Selection, development, and application of a structure of synoptic ideas in senior high school American history
by Robert Wilson Meinhard

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of
Doctor of Education
Montana State University
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Abstract:
This study evolved from the belief that a major need in the improvement of the teaching of high school
American history was the selection of the major organizing or synoptic ideas of American history, to
provide these synoptic ideas with a logical and interlocking structure of supporting ideas, and to make
understanding of these ideas the prime objective of classroom instruction. The need for such a structure
of ideas was strongly indicated by reported criticisms of the teaching of American history. Several
social studies educators advocated the organization of the social studies around important ideas, but
little had been done in this respect for American history. Studies in learning indicated strong support
for the organization of the material to be used into logical and meaningful structures of ideas for the
most effective and lasting learning to take place.

A tentative structure of synoptic ideas was developed following a review of literature and a survey of
college professors of American history for synoptic ideas. This tentative structure was submitted to a
panel for critical evaluation.

The panel gave the structure a general rating of "very good" to "excellent." It was concluded that with
certain revisions the structure would be acceptable as a guide for the senior high school American
history course.

Revisions were made in the tentative structure, and a final structural model was developed. This
structure was composed of a hierarchy of synoptic ideas. At the apex was the course synoptic idea, and
in descending order were seven unit, 44 major, and 185 minor synoptic ideas.

Suggestions for the application of the structure of synoptic ideas in the classroom were then presented.
Suggested basic guidelines for teaching the synoptic ideas were established; an example of the
structure of the daily lesson plan was developed; and suggestions for the development of understanding
of synoptic ideas through reading, reflective and critical thinking, and testing were made.
SELECTION, DEVELOPMENT, AND APPLICATION OF A STRUCTURE OF SYNOPTIC IDEAS IN SENIOR HIGH SCHOOL AMERICAN HISTORY

by

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

Doctor of Education

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Bozeman, Montana

June, 1967
ACKNOWLEDGMENT

The writer wishes to acknowledge his appreciation to the many people who gave assistance and advice in the preparation and writing of this dissertation. He is grateful for the assistance he received from professors of American history who suggested topics and ideas to be taught and to the professors of American history, high school teachers of American history, and social studies educators who served on the evaluation panel.

He would like to thank the following for their advice and assistance: Dr. Milford Franks, his advisor, Dr. Alton B. Oviatt, Dr. John Picton, Dr. Merrill G. Burlingame, and especially his wife, Iris, for her years of encouragement and help in this endeavor.

R.W.M.
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This study evolved from the belief that a major need in the improvement of the teaching of high school American history was the selection of the major organizing or synoptic ideas of American history, to provide these synoptic ideas with a logical and interlocking structure of supporting ideas, and to make understanding of these ideas the prime objective of classroom instruction. The need for such a structure of ideas was strongly indicated by reported criticisms of the teaching of American history. Several social studies educators advocated the organization of the social studies around important ideas, but little had been done in this respect for American history. Studies in learning indicated strong support for the organization of the material to be used into logical and meaningful structures of ideas for the most effective and lasting learning to take place.

A tentative structure of synoptic ideas was developed following a review of literature and a survey of college professors of American history for synoptic ideas. This tentative structure was submitted to a panel for critical evaluation. The panel gave the structure a general rating of "very good" to "excellent." It was concluded that with certain revisions the structure would be acceptable as a guide for the senior high school American history course.

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Suggestions for the application of the structure of synoptic ideas in the classroom were then presented. Suggested basic guidelines for teaching the synoptic ideas were established; an example of the structure of the daily lesson plan was developed; and suggestions for the development of understanding of synoptic ideas through reading, reflective and critical thinking, and testing were made.
CHAPTER I
INTRODUCTION

From the ancient Greek philosophers until today, the chief aim of education has often been declared to be the making of a good citizen. The Greek philosophers stated that the end of education was "man as a rational master of himself and of his environment, so far as this is possible is therefore the goal of the good life, the good society, and the good school."¹ A recent exposition of the aims of education, The Harvard University report, General Education in a Free Society, declared that "Education seeks to do two things: help young people fulfill their unique function in life, which is in them to fulfill, and to fit them, so far as it can, for those common spheres which, as citizens and heirs of a joint culture, they will share with others."²

Americans today live in a time of change and crisis. They live in a nation and world confronted with diverse and complex problems, such as preserving peace, population explosion, rising national states, space exploration, industrial-urban revolution, and the Civil Rights Movement. If the aim of education is the making of a good citizen and ultimately

¹Burns, Hobart W. and Brauner, Charles J., editors, Philosophy of Education: Essays and Commentaries, p. 254.
²Harvard University, General Education in a Free Society, p. 77.
the good society, the challenge to American education is great, particularly to the social studies, as this area constitutes one of the basic subject areas of the American educational system and is an area that is specifically charged with the task of producing a good citizen.

During the past ten years, American education, its methods and goals, has been subjected to much critical examination, resulting in many studies and curriculum projects being launched and completed. This, in turn, has resulted in significant reforms taking place in certain subject areas, particularly science and mathematics. After some delay, this reform movement reached the social studies with numerous curriculum projects being inaugurated, the major one being Project Social Studies, sponsored by the United States Office of Education.

