may reduce tensions and lead to compromise but may be inflammatory and make agreement more difficult to reach
5. Understands that conflict within a group may be reduced by conflict between it and other groups
6. Understands that intergroup conflict does not necessarily end when one segment of society gets a decision in its favor because the "losers" then may work even harder to reverse, modify, or circumvent the change

7. Understands that even when the majority of people in a society agree on a social decision, the minority who disagree must be protected from oppression, just as the majority may need protection against unfair retaliation from the minority

8. Understands how various institutions (e.g., social, religious, political) develop and change over time (i.e., what is taught in school and school policies toward student behavior have changed over the years in response to family and community pressures), and how they further both continuity and change in societies

9. Understands how changes in social and political institutions (e.g., church, school, political party) both reflect and affect individuals’ career choices, values, and significant actions

10. Understands that the decisions of one generation both provide and limit the range of possibilities open to the next generation

11. Understands that mass media, migrations, and conquest affect social change by exposing one culture to another, and that extensive borrowing among cultures has led to the virtual disappearance of some cultures but only modest change in others
Behavioral Science/Sociology Mini-Research Topics

Topic: Public Schools in the 19th Century—1854-64

Search: public schools and teachers and pdn(<12/31/1865)

Critical Thinking Assignment: Compare and contrast the public schools of the 19th Century with the public schools of today. What are some of the major differences and some of the similarities?

Significant Documents—Cite at Least 3 in Your Report

? City Children Not in the Schools; Oct 18, 1854
? The Bible in Schools—Decision of a Rhode Island Commissioner; OFFICE OF COMMISSIONER OF PUBLIC SCHOOLS; Aug 26, 1854
? The Course of Studies in our Public Schools; Jul 3, 1858
? Brooklyn Normal Schools; Mar 23, 1857
? Reducing the Salaries of Public School Teachers; Jul 14, 1861
? EDUCATION ITS METHODS AND AIM; LECTURE BY REV. DR. BELLOWS; Nov 15, 1860
? Our Public School System Reforms Proposed in the Law; Apr 2, 1864
? Our Public Schools Salaries of Teachers; Oct 24, 1861

Topic: The Mormons and Polygamy—1852-57

Search: Mormons and polygamy and pdn(<12/31/1860)

Critical Thinking Assignment: Compare and contrast the attitudes of others toward the Mormon practice of polygamy and the explanations for and against this practice.

Significant Documents—Cite at Least 3 in Your Report

? The Salt Lake Infamy—What Should Be Done.; May 20, 1857
? What Shall we Do with the Mormons? Apr 21, 1857
? Polygamy in Utah—The Progress of Mormonism—A New Movement; Nov 13, 1856
? The Tribune on Polygamy; Oct 26, 1853
? The Mormons; Mar 10, 1853
? The Mormons in Utah; Jan 6, 1852

Topic: Andrew Carnegie Starts Public Libraries—1880

Search: Andrew and Carnegie and librarian and pdn(<01/10/1881)

Critical Thinking Assignment: What is philanthropy? Why did Carnegie choose public libraries as his focus? What other philanthropists were there during this era and why?

Significant Documents—Cite at Least 3 in Your Report

? A LETTER FROM CARNEGIE; HE DEPLORES THE OBJECTIONS RAISED TO HIS PROPOSED GIFTS; Dec 18, 1892
? TO REJECT MR. CARNEGIE'S GIFT; A PROPOSAL TO RETURN THE MONEY GIVEN FOR THE PITTSBURG LIBRARY; Jul 10, 1892
? ARCHITECTS COMPETE; ONE HUNDRED SETS OF PLANS FOR THE CARNEGIE LIBRARY; Nov 6, 1891
? MR. CARNEGIE WAS ONCE SNUBBED; IN CONSEQUENCE HE CAME NEAR MAKING AN EDITOR OF HIMSELF; Apr 13, 1891
DIPLOMA DAY AT BELLEVUE; MORE THAN A GROSS OF NEW DOCTORS ARE GRADUATED; Mar 31, 1891

A SQUABBLE OVER THE SITE; PITTSBURG HAS GOT NO GOOD FROM MR. CARNEGIE'S GIFT; Mar 28, 1891

A SITE FOR THE CARNEGIE LIBRARY; ORDINANCE OF ACCEPTANCE ALTERED; Apr 9, 1890

**Topic: First Modern Olympic Games in Athens—1896**

**Search:** Olympic and Games and Athens and pdn(<05/31/1897)

**Critical Thinking Assignment:** What were some of the reasons for the establishment of the Modern Olympic Games? How was the U. S. involved and why? What were some of the events that were included?

**Significant Documents—Cite at Least 3 in Your Report**

- WINNERS IN THE STADIUM; THE EXCITING FINISH OF THE GAMES; May 3, 1896
- THE NEW OLYMPIC GAMES; HOW THEY IMPRESSED AN AMERICAN EYE WITNESS; Apr 26, 1896
- THE AMERICANS AHEAD; PROGRESS OF THE OLYMPIAN GAMES; Apr 8, 1896
- PRINCETONE WILL SEND TO ATHENS; Four or Five Athletes to Take Part in the Olympic Games; Mar 17, 1896
- ATHLETES FOR EUROPEAN GAMES; New-York Will Not Be Represented in Greece, but Will Be in England; Dec 17, 1895
- OLYMPIC GAMES AT ATHENS; Next Year's Two Weeks' Carnival -College Athletes to be Invited; Mar 25, 1895

**Topic: Charles Manson, California Cults and the Hippie Culture—1969-71**

**Search:** cults and Manson and pdn(<10/31/1972)

**Critical Thinking Assignment:** Compare/contrast the various theories to explain why people join cults and Hippie Culture, and what would make them commit murder, as did the Manson Family.

