



Generalization and concept development as an instructional method for 8th grade American history
by Orville Neal Dodge

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree
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Abstract:

This study was designed to test the major hypothesis that a concept-generalization development approach to teaching American history would produce a significantly greater pupil achievement than would a traditional approach. Examination of literature concerning the teaching of American history revealed a need for improved techniques of teaching to help overcome the difficulties of learning and retaining historical facts and knowledge. Little research had been done to determine the value of the concept-generalization approach. However, the use of concepts and generalizations, which is widely recommended in the survey of literature is in accord with generally accepted theories of learning.

An eight-week experiment was designed and an investigation conducted in which a concept-generalization approach group of 64 pupils and a traditional approach group of 59 pupils were selected with a different teacher for each group. The concept-generalization approach group was taught by a teacher who selected the key ideas and developed these ideas of the unit. The traditional approach group was taught by a teacher who emphasized facts and adhered strictly to the textbook.

Both groups used the same textbook and covered the same units of history.

The testing of the statistical hypothesis, that the concept-generalization approach would improve final achievement in American history, showed that the concept-generalization approach group made statistically significant gain over the traditional approach group in learning and organizing historical knowledge. There was no significant difference in the pupils in learning of historical facts.

The following conclusions concerning the teaching of American history by the concept-generalization approach method was made on the basis of the review of literature and the findings of this study; (1) Concept-generalization development tends to make the pupils learning an active process, meaningful, interesting, transferable, and unified.

(2) Concept-generalization approach produced a significantly greater achievement than a traditional approach which involves memorization, simple question and answer technique, and strict adherence to the textbook with an emphasis on factual acquiring of knowledge. (3) Developing concepts step by step appears to be a crucial factor in a pupil's attaining concept-generalization skills. (4) Pupils need guidance and practice in developing concept-generalization skills.

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GENERALIZATION AND CONCEPT DEVELOPMENT AS AN INSTRUCTIONAL
METHOD FOR 8th GRADE AMERICAN HISTORY

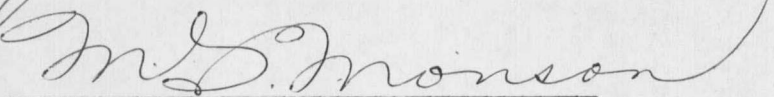
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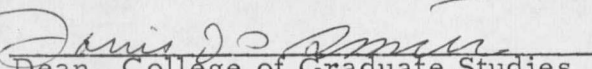
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O. N. D.

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ABSTRACT

This study was designed to test the major hypothesis that a concept-generalization development approach to teaching American history would produce a significantly greater pupil achievement than would a traditional approach. Examination of literature concerning the teaching of American history revealed a need for improved techniques of teaching to help overcome the difficulties of learning and retaining historical facts and knowledge. Little research had been done to determine the value of the concept-generalization approach. However, the use of concepts and generalizations, which is widely recommended in the survey of literature is in accord with generally accepted theories of learning.

An eight-week experiment was designed and an investigation conducted in which a concept-generalization approach group of 64 pupils and a traditional approach group of 59 pupils were selected with a different teacher for each group. The concept-generalization approach group was taught by a teacher who selected the key ideas and developed these ideas of the unit. The traditional approach group was taught by a teacher who emphasized facts and adhered strictly to the textbook. Both groups used the same textbook and covered the same units of history.

The testing of the statistical hypothesis, that the concept-generalization approach would improve final achievement in American history, showed that the concept-generalization approach group made statistically significant gain over the traditional approach group in learning and organizing historical knowledge. There was no significant difference in the pupils in learning of historical facts.

The following conclusions concerning the teaching of American history by the concept-generalization approach method was made on the basis of the review of literature and the findings of this study; (1) Concept-generalization development tends to make the pupils learning an active process, meaningful, interesting, transferable, and unified. (2) Concept-generalization approach produced a significantly greater achievement than a traditional approach which involves memorization, simple question and answer technique, and strict adherence to the textbook with an emphasis on factual acquiring of knowledge. (3) Developing concepts step by step appears to be a crucial factor in a pupil's attaining concept-generalization skills. (4) Pupils need guidance and practice in developing concept-generalization skills.

CHAPTER I

INTRODUCTION

Much has been reported lately about the possibility of orienting a social studies curriculum toward a concept-generalization development approach. There are three primary reasons for this approach: (1) Emerging nations are coming into international prominence and demand more attention in the social studies curriculum. However, since school time has not been extended to any great extent any additional curricular material may result in deletion or "watering-down" of existing subject matter in a social studies curriculum in order to include these new nations. (2) If we emphasize current problems such as those in the new nations we might neglect the problems of Colonial America, which are important to our understanding of America's development. (3) Finally, the field of social studies has become departmentalized into various independent areas. Not long ago, history and geography were considered the only pertinent subjects in the secondary school curriculum. Later, civics and economics assumed this degree of pertinence, and today, sociology, psychology, and anthropology seem to have legitimate claims as independent foci of study within the broad social studies curriculum.

An adoption of the concept-generalization approach to the teaching of social studies is an attempt to correlate and condense the many subjects with stress on the important and crucial concepts which encompass the total social studies area.

A curriculum based on concept-generalization may be designed to allow the pupils, as they move from grade to grade, to extend and deepen their concepts and generalizations by gathering and organizing information, thus, adding new dimensions of meaning to them.

This writer believes that the pupils, by relying on basic concepts which permeate social studies would, (1) be better prepared to appreciate man's ingenuity, (2) be prone to have a positive attitude toward the dignity of mankind, and (3) be aware of and possess a deep understanding and appreciation of American democracy.

More important, however, than the advantages of improved social attitude, concept development in social studies may provide a key to the mental processes of the individual learner which, once unlocked, might bring confidence, stability, and critical thinking to the pupil.

Purpose of Study

The purpose of this study was to determine whether or not a concept-generalization development in an eighth grade American history course had more effect on the final achievement of the pupil than did the traditional approach.

The major hypothesis to be tested was that pupils who were taught by the concept-generalization method would show an improvement in

final achievement over pupils who were taught eighth grade American history in the traditional approach.

Little experimental research is available in the concept-generalization area of social studies. Some experiments on concept development outside the field of social studies do exist. However, it does not apply necessarily that such studies can be used as evidence to support the use of concept development in the teaching of social studies since the content of each subject would be different.

Procedure

Concept-generalization development in social studies was used as a method of instruction to determine the effect on final achievement in an eighth grade American history course.

An examination of the literature relating to the problem of the study was made to determine: (1) the status of the teaching of American history, (2) the reported difficulties pupils encountered in the learning and retention of American history, (3) the teaching of American history by the concept technique, (4) the psychology of learning as related to the use of concepts in learning, and (5) previous and current related studies in concept development.

In order to obtain data for testing the hypothesis, it was necessary to enlist the aid of two teachers of eighth grade American history from Willson Junior High School, Bozeman, Montana, who were assigned to the concept-generalization approach group and to the

traditional approach group.

The teacher of the traditional approach taught his class in the prescribed manner in which the text was followed with little attention to main ideas. The facts were discussed through question and answer sessions. The concept-generalization approach group was taught by developing the main ideas of the unit.

In order to provide additional information, tests were selected to measure the student's comprehension of American history, and to measure his ability to generalize from materials he had already learned. The tests selected for this purpose were the Cooperative Topical Tests in American History,¹ and Selected Test Items in American History.² These tests were administered to the pupils in the concept-generalization approach group and the traditional approach group.

Limitations

Certain limitations are inherent in this study. These limitations include:

¹ Cooperative Topical Tests in American History: Educational Testing Service, Princeton, N. J., 1963, 7 pp. See Appendix.

² Anderson, Howard R. and Lindquist, E. F., "Selected Test Items in American History," Washington, D. C., National Council for the Social Studies, Bulletin No. 6, May, 1964. See Appendix G.

(1) The experimental portion of this study was confined to eighth grade pupils of the American history class in the Willson Junior High School, Bozeman, Montana.

(2) The two teachers participating in this study were regularly assigned teachers to the Willson Junior High School in the eighth grade American history program.

(3) The population of 123 pupils was restricted to 64 pupils in the concept-generalization approach group and 59 pupils in the traditional approach group.

(4) The concept-generalization approach group was assigned to one participating teacher; the traditional approach group was assigned to the remaining teacher.

(5) The actual experiment was designed for an eight week period at the beginning of the second semester of American history.

(6) Three concept-generalization units were designed for the eight week period.

(7) The tests were selected to measure the pupils' knowledge of history and their ability to recognize statements which tended to support concepts and generalizations.

Definition of Terms

Before reviewing the research devoted to the traditional and concept-generalization approaches to the teaching of American history, a definition of (1) concept, (2) generalization, (3) learning, (4) concept-

generalization approach, and (5) traditional approach to teaching of American history was necessary.

(1) Concept. The main ideas that might be taught in American history. The concepts are also abstractions that apply to a class or group of objects or activities that have certain qualities in common. The following is an example.

Interdependence has been a constant and important factor in human relationships everywhere.³

(2) Generalization. Statements of broad applicability that indicate the relationship between concepts. A principle or concept tested by application (repeated until the idea becomes permanently part of the person.)

(3) Learning. Learning refers to a change in behavior exhibited by a living organism which occurs as the result of some affect of the environment.

(4) Concept-Generalization Approach. In social studies the development of a definite concept will usually lead to a specific generalization. Therefore, in this study concept and generalization were used as a single term meaning the major idea to be developed in history.

³ California State Curriculum Commission, Social Studies Framework for the Public Schools of California, Sacramento State Department of Education, May 11, 1962, p. 94.

This method of teaching implies (1) development of the main idea, (2) presentation of supporting ideas, (3) development of supporting ideas by the provision of a variety of direct experiences, encouragement of thorough verbal discussion, directing the pupils in the discovery of characteristics common to the main idea being taught, and (4) encouragement of pupils to build comprehensive understanding of main ideas.

(5) Traditional Approach. This teaching approach makes historical facts important in themselves. It involves strict adherence to a textbook and places emphasis on memorization rather than on critical or reflective thought.

This method of teaching implies (1) the text is read, (2) the facts are discussed through question and answer sessions, and (3) the pupils are tested to see how much of the factual information has been retained.

CHAPTER II

REVIEW OF LITERATURE

The purpose of the review of literature was to provide background information concerning the history and present status of the teaching of American history as related to the effect of the use of generalizations and concept development on final achievement and to present a brief summary of previous investigations of this and closely related problems. Five phases pertinent to the problem of this study were considered in the review: (1) the status of the teaching of American history, (2) the reported difficulties students encountered in the study of American history, (3) the teaching of American history by the concept technique, (4) the psychology of learning as related to the use of concepts in learning, and (5) previous and current related studies in concept development.

Status of the Teaching of American History

A search of the literature relating to the status of the teaching of American history was made to determine if a need existed for new teaching techniques such as the concept development approach used in this study. The investigation of the literature relating to the status of teaching American history disclosed an apparent dissatisfaction in the area of instruction. From the late nineteenth century various national committees have helped to shape social studies instruction. Their

efforts were at first directed toward setting up fairly detailed courses of study, but in the present century their suggestions have been broader and less prescriptive, reflecting the new attitudes and ideas which have accompanied changes in American life and American education.

Harold and Earle Rugg⁴ severely criticized the methods of curriculum construction employed by the national committees. The Ruggs were leaders of a movement to select content for the social studies by using quantitative methods to analyze activities in terms of their social worth or utility. The activities which proved to be of the greatest value would then be organized into teaching units on the basis of experience or understanding.

In the early 1920's, widely used high school history textbooks were subjected to violent attacks--some of which reached the political arena.⁵ Techniques for molding public opinion, highly developed during the war, were employed in an attempt to control the content of social studies instruction in the public schools.

The Commission on the Social Studies was appointed and began work in 1929. Many of the conclusions of this Commission were

⁴Rugg, Harold, and Rugg, Earle. National Society for the Study of Education, Twenty-Second Yearbook, Part II, "The Social Studies in the Elementary and Secondary School," Bloomington, Ill, Public School, 1923, pp. 9-10, 60-66.

⁵Beale, Howard K., American Teachers Free? New York: Scribner, 1936, pp. 277-319.

severely criticized. The Commission felt that a program of social education must provide rich and meaningful experiences in the basic aspects of life and must promote optimum personal development and effective participation in a democratic society. Such a program of social education, the Commission insisted, should be built on the personal-social needs of adolescents, as revealed by a study of adolescents themselves and of the culture in which they live. Thus the curriculum must be flexible, growing from the needs of young people, not rigid and unchanging.⁶

Great hopes were held that the new interest in the social studies and the new courses included in some plans of study would result in a higher degree of social competence for the American public. However, the immediate results were disappointing. America did not succeed to any degree in equipping students with knowledge of contemporary issues or the historical, economic, and sociological factors behind those issues. Instead the schools continued to put their greatest emphasis on teaching facts and subject matter--which showed no marked success.

The New York Times discovered some years later that high school graduates were no better off than previous high school graduates. In order "to determine the amount of United States history that the high

⁶"The Social Studies in General Education," New York: Appleton, 1940, pp. 382-384.

school graduate retains from his secondary course,"⁷ the newspaper gave an examination to seven thousand graduates. The test was inadequate, because it dealt with questions which required rote memorization rather than understanding of basic generalizations, yet the results showed clearly that many students had forgotten, mislearned, or never learned important facts about the history of their country.

In 1934 several committees were appointed by national associations to re-evaluate social studies instruction, but the scholars of the National Association could not agree among themselves sufficiently to present unified recommendations.

In 1938, the Pennsylvania Study and the Regents' Inquiry, commonly called P. S., found that New York students knew about a third to a half of the items on conventional tests of civic information and American history.

The Pennsylvania Study concluded that if students are to acquire the understanding necessary for effective participation in group living, they must have many opportunities to meet important social and economic concepts. In this way, through progressive study and reflection, the basic generalizations would become a part of the students'.

⁷Wilson, Howard E., Education for Citizenship, New York: McGraw, 1938, pp. 20-27.

mental equipment, to be interpreted and applied in his daily living.

In 1943, in an effort to discover how widely United States history was being taught, the American Historical Association, the Mississippi Valley Historical Association, and the National Council for the Social Studies appointed the Committee on American History in Schools and Colleges, with Edgar B. Wesley as director.

The evidence gathered by the committee showed that nearly all high school graduates in the 1940's had taken courses in American history at least three times. The committee's findings⁸ also demonstrated the social studies program in the great majority of American schools had not altered markedly, and evidence from other sources supported this conclusion. Apparently as Erling Hunt⁹ said, "It is, again, not the quantity but the kind and the quality of history that we teach that need attention."

The importance of well-qualified and well-trained teachers has been a major theme in the committee reports which shaped social studies instruction in the United States. The Committee on Social Studies¹⁰ wrote in 1916, "Probably the greatest obstacle to the

⁸ National Education Association, Department of Superintendence, Fourteenth Yearbook, "The Social Studies Curriculum," Washington, D. C.: The Department, 1936, pp. 63-90.

⁹ Hunt, Erling, "More American History," Social Education VI, October 1942, p. 252.

¹⁰ National Education Association, American Association of School Administrators, Thirty-Second Yearbook, Educating for American Citizenship, Washington, D. C., the Association, 1954, p. 377.

vitalization of the social studies is the lack of preparation on the part of teacher," and thirty years later the Committee on American History in Schools and Colleges¹¹ wrote that all other factors which might raise the quality of social studies instruction "are ineffectual unless the work is directed by a good teacher."

Since the Soviet Union launched its first Sputnik in October, 1957, the high schools have given increased emphasis to mathematics, science, and foreign languages, and some educators have feared that the social studies might be neglected. A resolution of the National Council for Social Studies, November 29, 1957, states:

The most serious issues of our times are within the field of human affairs. In the solution of these problems we must look to the social sciences and to the humanities.¹²

The social studies, as well as American education generally, have undergone a vigorous reappraisal since the launching of Sputnik I. Recently state and national leadership in curriculum reconstruction has been increasingly emphasized. Sutherland¹³ states the history curricula need the same sort of evaluation which has been given other disciplines

¹¹Ibid., p. 94.

¹²National Council for Social Studies, Social Education, XXII, February, 1958, p. 53.

¹³Sutherland, Neil, "Structure in the History Curricular", Social Education, XXVI, March, 1962, p. 133.

in recent years.

Reported Difficulties Encountered in the Learning and Retention of American History

The difficulties encountered in the learning and retention of American history were reviewed to determine which difficulties could be overcome by the use of concept development techniques of instruction employed in this study. The area in which pupils experience their greatest difficulties in the study of American history have been reported in a study conducted by Learned and Wood.¹⁴ The study points out that the pupils are unable to handle books and library facilities; to interpret data; to analyze issues; to draw generalizations; to identify and develop key concepts; to master the technique and tools of communication. The study also points out that:

Instead of building up in the pupil through progressive study and reflection a well-knit body of knowledge worth keeping alive and then expecting the pupil to grow in his power to apply and interpret it, the school invites him to deposit isolated layers of information many of which must chiefly appeal to him as valuable in order to pass the course.¹⁵

¹⁴ Learned, William S., and Wood, Benjamin D., The Student and His Knowledge, Bulletin No. 29, New York: Carnegie Foundation for the Advancement of Teaching, 1938, p. 147.

¹⁵ Dressel, Paul L., "Evaluation Procedures for General Education Objectives," Educational Record, April 1950, pp. 97-122; Lindquist, E. F., Educational Measurement, Washington, D. C., American Council on Education, 1951, Chapt. 5; Murray, Thomas R., Judging Student Progress, New York; Longmans, Green and Company, 1954, Chapt. 1.

In the literature reviewed, there was a general consensus by writers that pupils of American history often experience considerable difficulties knowing which specific facts should be remembered.

Furst¹⁶ considered the organization of the materials to be learned as most essential.

An examination of literature indicated that although other areas of difficulty in the study of American history existed, the area which caused major difficulties concerning the pupils was the learning of so many isolated facts. Concept development along with organization of related knowledge is believed by the writer to be a device to overcome the difficulties in retaining the isolated facts.¹⁷

The Teaching of American History by the Concept Technique

Since the method of instruction used in this study was concept development, a search of the literature concerning the place of concepts in the teaching of American history was made. The Committee on Concepts and Values of the National Council for the Social Studies

¹⁶Furst, Edward J., "Effect of the Organization of Learning Experiences Upon the Organization of Learning Outcomes," Journal of Experimental Education, XVIII, March, 1954, pp. 215-228.

¹⁷Ibid., p. 218.

developed fourteen themes as a guide for content in the social studies. To develop these themes, the following illustrative concepts, generalizations and content were suggested.¹⁸

1. Intelligent uses of the Force of Nature
2. Recognition and Understanding of World Interdependence
3. Recognition of the Dignity and Worth of the Individual
4. The use of Intelligence to Improve Human Living
5. The Vitalization of our Democracy through an Intelligent use of our Public Educational Facilities.
6. The Intelligent Acceptance by Individuals and Groups, of Responsibility for Achieving Democratic Social action.
7. Increasing the effectiveness of the Family as a Basic Social Institution.
8. The effective Development of Moral and Spiritual Values.
9. The Intelligent and Responsible Sharing of Power in order to attain justice.
10. The intelligent Utilization of Scarce Resources to Attain the Widest General Well-being.
11. Achievement of Adequate Horizons of Loyalty.
12. Cooperation in the Interest of Place and Welfare.
13. Achieving a Balance Between Social Stability and Social Change.
14. Widening and Deepening the Ability to Live More Richly.

¹⁸ National Council for the Social Studies, Report of the Committee on Concepts and Values; A Guide to Content in the Social Studies, Washington, D. C.; National Council for the Social Studies.

In 1950, Gottschalk believed that historians were increasing their use of generalization by saying:

Despite persistent and wide-spread apprehensions, the use of social science generalizations by the historians is increasing-- He endeavors (1) to discover single cases that will illustrate a social-science generalization. The importance of understanding general principles of knowing whether a single case with which they deal, fit into any generalization, has often escaped the historian. This is why history; ... does not feel called upon to explain why it should be of interest to anyone else, (2) to discover single cases that will contradict a social-science generalization to a historian trend or series of similar events. To be a generalization it must be deliberately studied with a view to seeing whether valid contradiction and exception can be found in the past by historians.¹⁹

Dewey stated that education builds on the experience of the learner. He also stressed the fact that educative experiences develop "Out into an expanding world of subject matter, a subject matter of facts or information and of ideas."²⁰ In emphasizing this point he made a statement that seems almost prophetic:

Failure to give constant attention to development of the intellectual content of experiences and to obtain ever increasing organization of facts and ideas may in the end merely strengthen the tendency toward a reactionary between intellectual and moral authoritarianism.²¹

¹⁹ Gottschalk, Louis, Understanding History, A Primer of Historical Method, New York: Alfred A. Knof, 1950, p. 252.

²⁰ Dewey, John, Experiences and Education, New York: The Macmillan Company, 1949, p. III.

²¹ Ibid, p. 109.

Anderson and Gates²² were more specific in stating the schools responsibility for teaching generalizations:

Almost all learning, and certainly the great bulk of that for which the school assumes responsibility, has significance only as it is generalized... Within recent years almost all who have studied and discussed the educational process have emphasized understanding and of applying what has been learned to a wide variety of normal life problems.

Since the mid 1940's it has been the concern of the Committee on Historical Analysis of the National Council for the Social Studies to discover the nature, scope, validity and use of the important concepts and generalizations used by historians. Dimond²³ pointed out the trend in the social studies toward teaching concepts and generalizations rather than facts; toward our emphasis on the use of information rather than just the acquisition of it. He saw a two-fold role for the concepts and generalizations in the social studies:

1. To provide the framework around which facts can be acquired and organized.
2. To provide the opportunity to test the truth or falsity of concepts and generalizations.²⁴

²²Anderson, G. Lester, and Gates, Arthur I., "The General Nature of Learning," Learning and Instruction, Forty-ninth Yearbook of the National Society for the Study of Education, Part I, Chicago: The University of Chicago Press, 1950, p. 20.

²³Dimond, Stanley C., "The Role of Generalizations in Teaching the Social Studies," Social Education, XXII, May 1958, pp. 232-234.

²⁴Ibid., pp. 232-234.

Preston²⁵ stated that it is the role of the social studies to help children to understand the concepts that describe and explain human society and to develop the knowledge and skills required by democratic citizenship. He urged that we understand the capacity of students to deal with substantial content.

Social scientists seem to be placing increased value upon the role of generalizations in the social studies for the elementary school. Cartwright²⁶ outlined the contribution history makes to effective citizenship, but stressed the fact that these contributions are secured, not through emphasizing names and dates, but through the use of concepts and generalizations.

Manolakes²⁷ reported the findings of a committee which examined social studies textbooks. Concepts received secondary or incidental consideration in those textbooks studied. Once introduced, concepts were often inadequately reinforced, distorted, or contradicted by the reliance of the authors on stereotype in the illustrative materials

²⁵Preston, Ralph C., "The Role of Social Studies in Elementary Education," Fifty-Sixth Yearbook of the National Society for the Study of Education, Part 2, 1957, Chicago; National Society for the Study of Education, pp. 4-6.

²⁶Cartwright, William H., "The Role of History Teaching in Citizenship Education," The High School Journal, XLIV, December, 1960, pp. 112-117.

²⁷Manolakes, George, "Concept Development in Social Studies Textbooks," National Elementary Principals, XXXVII, May, 1958, pp. 25-27.

used.

In 1959, Davis²⁸ indicated that children are capable of learning complex concepts. He emphasized that it is undesirable and probably impossible to rigidly assign concepts to particular grade levels, and that complete understanding of a concept is not necessary in the elementary school.

The use of concepts and generalization in the teaching of American history was widely recommended in the literature reviewed.

Psychology of Learning as Related to the Use of Concepts in Learning

The concept development approach to teaching has its basis in the field theory of learning. The essence of the field theory is that "all events in nature--and this statement plainly includes psychological and educational phenomena--always occur within some field, big or little, whose properties and structure explain the localized occurrence that it embraces and simultaneously permit increased control over it."²⁹

²⁸Davis, O. L., Jr., "Children Can Learn Complex Concepts," Educational Leadership XVII, December, 1959, pp. 170-175.

²⁹Hartman, "The Field Theory of Learning and its Educational Consequence," in The Psychology of Learning, Forty-first Yearbook, pt. 2, pp. 164-214, edited by Nelson B. Henry, National Society for the Study of Education, Chicago, 1942.

Modern psychologists agree that learning is the change which takes place in an individual as a result of experience; this change enables him to do something which he could not do previously. However, psychologists are not in agreement on the nature of the learning process, the conditions under which learning takes place, or the way to obtain the maximum amount of learning. Hilgard³⁰ points out that, "All the theorists accept all of the facts." The main differences are in interpretation. No one, however, "has succeeded in providing a system invulnerable to criticism. The construction of a fully satisfactory theory of learning is likely to remain for a long time an uncompleted task."

Although there is much disagreement about the learning process, continued research seems to substantiate the following generalizations and indicate the kinds of learning situations social studies teachers should provide if they wish to achieve the goals of democratic education.

When the problems are real and meaningful to the learner, problem solving provides the richest learning experience. As long as old ways of behaving are satisfactory in achieving a goal, an individual has no incentive to learn new ways. When the old ways are unsatisfactory and when the learner feels blocked or frustrated,

³⁰ Hilgard, Ernest R., Theories of Learning, New York: Appleton, 1956, pp. 9-15.

he seeks new and more effective means in achieving his goal. In doing this, he brings to the situation all his experiences and uses what Hilgard calls the "provisional try."³¹ This differs from random trial and error in that the learner is not guessing blindly at a solution but is using his past experiences in a manner appropriate to the solution. If the try is successful, it is adopted; if it fails, other tries are made until a satisfactory path of action is found.

Learning through problem solving is a reorganization of experience. It involves change--seeing new relationships, discovering new aspects in the situation, finding needed data--and consolidation or integration of all the factors into more meaningful concepts. In attempting to change his behavior to find new ways of achieving his goal, the learner differentiates among both stimuli and responses. At first both perception and responses tend to be general and vague; through differentiation, the learner recognizes details, performs discrete acts, and sees differences and similarities.³²

Insight--the point in the learning process when the learner perceives meaning in the situation and sees that what he is doing

³¹ Ibid., pp. 469-472.

³² Anderson, Lester G., and Gates, Arthur I., "The General Nature of Learning," National Society for the Study of Education, Forty-Ninth Yearbook, pt. 1, Learning and Instruction, Chicago, University of Chicago Press, 195 p. 18.

makes sense--occurs at each step; when he formulates a hypothesis; as he gathers and organizes data in terms of the hypothesis; and when he finally reaches a conclusion or decides on a course of action. When the new insight gained through enlarging, refining, and reconstructing earlier insights has been tested in many situations, it becomes generalized. Almost all learning, and certainly most of that which takes place in a social studies classroom, "has significance only as it is generalized."³³ Whether it is a skill, an attitude, appreciation, information, or the ability to get along with others, learning must be generalized so that it is useful in meeting as many of the demands of life as possible.

Learning, like behavior in general, is goal directed. The learner must be motivated if he is to learn. He learns because he is dissatisfied with things as they are, or is blocked in doing what he wants to do, or has a goal toward which he is striving. "The goal of the learner is the end-state which gives direction to motivated behavior. It must always be defined according to the aroused motives of the learner... The goal is what the learner is seeking rather than the incentive that the teacher is providing. They may have much or little in common."³⁴ The learner "is driven to do

³³ Ibid., p. 20.

³⁴ Hilgard, Ernest R., and Russel, David M., "Motivation in School Learning," National Society for the Study of Education, Learning and Instruction, p. 39.

something, not in accordance with the way somebody else defines his goals or needs, but in accordance with the way he himself perceives the situation and decides what must be done in order to get what he wants."³⁵

Learning experience should be so organized that the learnings from one experience are continually expanded into larger and more meaningful understandings. "Each stage in the development of behavior is an outgrowth of some earlier stage, not a mere addition thereto."³⁶

The fact that learning is a developmental process means that the sequence of learning experiences is important. Conceptual learning,³⁷ for example, moves "From concrete to abstract, from vague to clear, from inexact to definite." More recently we have heard the hypothesis that the young child can be helped, through concrete experiences, to perceive intuitively concepts and generalizations that he will later learn to handle at the abstract level of

³⁵ Eiserer, Paul E., and Corey, Stephen M., "How Youth Learn to Meet Their Needs," National Society for the Study of Education, Fifty-First Yearbook, Part I, Adapting the Secondary School Program to the Needs of Youth, Chicago, University of Chicago Press, 1953, p. 49.

³⁶ Commins, W. D., Principles of Educational Psychology, New York, Ronald Co., 1937, p. 331.

³⁷ Brownell, William A., and Hendrickson, Gordon, "How Children Learn Information, Concepts and Generalizations," National Society for the Study of Education, Learning and Instruction, p. 107.

logical thought. Those who take this position have been influenced largely by the work of Piaget and his associates. They suggest that "any subject can be taught effectively in some intellectually honest form to any child at any state of development" as long as the way the child views his world is understood and respected.³⁸

The general principles of learning suggest that the principles, theories, or generalizations over which a pupil will gain and retain control will be those that he frequently applies with success. Studies of concept development indicate that a learner may quickly lose a concept he has once understood if he has no further occasion to use it. That is, the permanence and breadth of the child's grasp of a concept are affected by the amount of reinforcement the concept receives through application.³⁹

As a pupil develops concepts and generalizations, he gains powerful tools for learning and thinking. He can use the concepts and generalizations he has abstracted from his experience to identify and categorize new objects, ideas, and events that he encounters. His conceptual structure for a topic, or a broad field of knowledge enables him to select, relate, and organize pertinent materials. As one

³⁸Bruner, Jerome S., The Process of Education, Cambridge, Mass., Harvard University Press, 1960, p. 97.

³⁹Russell, David H., "Concepts," Encyclopedia of Educational Research, Third Edition. Edited by Chester W. Harris, New York: Macmillan Company, 1960, pp. 1081-1085.

psychologist has put it, "conceptualizing makes possible rational behavior--exploring, ordering, solving, creating, and predicting."⁴⁰

John Dewey⁴¹ pointed out more than two decades ago, the essence of the educative process is the "progressive organization of knowledge."

Recognizing that experience is basic to learning, he reminded his readers that "no experience is truly educative that does not tend both to knowledge of more facts and entertaining of more ideas and to a better, a more orderly, arrangement of them." A structure or conceptual framework that becomes an integral part of a child's thought will strengthen his intellectual activity throughout life.

Concepts and generalizations, organized into meaningful patterns, form the bodies of knowledge on which we depend when we meet new experiences and consider the world in which we live. It is by helping the student form meaningful patterns of knowledge and develop clear values that the social studies prepare him for life.⁴²

A search was made to find reports of previous investigations concerning the use of concepts and generalization in the teaching of American history.

⁴⁰Ibid., p. 323.

⁴¹Dewey, John, Experience and Education, New York: Macmillan Co., 1938, pp. 86-112.

⁴²Ibid., p. 325.

Previous and Current Related
Studies in Concept Development

An examination of the literature related to the problem of this study was made to determine what research had been done concerning the use of generalizations and concepts in the teaching of American history.

Previous studies: Many studies have been made to itemize concepts, but none has identified them as to what they are. This writer found only two papers dealing with concepts in social studies. Griffin's⁴³ dissertation, which was more on definition of terms which he calls concepts, and Bruner, Goodnow and Austin's⁴⁴ paper, which was a refinement of Griffin's conception of a concept.

McPhie⁴⁵ in 1959, listed all doctoral dissertations in social studies education for the preceding 25 years, and it is doubtful that he overlooked a single major study. The list reflects no sustained concern with formulating and clarifying theory for teaching the social studies. The studies have also not been the kind likely to

⁴³Griffin, A. F., "A Philosophical Approach to the Subject-Matter Preparation of Teachers of History," unpublished doctoral dissertation, Ohio State University, 1942.

⁴⁴Bruner, J. S., Goodnow, Jacqueline J., and Austin, G. A., "A Study of Thinking," New York: Wiley, 1956.

⁴⁵McPhie, W., "A Comprehensive Bibliographic Guide to Doctoral Dissertations in Social Studies Education," Research Committee, National Council for the Social Studies, 1959.

contribute to theoretical knowledge. Dissertations have resulted in teaching manuals, course outlines, trend identification, status studies which are soon out-of-date, surveys of local peculiarities, historical studies, and textbook analysis. Many studies are local and dated in nature, and no attempt has been made to relate them to questions in teaching the social studies.

In the late nineteenth century, Hall started a series of studies dealing with children's concepts. Hall,⁴⁶ in his report published in 1903, indicated that children started school with a number of inaccurate and incomplete social and scientific concepts. Piaget⁴⁷ was also doing extensive research in the area of children's knowledge of concepts. From these early research activities of Hall and Piaget have come a spate of studies dealing with the identification of concepts in mathematics, in time, in science, in social concepts, in moral-religious concepts, and in scattered areas such as concepts of death, children's concepts of humor and of adults.⁴⁸

⁴⁶Hall, G. Stanley, and Browne, C. E., "Children's Idea of Fire, Heat, Frost, and Cold," Pedagogical Seminary, 10:27-85, 1903.

⁴⁷Piaget, Jean, "Jean Piaget," History of Psychology in Autobiography, Carl A. Murchison, (ed.) Worcester, Mass.: Clark University, 1952, pp. 237-56.

⁴⁸Russell, David H., "Concepts," Encyclopedia of Educational Research, Third edition, New York: The Macmillan Company, 1960, pp. 328-329.

An early study in the identification of concepts in the broad area of social sciences was conducted by Billings.⁴⁹ From an analysis of social science books he made a list of 888 generalizations considered to be useful in understanding modern life. Later studies have been more definitive of concepts and generalizations peculiar to various disciplines within the social science area.