If a major portion of the responsibility for the development of the good citizen rests upon the social studies area, then, of the social studies, American history must assume a major part of this responsibility. American history is taught at three levels in the American schools: elementary, junior high, and senior high school. It is a part of the curriculum by the force of law, and it may be said with some certainty that every student who graduates from a high school in the United States has had a high school course in American
Although American history occupies a prominent place in the curriculum, and almost every student takes it three times before he graduates from high school, there is much discontent with the present course. A goodly number of teachers and educators have expressed dissatisfaction with the present teaching of American history. There are three principle criticisms of the present course: (1) it is fact oriented, (2) there is too much to teach, and (3) it does not prepare students for their roles as citizens. The course is often fact oriented, and a catechistic approach is used by the teacher to have the students master a long list of unrelated facts that lead to nowhere and to examine the students on these facts, which are then promptly forgotten by the students. This has been termed by Arnold Toynbee as the "one damn thing after another school

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of history." The course suffers from trying to cover too much material in too short a time. There has been a very rapid proliferation of new material to be covered without any corresponding elimination of material which is no longer important or relevant. A common complaint of the average classroom teacher of American history is that he doesn't have time to finish the course. This often results in hurried and superficial coverage or omission of the most significant and relevant period of American history. The course does not fulfill its stated objective of preparing students for their role as good citizens in today's and tomorrow's nation and world. This is a result of the emphasis upon unrelated facts and unimportant and irrelevant material. If American history is to count in the lives of students it must impart to them, and they must retain, understandings which will be useful to them in fulfilling their role as good citizens.

The extensive criticisms of the teaching of American history, and the investigator's own dissatisfaction, stemming from his experience as a teacher of American history, resulted in the conviction that the course was not adequately preparing students for their role as citizens of 20th century United States. Therefore, the investigator believed that the most

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5 Brown, W. Burke, United States History: A Bridge to the World of Ideas, p. 3.
pressing need for improvement of the teaching of high school American history was the selection of the most important synoptic ideas of American history, organizing them into a logical structure, and making them the goals of instruction.

Statement of the Problem

This study was composed of four phases:

1. To review the literature in regard to the problems of teaching American history and the need for the development of a structure of synoptic ideas

2. To create a hierarchical structure of synoptic ideas for the senior high school American history course

3. To evaluate this structure by submitting it to a panel of teachers, educators, and college professors for evaluation

4. To develop suggested procedures for the application of synoptic ideas in the classroom.

Procedures

In order to select, structure, and evaluate the synoptic ideas, the following procedures were used.

The literature was reviewed in order to determine (1) the problems of teaching American history, (2) the views of social studies educators regarding the need for structure, and (3) the implications of studies of learning for development and application of structure in the high school American history course.
The major themes and major synoptic ideas were identified by (1) reviewing pertinent literature, which included high school and college American history textbooks and guides for curriculum development in American history; (2) replies from college professors of history listing the ten or so most important topics and ideas to be developed in the high school American history course. These ideas were written on filing cards and filed by topics.

From this file of themes and major ideas, a tentative structure of synoptic ideas for the high school American history course was made. This structure consisted of one synoptic idea for the course, seven unit ideas, 45 major ideas, and 197 supporting ideas.

The top portion of this tentative structure, consisting of the synoptic idea for the course, the seven unit ideas, and the 45 major ideas, was then submitted to a panel, composed of college professors of history, social studies educators, and high school teachers of American history, for their critical review and evaluation of this portion of the structure. Each of the ideas was evaluated by using a numerical scale of one to five, with one being the lowest rating and five the highest.

Referring to the literature of social studies education, educational psychology, and based upon the investigator's own experience as a teacher of high school American history, suggested guidelines for the application of the synoptic ideas,
including the development of the structure of the daily lesson plan and suggested procedures for developing understanding, were presented.

Limitations

Because American history must be classified as one of the humanities and not as a social science, the synoptic ideas must be regarded as tentative and not as final or absolute truths.

Because it was believed that the structure of synoptic ideas for the senior high school American history course should differ in important aspects from the junior high school course, this structure was specifically created for the senior high school course.

As there have been studies made identifying the broad generalizations of the social studies, and because of the belief that the major need was to assist the teacher with the practical problem of how best to present the material of American history, it was intended that the structure of synoptic ideas be confined to the organization of the content or subject matter of American history—not for the development of an interdisciplinary structure of generalizations for the social studies field.
Definitions

As two terms, synoptic ideas and structure of synoptic ideas, were coined by the writer for this study, it is necessary that they be defined.

1. Synoptic Idea. It is an organizing or thematic idea, one that presents a general or total view of the subject matter.

2. Structure of Synoptic Ideas. It is an organized and logical framework of interlocking ideas that forms a hierarchy of ideas, each resting upon a foundation of supporting ideas. There are four levels of synoptic ideas in the structure of synoptic ideas. At the apex of the structure is the course synoptic idea, and in descending order the unit synoptic ideas, major synoptic ideas, and supporting synoptic ideas.