**Significant Documents—Cite at Least 3 in Your Report**

- More and Less About Manson; By ANATOLE BROYARD; Nov 11, 1971
- Jail Penalty for Manson; Sep 15, 1971
- People, Keep Asking—'What Made Those Kids Do It?' Manson Case; Jan 31, 1971
- Psychiatrist to Examine Suspect in Coast Slayings; Jan 7, 1970
- Manson to Represent Himself At Sharon Tate Murder Trial; Dec 25, 1969
- The Hippie Mystique; The Hippie Mystique: Tate Murders Prompt a Closer Look at It Dec 15, 1969
- Charlie Manson, Nomadic Guru, Flirted With Crime in a Turbulent Childhood; Dec 7, 1969HEAD OF THE 'FAMILY' IS HELD FOR TRIAL; Loyalists Tied to Tate Case — He Faces Theft Counts; By STEVEN V. ROBERTS, Dec 4, 1969
**English Language Arts Standards**

**Reading Literary Texts**

4. Analyzes the simple and complex actions (e.g., internal/external conflicts) between main and subordinate characters in literary works containing complex character structures.

5. Knows archetypes and symbols (e.g., supernatural helpers, banishment from an ideal world, the hero, beneficence of nature, dawn) present in a variety of literary texts (e.g., American literature, world literature, literature based on oral tradition, mythology, film, political speeches).

6. Understands how themes are used across literary works and genres (e.g., universal themes in literature of different cultures, such as death and rebirth, initiation, love and duty; major themes in American literature; authors associated with major themes of specific eras).

8. Understands relationships between literature and its historical period, culture, and society (e.g., influence of historical context on form, style, and point of view; influence of literature on political events; social influences on author's description of characters, plot, and setting; how writer's represent and reveal their cultures and traditions).

11. Uses language and perspectives of literary criticism to evaluate literary works (e.g., evaluates aesthetic qualities of style, such as diction, tone, theme, mood; identifies ambiguities, subtleties, and incongruities in the text; compares reviews of literature, film, and performances with own response).
## Literature Mini-Research Topics

### Topic: Ralph Waldo Emerson—1857-75

**Search:** "Ralph Waldo Emerson" and pdn(<12/30/1875)

**Critical Thinking Assignment:** Summarize the philosophy of Ralph Waldo Emerson and what issues that spoke to and promoted.

**Significant Documents—Cite at Least 3 in Your Report**

- NEW PUBLICATIONS; MR. EMERSON'S NEW BOOK. LETTERS AND SOCIAL AIMS. By RALPH WALDO EMERSON, 16mo., pp. 314. Boston: J.R. OSGOOD & Co.; Dec 20, 1875
- IMMORTALITY; BY RALPH WALDO EMERSON. From "Letters and Social Aims," by Ralph Waldo Emerson James R. Osgood & Co., Publishers; Dec 19, 1875
- EMERSON'S PILGRIMS' PROGRESS; The Early Persecutions of the Puritans; Dec 24, 1870
- Ralph Waldo Emerson on Woman's Suffrage; May 28, 1869
- NEW-YORK CITY; Mr. Emerson's Lecture on the Conduct of Life; Feb 14, 1857

### Topic: Walt Whitman—1856

**Search:** “leaves of grass” and pdn(<12/31/1860)

**Critical Thinking Assignment:** Summarize the literary criticism and review of Walt Whitman and the “Leaves of Grass.”

**Significant Documents—Cite at Least 2 in Your Report**

- LEAVES OF GRASS; Nov 13, 1856
- NEW PUBLICATIONS; THE NEW POETS; May 19, 1860

### Topic: The Many Talents of Charles Dickens—1871-74

**Search:** "Charles Dickens" and pdn(<2/28/1874)

**Critical Thinking Assignment:** Summarize a short history of Charles Dickens as an author, critic and actor.

**Significant Documents—Cite at Least 3 in Your Report**

- CHARLES DICKENS; GLIMPSES OF THE INNER LIFE OF THE NOVELIST; Feb 20, 1874A VISIT TO CHARLES DICKENS. The last; Jan 25, 1874
- That "Very Strange Coincidence" Wilkie Collins and Charles Dickens; Feb 27, 1873
- NEW PUBLICATIONS; Scenes from Real Life; Feb 24, 1873
- EDMUND YATES' LECTURE; A Review of the Life, Writings and Death of England's Great Novelist, Charles Dickens; Oct 29, 1872
- CHARLES DICKENS; The Eminent Author and His American Trip Notes of His Habits; Jul 25, 1871
**Topic: Helen Hunt Jackson Writes “Century of Dishonor”—1881**

**Search:** Century of Dishonor

**Critical Thinking Assignment:** Summarize the reactions over the years about the book “Century of Dishonor” and the treatment of the American Indian. Did the book have any impact on citizen awareness of this problem? Did awareness spread to any other reforms and causes?

**Significant Documents—Cite at Least 3 in Your Report**

? Echoes of an Old Dishonor; Jun 16, 1962
? OUR TREATMENT OF THE INDIAN; An Indictment of Conditions on the Reservations; Feb 15, 1931
? NEW BOOKS; Oct 12, 1885

**Topic: Upton Sinclair Writes “The Jungle”—1906**

**Search:** Upton and Sinclair and Jungle and pdn(<12/31/1906)

**Critical Thinking Assignment:** What was the purpose of Sinclair’s Book? How effective was the book in getting reforms in the meat packing industry?

**Significant Documents—Cite at Least 3 in Your Report**

? SINCLAIR GIVES PROOF OF MEAT TRUST FRAUDS; Offers Affidavits and Letters of Packing House Workers; May 28, 1906
? SINCLAIR DEMANDS REPORT; Says the Public Is Entitled to Know the Facts; New York Times.; May 27, 1906
? MEAT INSPECTION BILL PASSES THE SENATE; Added Without Debate to Agricultural Bill as a Rider; May 26, 1906
? PACKERS SCARE—SINCLAIR; Tried to Influence the President's Investigators, He Alleges; May 26, 1906
? THE BOYCOTT ON 'THE JUNGLE'; Upton Sinclair's Book in Trouble in the Packing Centres; UPTON SINCLAIR; May 18, 1906
Science and Technology Standards

Standard 3: Understands the relationships among science, technology, society, and the individual

1. Knows that science and technology are pursued for different purposes (e.g., scientific inquiry is driven by the desire to understand the natural world and seeks to answer questions that may or may not directly influence humans; technology is driven by the need to meet human needs and solve human problems)
2. Knows ways in which social and economic forces influence which technologies will be developed and used (e.g., cultural and personal values, consumer acceptance, patent laws, availability of risk capital, the federal budget, local and national regulations, media attention, economic competition, tax incentives)
3. Knows that alternatives, risks, costs, and benefits must be considered when deciding on proposals to introduce new technologies or to curtail existing ones (e.g., Are there alternative ways to achieve the same ends? Who benefits and who suffers? What are the financial and social costs and who bears them? How serious are the risks and who is in jeopardy? What resources will be needed and where will they come from?)
4. Knows examples of advanced and emerging technologies (e.g., virtual environment, personal digital assistants, voice recognition software) and how they could impact society
5. Knows the rate of technological development and diffusion is increasing rapidly, even though individual technologies may be developed at a slow pace due to technical difficulties or consumer resistance
6. Knows that technology can benefit the environment by providing scientific information, providing new solutions to older problems, and reducing the negative consequences of existing technology (e.g., monitoring a habitat or measuring greenhouse gases, improving renewable energy sources, and creating scrubbers to improve coal-burning facilities)

Standard 6: Understands the nature and uses of different forms of technology

1. Knows that genetic engineering is the process by which controlled changes in a genetic structure can be made and that this process is used to research and diagnose disease and create pharmaceuticals
2. Knows that biotechnology is used in a variety of areas (e.g., agriculture, pharmaceuticals, food and beverage, fuels and energy, the environment, genetic engineering) and requires specific scientific knowledge about the natural system being modified
3. Knows that power systems (i.e., systems which convert energy from one form to another) have a source of energy, a process, loads, and some have a feedback system
4. Knows that communication systems can transfer information from person to person (e.g., a telephone), person to machine (e.g., a person inputting information into a computer), or machine to machine (e.g., an automated payroll system where the record of the money goes from one computer to another)
5. Knows that modern transportation systems are diverse (allowing humans to combine types of transportation for the most direct and convenient route), intelligent (requiring coordinated subsystems, such as a traffic light system), and are necessary in the functioning of most other technologies
6. Knows that there are different types of manufacturing systems (customized, batch, and continuous production) and manufacturing results in two different types of goods, durable and non-durable
Science & Technology Mini-Research Topics

Topic: The Transatlantic Telegraph Cable—1857-62

Search: transatlantic and telegraph and pdn(<12/31/1870)

Critical Thinking Assignment: Summarize the planning and construction of the transatlantic telephone cable. Who were the inventors and partner nations? What were the major problems involved? What was the motivation for its construction?

Significant Documents—Cite at Least 3 in Your Report

? The Transatlantic Telegraph; THE REVIVAL OF THE OLD ENTERPRISE; Apr 6, 1862
? International Excitements and Telegraphic Communication; Jan 25, 1862
? THE TRANSATLANTIC TELEGRAPH; Solenttiffio Discussion and Conclusions as to its Practicability; Apr 23, 1857
? Longitude by the Transatlantic Telegraph; Aug 10, 1858
? The Transatlantic Telegraph—What has already been Accomplished; Nov 5, 1856
? The Transatlantic Telegraph—Interesting Letter from Lieutenant Maury; Jan 3, 1857
? The Atlantic Telegraph; Aug 21, 1857

Topic: Invention of the Telephone—1876

Search: telephone and bell and pdn(<12/31/1880)

Critical Thinking Assignment: Summarize the early successes, potential and problems connected with Bell’s invention of the telephone. What were some of the impacts projected for business and social priorities?

Significant Documents—Cite at Least 3 in Your Report

? THE TELEPHONE AND ITS USES; Aug 1, 1877
? THE SPEAKING TELEPHONE; PROF. BELL'S LAST LECTURE THE PRINCIPLE OF THE INVENTION EXPLAINED HOW IT MAY BE MADE USEFUL SOME OF ITS PECULIARITIES A LINE TO EUROPE SHOWN TO BE POSSIBLE; May 20, 1877
? THE SPEAKING; PROF. BELL'S SECOND LECTURE SENDING MULTIPLE DISPATCHES IN DIFFERENT DIRECTIONS OVER THE SAME INSTRUMENT AT THE SAME TIME DOING AWAYWITH TRANSMITTERS AND BATTERIES A SUBSTITUTE FOR A MUSICAL EAR; May 19, 1877
? PROF. BELL'S TELEPHONE; May 12, 1877
? THE TELEPHONE; MORE INTERESTING EXPERIMENTS BETWEEN BOSTON AND SALEM; Feb 27, 1877
Topic: Wonders of the World—Brooklyn Bridge—1883

Search: Brooklyn and Bridge and problems and pdn(<05/30/1883)

Critical Thinking Assignment: What were some of the social, economic, engineering, and financial problems that had to be overcome to create a world wonder, the Brooklyn Bridge. What problems did it solve for the city and how did it benefit future efforts in engineering?

Significant Documents—Cite at Least 3 in Your Report

? CROSSING THE NEW BRIDGE; ITS CAPACITY FULLY TESTED BY A GREAT TRAFFIC; May 26, 1883
? BEGINNING THE GREAT WORK; May 24, 1883
? THE BUILDING OF THE BRIDGE; ITS COST AND THE DIFFICULTIES MET WITH— DETAILS OF THE HISTORY OF A GREAT ENGINEERING TRIUMPH; May 24, 1883
? WILL THE BRIDGE BE FREE; ARGUMENTS IN FAVOR OF AND AGAINST THE PROPOSAL; Apr 10, 1883
? A MAJORITY FOR ROEBLING; THE ENGINEER OF THE BIG BRIDGE NOT TO BE REMOVED; Sep 12, 1882
? THE EAST RIVER BRIDGE; PROTESTING AGAINST FURTHER EXPENDITURES THEREON; Jun 7, 1882
? TRUSTEES DEMAND LIGHT; CERTAIN BROOKLYN BRIDGE MATTERS TO BE INVESTIGATED; Dec 6, 1881

Topic: Yosemite is Designated the 2nd National Park—1890

Search: Yosemite and pdn(<12/31/1890)

Critical Thinking Assignment: What were the reasons for creating the National Park system? Why was Yosemite chosen? How did the movement spread; is it alive today and in what form?

Significant Documents—Cite at Least 3 in Your Report

? THE YOSEMITE PARK; Aug 2, 1890; pg. 4, 1 pgs
? FOR MR. HECHT TO DWELL UPON; ROBERT U. JOHNSON WRITES POINTEDLY ABOUT THE YOSEMITE ABUSES; ROBERT UNDERWOOD JOHNSON; Aug 1, 1890
? THE YOSEMITE CHARGES; A LETTER OF DENIAL FROM ONE OF THE COMMISSIONERS; M.H. HECHT; Jul 28, 1890
? DESPOILING THE YOSEMITE; AN OFFICIAL REPORT THAT IS FULL OF FALSEHOODS; GEORGE G. MACKENZIE; Jul 20, 1890
? NEEDS OF THE YOSEMITE; NATURAL BEAUTY DESTROYED BY BAD MANAGEMENT; OEO|RQE 0. MACKENZIE; Feb 23, 1890
? THE NEGLECTED YOSEMITE; SOME INEXCUSABLE FAULTS OF MANAGEMENT; GEORGE G. MACKENZIE; Feb 16, 1890
? Editorial Article 6—No Title; Feb 14, 1890
? THE RESERVOIR FORESTS; REASONS WHY THEY SHOULD BE PRESERVED; GEORGE G. MACKENZIE; Jan 26, 1890
? THE YOSEMITE’S GLORIES; CALIFORNIA’S WONDROUS GARDEN; Jan 19, 1890
Topic: Fossils and Dinosaurs—1947-59

Search: fossils and dinosaurs and pdn(<12/30/1970)

Critical Thinking Assignment: Summarize the theories of extinction, location of fossil finds, and the variety of types of dinosaurs.

Significant Documents—Cite at Least 3 in Your Report

? Fossil-Hunters; DINOSAUR HARVEST. Nov 1, 1959
? GIANTISM LINKED TO DINOSAURS’ END; Glandular Disorder Causing Horny Growths Brought Extinction, Briton Thinks; Mar 28, 1954
? MUSEUM DEDICATES BRONTOSAUR HALL; Skeleton Acquired in a Swap With Texas Institution Is Set Up at Last Moment FIRST OF SIX NEW ROOMS Aim Is to Illustrate Rise of Life — Dinosaurs Are Mounted in Naturalistic Settings; By ROBERT K. PLUMB; May 22, 1953
? MUSEUM TO SEEK KIN OF DINOSAURS; Fossils 200,000,000 Years Old to Be Coal of Expedition to New Mexico Basin; Jun 9, 1947
? FOSSIL LODE IN GOBI REPORTED BY SOVIET; Russian Scientists Tell of the Discovery of Hundreds of the Skeletons of Monsters; By DREW MIDDLETON; Feb 4, 1947
? Footprints in Stone Offer Clues To a 120,000,000-Year Mystery; Museum Here Has Fossilized Evidence That the Four-ton Allosaurus Caught Up With the 40-Ton Brontosaurus; Apr 24, 1952

Topic: Rachel Carson, Silent Spring and the Environment—1962

Search: Rachel Carson and pdn(<12/31/1964)

Critical Thinking Assignment: Summarize how the writing of the book Silent Spring gave impetus to the environmental movement. What evidence did Rachel Carson bring to light to promote environmental concern by the people?

Significant Documents—Cite at Least 3 in Your Report

? Advertising: Insecticide and 'Silent Spring'; By JOHN M. LEE; Aug 6, 1963
? Rachel Carson Honored; Jun 20, 1963
? Miss Carson Objects; RACHEL CARSON; Jun 18, 1963
? Critic at Large; Rachel Carson's Articles on the Danger of Chemical Sprays Prove Effective; By BROOKS ATKINSON; Sep 11, 1962
**Topic: Early Concerns about Climate Changes and Global Warming—1966-74**

**Search:** weather and climate and change and pdn(<12/30/1975)

Critical Thinking Assignment: Compare/contrast the various theories and the evidence of global warming proposed by scientists and some of the proposed solutions.

**Significant Documents—Cite at Least 3 in Your Report**

? Expert Says Arctic Ocean Will Soon Be an Open Sea; Catastrophic Shifts in Climate Feared if Change Occurs Other Specialists See No Thinning of Polar Ice Cap; Feb 20, 1969

? A COMPUTER STUDY OF CLIMATE ASKED; Simulation of Changes Is Suggested by Scientist; By HAROLD M. SCHMECK Jr.; Apr 9, 1966

? Climate Changes Endanger World's Food; Scientists View Global Climate Changes as Threat to World's Food Output Soviet Estimate Rises New Pattern Emerging 7th Year of Draught Problems in Iowa Benefits of; By HAROLD M. SCHMECK Jr.; Aug 8, 1974

? 'Supercomputer' Is Designed to Aid in Predicting Long-Range Changes in Earth's Climate; Feb 7, 1972

? Climate Experts Assay Ice Age Clues; Jan 27, 1972

**Topic: First Man on the Moon—1969**

**Search:** Moon and Apollo and pdn(<08/03/1969)

**Critical Thinking Assignment:** What was the purpose of the first manned landing on the moon? What were some of the problems and benefits of this historic mission?

**Significant Documents—Cite at Least 3 in Your Report**

? Issues for the Moon Landing; By DAVID LIDMAN; Aug 3, 1969

? Space Race; Ten Years Later, the Russians Wonder If It's Worth It; BERNARD GWERTZMAN; Aug 3, 1969

? Slim Apollo Fuel Margin May Limit Landing Sites; By RICHARD WITKIN; Jul 31, 1969

? Apollo's Success May Bring Fund Cut; By JOHN W. FINNEY; Jul 30, 1969

? Blacks and Apollo; Most Couldn't Have Cared Less; THOMAS A. JOHNSON; Jul 27, 1969

? A SOVIET LANDING IN 18 MONTHS SEEN; NASA Chief Says Secrecy Hurt Russian Program; Jul 25, 1969

? TV: Lunar Scenes Top Admirable Apollo Coverage; It's Hard to Comprehend; Jul 22, 1969

? CLEAVER ASSAILS APOLLO PROGRAM; Militant, in Algiers, Terms It a 'Misuse of Public Funds'; By ERIC PACE; Jul 21, 1969

? Nixon Makes 'Most Historic Telephone Call Ever'; By WALTER RUGABER; Jul 21, 1969
Topic: Construction of the Aswan Dam—1969

Search: Aswan Dam and pdn(<12/31/1970)

Critical Thinking Assignment: Summarize the many engineering problems that had to be overcome in the construction of the Aswan Dam. What benefit did the dam provide? What are some of the problems that delayed construction?

Significant Documents—Cite at Least 3 in Your Report

? ISRAELIS STRIKE IN UPPER EGYPT; Report Power-Line Attack West of the Nile; Jun 30, 1969
? Moscow Reports Egyptians Bolster Aswan Dam Defense; Dec 27, 1968
? Soviet Pledge to Defend Aswan Dam Is Reported; Envoy Is Said to Reassure Egyptians on Action in Case of Israeli Attack; By ERIC PACE; Nov 9, 1968
? Restored Abu Simbel Keeps Ancient Grandeur; By JAY WALZ; Oct 10, 1967
? Progress on Aswan Dam Is Hailed by Egyptians; Work Termed 80% Complete as Project Enters 8th Year Cairo Denounces U.S.; By ERIC PACE; Jan 10, 1967
? $1-MILLION GIVEN FOR NILE TEMPLES; Aswan Salvage Drive Aided by Mrs. DeWitt Wallace; By RICHARD F. SHEPARD; Apr 27, 1966
? 10 Killed in Aswan Dam Blast; Jul 3, 1963

Topic: Founding of the Environmental Protection Agency--1970

Search: Environmental Protection Agency and EPA and pdn(>1/1/1970 and <12/31/1970)

Critical Thinking Assignment: What were some of the highlights of this legislation? What were some of the reasons that lead to the EPA? Who helped create the public awareness for this reform and why?

Significant Documents—Cite at Least 3 in Your Report

? U.S. to Suggest Pollution Board Reform; Dec 8, 1970
? Pollution; Nixon Has A New Aspirant For Title of ‘Mr. Clean’; Dec 6, 1970
? Senate Confirms Ruckelshaus To Head Environment Agency; Dec 3, 1970
? Environment Watchdog; William Doyle Ruckelshaus; Nov 12, 1970
? House Approves Nixon Plan For Environmental Agency; Sep 29, 1970
? The Nation; Pollution: It’s Time To ‘Get Cracking’ On Reforms; Aug 16, 1970
? To Rescue the Environment; Aug 11, 1970
? Plan for the Environment; Jul 12, 1970
? Excerpts From President's Message on Reorganization of Environmental Agencies; Jul 10, 1970
Health Standards

Standard 2: Knows environmental and external factors that affect individual and community health

1. Knows how the health of individuals can be influenced by the community (e.g., information offered through community organizations; volunteer work at hospitals, food banks, child care centers)
2. Knows how individuals can improve or maintain community health (e.g., becoming active in environmental and economic issues that affect health, assisting in the development of public health policies and laws, exercising voting privileges)
3. Understands how the environment influences the health of the community (e.g., environmental issues that affect the food supply and the nutritional quality of food)
4. Understands how the prevention and control of health problems are influenced by research and medical advances
5. Knows how public health policies and government regulations (e.g., OSHA regulations, Right to Know laws, DSS regulations, licensing laws) impact health-related issues (e.g., safe food handling, food production controls, household waste disposal controls, clean air, disposal of nuclear waste)

Standard 8: Knows essential concepts about the prevention and control of disease

2. Understands the importance of regular examinations (including self-examination) in detecting and treating diseases early
3. Understands the importance of prenatal and perinatal care to both the mother and the child
4. Understands the social, economic, and political effects of disease on individuals, families, and communities

Standard 9: Understands aspects of substance use and abuse

1. Knows the short- and long-term effects associated with the use of alcohol, tobacco, and other drugs on reproduction, pregnancy, and the health of children
2. Knows how the abuse of alcohol, tobacco, and other drugs often plays a role in dangerous behavior and can have adverse consequences on the community (e.g., house fires, motor vehicle crashes, domestic violence, date rape, transmission of diseases through needle sharing or sexual activity)
3. Understands that alcohol, tobacco, and other drug dependencies are treatable diseases/conditions

Standard 10: Understands the fundamental concepts of growth and development

1. Understands a variety of physical, mental, emotional, and social changes that occur throughout life, and how these changes differ among individuals (e.g., young adulthood, pregnancy, middle age, old age)
2. Understands how physical, mental, social, and cultural factors influence attitudes and behaviors regarding sexuality
3. Knows sound health practices in the prenatal period that are important to the health of the fetus and young child (e.g., diet, refraining from cigarette smoking or use of alcohol or other drugs)
Health Mini-Research Topics

**Topic: Louis Pasteur Creates Rabies Vaccination—1885**

**Search:** Louis and Pasteur and pdn(<01/01/1889)

**Critical Thinking Assignment:** What breakthrough did Pasteur discover? What work had he done to provide the possibility of developing a vaccine? How has his work impacted on science and health today?

**Significant Documents—Cite at Least 3 in Your Report**

- **PASTEUR AND MAD DOGS; HIS METHODS, HIS LABORATORY, AND HIS PATIENTS.** SOME FACTS FROM HIS PAST LIFE…Jan 10, 1886
- **TO FOLLOW PASTEUR’S SYSTEM; A VIRUS FARM ESTABLISHED AND STOCKED IN ST. LOUIS;** Jan 1, 1886
- **A CURE FOR HYDROPHOBIA; DR. PASTEUR ANNOUNCES THE SUCCESS OF THE INOCULATION TREATMENT; Oct 30, 1885**
- **TREATMENT FOR HYDROPHOBIA; Oct 10, 1885**

**Topic: Origins and Prevention of Anthrax Prior to Terrorism—1944-74**

**Search:** anthrax and pdn(<12/31/1954)

**Critical Thinking Assignment:** Compare/contrast the sources, prevention and treatment of anthrax in the U.S. in the last century with the problems associated with its spread through terrorism today.

**Significant Documents—Cite at Least 3 in Your Report**

- **Penicillin Helps in Skin Anthrax; Dec 8, 1944**
- **NEW SULFA DISCOVERY; Doctor Says Substance Containing Iodine Hits Many Diseases; Sep 12, 1943**
- **Let Us Spray; By JOHN LEONARD; Dec 2, 1969**
- **General Confirms Army Contaminated Area With Germs; May 29, 1969**
- **ANTHRAX REPORT ISSUED; Record U.S. Epidemic Struck Cattle in Wyoming Area; Nov 24, 1956**
- **Control of Epidemic of Anthrax Reported in Texas and Oklahoma; Jul 18, 1974**
- **Goatskin Products Confiscated Here; Anthrax Is Feared; Apr 27, 1974**
**Topic: Polio Vaccine—1957**

**Search:** polio and vaccine and salk and pdn(<6/30/1958)

**Critical Thinking Assignment:** Summarize the early development of the Salk vaccine for Polio. What were the major problems associated with its use? How successful was the campaign to prevent polio and how serious a disease was it?

**Significant Documents—Cite at Least 3 in Your Report**

- State Bars Use of Oral Polio Vaccine; Sets Delay Until Safety Tests Are Over; Jun 27, 1958
- STUDY BACKS VACCINE; Researchers Say Salk Shots Do Not Damage the Brain; Jun 20, 1958
- GAMBLING WITH POLIO; Jun 2, 1958
- PRODUCERS DENY VACCINE CHARGE; Cite Reduction in Charges and Costs of Setting Up Production Method; May 13, 1958
- POLIO IN U.S. CUT 80% IN 2; Folsom Credits Salk Vaccine With a 'Major Part' in Drop to 1,576 Cases ASKS ALL TO GET SHOTS Secretary Says Supply Now Is Plentiful—Only 42 Stricken Upstate Many Need More Shots; Oct 11, 1957; pg. 29, 1 pgs
- SALK BACKLOG USED UP; Big Demand for Polio Vaccine Wipes Out 26 Million Doses; Mar 9, 1957

**Topic: The Beginning of Heart Transplantation—1969-70**

**Search:** heart and transplant and pdn(<4/30/1970)

**Critical Thinking Assignment:** What were some of the medical problem encountered and solved in the first heart transplants? What were some of the ethical issues involved then and now?

**Significant Documents—Cite at Least 3 in Your Report**

- DONORS OF ORGANS SEEN AS VICTIMS; Doctors Cite Need to Guard Rights in Transplants; Apr 19, 1970
- A Federal Panel Urges Research On Heart Transplant Rejection; Jan 7, 1970
- Dr. Barnard in U.S. for Study; Mar 11, 1970
- Progress on Transplants; Dec 27, 1969
- BARNARD CRITICIZES RACIAL POLICY AGAIN; Nov 9, 1969
- Medicine; A Sober Look at Heart Transplants; SANDRA BLAKESLEE; Aug 24, 1969
- Pope Receives Dr. Cooley; Aug 21, 1969
- Heart Experts Urge Caution on Implants; Heart Experts Believe That Transplants Should Be Continued Only on a Controlled Experimental Basis; By SANDRA BLAKESLEE; Aug 19, 1969
- Heart Pioneer; Aug 19, 1969
The Arts Standards

Standard 1: Understands connections among the various art forms and other disciplines

2. Knows how characteristics of the arts vary within a particular historical period or style and how these characteristics relate to ideas, issues, or themes in other disciplines

Topic: Picasso and Modern Art—1936

Search: picasso and pdn(<12/31/1940)

Critical Thinking Assignment: Summarize Picasso’s works and their influence on the school of modern art. What are the characteristics of modern art?

Significant Documents—Cite at Least 3 in Your Report

? Modern Art Does Not Stop With Picasso; AFTER PICASSO. By James Thrall Soby. 60 plates, text 126 pp. Hartford: Edwin Valentine Mitchell; Jan 26, 1936
? IN THE REALM OF ART: AN INVASION BY PICASSO & CIE; Nov 1, 1936
? PROTEUS OF MODERNISM; Three Local Events Turn the Spotlight on Picasso — 'Retrospective' at Valentine's; By EDWARD ALDEN JEWELL; Nov 1, 1936

Topic: Rodgers and Hammerstein—1948-51

Search: Rodgers and Hammerstein and pdn(<12/31/1952)

Critical Thinking Assignment: Summarize the early musicals that were created by Rodgers and Hammerstein. What were some of the success and failures at this point in their careers?

Significant Documents—Cite at Least 3 in Your Report

? SHOW TO BE BASED ON MICHEHER TALE; Rodgers, Hammerstein Plan Production of Musical Play With Hayward and Logan; By LOUIS CALTA; Feb 19, 1948
? 'CAROUSEL' TO END RUN ON SATURDAY; Rodgers-Hammerstein Musical Fails to Maintain Its Early Return Pace at Majestic; By J. P. SHANLEY; Feb 28, 1949
? Rodgers, Hammerstein Honored; Sep 12, 1949
? 'HEART OF MATTER' TO END IN BOSTON; Rodgers and Hammerstein to Close Dramatization of Book by Greene on Saturday A.N.T.A. Seeks Strand in Capital May Buy Local Theatre; By SAM ZOLOTOW; Mar 1, 1950
? ABOUT 'THE KING AND I'; SOME REFLECTIONS ABOUT 'THE KING AND I' Composer’s Problems Still Worried; By RICHARD RODGERS and OSCAR HAMMERSTEIN 2d Composer and Librettist, Whose New Musical Opens Thursday; Mar 25, 1951
? HIT TEAM WORKING ON A NEW MUSICAL; Rodgers—Hammerstein Plan Version of 'Anna and King of Siam' for Next Season Sought for Movies Whiteheads Return Monday; By LOUIS CALTA; Jun 24, 1950
? "OKLAHOMA!" RETURNS TO JOIN TWO OTHER RODGERS AND HAMMERSTEIN HITS; Vendamm: Valente; May 27, 1951
Topic: Elvis Presley and the Start of Rock and Roll—1956

Search: Elvis Presley and rock and pdn(<12/31/1951)

Critical Thinking Assignment: Summarize some of the attitudes that reflected the early successes of Elvis Presley and emergence of rock and roll.

Significant Documents—Cite at Least 3 in Your Report

? PRESLEY TERMED A PASSING FANCY; Minister in Village Asserts Singer Gives Teen-Agers 'a Vicarious Fling'; Dec 17, 1956
? PRESLEY SIGNED BY ED SULLIVAN; Singer to Appear on 3 C.B.S. Shows, Beginning Sept. 9, Reportedly for $50,000 Talk on Rehabilitation; By RICHARD F. SHEPARD; Jul 14, 1956
? Actor With Guitar; HOWARD THOMPSON.; Jul 4, 1958
? PRESLEY IS SIGNED FOR THIRD MOVIE; Singer Will Star in Feature for M-G-M—Peggy Ashcroft Cast in 'Nun's Story' British Star Signed; Dec 19, 1957
? Sideburns a la Presley Aren't Ivy; Dern of Penn Quits Track Rather Than Alter Appearance
Explanaton of Coach Father a Football Player; Feb 9, 1957

Topic: The Invasion of the Beatles—1966

Search: beatles and pdn(<12/31/1966)

Critical Thinking Assignment: Summarize the successes and problems of the Beatles. Why was their music so popular? What were some of the criticisms of them as artists and people?

Significant Documents—Cite at Least 3 in Your Report

? Million-Record British Hit Echoes American 20's; By GEORGE GENT; Nov 25, 1966
? The Beatles Bring Shea to a Wild Pitch of Hysteria; By PAUL L. MONTGOMERY; Aug 24, 1966
? DEBRIS IS HURLED AT BEATLE CONCERT; Aug 20, 1966
? Wilson Reopens the Cellar Club Where Beatles Got Their Start; Jul 24, 1966
? Lennon of Beatles Sorry for Making Remark on Jesus; Aug 12, 1966
? Beatles Strike Serious Note in Press Talk; Group Opposes the War in Vietnam as Being 'Wrong'; By ROBERT E. DALLOS; Aug 23, 1966
Model Format for Written Report

The Start of the American Civil War

by Barbara Harley

This is a model of the format for a ProQuest Historical Newspapers mini-research report. While this model is not a real report on the Civil War, it uses actual citations from articles about Fort Sumter and the start of the Civil War. These newspaper reports have been selected by the student as essential to answering the critical thinking questions that the teachers assign as the focus of the research activity. (1)

As students read the articles, they can copy and paste significant parts (as pdf images) to a summary document that provides the raw material for writing the report and also serves as the bibliography which will be attached to the final report (see the model on the accompanying pages). The summary document helps teachers to examine the research and to authenticate the connections to the written report—this helps to prevent plagiarism. When students do not have the equipment or computer skills to copy and paste document parts and citations to a summary document, they can print and then highlight significant parts of newspaper articles as well as selected document lists from ProQuest Historical Newspapers. (2)

The format includes in-text references as numbers that link to specific documents cited and numbered on the summary document. (3) All reports should include citations and summaries to at least 3 newspapers articles. This strategy helps students explore a variety of information for more than just answering the questions: who, what, when, and where. They are encouraged to answer higher-order thinking questions: how, why, why not, and what if. These are the essentials of critical thinking. (2)
These research models abbreviate many scholarly processes so that students and teachers can save time in searching, reporting and evaluating. Ease and time saved are essential to motivating both teachers and students to get involved in these essential activities. They are not intended to replace traditional research papers but to provide ongoing critical thinking activities that integrate technology, information literacy, and state standards for reading, writing, and research. (1)

Report should be at least 150 but not more than 250 words or they will consume too much regular classroom or homework time and may not be viewed as practical assignments by teachers. The model will be word-processed in double spaced format so that teachers can provide commentary and/or corrections that are focused on student improvement of writing and critical thinking skills. (4)

This is a model of a mini-research report of approximately 250 words, using 3 sources, with in-text references, and a summary document attached as an alternative to a formal bibliography.
Mini-Research Summary Document of Significant Information

Because the newspaper articles are images in pdf format, they can be highlighted with the graphics tool in Adobe Acrobat 5.0 and then copied and pasted to this summary document along with the citation. Or, the document can be saved as a pdf image and later printed. Printing the whole document implies that a student will highlight those significant parts that will later be synthesized into the final research report. This summary whether through copy and paste or by highlighting the actual printouts helps prevent plagiarism when attached to the final report as authentication of research.

If necessary, citation information can be converted into MLA or APA format by accessing a free bibliography builder web site at WWW.EASYBIB.COM

(1) THE AMERICAN CRISIS IN FRANCE; How the News was Received Characteristics of American Telegraphing Regeneration of American Influence in Europe Court de Gasparin Return of Mr. Faulkner.; From Our Own Correspondent.; May 15, 1861; pg. 5, 1 pgs

From Our Own Correspondent.

Paris, Friday, April 29, 1861.

For four days the European public have had before them the two columns of extraordinary dispatches which the Charleston people sent north during the bombardment and fall of Fort Sumter; and glowing dispatches, each terminating: “It is impossible to describe the grandeur of the scene!” or, “Forty miles around the scene is one of indescribable grandeur!” with high-wrought pictures of crumbling fortifications, exploding magazines, burning houses, heavens obscured with the smoke of bursting shells, &c., was enough to prepare the mind for the ultimate bill of mortality known to military annals. But “we are assured by Mr. Miles, who has just returned from the captured fort,” that not a life has been lost on either side.

To a European, then, who knew nothing of the animus of the fight, who knew nothing of the diplomacy which lay hid behind this apparent fury of arms, the two columns of telegraphic bombast must have appeared to the last degree ridiculous. In London a word was invented, on Friday, on ’Change, for this event, which had great success also at Paris. It was called a very civil war.
Brig. Gen. Cooper, Adjutant General, U. S. A.:

Sir: I have the honor to submit the following detailed report of the bombardment and surrender of Fort Sumter, and the incidents connected therewith. Having completed my channel defenses and batteries in the harbor, necessary for the reduction of Fort Sumter, I dispatched two of my Aids, 2:20 P.M., on Thursday the 11th of April, with a communication to Major Anderson, in command of the fortification, demanding its evacuation. I offered to transport himself and command to any port in the United States he might select, to allow him to move out of the fort with company arms and property, and all private property, and to salute his flag on lowering it. He refused to accede to the demand. As my Aids were about leaving, Major Anderson remarked, that if we did not batter him to pieces he would be starved out in few days, or words to that effect.

(3) THE DEFENCE OF SUMTER; Detailed Account of the Defence of the Fort, by Major Anderson.: Apr 19, 1861: pg. 1, 1 pgs

the order to evacuate the Fort was now made upon the following terms: The troops to be allowed to carry with them their arms, all personal baggage and company property of every description, and that the flag which had been maintained with so much fortitude, might be saluted when hauled down. Major Anderson replied that his word of honor, and the duty he owed to his Government, forbade his compliance with the demand. These gentlemen then left the Fort displaying a red flag. At 1½ A. M., on Friday, a boat containing Col. Chestnut, Capt. Lee and Col. Roger A. Pryor, approached the work with a communication from Gen. Beauregard, making inquiry as to what day Major Anderson would evacuate the work, and asking if he would agree not to open his batteries unless Fort Sumpter was fired upon.
The American Struggle The Parties to the Contest; From the London Times, May 1.; May 12, 1861; pg. 5, 1 pgs

Blood of the American youth. They leaped into the war with Mexico as if it were a relief from an intolerable lection. It has required considerable judgment and forbearance to prevent a collision with Great Britain on several senseless disputes. Now, however, there is employment for every unquiet spirit. The Southerners have within a few hours come to be looked upon as enemies, against whom a crusade is monstrous. Even in New-York, which has been called with some justice a Southern city, where the producers of the South are dealt in more than in the Southern cities themselves, where the Slave-owners are said to congregate, and where the party of Mr. Lincoln was small and weak a few months back, all traditions, all interests, all political feeling are now forgotten, and the whole community demands that justice should be done on the traitors of the South.
Evaluating Mini-Research Reports

Mini-research reports are not term papers. They need to be relatively easy to evaluate. For this reason, this model will focus mostly on the research process (and the inherent critical thinking skills), not solely on the traditional criteria of correctness of the ideas, or the mechanics and format of the content. Critical thinking elements are shown in (bolded text). Teachers can create their own system, using the model below as a guide, emphasizing the criteria that they feel are most important. But, keep it simple!

<table>
<thead>
<tr>
<th>Possible Evaluative Criteria</th>
<th>Worth</th>
<th>Score</th>
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<tbody>
<tr>
<td>The topic question/problem was developed and then stated clearly. <em>(Questioning)</em> OPTIONAL</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Brainstorming resulted in providing a series of related key words and phrases to focus the search. <em>(Planning)</em> and <em>(Searching)</em> OPTIONAL</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The information gathered through searching was relevant to the topic. <em>(Analyzing)</em></td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>The outline developed, provided a clear map for creating the first draft. <em>(Organizing)</em> OPTIONAL</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The draft copy followed the outline and needed minimal editing and restructuring. <em>(Synthesizing)</em> OPTIONAL</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The draft copy had conclusion(s) justified by the information gathered in research. <em>(Evaluating)</em> OPTIONAL</td>
<td>30</td>
<td>26</td>
</tr>
<tr>
<td>The final report/presentation included all the required parts and format. <em>(Organizing)</em></td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>The final report/presentation was free of major errors in grammar, spelling, and punctuation) <em>(Communicating)</em></td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>The final report used a style that was interesting, and easy to read/understand. <em>(Presenting/Reporting)</em></td>
<td>10</td>
<td>7</td>
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POINTS                                                                                     100    86