Devitt,⁵⁰ in 1957, attempted to delimit the content of American history by gathering a comprehensive list of basic concepts to be taught; he submitted 938 concepts to three separate juries on a national level to validate the generalizations. However, Devitt listed facts more often than he did concepts. Many of these facts were of the following order: "Columbus discovered America in 1492." Because of such items which appeared on Devitt's list, it is questionable whether he identified basic concepts to be taught in American history or whether he even distinguished concepts from facts.

The expectations regarding social studies instruction and the cohesive principles have received relatively little research attention in comparison with research devoted to patterns of curricular organization. The literature reveals a marked lack of agreement on goals

⁴⁹Billings, Neal, A Determination of Generalizations Basic to the Social Studies Curriculum, Baltimore: Warwick and York, Inc., 1929.

⁵⁰Devitt, J. J., "The Relative Importance of United States History Concepts in General Education Programs at the Secondary School Level," unpublished doctoral dissertation, Boston University, 1957.

and purposes of instruction among educators and specialists.⁵¹ One study by Katherine Jones,⁵² for example, indicated this agreement among American historians on content and instruction in American history. As reflected in courses of study, goals and purposes are stated in exceedingly abstract terms, and teachers are seemingly unaware of the role of objectives in curricular planning, and view them as having only a general guidance function.⁵³

A study by Clarence Samford⁵⁴ of state courses of study, for example, convinced the writer that no curricular pattern was suggested by the statement of objectives contained in them.

In another study by Charlotte Huck,⁵⁵ it was found that only 5 per cent of the social studies concepts understood by first graders came from the school, while 95 per cent came from environmental influences. Here the significance lies not in the findings or the

⁵¹Kinsman, Kephas A., "Representative Patterns of Organization of the Social Studies in the Secondary Schools of the United States," unpublished manuscript, University of Southern California, 1948.

⁵²Jones, Katherine G., "The Views of Selected American Historians on Issues Bearing Upon the Teaching of History," unpublished doctoral dissertation, Ohio State University, 1955.

⁵³Sand, Ole P., "Continuity and Sequence in Social Studies Curriculum," Journal of Educational Research, XLIV, April, 1951, pp. 561-573.

⁵⁴Samford, Clarence D., "Can Social Studies Objectives be Accomplished with Present-day Textbooks?" Social Studies XLV, April, 1954, pp. 134-37.

⁵⁵Huck, Charlotte, "Children Learn from Their Culture," Educational Leadership, XIII, October, 1955, pp. 171-175.

question of the quality of the single study as much as in its implications for our lack of knowledge about what the social studies may reasonably be expected to contribute.

Aspects of the logical principle are currently receiving well-deserved attention. A study at Syracuse⁵⁶ and a cluster of studies at Stanford⁵⁷ are representative of some efforts to identify basic concepts from the various social science disciplines.

Much of our research efforts have been placed on curricular organization instead of in the more fundamental areas of the expectations and cohesive principles of social studies instruction. At the same time, the past five or ten years have seen the beginning of research which is more basic and of greater long-run significance.

Current Studies: Although social science research has made a significant contribution to the study of human behavior and vast areas of new knowledge have been opened up in recent years, there has been no comprehensive revision of the social studies curriculum since that following the report of the Commission on the Reorganization of Secondary Education in 1916. The Curriculum Center in the Social

⁵⁶Nash, John F., "A Study of the Relevance of Selected Major Concepts and Generalizations from the Field of Sociology to Commonly Accepted Objectives of the Social Studies in the Secondary School," Unpublished doctoral dissertation, Syracuse University, 1962.

⁵⁷Stratton, Vinton S., "Social Science Generalizations for Use in the Social Studies Curriculum: Providing Education," unpublished doctoral dissertation, Stanford University, 1957.

Studies at Syracuse University is currently engaged in a five year project to provide the underpinnings for just such a revision.

The specific objectives in this effort are: (1) to identify the major concepts from the social studies and allied disciplines that appear to be appropriate for an elementary and secondary program in the social studies; (2) to examine the major workways of these disciplines, such as organizing principles, readiness to pursue empirical data, willingness to discard unwarranted assumptions, awareness of the differences between solid evidence and simply informed opinion, and subordination of subjective preference to objective evidence; and (3) to develop and evaluate at three grade levels illustrative materials for use by teachers and students that effectively translate the concepts and workways into classroom practice.

Summary

The reports in the literature reviewed indicated that, generally speaking, the teaching of American history has not been considered entirely satisfactory for at least the past 80 years. The reasons for this dissatisfaction appeared to lie in the difficulties which the pupil encountered in the study of the subject. Although other areas of difficulty exist, the one which caused the greatest difficulty concerned the organization of the material to be learned.

The literature seems to emphasize the following conclusions:

(1) That the great emphasis on research in mathematics and the sciences in the 1950's resulted in a neglect of the social studies; (2) that there is a need to secure the help of the social scientist from all disciplines to determine what should be taught in the social studies; (3) that history always has served and continues to serve, an important function in the school curriculum; (4) that there is an increasing recognition of the need to stress generalization and concepts, rather than isolated factual material in the social studies.

To determine the effect on final achievement in American history when generalization and concept development is used as a method of instruction, an experiment was designed and conducted. A detailed description of the design of the experiment and the investigational procedures followed are presented in Chapter III.

CHAPTER III

THE EXPERIMENTAL PROCEDURE

The writer believed that an intensive concept-generalization design in American history would improve final achievement in learning and retaining knowledge of the developmental growth of America, a three unit experiment was designed involving two teachers and the pupils in the American history classes of Willson Junior High School, Bozeman, Montana. An investigation was conducted to determine if there was any significant difference in the final achievement in the learning and retaining of American history by pupils who were taught by the concept-generalization method or by the traditional factual, memorization method of names, dates, places, and treaties. The following items were considered in designing the experiment and conducting the investigation: (1) the three unit concept-generalization method, (2) selection and assignment of teachers, (3) information to be used in comparing the concept-generalization method group and the traditional approach group, and (4) the teaching procedures.

The Three Unit Concept-Generalization Method

The three unit concept-generalization method was started at the beginning of the second semester rather than the first semester because it was believed that the first semester would give the pupils sufficient background in American history so that they could more readily adapt

themselves to a concept-generalization unit in American history.

Three criteria were considered in devising the concept-generalization unit: (1) the concepts and generalizations to be included in the unit, (2) the time required for the completion of the units, and (3) the activities to be included in the units.

The concepts and generalizations to be included in the units: It was believed that certain criteria should be met in selecting concepts and generalizations for the unit. Concepts from the abstract to concrete were selected. The concepts would be directly related to the unit in American history. For example, in the unit United States Gains More Land and Reaches from Sea to Sea, the concept was "In the first five decades of the 19th century the United States through purchase, annexation, treaties, and conquest, expanded beyond the boundaries of 1783 until it reached the Pacific."

Because the experiment would be only eight weeks in duration, it was advisable that only three units be designed. The units covered the 77 years of development in American history from the Westward Expansion through the Civil War. However, the time allotted for the units would be sufficient to allow pupils to gain a better understanding of this period in American history. This could have an effect on their final achievement, and should be sufficient to permit measurement of the effect of the pupils' final achievement.

The main concept-generalizations selected for this study consisted of the following: Unit One: In the first five decades of the

19th Century, the United States through purchase, annexation, treaties, and conquest, expanded beyond the boundaries of 1783 until it reached the Pacific. Unit Two: Early in our history, distinct regional sections manifested themselves, with diverse economic bases and interest characterizing New England, the Middle Colonies, the South, and the Frontier. Sectionalism, slavery, and states' rights gradually drove a mighty wedge between the North and South. Unit Three: The Civil War, won by the North, pitted the Union with vastly superior manpower and industrial strength against the Confederacy.

These units of concept-generalization provided opportunities for the pupils to more fully understand and appreciate this period of American history.

Determination of the time required for completing the units. In planning the units pertinent to the growth of America from 1800 to 1877, it was necessary to determine the time to be devoted to each unit. The writer, from past teaching experience, believed that two weeks were sufficient time to develop concept-generalization for the Westward Expansion; three weeks were sufficient to develop the unit dealing with Sectionalism, and the unit dealing with the Civil War. The eight weeks of concept-generalization represented approximately one-half the semester. This provided a measurement of the concept-generalization method of instruction in American history.

Content of the Units: The three units selected for the experimental portion of this study dealt with that period of American history

from 1800 to 1877. The first unit was the Westward Expansion; the second unit dealt with Sectionalism; and the third unit dealt with the Civil War.

Selection and Assignment of Teachers

In order to determine the effect on final achievement of the concept-generalization approach to teaching American history, it was necessary to secure the aid of two teachers who would teach American history according to the method prescribed for the concept-generalization approach and for the traditional approach. These teachers were then assigned to the concept-generalization method and to the traditional approach method by the investigator, to obtain data for determining if there was any significant difference in final achievement between pupils who study American history in the traditional manner, and pupils who completed the eight-week concept-generalization approach to teaching American history. Both were experienced teachers. The two teachers taught a total of 123 pupils.

Information Used in Comparing the Concept-Generalization Group and the Traditional Approach Group

To determine the effect on final achievement of improving and understanding American history as a result of eight weeks of teaching

concept-generalization, it was necessary to compare the concept-generalization approach group and the traditional approach group to determine the extent in which they were similar prior to the beginning of the experiment. Three factors were used for comparison of the two groups: (1) intelligence quotient, (2) history grade from the previous semester test, and (3) pre-test of historical facts.

The analysis of variance test, or F-test,⁵⁸ and the test for analysis of difference between means, or student t-test,⁵⁹ were used to determine the relative effectiveness of the concept-generalization method of teaching American history when the concept-generalization approach group and the traditional approach group were compared. In each case tested under the F-test the null hypothesis was that no significant difference existed between the variances of the scores of the two groups. The null hypothesis tested under the student t-test was that no significant difference existed between the means of

⁵⁸ The F-test is defined as follows:

$$F = \frac{s_1^2}{s_2^2}$$

Where s_1^2 is the larger of the two sample variances and s_2^2 is the smaller of the two sample variances. (Downie, N. M., and Heath, R. W., Basic Statistical Methods, p. 134.)

⁵⁹ The t-test is defined as follows: $t = \frac{X_1 - X_2}{sd_x}$

Where X_1 and X_2 are the means and sd_x is the standard error of the difference between the two means. (Ibid., p. 135.)

the scores of the two groups. The alternate hypothesis of the student t test was that the concept-generalization group achieved significantly higher scores than did the traditional approach group.

Comparing the I. Q.'s of the concept-generalization approach group and the traditional approach group: The I. Q. scores of the 64 pupils in the concept-generalization group and 59 pupils of the traditional approach group were obtained from the school counselor. The I. Q. test scores reported were based on the Otis Mental Maturity, which had been given the pupils when they entered the seventh grade.

The F-test was computed to be 1.02, which indicated no significant difference between the variances on the I. Q's of the two groups. Therefore, it was appropriate to test for the difference between the means of the I. Q. scores of the two groups. The value of t was computed to be .38, which at a significance level of 0.01 under a one-tailed test, would indicate that no significant difference existed between the means of the I. Q. scores of the two groups. (See Table 1, page 40.) Therefore, it was assumed that there was no significant difference of intellectual ability between the two groups.

History grade from previous semester test. The history grades from the previous semester test, of the 64 pupils in the concept-generalization group, and 59 pupils in the traditional approach group, were obtained from the teachers.

The F-test was computed to be 1.01, which indicated no significant difference between the variances on the history grades

TABLE 1. ANALYSIS OF VARIANCE AND DIFFERENCE BETWEEN PREVIOUS HISTORY TEST RAW SCORE, INTELLIGENCE QUOTIENT, AND PRE-TEST OF AMERICAN HISTORY, RAW SCORE OF CONCEPT-GENERALIZATION APPROACH GROUP AND TRADITIONAL APPROACH GROUP

Group mean		"F" value*	significance of "F" value at .01 level	"t" value**	significance of "t" level at .01 level
Exper.	Control				
I. Q.					
109.43	108.57	1.02	Not significant	.38	Not significant
History Grade					
81.68	81.49	1.01	Not significant	1.00	Not significant
Pre-Test					
44.07	43.84	1.05	Not significant	.15	Not significant

* F minimum 1.82 0.01 level

** t minimum 2.62 0.01 level

from previous semester test of the two groups. Therefore, it was appropriate to test for the difference between the means of the history grades from previous semester test of the two groups. The value of t was computed to be 1.00, which at a significant level of 0.01 under a one-tailed test, would indicate that no significant difference existed between the means of the history grades from previous semester test of the two groups. (See Table 1, page 40.). Therefore, it was assumed that there was no significant difference in the ability of the pupils to achieve in history.

Pre-test of knowledge of facts in American history. In January of 1965, the pupils in the two groups took the Cooperative Topical Tests in American History, Test 3. The tests covered factual material pertinent to American history from 1801 to 1840.

The F-test was computed to be 1.05, which indicated no significant difference between the variances on the pre-test scores of the two groups. Therefore, it was appropriate to test for the difference between the means of the pre-test scores of the two groups. The value of t was computed to be .15, which at a significance level of 0.01 under a one-tailed test, would indicate that no significant difference existed between the means of the pre-test scores of the two groups. (See Table 1, page 40.). Therefore, it was assumed that there was no significant difference in knowledge in the areas tested, of American history, between the two groups.

Based upon the statistical tests, the concept-generalization group and the traditional approach group showed no significant difference between the mean in I. Q., previous history grade, and pre-test based on factual history from 1801 to 1840.

Teaching Procedure

The investigation which was conducted in relation to the problem of the study required certain procedures to be followed by the teacher of the concept-generalization approach method, and the teacher of the traditional approach method.

At the first regular class meeting of the second semester, the Cooperative Topical Tests in American History, Test 3, was given to the classes and the suggested outlines for teaching the concept-generalization method classes were given to the cooperating teacher who had been assigned to the concept-generalization group.

During the first two weeks of the course the teacher followed the concept-generalization outline of the Westward Expansion: In the first five decades of the 19th Century, the United States through purchase, annexation, treaties, and conquest, expanded beyond the boundaries of 1783 until it reached the Pacific. This major concept-generalization was followed with supporting concepts.

During the third, fourth, and fifth weeks, the teacher followed the concept-generalization of Sectionalism: Early in our history distinct regional sections manifested themselves, with diverse

economic bases and interest characterizing New England, the Middle Colonies, the South, and the Frontier. Sectionalism, slavery, and states' rights gradually drove a mighty wedge between the North and South. This concept-generalization was followed with the supporting concepts.

During the sixth, seventh, and eighth weeks, the teacher followed the concept-generalization of the Civil War: The Civil War, won by the North, pitted the Union with vastly superior manpower and industrial strength, against the Confederacy. Again, this concept-generalization was followed with supporting concepts.

On the last day of the experiment, in March, 1965, the Selected Test Items in American History was administered for the purpose of evaluating this study. See Appendix G.

The teacher of the traditional approach group taught the course in the manner previous history courses have been taught.

The same pre-test given to the concept-generalization group, the Cooperative Topical Tests in American History, Test 3, was given to the traditional approach group.

Certain statistical procedures were necessary in planning for the evaluation of the data which were obtained when the cooperating teachers conducted their classes according to the prescribed methods.

Summary

The belief of the writer was that pupils studying American

history by means of the concept-generalization approach would have a better final achievement in American history than would pupils studying American history through the traditional approach. A three unit concept-generalization method of teaching was designed for use with the concept-generalization approach group. The classes were composed of eighth grade pupils of Willson Junior High School, Bozeman, Montana. These classes and two teachers were selected for the experiment by the school principal. The teacher assigned to the experimental group used the concept-generalization approach in the teaching of American history, and the control group the teacher used the traditional approach in the teaching of American history.

A pre-test and post-test were used to measure the achievement of the pupils. The experiment lasted eight weeks.

The statistical test for the analysis of difference between means, the student t-test, was used to compare the pupils in three areas: I. Q., history grade from previous semester test, and the pre-test of knowledge of facts in American history. In each area there was no significant difference between the means of the two groups at the 0.01 level.

CHAPTER IV

NATURE OF UNITS OF INSTRUCTION FOR THE EXPERIMENTAL GROUP

The investigation was designed to test the effectiveness of concept-generalization on eighth grade American history pupils as compared to the traditional approach of teaching American history. This necessitated the development of experimental instructional units based upon concept-generalization of American history. Three units were developed for the eight-week experiment, Westward Expansion, Sectionalism, and the Civil War. The one which was selected by the writer for inclusion in this dissertation is Unit III, the Civil War. The reason Unit III was selected was because it was believed that the reader would already be familiar with the material included and could, therefore, get a better understanding of the nature of the instructional method. The outlines for Units I and II may be seen in appendix C and D.

Following is the specific outline used for teaching the pupils about Unit III, the Civil War, by the concept-generalization:

CIVIL WAR

UNIT III

Concept: THE CIVIL WAR. WON BY THE NORTH, PITTED THE UNION, WITH VASTLY SUPERIOR MAN-POWER AND INDUSTRIAL STRENGTH, AGAINST THE CONFEDERACY.

Supporting: The Northwest, West and South were separating on a variety of issues such as the tariff, the sale of western land, and slavery.

The Missouri Compromise settled the question of slavery in the territories for thirty years.

The issue of the protective tariff was so bitter in the early 1800's that South Carolina considered secession.

A Northern faction seeking the abolition of slavery began a campaign of agitation which increased in intensity and kept tempers hot for a number of years.

The controversy over slavery quickened in tempo near the middle of the 1800's when Texas petitioned for admission to the Union, abolitionists being opposed to the further spread of slavery.

In the second quarter of the 19th century the South and West periodically were political allies against the industrial Northeast.

After 1850, the Compromises and other factors which had kept the South bound to the Union began to break down, and a series of events led to the crisis before the Civil War.

The Compromise of 1850, providing for the admission of California to the Union, was satisfactory to neither the North nor the South.

By 1860, the political alliance between West and South collapsed over the issues of slavery, internal improvements and public lands, forcing the South to stand alone against the North and West.

In the late 1850's, the Dred Scott Decision, strife in Kansas, and John Brown's raid at Harper's Ferry clearly indicated that North and South were no longer compatible.

The triumph of Lincoln and the anti-slavery Republican Party in 1861 made continued membership in the Union intolerable for most political leaders in the South.

By early 1861, the Confederacy of seceding states had been formed.

Eleventh hour attempts at compromise failed, and the Civil War began in the Spring of 1861.

After bitter fighting, the Northern plan of blockade and of dividing the South resulted in victory.

The War between states caused great destruction in the South and led to great changes in both the North and South.

As shown, the major concept-generalization was selected and broken down into supporting concepts. These supporting concepts were emphasized and ample time was provided for discussing meanings and terms related to the concept-generalization. The importance of insights and understandings was stressed during the discussions in order that there was a clear understanding of the concept-generalization by all of the pupils.

The raising of questions that stimulate thinking was one of the more important methods of instruction by the concept-generalization approach. The following is an example of the type of questions asked by the teacher and pupils during the study of the unit on the Civil War.

Teacher: "Why did the North and South fight instead of resolving their differences?" Pupils: "Both the North and South thought they were right." "Both the North and South thought they could win the war." "North hated slavery." "The South had better generals and thought they could win." "The South wouldn't agree to sell its slaves for a fair price, as Lincoln had suggested." "The North wanted to save the Union." "The South started the war."

Later the pupils discovered through teacher led discussion, that many Southerners also hated the institution of slavery. This caused the pupils to think more thoroughly about the factors involved. Often they changed their beliefs and statements they had previously made about the questions.

Pupils were given the opportunity to extend the main concept-generalization of the unit through reading supplementary material such as novels and short stories and by seeing television documentaries pertaining to the unit. The ideas from these various sources were reported to the class by pupils. Again, discussions resulted and pupils became aware of the prejudices of writers, and in some cases of their own bias.

During the discussion the teacher showed a transparency⁶⁰ comparing the North and South in population, wealth produced, farm acreage, value of crops, railroad mileage, factories, iron production, and bank deposits. The transparency helped to reinforce the concept-generalization objectives of the unit, and helped the pupils to understand the advantages of the North.

Overlays of the transparency were used to show the plan the North had to win the war and how the United States was divided by

⁶⁰"Civil War 1861-1865," This transparency consists of three transparencies printed in five colors. DCA Educational Products, Inc., 4865 Stenton Avenue, Philadelphia, Pennsylvania.

the war. These overlays were of help in showing how the North did win the war, and also in explaining the Reconstruction Period after the war.

The instruction used for the experimental group for Units I and II was similar. In all units the evaluation of the pupils' understanding of the concept-generalization was based upon three general guide lines: (1) how well the pupils could state and apply a concept-generalization to a new situation, (2) how well they could organize new concepts as new ideas were gathered, and (3) the pupils' proficiency at discussing and solving questions which arose during the study of the units.

Many activities were used in the instruction of the units. Individual pupil reports, supplementary readings, time line charts, debates, map study and other illustrational materials were developed and used by the pupils and the teacher.

Throughout the period of instruction of the concept-generalization group the specific objectives of (1) learning the important facts, (2) getting an understanding of the problem, and (3) developing skills and values were kept constantly in mind. This was aimed at developing the concept-generalizations and major understandings of the period of American history being studied.

At the close of the eight-week experiment instructional period the achievement of pupils in the concept-generalization group and

traditional approach group was measured and compared on the basis of selected tests. A discussion of the analysis of post-test data is presented in Chapter V.

CHAPTER V

THE EFFECT ON FINAL ACHIEVEMENT OF A CONCEPT-GENERALIZATION APPROACH TO THE TEACHING OF THREE UNITS OF AMERICAN HISTORY

The major hypothesis to be tested was that pupils who were taught by the concept-generalization approach would show an improvement in final achievement over pupils who were taught American history in the traditional approach. To determine the effect on final achievement in American history of three units: Westward Expansion, Sectionalism, and the Civil War, three unit achievement tests and one post-test was used.

American history pupils regularly enrolled in Willson Junior High School, Bozeman, Montana were used. The concept-generalization group followed a specifically designed program of instruction based on the concept-generalization approach to learning American history. The teacher of the traditional approach group taught the course in the manner previous history courses have been taught with a concentration on memorizing facts and dates. The two groups were compared statistically in terms of I. Q., history grades from previous semester test, and a pre-test.

To measure the effectiveness of the concept-generalization approach to the learning of American history, a standardized test, Cooperative Topical Tests in American History, Test 3, was used as a pre-test. The Selected Test Items in American History, was used as an achievement test for the post-test. These results were subjected to statistical procedures for evaluation.

After pre-testing, three units of instruction were devised to last eight weeks for the concept-generalization group; the traditional approach group followed the manner previous history courses have been taught with a concentration on memorizing facts and dates.

In each case tested under the F-test, the null hypothesis, was that no significant difference existed between the variances of the scores of the two groups. The null hypothesis tested under the student t-test was that no significant difference existed between the means of the scores of the two groups. The alternate hypothesis of the student t-test was that the concept-generalization group achieved significantly higher scores than did the traditional approach group.

The achievement test of Unit I, Westward Expansion, contained 30 objective test items and 10 concept questions pertaining to the Westward Expansion. The F-test was computed to be 1.28, which indicated no significant difference between the variances on the 30 factual question scores. Therefore, it was appropriate to test for the difference between the means of the scores using the student t-test. The value of t was computed to be .57, which at a significance level of 0.01 under a one-tailed test would indicate that no significant difference existed between the means of the 30 factual question scores of the two groups. (See Table 2, page 53²). The fact that no significant difference existed between the means of the 30 factual question scores might indicate that neither the concept-generalization approach nor the traditional approach caused significantly different levels of improvement

TABLE 2. ANALYSIS OF VARIANCE AND DIFFERENCE BETWEEN THE UNIT TEST TOTAL RAW SCORES AND THE UNIT TEST OF CONCEPTS OF EXPERIMENTAL AND CONTROL GROUPS

Group mean		"F" value*	Significance of "F" value at .01 level	"t" value**	Significance of "t" value at .01 level
Exper.	Control				
Test I Total					
28.31	27.74	1.28	Not significant	.57	Not significant
Test I Concept					
8.47	6.11	1.35	Not significant	4.09	Significant
Test II Total					
29.81	29.33	1.41	Not significant	.51	Not significant
Test II Concept					
6.22	4.88	1.39	Not significant	3.18	Significant
Test III Total					
31.51	29.36	1.38	Not significant	2.68	Significant
Test III Concept					
6.87	5.13	1.72	Not significant	4.88	Significant
Post Test					
30.43	27.54	1.39	Not significant	2.74	Significant

* F minimum 1.82 0.01 level

**t minimum 2.62 0.01 level

of pupil skills in the study of American history. The F-test, on the 10 concept questions, was computed to be 1.35, which indicated no significant difference between the variances of the two groups. Therefore, it was appropriate to test for the difference between the means of the scores using the student t-test. The value of t was computed to be 4.09 at a significance level of 0.01 under a one-tailed test. (See Table 2, page 53 .) The null hypothesis, which stated that no significant difference existed between the pupil achievement means of the two groups, was rejected. The alternate hypothesis that the concept-generalization group achieved significantly higher scores than did the traditional approach group, was accepted. This statistical difference could be attributed to the fact that the concept-generalization group, which studied American history from the concept-generalization approach, had a better understanding of the concepts of Westward Expansion because of the structured teaching plan of the unit.

The achievement test of Unit II, Sectionalism, contained 30 objective test items and 10 concept questions pertaining to Sectionalism. The F-test was computed to be 1.41, which indicated no significant difference between the variances on the 30 factual question scores. Therefore, it was appropriate to test for the difference between the means of the scores using the student t-test. The value of t was computed to be .51, which at a significance level of 0.01 under a one-tailed test would indicate that no significant difference existed between the means of the 30 factual question scores of the two groups.

(See Table 2, page 53.) The fact that no significant difference existed between the means of the 30 factual question scores might indicate that neither the concept-generalization approach nor the traditional approach caused significantly different levels of improvement of pupil skills in the study of American history. The F-test, on the 10 concept questions, was computed to be 1.39, which indicated no significant difference between the variances of the two groups. Therefore, it was appropriate to test for the difference between the means of the scores using the student t-test. The value of t was computed to be 2.68 at a significance level of 0.01 under a one-tailed test. (See Table 2, page 53.) The null hypothesis, which stated that no significant difference existed between the pupil achievement means of the two groups, was rejected. The alternate hypothesis that the concept-generalization group achieved significantly higher scores than did the traditional approach group, was accepted. This statistical difference could be contributed to the fact that the concept-generalization group, which studied American history from the concept-generalization approach, had a better understanding of the concepts of Sectionalism because of the structured teaching plan of the unit.

The achievement test of Unit III, the Civil War, contained 30 objective test items and 10 concept questions pertaining to the Civil War. The F-test was computed to be 1.41, which indicated no significant difference between the variances on the 30 factual question scores. Therefore, it was appropriate to test for the difference between the

means of the scores using the student t-test. The value of t was computed to be 2.68 at a significance level of 0.01 under a one-tailed test. The null hypothesis, which stated that no significant difference existed between the pupil achievement means of the two groups, was rejected. The alternate hypothesis, that the concept-generalization group achieved significantly higher scores than did the traditional approach group, was accepted. This statistical difference could be attributed to the fact that the concept-generalization group which studied American history from the concept-generalization approach had begun to develop the concepts and generalizations and had incorporated the facts into an over-all picture of the total situation concerning the Civil War. The F-test, on the 10 concept questions, was computed to be 1.72, which indicated no significant difference between the variances of the two groups. Therefore, it was appropriate to test for the difference between the means of the scores using the student t-test. The value of t was computed to be 4.88 at a significance level of 0.01 under a one-tailed test. (See Table 2, page 53.) The null hypothesis, which stated that no significant difference existed between the pupil achievement means of the two groups, was rejected. The alternate hypothesis that the concept-generalization group achieved significantly higher scores than did the traditional approach group, was accepted. This statistical difference could be contributed to the fact that the concept-generalization group, which studied American history from the concept-generalization approach, had a better understanding of the concepts of the Civil War because of the structured teaching plan

of the unit.

The post-test, Selected Test Items in American History, covered materials from the three units, Westward Expansion, Sectionalism, and the Civil War. The F-test was computed to be 1.39, which indicated no significant difference between the variances on the post-test scores. Therefore, it was appropriate to test for the difference between the means of the scores using the student t-test. The value of t was computed to be 2.74. (See Table 2, page 53.) The null hypothesis, which stated that no significant difference existed between the pupil achievement means of the two groups, was rejected. The alternate hypothesis, that the concept-generalization group achieved significantly higher scores than did the traditional approach group, was accepted. These findings tend to indicate that the development of concept-generalizations by using important facts as a basis for a unit of American history in a structured and systematic manner may help pupils to understand the important ideas of American history.

Summary

The concept-generalization group and the traditional approach group used in this study were equivalent at the beginning of the experiment based on the comparison of the means of the two groups with respect to I. Q. , history grades of previous semester test, and the scores obtained from the pre-test, Cooperative Topical Tests in

American History, Test 3.

The F-test was used in comparing the difference between the variances, and the student t-test was used in comparing the difference of the means of the two groups on the three factors at the beginning of the experiment, for the unit tests, and the post-test. In all statistical analyses the significance level was set at 0.01.

Based upon the achievement of the pupils of the two groups as measured by the difference of the means on the three unit tests and the post-test the following results were noted.

There was no significant difference in pupil achievement for the 30 factual questions on unit tests I and II.

There was a significant difference in pupil achievement for the 10 concept questions of all three unit tests, the 30 factual questions for unit test III, and for the post-test.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Educated citizens in a democracy are capable of critical thinking and reasoned inquiry, which enables them to resolve controversies and conflicts through mutual cooperation rather than through suppression of opposing views. The schools have a major responsibility in the education of these citizens and must help formulate and initiate policies which make such an education possible. The concept approach has been advocated as a logical teaching method in junior high school for producing this type of education.

Historically, concept development has its theoretical basis in field psychology. During the process of solving problems, the organism shows critical and analytical function rather than random trial and error.

A review of classroom research revealed that there is a need for more experimental study before concept development can be accepted empirically as an effective teaching method. This study was designed to examine the effectiveness of the concept approach in aiding students in the acquisition and retention of historical knowledge and in the learning and retention of problem solving skills. The belief of the writer was that a concept-generalization approach to teaching American history produces significantly greater pupil achievement in knowledge of history concepts and in problem-

solving than does the traditional approach.

In order to test the writer's belief, a concept-generalization group and a traditional approach group were selected from the eighth grade of Willson Junior High School, Bozeman, Montana. The groups were compared on three variables: I. Q., history grade from previous semester, and pre-test.

The concept-generalization group was taught by using identified concepts as a means of arriving at tenable solutions to historical facts. The control group was taught by a traditional approach which involved strict adherence to the text and emphasized primarily the acquisition of facts. Both groups used the same text and covered the same material.

The statistical results of the testing were compared by using the parametric analysis of variance test (F-test) and the test for analysis of difference between means (t-test). It was assumed that the observations were independent, the population was normally distributed and homogeneous in variance, and that the measurement was on an interval scale. A significance level of 0.01 was set for all statistical tests used in this study because a high confidence level was desired. That is, it was desired to set a level which would assure that hypotheses would be rejected in error not more than one time in a hundred.

The statistical analysis showed that the concept-generalization group made statistically significant gains over the traditional approach group not only in learning and retention of historical knowledge but

also in the learning and retention of problem-solving skills. Therefore, the writer's belief, that significantly greater achievement in American history would result from teaching the concept development approach rather than from teaching by the traditional approach, was supported.

CONCLUSIONS

The following conclusions concerning the relationship to and importance of concept development in learning were made on the basis of the review of literature and the experimental study:

1. Learning theorists are not in agreement as to a single definition of learning.
2. There is agreement to varying degrees among authorities that memory, perception, cognition, and discrimination are mental processes which affect generalization, concept formation, and transfer of learning.
3. Concept development tends to make learning an active process, meaningful, interesting, transferable, individualized, and unified.
4. Concept development as a teaching method, which requires pupils to think critically and to use a reasoned approach to controversial issues, produces a significantly greater achievement than a traditional approach which involves memorization, simple question and answer technique, and strict adherence to the textbook with

an emphasis on factual acquisition.

5. Developing concepts by steps appears to be a crucial factor in attainment of concept-generalization skills. The lack of guidance and practice appears to deter effective learning.

6. There was no significant difference in the pupil achievement of the factual questions.

7. The concept-generalization method did show a significant difference in concept questions.

RECOMMENDATIONS

The following recommendations were considered appropriate in the light of information revealed by the investigation.

1. Similar studies should be made over a longer period of time in order to examine the retention of learned facts and skills in American history.

2. Experimental research should attempt to determine a grade-by-grade sequential pattern of development of the concepts in American history that are identified.

3. Studies are needed which will identify the specific abilities needed for success in working with the fundamental concepts of American history. What abilities or skills can be improved by using the concept-generalization method of teaching American history.

4. Study of the Social Studies Project, being carried out at the University of Syracuse, which is a more detailed experiment, should be used to clarify the fact we need to know more about concepts, and the development of concepts.

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LITERATURE CONSULTED

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APPENDIX

Appendix A

Cooperative Topical Tests in American History--Test 3

I. Jefferson	II. War of 1812	III. Nationalism, Sectionalism	IV. Jackson
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STUDENT'S NAME _____

SCORE

DATE _____

PERIOD _____

TEACHER'S NAME _____

COOPERATIVE TOPICAL TESTS IN AMERICAN HISTORY

Test 3

Growth of Nationalism and Democracy 1801-1840

GENERAL DIRECTIONS

You will have 40 minutes to answer the 60 questions in this test. Work carefully, but do not spend too much time on any one question. Do not worry if you do not finish the test. Your score is the number of correct answers you mark.

Your teacher will tell you how to mark your answers. Mark only one answer for each question. If you change an answer, be sure to erase your first choice completely.

Do not turn this page until you are told to.



COOPERATIVE TEST DIVISION
EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY • BERKELEY, CALIFORNIA

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- 1 In the first few decades of the 1800's, the influence of the Federalists continued to be most evident in the
 A legislation of Congress.
 B decisions of the national courts.
 C policies of the President.
 D legislation of the state governments. 1.....
- 2 During the War of 1812, the naval strength of the United States was most effective in
 A driving British commerce from the seas.
 B breaking the British blockade of the United States.
 C gaining control of the Great Lakes.
 D blockading Great Britain. 2.....
- 3 Members of labor unions in the 1830's and 1840's were often advocates of
 A free public education.
 B unrestricted immigration.
 C establishing ideal communities.
 D women's suffrage. 3.....
- 4 In the Monroe Doctrine, the United States declared its interest in doing all of the following **except**
 A avoiding participation in European politics and wars.
 B preventing future European colonization in the Americas.
 C bringing certain Latin American territories under United States rule.
 D accepting European colonies already established in the Americas. 4.....
- 5 The so-called Era of Good Feelings (1816-1824) was characterized by
 A a strengthening of nationalism.
 B border clashes with Mexico.
 C a more humane treatment of Indians.
 D strong rivalry between political parties. 5.....
- 8 Provided for a protective tariff 8.....
- 9 Temporarily resolved a controversy concerning Congressional jurisdiction over slavery 9.....
- 10 Restricted the powers of the states 10.....
- 11 Attempts of the abolitionists to achieve their objectives on a national scale were hampered by
 A the predominance of Southern representatives in the House of Representatives.
 B the legal support given to slavery in all the states.
 C their inability to inform Southerners about their goals.
 D constitutional acknowledgment of the institution of slavery. 11.....
- 12 "The duties of all public officers are so plain and simple that men of intelligence may readily qualify themselves for their performance; and I cannot but believe that more is lost by the long continuance of men in office than is generally to be gained by their experience."
 The ideas in this quotation helped to provide justification for
 A extending the suffrage.
 B the spoils system.
 C the establishment of political parties.
 D the national nominating convention. 12.....
- 13 Abolitionism differed from the other reform movements of the 1830's in that it
 A found most of its support in the North.
 B aroused sectional controversy.
 C did not seek immediate social change.
 D was humanitarian in its objectives. 13.....

Questions 6-10 refer to the following choices:

- A Calhoun's *Exposition and Protest*
 B The Missouri Compromise
 C Clay's American System
 D The decisions of John Marshall

Which choice is described by each of the following?

- 6 Sought to unify the nation through an economic program 6.....
- 7 Asserted that a state could nullify an act of Congress that it deemed unconstitutional 7.....
- 14 Between 1800 and 1840, the laws governing the sale of public lands were often modified to
 A provide the government with more income.
 B protect the interests of the Indians.
 C permit sales to settlers with little wealth.
 D insure the preservation of important natural resources. 14.....

Go on to the next page.

Questions 15-21 refer to the following points of view on American foreign policy which might have been expressed between 1800 and 1812:

Speaker I: "The best way to bring France and England to terms is to sever all of our commercial relations with them. They need our products and markets more than we need theirs."

Speaker II: "Napoleon is much more of a threat to our national safety than is England. Our true interests lie in making a military alliance with England against France."

Speaker III: "It is not in the best interests of the United States to become involved in Europe's quarrels. We have our political system and the Europeans have theirs. However, we do have rights as a neutral nation carrying on peaceful commerce and we should assert these rights."

Speaker IV: "I say that we have suffered enough indignities on the seas at the hands of England. Furthermore, we will never be secure until Canada is part of the United States. We should declare war on England without delay."

- 15 Which speaker expresses an idea later included in the Monroe Doctrine?
A I B II C III D IV 15.....

- 16 The force of which argument was greatly reduced by the Louisiana Purchase?
A I B II C III D IV 16.....

- 17 Speaker IV is referring, among other things, to the
A blockade of the American coast.
B arming of privateers to prey on American shipping.
C smuggling of English goods into the United States.
D impressment of American seamen. 17.....

- 18 Which speaker best expressed the point of view of many western Congressmen just before the War of 1812?
A I B II C III D IV 18.....

- 19 Which speaker's point of view, when put into effect, resulted in depressed economic conditions in the United States?
A I B II C III D IV 19.....

- 20 The desire of the British to maintain control of the fur trade helped to account for which point of view?
A I B II C III D IV 20.....

- 21 Jefferson's Embargo was an application of which point of view?
A I B II C III D IV 21.....

- 22 The issue of the rights of neutrals on the seas ceased to be an important source of controversy between the United States and Great Britain as a result of the
A announcement of the Monroe Doctrine.
B Embargo of 1807.
C ending of the Napoleonic Wars.
D building of a powerful United States navy. 22.....

- 23 Prior to the Civil War, the social reformers who were most successful in achieving their aims were those who advocated
A abolition of slavery.
B humane treatment of criminals and the mentally ill.
C women's right to vote.
D abolition of war. 23.....

Questions 24-27 refer to the following chronological orders:

- A I occurred first, then III, then II
B II occurred first, then III, then I
C II occurred first, then I, then III
D III occurred first, then I, then II

Which order is correct for the three events listed in each question?

- 24 I. The veto of the Second Bank of the United States
II. The beginning of the Panic of 1837
III. The issuance of the Specie Circular 24.....

- 25 I. The passage of the Compromise Tariff Act and the Force Act
II. The passage of the Tariff of Abominations
III. The passage of the South Carolina Ordinance of Nullification 25.....

- 26 I. The first use of the presidential nominating convention
II. The election of Harrison and Tyler
III. The dropping of property qualifications for voting by a majority of states 26.....

Go on to the next page.

- 27 I. The beginning of the National or Cumberland Road
 II. The completion of the Baltimore and Ohio Railroad
 III. The opening of the Erie Canal 27.....

- 28 Which of the following was least changed by technological improvements adopted in the United States between 1800 and 1840?
 A Tobacco farming
 B Textile manufacturing
 C Cotton processing
 D Transportation 28.....

- 29 Following the War of 1812, the Jeffersonian Republicans reversed their previous position by
 A levying a graduated income tax.
 B lowering tariff rates.
 C establishing a new United States Bank.
 D making gold and silver the only forms of money. 29.....

- 30 "The government of the Union, though limited in its powers, is supreme within its sphere of action."
 This viewpoint was basic in a decision by John Marshall involving the power of the
 A President to veto bills passed by Congress.
 B Supreme Court to declare acts of Congress unconstitutional.
 C Congress to regulate interstate commerce.
 D Senate to approve treaties. 30.....

- 31 President Van Buren was much less popular than President Jackson partly because Van Buren
 A opposed the spoils system.
 B held office during a serious depression.
 C favored a new United States Bank.
 D was in constant conflict with Congress. 31.....

- 32 An important factor accounting for the ineffectiveness and slow growth of early labor unions was the fact that
 A public opinion and laws were generally against unions.
 B only unskilled workers joined unions.
 C employers usually paid high wages and provided good working conditions.
 D most members were newly arrived immigrants. 32.....

Questions 33-35 refer to the following quotation:

"It is an institution too great and powerful to be tolerated in a government of free and equal laws. Its power is more potent than that of the sword. To whom is all this power granted? To a company of private individuals, many of them foreigners, and the mass of them residing in a remote and narrow corner of the Union. It encroaches on the wealth and power of the states because it has branches in every state subject to the secret and absolute orders of the supreme central head."

- 33 The institution referred to in the above quotation is the
 A President's Cabinet.
 B Second Bank of the United States.
 C Supreme Court.
 D Whig party. 33.....

- 34 The quotation reflects most closely the viewpoint of
 A John Quincy Adams.
 B Henry Clay.
 C Daniel Webster.
 D Andrew Jackson. 34.....

- 35 The "remote and narrow corner of the Union" referred to by the author was the
 A Northeast. C Northwest
 B Southeast. D Southwest. 35.....

- 36 "Liberty and Union, now and forever, one and inseparable."
 These words were part of a speech opposing
 A the policies of "King Andrew."
 B the Missouri Compromise.
 C slavery.
 D nullification. 36.....

- 37 Citizens of the states admitted to the Union between 1800 and 1840 generally favored
 A property qualifications for voting.
 B the reservation of good land for the Indians.
 C conservative banking and currency policies.
 D extensive road building. 37.....

Go on to the next page.

38 Which of the following statements concerning the election of 1824 is correct?

- A The electoral returns from several states were disputed.
- B One candidate secured all but one of the electoral votes.
- C The winning candidate received a majority of the popular votes.
- D No candidate received a majority of the electoral votes.

38.....

39 "But every difference of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists."

The quotation is typical of the attitude taken in

- A the Monroe Doctrine.
- B Jefferson's First Inaugural Address.
- C The Compromise Tariff of 1833.
- D The South Carolina Ordinance of Nullification.

39.....

40 While in office, Jackson demonstrated his belief that the President, as well as Congress, could represent the people by

- A pursuing a strong foreign policy.
- B dominating his Cabinet.
- C vetoing bills.
- D using the spoils system.

40.....

41 The United States' attitude toward Latin America expressed in the Monroe Doctrine found support in the policies of

- A Great Britain. C Spain.
- B France. D Russia.

41.....

42 All of the following were controversial issues in Congress between 1825 and 1840 except

- A road and canal building by the national government.
- B the status of slavery in the Louisiana Territory.
- C the system of banking to be used.
- D tariff rates.

42.....

43 Which of the following changes occurred in the United States during the War of 1812?

- A Stimulation of agricultural production for export
- B Stimulation of manufacturing
- C Transfer of capital from manufacturing to shipping
- D Expansion of railroad facilities

43.....

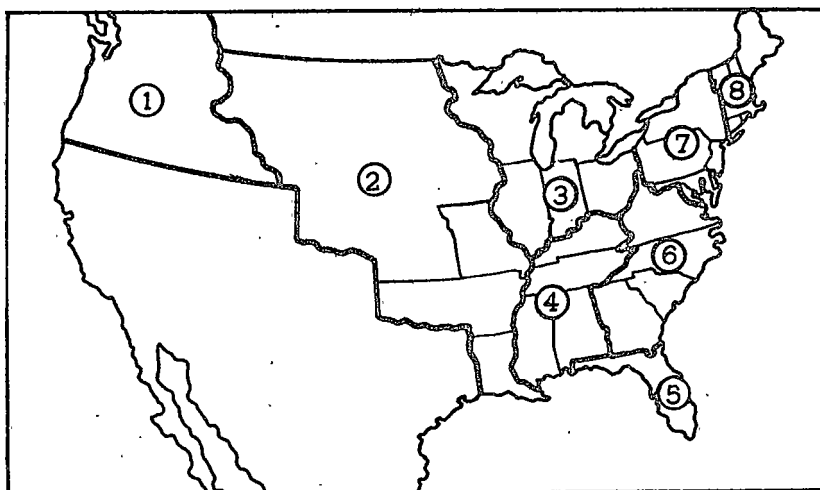
44 In order to weaken the Bank of the United States, Andrew Jackson refused to allow it to

- A issue paper currency.
- B make loans to the government.
- C sell its stock to private investors.
- D serve as a depository for government funds.

44.....

Go on to the next page.

Questions 45-53 refer to the following map:



- 45 Textile production was first concentrated in area
A 3. B 6. C 7. D 8. 45.....
- 46 By compromise in 1820, slavery was to be unlawful in the northern part of area
A 2. B 3. C 4. D 7. 46.....
- 47 War against England in 1812 was most strongly opposed in area
A 3. B 4. C 7. D 8. 47.....
- 48 The first commercially important canal connecting East and West was located in area
A 2. B 3. C 7. D 8. 48.....
- 49 Which area became part of the United States as a result of a treaty with Spain in 1819?
A 2 B 3 C 4 D 5 49.....
- 50 During the 1830's, opposition to a protective tariff was strongest in area
A 3. B 6. C 7. D 8. 50.....
- 51 American explorers of the early nineteenth century reported as unfit for settlement the western part of area
A 1. B 2. C 4. D 5. 51.....
- 52 Agreement on the northern boundary of area 2 was reached shortly after the
A Louisiana Purchase.
B War of 1812.
C proclamation of the Monroe Doctrine.
D inauguration of President Jackson. 52.....
- 53 The major American land victory in the War of 1812 took place in area
A 2. B 5. C 7. D 8. 53.....

Go on to the next page.

Questions 54-60 refer to the following quotation:

"(1) The fateful course of events in Europe that lifted him from his narrow view of the Constitution to the wide nationalism of the Louisiana Purchase drew him and his immediate followers into policies more autocratic and sweeping than Hamilton's boldest programs. (2) The Republicans, peaceful as they were in intention, were drawn into a struggle not of their own making, and compelled to resort to hated measures of revenue and finance. (3) To cap the climax, the same events also thrust their opponents, the Federalists, out into utter darkness, beyond the confines described in the Virginia and Kentucky Resolutions, and close to the border of secession and rebellion. (4) All this flowed inexorably from the reopening of the war in 1803 and the steady advance of the American frontier south and west."

- 54 The President referred to in the first sentence is
A James Monroe.
B John Adams.
C Andrew Jackson.
D Thomas Jefferson. 54.....
- 55 The policies referred to in the first sentence included the
A Virginia and Kentucky Resolutions.
B Monroe Doctrine.
C Embargo Act.
D reduction of the national debt. 55.....
- 56 The situation described in the third sentence most directly resulted in
A Federalist support for the Abolition movement.
B the disappearance of the Federalist party.
C Clay's American System.
D Calhoun's *Exposition and Protest*. 56.....
- 57 Which of the following is referred to in the third sentence?
A The Missouri Compromise
B The case of *Marbury v. Madison*
C The Whisky Rebellion
D The Hartford Convention 57.....
- 58 In the first sentence, the author points out that to acquire the Louisiana Territory it was necessary to
A obtain the support of the Supreme Court.
B amend the Constitution.
C interpret the Constitution loosely.
D pursue undemocratic policies. 58.....

- 59 The "struggle" mentioned in the second sentence probably refers to the
A Napoleonic wars.
B contest with the Federalists.
C argument over purchasing Louisiana.
D sectional conflict between the North and the South. 59.....
- 60 It may be inferred from the quotation that the Republicans and the Federalists reversed positions with regard to the
A struggle between Britain and France.
B desirability of government by the well-born.
C powers of the national government.
D importance of political parties. 60.....

Look over your work on this test.

Appendix B

Unit I Outline--Westward Expansion

Westward Expansion

Unit I

- Concept:** In the first five decades of the 19th Century the United States through purchase, annexation, treaty and conquest, expanded beyond the boundaries of 1783 until it reached the Pacific.
- Supporting:** Louisiana Territory purchased from France to control the inland waterways and to acquire cheap fertile land.
- Lewis and Clark explored the territory. This gave the United States information on the new purchase. Zebulon Pike explored more of the territory. He set out first to locate beginning of the Mississippi River, which he did not find.
- Explored westward from St. Louis.
- States organized from the territory after settlers flocked in the new land.
- Florida Purchased from Spain in Treaty, to control rivers and to prevent Spain from controlling the mouth of the Mississippi River (New Orleans).
- Spain was too weak to defend her territory.
- Gen. Andrew Jackson invaded Spanish territory to prevent Indian raids on American settlements.
- He captured two Spanish forts and actually conquered Florida.
- Conquered land returned to Spain and bought by the United States.
- The United States goes to war with Mexico to acquire Southwestern part of the United States.
- Texas wins independence from Mexico in the Battle of San Jacinto under the leadership of Gen. Sam Houston.
- Mexico resents the annexation of Texas and declares war on the United States.
- Mexico disputes boundary of the Rio Grande River.
- Americans who wanted the United States to expand began to look beyond Texas to other lands belonging to Mexico.

New Mexico was land of traders
Americans took an interest in California for
business of trading

With much ill-feeling between Mexico and the United
States, the stage was set for war.

United States invades Mexico. Gen. Taylor defeats
Santa Anna at Buena Vista, and Gen. Scott takes
Mexico City.

While fighting was going on in Mexico the United
States seized control of California and New Mexico.
(Bear Flag Revolution)

The war brings a vast territory to the United States
Mexican Cession and Gadsen Purchase

The New Land was explored and settled

Santa Fe trail to the Southwest
Oregon trail on the interior of the country and on
the west coast

Discovery of gold in California
Oregon Country dispute

ANNEXATION

Independent Texas wanted to be annexed by United States for protection.

United States wanted the Rio Grande, a natural boundary, as the boundary line.

United States wanted the land of Texas to develop the cattle industry.

MEXICAN RESENTMENT

Mexico never recognized the independence of Texas.

Mexico wanted the Nueces River as the boundary line which was north of the Rio Grande River.

The land between the two rivers was disputed land.

Undeveloped Mexico wanted the developed land of Texas for the cattle industry.

MEXICAN WAR

Mexico sought to close her California to immigration.

Mexico sought to expel settlers from her land California and New Mexico.

United States offered to buy California and New Mexico.

Mexico thought this offer was an insult to her country.

United States attacked Mexico in the disputed territory.

U. S. ANNEXATION Brings MEXICAN RESENTMENT Results in MEXICAN WAR

Appendix C

Unit II Outline--Sectionalism

Sectionalism

Unit II

Concept: SECTIONALISM, SLAVERY AND STATES' RIGHTS
GRADUALLY DROVE A MIGHTY WEDGE BETWEEN
NORTH AND SOUTH.

Supporting: (The ways of life differed between people of the North
and South)

Sectional hostility over slavery
Sectional hostility over the tariff.

The North and South settled their differences for many
years by compromises.
Missouri Compromise settled the question of slavery
in the Louisiana Territory
Compromise of 1850 dealt with the question of slavery
in the new land won from Mexico

Despite compromises, the issue of slavery sharply
divided the country.
Kansas-Nebraska Act reopens the slavery quarrel
and made the Missouri Compromise unconstitutional
Uncle Tom's Cabin, dramatized the evils of slavery
for northerners and infuriated the southerners
Republican Party born to keep slavery in states

The Southern States seceded from the United States and
formed the Confederate States of America.
Eleven states seceded and formed the Confederate
States of America.

Lincoln's over-all aim for the war was to restore the
union of states

The War brought much hardship to people in both the
North and South
In North the war increased the national debt
In South, property damage was great, Confederate
money worthless, and the slaves were freed

SECTIONALISM

Geographic and economic differences resulted in many disputes.

The problem of tariffs divided the two regions, for Northerners favored high tariffs to protect their manufacturing while the South opposed them.

North had farms on which the owner raised grain, hay, and livestock, while the South grew cotton on small farms and large plantations.

SLAVERY

South opposed the Missouri Compromise as it controlled slavery in the new territories, North was in favor of the Missouri Compromise.

The South claimed the need for slaves in the cotton fields, the North had no need for slave labor.

STATES' RIGHTS

Northerners wanted a strong central government for the nation, but Southerners stressed the right and powers of individual states.

South believed that they could protect their way of living if the United States government kept its hands out of the powers belonging to the states.

South worried that the North was going to gain complete control of the federal government.

WAR

With the secession of eleven states and the election of Republican Lincoln the war started.

Appendix D

Unit I Test--The Westward Movement

THE WESTWARD MOVEMENT

Unit I

1. What constituted the Western boundary of the United States at the end of the eighteenth century?
 - a. Appalachian Mountains
 - b. Rocky Mountains
 - c. Mississippi River
 - d. Pacific Ocean
2. Which of these did the United States secure by the terms of Spain's cession of Florida to the United States?
 - a. A claim to Texas
 - b. Full title to East and West Florida
 - c. A clear title to the Oregon country
 - d. A debt of \$50,000,000
3. As a result of the treaty of 1819 with Spain:
 - a. The United States gained a clear claim to all of Texas
 - b. One rival for the Oregon Territory was eliminated
 - c. The Rio Grande became the northern boundary of Spanish America
 - d. The United States gained control of the mouth of the Mississippi
4. In the Far West which of the following approximately followed the course of the Snake and the Columbia Rivers?
 - a. Oregon Trail
 - b. Pony Express route
 - c. Santa Fe Trail
 - d. Wilderness Road
5. Which of these rivers would a Forty-niner on his way from Kansas City to California probably have followed for part of the way?
 - a. The Columbia
 - b. The Colorado
 - c. The Platte
 - d. The Mississippi

6. Which of the following routes extended southwestward from Kansas City, Missouri?
 - a. Cumberland Road
 - b. Oregon Trail
 - c. Pony Express route
 - d. Santa Fe Trail
7. Which would a Texan traveling to California in the days of the gold rush probably have passed through?
 - a. Denver
 - b. Salt Lake City
 - c. Santa Fe
 - d. St. Joseph
8. At which point did most of the overland trails of about 1850 begin?
 - a. Chicago
 - b. Kansas City
 - c. Denver
 - d. Omaha
9. Early in the second quarter of the nineteenth century, the inhabitants of the West were chiefly interested in developing transportation along which of the following lines?
 - a. Inland waterways
 - b. Privately owned turnpikes
 - c. National highways
 - d. Railroads
10. The railroads grew more rapidly than the canals during the second quarter of the nineteenth century because the railroads:
 - a. Were privately owned
 - b. Were a less expensive means of transporting freight
 - c. Were aided by grants of public land
 - d. Were needed in the semi-arid regions which had no canals
11. In the first quarter of the nineteenth century, which of the following would have appealed most to Congressional representatives from the frontier states?
 - a. Internal improvements paid for by the government
 - b. Tariff on manufactured goods
 - c. A national bank
 - d. Free homesteads for Indians

12. Whose activities as a fur trader strengthened the claim of the United States to the Oregon country?
 - a. John Jacob Astor
 - b. Sir William Berkeley
 - c. Sir William Johnson
 - d. William Penn
13. What was an important reason for early American migration to Texas?
 - a. The desire to secure territory for the United States
 - b. The low price charged for land suitable for cotton culture
 - c. The belief that Texas was part of the Louisiana Purchase
 - d. The wish to aid the Mexicans in their efforts to overthrow Spanish rule.
14. Most of the immigrants to Texas in the 1820's and 1830's came from the:
 - a. States formed from the Northwest Territory
 - b. Southern states
 - c. New England states
 - d. Mexican territory south of the Rio Grande
15. Why did Mexico feel that the annexation of Texas was an unfriendly act?
 - a. The United States had never before claimed that territory
 - b. Annexation brought into question the sovereignty of the land between the Nueces and the Rio Grande
 - c. Mexico had declared that annexation would be considered equivalent to a declaration of war
 - d. Mexico wanted Texas to remain independent
16. From the American point of view, which of these furnished the best justification for the annexation of Texas?
 - a. The majority of the settlers in Texas were of American origin
 - b. Texas had maintained her independence and desired annexation to the United States
 - c. Texas had been part of the Louisiana Territory
 - d. The United States had repeatedly offered to buy Texas
17. An American who brought many settlers to Texas was:
 - a. Stephen F. Austin
 - b. Sam Houston
 - c. William Travis
 - d. Davy Crockett

18. The victory which secured independence for Texas was the battle of:
 - a. The Alamo
 - b. Goliad
 - c. Gonzales
 - d. San Jacinto
19. The first President of Texas was:
 - a. Stephen F. Austin
 - b. William Travis
 - c. Santa Anna
 - d. None of these
20. Some Americans opposed the annexation of Texas because:
 - a. Texas would enter the Union as a slave state
 - b. Texas was so large
 - c. They thought Texas belonged to Mexico
 - d. None of these
21. The new land purchased by the United States as a result of the treaty of Guadalupe Hidalgo was called:
 - a. California
 - b. The Mexican Cession
 - c. The Gadsden Purchase
 - d. New Mexico
22. After the discovery of gold, many settlers reached California by:
 - a. A long trip cross-country in a wagon train
 - b. Sailing around the southern tip of South America
 - c. Sailing and a land trip across the Isthmus of Panama
 - d. All of these
23. The discovery of gold enabled California to:
 - a. Become our richest state.
 - b. Become a state quickly because of its rapid population growth
 - c. Become the world's largest gold producer
 - d. All of these
24. The United States bought Louisiana from:
 - a. Spain
 - b. France
 - c. England
 - d. New Mexico

25. The United States expanded its boundary to the Pacific coast as a result of the:
 - a. Revolutionary War
 - b. War of 1812
 - c. Mexican War
 - d. Indian Wars
26. Which was the chief reason Texans revolted against the Mexican government?
 - a. Unequal taxation
 - b. The establishment of Maximilian on the Mexican throne
 - c. Legislation that restricted immigration
 - d. The execution of prisoners taken at the Alamo
27. Which of these territories was the last to be acquired by the United States?
 - a. Northwest Territory
 - b. Oregon Territory
 - c. Louisiana Territory
 - d. Florida
28. Which of these is associated with a boundary dispute between the United States and a foreign nation?
 - a. The Alabama Claims
 - b. 54° 40'
 - c. The Mason-Dixon line
 - d. 36° 30'
29. Which of these absorbed most American energy and attention during the period 1840 to 1850?
 - a. Maintenance of the Monroe Doctrine
 - b. Territorial expansion
 - c. Development of the China Trade
 - d. Regulation of business
30. The slogan "Fifty-four forty or fight" was used in the United States in connection with the:
 - a. Disposition of the Oregon territory
 - b. Dispute over the Maine boundary
 - c. Annexation of Texas
 - d. Settlement of the boundary from Lake Huron to Lake of the Woods

31. The expansion of the United States differed most from that of other nations in that it did not involve which of the following?
 - a. War with a neighboring nation
 - b. Conquest of a backward people
 - c. Maintenance of a large military establishment
 - d. Acquisition of peoples to whom full citizenship could not be extended
32. What was the fundamental factor in the maintenance of a democratic society in the United States during the nineteenth century?
 - a. The continued existence of frontier regions
 - b. The rise of organized labor
 - c. Adoption of universal compulsory education
 - d. Democratic provisions of the Constitution
33. In the first half of the nineteenth century, methods of transportation were greatly improved in the United States as a result of the:
 - a. Government monopoly of transportation facilities
 - b. Completion of railroads linking the Atlantic and Pacific
 - c. Dredging of the Ohio, Mississippi, and Missouri rivers to provide channels ten feet deep to Pittsburgh, Minneapolis, and Omaha
 - d. Popular demand growing out of the Westward shift of population
34. Which is the most important reason why Texas was not annexed to the United States immediately upon gaining its independence from Mexico?
 - a. Mexico refused to recognize the independence of Texas
 - b. Many Americans opposed the extension of slavery which would result from the annexation
 - c. The Texans preferred independence to annexation to the United States
 - d. Mexico wanted Texas to remain independent
35. Which was important in promoting the settlement of the West during the period immediately following the War of 1812?
 - a. Rivalry of slave and free soil interests
 - b. Adoption of the Homestead Act
 - c. Removal of the Indian menace from the areas open to settlement
 - d. Extensive building of railroads

36. The invasion of Canada in the War of 1812 and of Mexico in 1847 both had the effect of:
 - a. Greatly increasing U. S. territorial holdings
 - b. Bringing a war to a speedy end
 - c. Creating ill will that took years to overcome
 - d. Increasing American political influence in neighboring countries
37. The campaign of Kearny in the Mexican War was similar to that of Clark in the Revolutionary War, in that both campaigns:
 - a. Were followed by treaties which added the territories where the campaigns had been fought
 - b. Involved prolonged fighting with large numbers of troops
 - c. Were directed against hostile Indians
 - d. Involved serious defeats for American troops
38. Mexico's chief grievance in the controversy which led to war with United States was the:
 - a. Occupation of California by American marines
 - b. Refusal of the United States to return runaway slaves
 - c. Annexation of Texas
 - d. Demand by Polk that Mexico accept \$25,000,000 in payment for the land north of the Rio Grande
39. In view of the nature of all the territory acquired, what motive best accounts for American expansion during the period 1840-50?
 - a. Desire of plantation owners for more land suitable for cotton raising
 - b. Desire of political parties to secure a good campaign issue
 - c. Popular belief that the nation should expand to its natural boundaries
 - d. Desire to exploit the mineral resources which the regions were known to contain
40. What was the general trend of the public land policy of the United States from 1785 to 1863 in regard to price per acre and minimum size of tract sold?
 - a. To increase the price; to decrease the minimum size
 - b. To decrease the price; to increase the minimum size
 - c. To increase the price; to increase the minimum size
 - d. To decrease the price; to decrease the minimum size

Appendix E

Unit II Test--Sectionalism

SECTIONALISM

Unit II

1. Which of the following provided for abolishing the importation of slaves into the United States?
 - a. Emancipation Proclamation
 - b. Section IX, United States Constitution
 - c. Thirteenth Amendment
 - d. Wilmot Proviso
2. Which of these excluded slavery from the region, part of which is now Indiana?
 - a. Florida Treaty
 - b. Missouri Compromise
 - c. Northwest Ordinance
 - d. Treaty of Guadalupe Hidalgo
3. In the period following the War of 1812, the internal slave trade increased rapidly because:
 - a. The price of slaves imported from Africa was too high
 - b. Mexico introduced slavery after its revolt from Spain
 - c. There was a great demand for labor in the cotton belt and a surplus of slaves in the tobacco region
 - d. Eastern planters preferred to sell their slaves rather than suffer loss if Congress should vote emancipation
4. Between 1800 and 1830, the attitude of Southern leaders on the slavery question changed because the:
 - a. North refused to have slaves counted toward congressional representation
 - b. Land acquired in this period was unsuited to plantation farming
 - c. Foreign slave trade was legally closed in 1808
 - d. Growth importance of cotton culture seemed to make slavery a necessity
5. Which was an evidence of growing sectionalism rather than growing nationalism in the years immediately following the War of 1812?
 - a. The decisions of John Marshall
 - b. The Missouri Compromise
 - c. Announcement of the Monroe Doctrine
 - d. Establishment of a protective tariff

6. The status of Negroes was determined for each of the following places by the Missouri Compromise. In which did the anti-slavery forces score the greatest victory at the time?
 - a. Louisiana Territory north of $36^{\circ} 30'$ excepting Missouri
 - b. Maine
 - c. Missouri
 - d. Louisiana Territory south of $36^{\circ} 30'$
7. The Missouri Compromise was a victory for the North because it:
 - a. Proved Congress had the right to regulate slavery
 - b. Excluded slavery from all the territory north of the Ohio and east of the Mississippi
 - c. Closed most of the Louisiana Purchase to slavery
 - d. Abolished slavery in federal territory acquired through purchase
8. Which was a result of the Missouri Compromise?
 - a. The South gained the balance of power in the House of Representatives
 - b. The Louisiana Territory was divided equally into slave and non-slave territory
 - c. Slavery was excluded from the entire Louisiana Territory
 - d. Missouri was admitted as a slave state
9. The two most important issues during the second quarter of the nineteenth century were:
 - a. Slavery and territorial expansion
 - b. Territorial expansion and free silver
 - c. Free silver and the tariff
 - d. The tariff and federal support of internal improvements
10. By 1824 the South was opposed to a protective tariff on the grounds that:
 - a. Foreign manufacturers would not buy American cotton if they could not sell goods in America
 - b. The rates on exported cotton were unreasonably high
 - c. The Constitution did not clearly grant Congress the right to enact tariff laws
 - d. Such legislation would raise the price of slaves to the point where importation would be unprofitable

11. The South generally opposed the tariffs of 1828 and 1832 because:
 - a. It had developed the state's right theory
 - b. The tariff would increase prices on tools, clothing, and other commodities
 - c. The high rates placed on such staples as cotton and tobacco would ruin the export trade of the South
 - d. Calhoun maintained that Webster and Jackson were plotting to abolish slavery
12. One of the principal and recurrent planks in the Whig party platform was:
 - a. Civil service reform
 - b. A protective tariff
 - c. The enforcement of the Fugitive Slave Act
 - d. Free homesteads
13. One of the important effects of slavery on the South was that:
 - a. Industrial development was discouraged
 - b. The population increased more rapidly than in the North
 - c. The South came to favor a protective tariff
 - d. A stronger economic bond developed between the Western and Southern agricultural areas
14. Previous to the Civil War the nature of cotton culture in the South caused that section to demand three of these as necessary for its prosperity. Which was not necessary and not demanded?
 - a. Acquisition of new lands suitable for raising cotton
 - b. Reduction of the tariff on manufactured goods
 - c. Establishment of a tariff on foreign raw cotton
 - d. Relaxation of laws prohibiting the importation of slaves
15. Where, according to the doctrine of nullification, did the right to determine the constitutionality of a national law finally reside?
 - a. In the states
 - b. In Congress
 - c. In the Supreme Court
 - d. In the President
16. John Brown's raid on Harpers Ferry was significant because it:
 - a. Dramatized opposition to slavery
 - b. Resulted in a slave revolt led by Nat Turner
 - c. United Kansas under the anti-slavery forces
 - d. Was the first battle of the Civil War

17. Which of these would an Abolitionist have been least likely to use as an argument against slavery?
 - a. That slavery demoralized the South
 - b. That slavery was contrary to the United States Constitution
 - c. That slavery was contrary to the Declaration of Independence
 - d. That slavery was un-Christian
18. Which of these contained a statement to the effect that "neither slavery nor involuntary servitude" should ever exist in any part of the territory to be gained from Mexico by war?
 - a. X. Y. Z. Papers
 - b. Ostend Manifesto
 - c. Wilmot Proviso
 - d. Compromise of 1850
19. By 1850 the South increasingly feared that the admission of free states would destroy the balance of slave and free forces in the:
 - a. House of Representatives
 - b. Senate
 - c. Supreme Court
 - d. Selection of Presidential candidates
20. Why did many Southerners support the Compromise of 1850?
 - a. It equalized Northern and Southern representation in the Senate
 - b. It provided for the possible creation of five slave states out of Texas
 - c. It contained a law for the return of fugitive slaves
 - d. It legalized slavery in the remaining territories of the United States
21. Which of these provisions of the Compromise of 1850 proved most difficult to enforce?
 - a. Abolition of the slave trade in the District of Columbia
 - b. Admission of California as a free state
 - c. Enactment of a stricter fugitive slave act
 - d. Establishment of the principle of squatter sovereignty in New Mexico and Utah
22. Personal Liberty Acts were passed in many Northern states to:
 - a. Guarantee greater freedom of speech by anti-slavery leaders
 - b. Enforce the provisions of the Compromise of 1850
 - c. Provide a jury trial for editors of the anti-slavery press
 - d. Make difficult the enforcement of the Fugitive Slave Law

23. Which of these permitted settlers to decide for themselves the question of slavery in a territory?
 - a. Dred Scott decision
 - b. Wilmot Proviso
 - c. Popular Sovereignty
 - d. Missouri Compromise
24. Which of these absorbed most energy and attention in America
 - a. Sectional controversies
 - b. Territorial expansion
 - c. Regulation of business
 - d. Maintenance of the Monroe Doctrine
25. Fundamentally, the doctrine of states' rights as enunciated before the Civil War was the means through which of the following found expressions?
 - a. Manifest destiny
 - b. Sectionalism
 - c. Nationalism
 - d. Free enterprise
26. By 1850 the attitude toward slavery held by most people in Northern states might best be described as:
 - a. Strongly supporting abolition
 - b. Tolerating slavery's existence, but opposing its spread
 - c. Favoring a limited importation of slaves
 - d. Favoring compensated emancipation
27. The Kansas-Nebraska Act in effect provided that:
 - a. The Missouri Compromise be repealed
 - b. Kansas and Nebraska be denied statehood
 - c. Slavery be prohibited in Kansas and Nebraska
 - d. Slavery be permitted in Kansas and Nebraska
28. The status of slavery in the territory of the Louisiana Purchase was not affected by the:
 - a. The Dred Scott decision
 - b. Kansas-Nebraska Act
 - c. Compromise of 1850
 - d. Missouri Compromise

29. Which was a provision of the Kansas-Nebraska Act?
- Kansas was declared a free state
 - The Dred Scott decision was nullified
 - Popular sovereignty was provided for in these two territories
 - The 36° 30' line was extended to the Pacific
30. Which of the following was dealt with in all three of these: the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act?
- Enforcement of the Fugitive Slave Law
 - The interstate slave trade
 - The rights of freed Negroes
 - Status of slavery in the territories
31. The attitude of a typical Chicago financier on the Kansas-Nebraska Bill would probably have been:
- Favorable because rapid settlement of the territory would stimulate business
 - Unfavorable because the extension of slavery into this territory would hurt business
 - Unfavorable because he most likely would have been an Abolitionist
 - Favorable because his home state favored slavery
32. The passage of a homestead law was blocked in Congress by Southern legislators because they believed that:
- Money from the sale of public land would permit tariff reduction
 - It would increase federal indebtedness
 - Settlers from Northern states would quickly claim Western lands
 - Public lands should be the property of the states
33. The fears aroused among anti-slavery Northerners by the enactment of the Kansas-Nebraska Bill were largely groundless because:
- Squatters sovereignty would insure the defeat of the slaveholders in both territories
 - Slavery could never be profitably established there
 - A Supreme Court decision had already legalized slaveholding throughout the land
 - The South merely desired a moral victory

34. Which contains a statement that "...No matter what the decision of the Supreme Court might be on that abstract question, still the right of the people to make a slave territory or a free territory is perfect and complete under the Nebraska Bill?"
- Lecompton Constitution
 - Freeport Doctrine
 - Wilmot Proviso
 - Kansas-Nebraska Act
35. What was the principle established by the Dred Scott decision?
- Congress could abolish slavery in the territories at will
 - Slaves residing in a free state automatically became free
 - The status of slaves could not be changed by national legislation
 - Through squatter sovereignty, the territories had the sole right to determine the status of slavery
36. Which was most popular with the pro-slavery interest?
- Wilmot Proviso
 - Kansas-Nebraska Bill
 - Dred Scott Decision
 - Tallmadge Amendment
37. Which of the following problems concerning slavery was most constantly before Congress prior to 1860?
- Stopping the importation of Negroes
 - The status of Negroes in the territories
 - The complete abolition of slavery
 - The status of Negroes in the Northern states
38. Who opposed slavery because he believed that the United States could not continue permanently divided on the question?
- Jefferson Davis
 - William Lloyd Garrison
 - Abraham Lincoln
 - Andrew Jackson
39. What attitude toward secession did Buchanan take during the critical period preceding Lincoln's inauguration?
- That secession was unconstitutional, but no force should be used to prevent it
 - That secession was constitutional; therefore, no force should be used to prevent it
 - That secession was constitutional, but force should be used to prevent it
 - That secession was unconstitutional, and force should be used to prevent it

40. The best evidence that popular sentiment in the seceding states favored the movement to withdraw from the Union is that:
- a. The secession ordinance was approved by the legislature in each of the seceding states
 - b. In the election of 1860, Breckinridge, the secessionist candidate, carried the South by a 10 to 1 popular vote
 - c. In the states holding referendums, secession was overwhelmingly approved
 - d. There were no serious slave uprisings during the period of the Civil War.

Appendix F

Unit III Test--Civil War

CIVIL WAR

Unit III

1. The action that abolished the Missouri Compromise was:
 - a. The Dred Scott Decision
 - b. The Kansas-Nebraska Act
 - c. John Brown's raid
 - d. The election of 1856.
2. In 1860, the Republican party platform contained a plank advocating:
 - a. The abolition of slavery
 - b. Stopping the further expansion of slavery
 - c. The abolition of slavery and the granting of civil rights to Negroes
 - d. The abolition of slavery and the granting of both civil and political rights to Negroes.
3. Which was NOT an advantage possessed by the North over the South at the outset of the Civil War?
 - a. A superior transportation system
 - b. Greater financial resources
 - c. Superior military leadership
 - d. Diversified industrial development
4. The chief obstacle to a completely effective blockade of the South during the Civil War was the:
 - a. Control of the Mississippi by the South
 - b. Work of Confederate blockade runners
 - c. Failure of France and Great Britain to cooperate
 - d. Unguarded Texas-Mexico boundary.
5. Throughout the Civil War, probably the most important part of the Union plan of attack was:
 - a. The capture of Vicksburg
 - b. Sherman's march to the sea
 - c. The blockade
 - d. The capture of Richmond
6. During the Civil War perhaps the principal advantage of the South lay in:
 - a. Her large supply of cotton
 - b. Her better trained army
 - c. Her slave labor
 - d. The fact that she was fighting on her own soil

7. The ruler of which of the following countries was most friendly to the Confederate cause during the Civil War?
 - a. Spain
 - b. Russia
 - c. England
 - d. France
8. The Confederacy financed the war largely by:
 - a. Issuing unsecured paper notes
 - b. Levying a ten per cent tax on exported cotton
 - c. Increasing internal taxes such as excise and income taxes
 - d. Selling bonds in France and Great Britain
9. The states of the "Deep South" seceded when:
 - a. Fort Sumter was attacked
 - b. John Brown was captured
 - c. Lincoln was elected President
 - d. Dred Scott was freed
10. After fighting broke out between the North and South, President Lincoln's greatest aim was to:
 - a. Free the slaves
 - b. Punish the Southern states
 - c. Restore the Union
 - d. None of these
11. Each of the following was an advantage of the North except:
 - a. A larger population
 - b. More industries
 - c. A superior transportation system
 - d. The ability to fight a defensive war
12. The war plans of the Confederacy suffered a severe blow when:
 - a. Northern leaders decided on four military objectives
 - b. European nations refused to recognize the Confederacy
 - c. Robert E. Lee joined the South
 - d. Lincoln appointed Edwin Stanton as Secretary of War.
13. The battle at Vicksburg was a phase of the North's objective to:
 - a. Blockade the South
 - b. Capture the Mississippi River
 - c. Capture Chattanooga
 - d. Capture the Confederate capital.

14. Experts consider that the turning point of the war was the battle of:
 - a. Vicksburg
 - b. New Orleans
 - c. Chattanooga
 - d. None of these
15. The famous "March to the Sea" was led by:
 - a. Grant
 - b. Sherman
 - c. Pickett
 - d. Brown
16. General Lee made his decision to surrender when:
 - a. His supplies were exhausted
 - b. His army was weaker than ever
 - c. His army was practically surrounded
 - d. None of these
17. Each of the following contributed to the hardships suffered during the war by the people in the South except:
 - a. The blockade
 - b. Loss of manpower
 - c. The Twelfth Amendment
 - d. The many battles fought in the South.
18. The governmental organization established to help former slaves was called the:
 - a. Freedmen's Bureau
 - b. Ku Klux Klan
 - c. Reconstruction Corporation
 - d. Scalawags
19. The man who proposed the Compromise of 1850 was:
 - a. Daniel Webster
 - b. John C. Calhoun
 - c. Henry Clay
 - d. Stephen Douglas
20. Each of the following was a provision of the Compromise of 1850 except:
 - a. Prohibition of slavery north of latitude $36^{\circ} 30'$ in western territories
 - b. Admission of California as a free state
 - c. The slavery question in the Mexican Cession was to be decided by the people
 - d. Passage of a strict Fugitive Slave Law.

21. Popular sovereignty meant that:
 - a. The western territories would become slave states
 - b. The western territories would become free states
 - c. Congress would decide the slavery issue in the territories
 - d. None of these.
22. The man who proposed the idea of popular sovereignty was:
 - a. Abraham Lincoln
 - b. Stephen Douglas
 - c. Henry Clay
 - d. None of these.
23. Immediately after the death of Lincoln, the man who took over as President was:
 - a. John Wilkes Booth
 - b. Andrew Johnson
 - c. Ulysses S. Grant
 - d. Thaddeus Stevens.
24. The amendment which provides that no American citizen should be deprived of the right to vote because of his race or color is the:
 - a. Twelfth
 - b. Thirteenth
 - c. Fourteenth
 - d. Fifteenth.
25. Which was the largest source of income in the financing of the Civil War by the North?
 - a. Sale of bonds
 - b. Increased internal taxation
 - c. Higher tariff rates
 - d. Issue of paper money.
26. After having decided upon its advisability, Lincoln deferred issuing the Emancipation Proclamation until after:
 - a. The border states had given their consent
 - b. The South had rejected compensated emancipation
 - c. Congress had adjourned
 - d. The North had gained a significant victory.
27. Which of the following abolished slavery in the states of Delaware and Kentucky?
 - a. Missouri Compromise
 - b. Emancipation Proclamation
 - c. Thirteenth Amendment
 - d. Wilmot Proviso

- 28.. Which of these results of the Civil War was most generally recognized as one of its objectives in 1861?
- Preservation of the Union
 - Promotion of industry at the expense of agriculture
 - Abolition of slavery
 - Greatly increased authority of the central government.
29. Which caused the greatest loss of capital to the South during the Civil War period?
- Confiscation of land
 - Abolition of slavery
 - Destruction of foreign commerce
 - Destruction of railroads and factories.
30. The Ku Klux Klan, the literacy test, and the "Grandfather clause" had as one common purpose:
- Ridding the South of the carpetbaggers
 - Preventing the Negro from voting
 - Keeping the poor whites under control
 - Preventing trade unions from becoming powerful in the South.
31. Why did the South believe that Great Britain would interfere with an effective blockade of the seceding states by the North?
- The British resented the competition of Northern industrialists
 - Great Britain feared the creation of a powerful navy by the United States
 - Great Britain was committed to a policy of maintaining freedom of the seas
 - The British textile industry needed raw cotton.
32. Which is probably the chief reason why England stopped the building of ships for the Confederacy?
- Exhaustion of Southern funds for such purpose
 - Fear of future American retaliation in kind
 - Belief that the threatening European situation made necessary the augmentation of her own fleet.
 - Growing conviction that the Confederacy would win without British aid.
33. During the first year of the War the position of the Union was greatly strengthened by:
- Gaining control of the Mississippi
 - Capturing the Confederate capital at Richmond
 - Defeating Lee's army at Gettysburg
 - Keeping several border states loyal to the Union.

34. During the Civil War, why was the capture of Chattanooga and Atlanta an important objective of the Union Army?
 - a. They were the most strongly fortified cities in the South
 - b. They were important railroad centers
 - c. They were successively the capitals of the Confederacy
 - d. They were used as bases for sudden attacks on Washington.
35. Which was the most important factor restraining France from recognizing the Confederacy?
 - a. The attitude of England
 - b. The desire to secure American recognition for the new Mexican regime
 - c. Dependence on imports of American wheat
 - d. Belief on the part of Napoleon III that the South could not win
36. Why was the Emancipation Proclamation not issued immediately after the outbreak of the Civil War?
 - a. Such action was unconstitutional prior to the ratification of the Thirteenth Amendment
 - b. Such action might have caused the border states to secede
 - c. Such action was opposed by labor unions, which feared the competition of free Negro labor
 - d. Such action would have resulted in the recognition of the South by France and England
37. What was an important immediate result of the Emancipation Proclamation?
 - a. It increased the number of Negro voters in the North
 - b. It forestalled a British recognition of the Confederacy
 - c. It deprived the Democratic party of its chief political plank
 - d. It increased the hostility of the border states toward the South
38. In the agricultural South, the general effect of the freeing of the slaves was:
 - a. Increased emphasis upon the growing of staples, almost to the exclusion of diversified farming.
 - b. The end of the "reign of King Cotton" as the chief export crop
 - c. Increased dependence upon other sections for foodstuffs
 - d. The division of large plantations into small farms leased to poor whites and Negroes

39. Which of the following major military objectives of the North in the Civil War was the last to be realized?
- a. To capture the Confederate capital
 - b. To establish an effective blockade of the Confederacy
 - c. To gain control of the Mississippi
 - d. To divide the Confederacy in two by a drive from Chattanooga to Atlanta to Savannah.
40. The significance of the Shenandoah Valley during the Civil War is that it:
- a. Was the approach used by Grant to capture Richmond
 - b. Was used repeatedly by the South in raids which threatened Washington
 - c. Linked the eastern and western halves of the Confederacy
 - d. Was the site of the most important north-south railroad controlled by the south.

Appendix G

Post Test

POST-TEST

1. One of the significant results of the Louisiana Purchase was the:
 - a. Precipitation of the Second War with Great Britain
 - b. Wiping out of the national debt
 - c. Control of the Mississippi and its fertile valley by Americans
 - d. Extension of the territory of the United States to the Pacific
2. Under Jefferson, Republican congressmen were willing to vote federal funds to build a national highway into the West because:
 - a. Such a program was contrary to Federalist principles
 - b. They were afraid a too rapid reduction of the national debt would be disadvantageous
 - c. The farmers in this section were mostly Republicans and needed the help
 - d. The national debt having been paid, there was a surplus of money in the treasury.
3. About how much was the territory of the United States increased by the Louisiana Purchase?
 - a. Twenty-five per cent
 - b. Fifty per cent
 - c. One hundred per cent
 - d. Two hundred per cent
4. Which of these was a part of the western boundary of the Louisiana Purchase?
 - a. Appalachian Mountains
 - b. Mississippi River
 - c. Pacific Ocean
 - d. Rocky Mountains
5. What was Jefferson's chief concern in beginning negotiations which led to the purchase of Louisiana?
 - a. To secure a free outlet to the sea for the products of western United States
 - b. To prevent British expansion into the Mississippi valley
 - c. To eliminate France as a colonial power in North America
 - d. To protect American pioneer settlements from Spanish attacks.
6. In the period before the Civil War, New England generally opposed the opening of cheap Western lands because this would:
 - a. Deprive her of her labor supply
 - b. Reduce the market for her goods
 - c. Add to the power of the Southern planters
 - d. Hurt trade with the Pacific coast.

7. New England opposed the liberal sale of public lands because:
 - a. Means of transportation were so poorly developed
 - b. It encouraged foreign immigration
 - c. It created a drain on her labor supply
 - d. The agricultural areas wanted it
8. Before being admitted to the Union, every new state was required to do which of these?
 - a. Frame a constitution
 - b. Pass through the territorial stage of government
 - c. Cede its land to the National Government
 - d. Ratify the National Constitution
9. The United States government sold land very cheaply in order to:
 - a. Get it into private hands so that it could be taxed
 - b. Promote settlement and encourage national growth
 - c. Create business for the railroads
 - d. Prevent over population in the East.
10. As a result of the treaty of 1819 with Spain:
 - a. The United States gained a clear claim to all of Texas
 - b. One rival for the Oregon Territory was eliminated
 - c. The Rio Grande became the northern boundary of Spanish America
 - d. The United States gained control of the mouth of the Mississippi
11. During the administration of Jackson, Westward expansion was encouraged by:
 - a. Grants of free public land to settlers
 - b. Moving eastern Indians to lands west of the Mississippi
 - c. Building new federal roads
 - d. Reducing fares on the railroads.
12. Why did the Southern states attract few immigrants during the period previous to the Civil War?
 - a. These states had stricter immigration laws than the Northern states
 - b. Transportation facilities to this region were undeveloped
 - c. Free labor could not compete with slave labor
 - d. Most of the immigrants of this period wished to become wage earners rather than farmers

13. Why did the South fail to develop industrially before the Civil War?
 - a. The plantation system produced little liquid capital for investment purposes
 - b. Most of the South's surplus capital was invested in the North, where it yielded larger returns
 - c. Sources of raw materials were located too far from sources of power to be utilized profitably
 - d. England refused to buy raw cotton unless the South purchased her finished products
14. Which of the following provided for abolishing the importation of slaves into the United States?
 - a. Emancipation Proclamation
 - b. Section IX, United States Constitution
 - c. Thirteenth Amendment
 - d. Wilmot Proviso
15. In the period following the War of 1812, the internal slave trade increased rapidly because:
 - a. The price of slaves imported from Africa was too high
 - b. Mexico introduced slavery after its revolt from Spain
 - c. There was a great demand for labor in the cotton belt and a surplus of slaves in the tobacco region
 - d. Eastern planters preferred to sell their slaves rather than suffer loss if Congress should vote emancipation
16. The poor white Southerners who supported the slaveholding interests did so chiefly because:
 - a. Even non-slaveholders could hire slaves cheaply
 - b. The slaves provided a consuming class to use the corn meal and pork raised by the white farmers
 - c. They were afraid of slave uprisings and a Negro-dominated social system
 - d. They believed that slavery was required by the Christian religion
17. By 1824 the South was opposed to a protective tariff on the grounds that:
 - a. Foreign manufacturers would not buy American cotton if they could sell goods in America
 - b. The rates on exported cotton were unreasonably high
 - c. The Constitution did not clearly grant Congress the right to enact tariff laws.
 - d. Such legislation would raise the price of slaves to the point where importation would be unprofitable

18. South Carolina won a partial victory in the nullification controversy of 1832-33 in that:
 - a. Her spokesman, Calhoun, was elected Vice-President in 1832
 - b. The original issue at stake was comprised in her favor
 - c. The compact theory of Federal Union became commonly accepted
 - d. South Carolina's legislature never did repeal the ordinance of secession
19. The South generally opposed the tariffs of 1828 and 1832 because:
 - a. It had developed the states' right theory
 - b. The tariff would increase prices on tools, clothing, and other commodities
 - c. The high rates placed on such staples as cotton and tobacco would ruin the export trade of the South
 - d. Calhoun maintained that Webster and Jackson were plotting to abolish slavery
20. What was the status of the movement for the abolition of slavery in America during the period 1830-40?
 - a. The minority in favor of it were looked upon as dangerous radicals by most people, even in the North
 - b. The movement was so unimportant as to evoke little comment
 - c. The majority of the people in the North favored it, while the majority in the South opposed it
 - d. The majority of the people in the country as a whole favored it
21. Which of these would an Abolitionist have been least likely to use as an argument against slavery?
 - a. That slavery demoralized the South
 - b. That slavery was contrary to the United States Constitution
 - c. That slavery was contrary to the Declaration of Independence
 - d. That slavery was un-Christian
22. Which of these contained a statement to the effect that "neither slavery nor involuntary servitude" should ever exist in any part of the territory to be gained from Mexico by war?
 - a. X. Y. Z. Papers
 - b. Ostend Manifesto
 - c. Wilmot Proviso
 - d. Compromise of 1850

23. The postponement of the final break between North and South from 1850 to 1861 was important because:
 - a. It gave the government a chance to develop a standing army
 - b. In the meantime the North developed a powerful navy
 - c. Railroad construction served to link the economic interests of North and West
 - d. The population of the South was steadily decreasing
24. In the election of 1852 only about five percent of the popular vote was cast for the Free Soil Party. What did this probably indicate?
 - a. Most people preferred to let the slavery question rest
 - b. Slavery was no longer a major national issue
 - c. The Dred Scott decision had settled the question of slavery
 - d. Slave holding was becoming increasingly popular
25. The two divergent interests which finally combined in the formation of the Republican party were the:
 - a. Anti-Nebraska Democrats and the Southern Whigs
 - b. Free-soilers and the free-traders
 - c. Anti-Jackson Democrats and the Northern Whigs
 - d. Free-soilers and the protectionists
26. The best evidence that popular sentiment in the seceding states favored the movement to withdraw from the Union is that:
 - a. The secession ordinance was approved by the legislature in each of the seceding states
 - b. In the election of 1860, Breckinridge, the secessionist candidate carried the South by a 10 to 1 popular vote
 - c. In the states holding referendums, secession was overwhelmingly approved
 - d. There was no serious slave uprising during the period of the Civil War
27. Which factor was most important in making it difficult for the South to secure foreign loans during the Civil War?
 - a. The effectiveness of the Northern blockade
 - b. The refusal of foreign nations to recognize the Confederacy
 - c. The surplus supply of cotton in England
 - d. The decline in the value of Confederate currency
28. In 1861 Southern hopes for an early end to the War were encouraged by:
 - a. The success of the Merrimac (or Virginia) in breaking the Union blockade
 - b. The belief that Northern Democrats would oppose the war effort
 - c. Generous loans from European countries
 - d. Diplomatic difficulties between the Union and Russia over Alaska

29. The financial problems of the Confederacy were complicated by the fact that:
 - a. Their money fluctuated in value with their military fortunes
 - b. Their tax program was a failure
 - c. There was no market for Confederate bonds
 - d. Foreign countries would sell goods only for gold coins.
30. One of the economic results of the Civil War was the:
 - a. Adoption of the first protective tariff
 - b. Creation of a national banking system
 - c. Adoption of the gold standard
 - d. Demand by industrial interests for free trade.
31. On which of these assumptions did Lincoln and Johnson base their power to reconstruct the South?
 - a. That the Southern states had never been out of the Union
 - b. That by secession the Southern states had reverted to the status of territories
 - c. That the Constitution specifically gave the President the right to maintain a republican form of government in each state
 - d. That the Southern states were to be regarded as foreign soil acquired by conquest.
32. An underlying reason for the harsh Reconstruction program adopted by Congress was the fear that the South:
 - a. Was about to rise in revolt
 - b. Would refuse to pay its share of the national debt
 - c. Would unite with the West in opposing the policies of the industrial states of North
 - d. Might prove disloyal in the war which threatened to break out as a result of the French invasion of Mexico.
33. Following the Civil War, the basic reason for congressional opposition to the reconstruction of the South by the President was:
 - a. Fear that an unpunished South might resume hostilities
 - b. Uncertainty as to whether President Johnson favored immediate Negro suffrage throughout the Union
 - c. Disapproval of the expensive relief measures advocated by both Lincoln and Johnson
 - d. Resentment at the leniency shown the South and at the arbitrary exercise of executive power.

34. An important factor which helped the Republican party to remain in power in the decade following the Civil War was the:
- Support given it by the Negro vote
 - Reduction of tariffs
 - Introduction of the Australian ballot
 - Consistent presentation by the Republicans of a sound administrative program.
35. The Fifteenth Amendment provided which of the following rights for all, regardless of race?
- The right to vote
 - The right to be represented in Congress
 - Freedom from slavery.
 - The right to serve on a jury.
36. Which of these, though he occupied the highest position in both civil and military life, was successful only in the latter?
- David G. Farragut
 - Ulysses S. Grant
 - Andrew Jackson
 - George Washington
37. In what respect was the national political situation during the period 1816-1824 similar to that during the period 1864-1874?
- Effective opposition to the political party in power was practically nonexistent.
 - The Presidents represented sectional rather than national interests
 - The control of the executive and legislative departments by opposing parties prevented constructive legislation
 - The legislative department was so powerful that the separation of powers provided in the Constitution did not exist in fact.
38. Which of these means of expressing disapproval of national policies has ceased to be used?
- Popular nullification
 - Threat of secession
 - Contesting the constitutionality of measures in the courts
 - Organization of third parties.
39. The significance of the Lincoln-Douglas debates and the Cooper "Union" speech was that:
- Douglas increased his following
 - Lincoln became nationally known
 - Lincoln and Douglas became bitter enemies
 - Legislation was passed admitting Kansas as a free state.

40. Southern leaders opposed the presidential candidacy of Stephen A. Douglas in 1860 because he:
- a. Favored the exclusion of slavery from the territories
 - b. Had violated the provisions of the Missouri Compromise in his campaign speeches
 - c. Opposed the holdings of popular referendums in the territories to determine the status of slavery
 - d. Was not willing to take the position that Congress should protect slavery in the territories against unfriendly legislation.

Appendix H

Tables

TABLE 3. INTELLIGENCE QUOTIENT, PREVIOUS HISTORY TEST, PRE-TEST, UNIT I TEST, UNIT II TEST, UNIT III TEST, AND POST-TEST RAW SCORES FOR EACH PARTICIPATING PUPIL IN THE CONCEPT-GENERALIZATION APPROACH GROUP

Student Code Number	I. Q.	Prev. Hist. Test	Pre- Test	Unit I Test Total Con.		Unit II Test Total Con.		Unit III Test Total Con.		Post Test
001	102	85	45	32	10	34	8	33	9	34
002	99	70	46	28	8	29	4	30	7	30
003	101	72	37	25	9	24	4	28	5	30
004	129	96	52	30	10	31	8	29	7	35
005	86	68	33	16	3	17	1	19	2	16
006	106	83	46	22	6	23	3	25	4	25
007	100	78	42	21	9	22	5	24	4	24
008	108	86	43	35	10	34	8	35	9	36
009	112	84	50	31	9	34	8	37	10	35
010	128	99	59	37	10	38	10	38	9	37
011	119	90	56	31	10	33	7	34	8	32
012	123	93	59	26	9	24	6	28	7	30
013	125	97	57	33	10	33	7	34	6	36
014	100	76	38	26	6	27	5	30	6	29
015	113	81	43	21	8	24	4	26	5	28
016	92	61	28	20	4	22	3	35	5	26
017	96	72	35	18	5	21	3	20	4	18
018	118	88	45	29	8	33	7	34	8	32
019	121	94	55	30	10	30	8	33	7	31
020	125	96	54	34	10	36	9	39	10	38
021	105	72	40	24	6	30	6	29	7	30
022	91	70	34	27	7	29	6	31	6	28
023	101	72	43	28	5	26	5	30	6	29
024	119	89	46	30	10	33	8	36	9	38
025	114	86	45	33	10	38	9	39	10	35
026	121	89	46	31	10	32	8	34	8	32
027	109	75	33	25	8	28	7	30	8	27
028	82	60	31	22	2	22	4	24	5	20
029	88	62	30	17	0	19	0	18	1	14
030	126	93	51	34	10	40	10	39	10	38
031	122	90	45	30	10	30	6	33	7	32
032	118	87	44	31	9	33	7	36	8	33
033	124	95	53	36	10	37	8	38	9	40
034	106	81	43	28	7	29	4	31	5	29
035	101	78	41	30	6	32	7	34	9	30
036	112	85	43	31	10	35	9	36	9	34
037	117	80	46	24	3	26	8	28	7	24

TABLE 3. (Continued)

Student Code Number	I. Q.	Prev. Hist. Test	Pre- Test	Unit I		Unit II		Unit III		Post Test
				Total	Con.	Total	Con.	Total	Con.	
038	91	68	36	23	2	28	6	29	6	26
039	130	98	58	37	10	33	7	35	8	36
040	106	84	38	32	9	34	7	35	7	32
041	109	80	39	28	7	29	6	31	7	30
042	121	88	44	34	10	33	8	34	8	36
043	115	86	46	32	10	34	10	36	9	35
044	108	72	34	23	7	27	4	29	5	26
045	107	78	42	26	8	25	4	26	6	27
046	111	75	40	20	5	24	3	25	4	28
047	83	60	31	18	3	19	0	20	2	11
048	103	79	45	27	8	30	7	31	5	28
049	114	89	49	34	10	35	9	35	8	34
050	120	91	57	33	10	32	8	34	7	32
051	108	78	42	30	7	33	7	36	9	34
052	96	70	39	20	4	23	3	23	4	19
053	101	71	37	18	5	20	1	22	2	24
054	115	85	86	32	10	34	8	35	9	34
055	104	82	40	31	9	32	7	33	7	33
056	127	95	57	38	10	39	9	39	10	40
057	110	90	48	34	10	35	8	37	9	36
058	85	62	30	23	7	24	3	26	5	28
059	86	58	32	20	4	22	2	25	4	21
060	114	91	50	34	10	33	7	35	7	36
061	129	97	57	39	10	38	10	39	10	40
062	107	83	44	28	7	31	7	34	8	32
063	118	90	49	38	10	36	9	36	9	37
064	117	86	50	34	9	37	8	36	9	36

TABLE 4. INTELLIGENCE QUOTIENT, PREVIOUS HISTORY TEST, PRE-TEST, UNIT I TEST, UNIT II TEST, UNIT III TEST, AND POST-TEST RAW SCORES FOR EACH PARTICIPATING PUPIL IN THE TRADITIONAL APPROACH GROUP

Student Code Number	I. Q.	Prev. Hist. Test	Pre- Test	Unit I Test		Unit II Test		Unit III Test		Post Test
				Total	Con.	Total	Con.	Total	Con.	
101	107	81	46	30	6	31	5	32	5	26
102	82	60	32	18	2	18	0	20	1	13
103	98	76	39	20	4	24	2	25	3	28
104	111	80	43	26	5	26	2	27	5	29
105	100	70	34	21	4	27	3	29	4	25
106	109	86	45	33	7	34	6	35	8	33
107	121	88	44	35	8	33	6	32	6	33
108	108	83	37	30	6	31	7	30	6	29
109	115	81	40	33	7	31	6	32	5	30
110	125	99	56	33	8	35	6	34	7	33
111	92	69	35	23	0	24	3	26	4	25
112	104	82	44	25	2	26	5	27	5	24
113	102	83	41	32	8	32	6	30	5	29
114	110	80	42	28	5	30	5	31	6	29
115	106	79	43	27	4	29	2	30	5	28
116	126	95	58	34	9	36	8	35	8	35
117	115	88	44	31	8	32	6	34	6	30
118	117	89	43	30	8	31	6	32	6	32
119	123	93	50	32	8	33	6	34	7	35
120	86	62	29	16	0	19	0	17	1	10
121	84	60	31	23	1	23	2	21	4	19
122	103	79	34	25	6	26	4	24	3	23
123	120	89	46	30	6	32	6	33	7	31
124	110	74	43	25	6	28	5	29	5	27
125	92	68	34	26	3	28	4	30	4	29
126	102	72	40	27	5	29	5	27	5	28
127	126	97	54	33	9	35	8	37	8	34
128	123	93	56	31	8	34	8	33	6	30
129	120	88	47	30	6	32	6	31	5	30
130	97	70	34	19	4	21	2	18	3	17
131	86	63	27	19	3	22	2	24	4	20
132	107	81	41	22	6	25	2	23	2	26
133	109	77	40	24	4	27	4	25	4	27
134	128	96	58	34	10	35	9	32	6	31
135	123	92	59	30	9	32	6	30	5	29
136	113	91	57	31	9	33	6	34	6	32
137	129	99	58	36	10	38	9	35	7	34
138	112	85	50	31	9	30	5	33	6	30

TABLE 4 (Continued)

Student Code Number	I. Q.	Prev. Hist. Test	Pre- Test	Unit I Test Total Con.		Unit II Test Total. Con.		Unit III Test Total Con.		Post Test
139	114	85	45	32	8	33	6	30	5	29
140	99	78	41	22	7	25	3	23	4	26
141	105	82	47	24	5	26	3	27	5	27
142	92	70	38	18	2	20	2	21	4	19
143	127	96	55	32	10	34	7	31	5	27
144	98	70	40	25	6	27	4	28	4	24
145	92	68	34	26	4	29	3	23	1	20
146	119	87	44	30	8	32	6	30	5	31
147	105	84	42	29	7	32	6	31	6	29
148	125	95	53	34	10	35	7	36	8	33
149	119	89	50	34	9	35	8	34	7	32
150	107	83	44	27	6	30	5	31	5	29
151	126	96	55	34	10	33	7	35	7	34
152	110	90	49	30	7	31	5	32	5	31
153	86	59	32	19	1	20	3	22	4	17
154	91	61	33	18	0	21	2	22	2	19
155	111	89	48	30	8	29	5	31	6	27
156	121	94	56	33	9	34	7	35	7	32
157	106	80	40	30	6	31	6	33	7	29
158	114	84	44	31	8	34	7	35	7	32
159	98	70	36	26	4	28	3	31	6	25

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