The belief that there was a need for a structure of synoptic ideas in American history led to this study. To substantiate this belief, a review of literature was made to determine (1) the principle criticisms of the teaching of American history, (2) the recommendations of social studies educators for the teaching of American history, and (3) the implications of studies of learning for the development and application of a structure of synoptic ideas in American history. These findings are presented next.
CHAPTER II
THE REPORTED NEED FOR A COURSE STRUCTURE OF SYNOPTIC IDEAS

To establish the need for the development and use of a structure of synoptic ideas in the high school American history course, the rationale for this study was developed by an examination of the literature pertinent to (1) the reported criticisms of the present American history course relative to the development and use of structured ideas in American history, (2) the need for development and use of structured ideas in the social studies as indicated by social studies educators, and (3) studies in learning relative to the problems of teaching American history and the need for the development and use of structure. These findings are presented in the following sections.

Current Criticisms of American History Teaching

It is apparent from the review of literature that there has been and is much dissatisfaction with the high school American history course. The criticisms most often encountered were that the course (1) is fact oriented, (2) is repetitious of the elementary and junior high school courses, (3) is disliked by the students, (4) is not relevant or meaningful for the students, (5) results in poor retention of important facts, and (6) lacks organization or synthesis of the material to be covered.
The course is fact oriented. The first criticism, that the course is fact oriented, was frequently made; the critics charged that the course is merely an exercise in the accumulation of a large body of isolated and unrelated facts for the purpose of answering test items for the sole purpose of evaluating the students' retention of these isolated and meaningless facts. Gross and Rundell claimed that the present American history course teaches the facts of American history as prime ends in themselves. Gross and Badger, in a statement of the major criticisms of American history, declared that interest in American history has been stifled by the catalogic names, dates, and events taught as prime ends without regard for the selection of relevant material and organization of this material into meaningful structures.

This criticism, that the course is fact oriented, was extended to American history texts, and Rogers and Muessig, in a call for a revolution in social studies texts, declared

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that most texts are merely an accumulation of names, dates, figures, products, places, and terms, without their leading to any understanding. This contention was supported by Palmer who declared, "Our present study indicates that when a historian writes textbooks, he includes relatively few significant generalizations that are crucial to the explanation process."\(^5\)

There is also evidence that high school teachers of American history misunderstand the purpose or end of the course. A study by Gross,\(^6\) in which teachers were asked to list the main objectives of the course, found the second most frequently listed objective to be the "knowledge of essential facts of United States History." Gross decried this pursuit of facts as the aim of American history teaching, while Daniels declared that the effect of this on the student is that it "gives him only the numbing dullness of meaningless facts."\(^7\)

Repetitious of previous courses. The second major criticism was that the course was often just a repetition of the junior high course, and that once again the students are led over the same dreary and fruitless route of memorizing the

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\(^7\) Daniels, Robert V., *Studying History How and Why*, p. 32.
same unrelated and meaningless details. Fishwick declared that, "...students are taken across the frozen landscape three times. The only difference is that with each trip more detail is added. No synthesis is given or expected." This was referred to by Brown as "a senseless and patternless repetition." Rundell and Gross and Badger also added their voices to this denunciation of the excessive overlap between the high school, junior high, and elementary courses.

Course is disliked by students. The third criticism, dislike of the course by the students, stems directly from the previously mentioned criticisms. Brown pointed out that the "senseless and patternless repetition" of the history of the United States in grades three, five, and eight was a possible reason for this dislike of history by the students. A study by Curry and Hughes showed that social studies was rated fourth of five subject areas by students of the Waco, Texas,

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10 Rundell, loc. cit.
11 Gross and Badger, loc. cit.
12 Brown, loc. cit.
public schools when they were requested to list their best liked subject.

The course is not meaningful or relevant. The fourth criticism was that much of what is taught is not meaningful or relevant for the students. This probably results from the emphasis upon unrelated and unstructured facts and details. Details, facts, and isolated events have little meaning by themselves and, consequently, have little transfer value. Palmer stated that for adequate transfer of the knowledge of history to today's world a student needs generalized knowledge of history, and he questioned whether history as taught at the present time does this. He declared, "An endless succession of sense perceptions would be maddening, incomprehensible confusion if we did not create generalized categories or concepts permitting us to order some of these perceptions."  

Poor retention of material taught. The emphasis upon facts, repetition of previous material, and lack of relevance results in the fifth criticism, poor retention of the material taught, as students best retain material which is interesting.

14 Palmer, loc. cit.
15 Ibid., p. 83.
and meaningful to them. Brown and Gross both claimed that, in spite of the three cycles of American history, the vast majority of students show little evidence of any substantial retention of the basic facts and details of American history.

The course lacks organization or synthesis. These five reported criticisms led to the sixth, that the course lacks organization around important ideas or concepts. Therefore, a major need is to identify these important organizing ideas and provide each of them with a well developed and logical structure of supporting ideas and facts. