These sample pages are from the *What I Need to Know to Successfully Teach United States History 1865 to the Present to ALL Students* book (teacher book).

This book contains the content in the student book, plus strategies and tips for teaching the content, and answers to all the worksheets and activities.

There are 143 pages in the WINK teacher book and fifty-six in the student book.

Included samples are:

1) Reformatted Standards for Students (as in student book)
2) Student Worksheet with Answers (worksheet without answers are in the student book)
3) Student Review Page (as in student book)
4) Strategy from the Strategies section of the teacher book (twenty-five strategies total)

**Please note:** Sample pages have been put into PDF so that fonts and graphics will transfer electronically—and are thus a bit smaller than the actual print. All samples are copyrighted materials.

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The student will demonstrate skills for historical and geographical analysis, and responsible citizenship including the ability to

a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;

b) make connections between past and present;

c) sequence events in United States history from 1865 to the present;

d) interpret ideas and events from different historical perspectives;

e) evaluate and debate issues orally and in writing;

f) analyze and interpret maps that include major physical features;

g) use parallels of latitude and meridians of longitude to describe hemispheric location;

h) interpret patriotic slogans and excerpts from notable speeches and documents.

i) identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.

During the nineteenth century, people’s perceptions and use of the Great Plains changed. Technological advances allowed people to live in more challenging environments.

How did people’s perceptions and use of the Great Plains change after the Civil War?

How did people adapt to life in challenging environments?

Physical features/climate of the Great Plains
- Flatlands that rise gradually from east to west
- Land eroded by wind and water
- Low rainfall
- Frequent dust storms

Because of new technologies, people saw the Great Plains not as a “treeless wasteland” but as a vast area to be settled.

Inventions/adaptations
- Barbed wire
- Steel plows
- Dry farming
- Sod houses
- Beef cattle raising
- Wheat farming
- Windmills
- Railroads

Advances in transportation linked resources, products, and markets.

Manufacturing areas were clustered near centers of population.

How did advances in transportation link resources, products, and markets?

What are some examples of manufacturing areas that were located near centers of population?

Examples of manufacturing areas
- Textile industry—New England
- Automobile industry—Detroit
- Steel industry—Pittsburgh

A state is an example of a political region. States may be grouped as part of different regions, depending upon the criteria used.

Cities serve as centers of trade and have political, economic, and cultural significance.

What is one way of grouping the 50 states?

What are some examples of cities that historically have had political, economic, and/or cultural significance to the development of the United States?
In United States History to 1865, you ended your study with the Civil War. United States History 1865 to the Present begins after that time period. The western part of the United States was expanding while the southern states that had withdrawn from the Union were struggling with reconstructing their governments and communities.

**CIVIL WAR AMENDMENTS—GUARANTEE EQUAL PROTECTION UNDER THE LAW FOR ALL CITIZENS (3a)**

<table>
<thead>
<tr>
<th>Amendment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13th Amendment</td>
<td>Bans <em>slavery</em> in the United States and any of its territories</td>
</tr>
<tr>
<td>14th Amendment</td>
<td>Grants <em>citizenship</em> to all persons born in the United States and guarantees them <em>equal</em> protection under the law</td>
</tr>
<tr>
<td>15th Amendment</td>
<td>Ensures all citizens the right to <em>vote</em> regardless of race or color or previous condition of servitude</td>
</tr>
</tbody>
</table>

**RECONSTRUCTION POLICIES AND PROBLEMS FOR THE SOUTH (3b)**

- Southern military leaders could not *hold office*.
- African Americans could hold public office.
- African Americans gained equal rights as a result of the Civil Rights Act of 1866, which authorized the use of federal troops for its enforcement.
- Northern *soldiers* supervised the South.
- Freedman’s Bureau was established to aid *former enslaved African Americans* in the South.
- Southerners resented northern “carpetbaggers,” who took advantage of the South during Reconstruction.

**END OF RECONSTRUCTION (3b)**

- Reconstruction ended with the *Election of 1876*.
- Federal troops were removed (*historians report this as part of the deal made in settling the 1876 controversial election*).
- Rights that African Americans had gained were lost through *Black Codes*.*

*These were different in each state but restricted the freedoms of the ex-slaves including places to work and live.*

**A LASTING LEGACY (3c)**

There were many leaders during the Civil War for both the Union and the Confederacy. The following three men were among those who left lasting impacts.

**Abraham Lincoln:**
- Believed that the preservation of the *Union* was more important than punishing the South.
- Reconstruction plan called for *reconciliation*.

*This word—in simple terms—means to stop fighting and to “get along”*

**Robert E. Lee:**
- Urged Southerners to reconcile at the end of the war and reunite as Americans when some wanted to continue to *fight*.
- Became president of Washington College which is now known as Washington and Lee University.

**Frederick Douglass:**
- Fought for the adoption of constitutional amendments that guaranteed *voting* rights.
- Powerful voice for *human rights* and civil liberties for all.

**SPECIAL PROJECT:** In small groups of three (or groups determined by your teacher) research one of the Civil War giants from this list. Find interesting facts and noted accomplishments for your person. Share with your small group (or the class) with a pictorial project such as Power Point, a game, a short narrative, or perhaps a song or skit. Make your project interesting but helpful in remembering the SOL information above.
People began moving west (most of the population had lived in the east)

They were hoping for—

• Opportunities for land ownership
• Wealth from the discovery of gold and silver
• Adventure

And, some former enslaved African Americans were hoping for a new beginning

After the Civil War, immigrants began coming to America in large numbers

Many immigrants were hoping for—

• Better opportunities
• Religious freedom
• An escape from oppressive governments
• Adventure

Immigrants entered the United States from both coasts—and moved inland in search of jobs and sometimes family as needed. They often settled in manufacturing cities for jobs—especially in the east.
Strategy #21: How Did They Become Famous? (Mixed content for review)

Students studying United States History 1865 to the Present for the Standards of Learning test have fifty people they need to know. Some are names of people that they have heard or read about, but many may be new to the students.

The names of the people for USII are used in the “board” games in this strategy and the next strategy “How Do I Know You?” These games are organized by standards. The first game in this strategy has mixed content and is the game on the last page of the student WINK book. Students choose from four categories for this game. Directions and answers are included on the next page. The next game in this strategy is a short game of the people from standards 6-9—and is a game with open-ended answers. Suggested answers are included for teacher convenience and checking.

After students have played the games with classroom supervision, some may want to play the games at home with their family or take the games to use with a tutor or in an after-school program—especially if they are having difficulty with the names. An additional possibility might be to make an overhead or Smartboard activity for the class. Students generally love games. These are good games for “early finishers”.

<table>
<thead>
<tr>
<th>START</th>
<th>Henry Ford</th>
<th>Winston Churchill</th>
<th>Duke Ellington</th>
<th>Langston Hughes</th>
<th>Rosa Parks</th>
<th>Georgia O’Keeffe</th>
<th>Bill Gates</th>
<th>Susan B. Anthony</th>
<th>Bessie Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINISH</td>
<td>George Gershwin</td>
<td>Hideki Tojo</td>
<td>George C. Marshall</td>
<td>Alexander Graham Bell</td>
<td>Andrew Carnegie</td>
<td>Martin Luther King, Jr.</td>
<td>John Steinbeck</td>
<td>Adolf Hitler</td>
<td>Jacob Lawrence</td>
</tr>
</tbody>
</table>

**HOW DID THEY BECOME FAMOUS?**

- ARTIST?
- INDUSTRIALIST?
- INVENTOR?
- WORLD/NATIONAL LEADER?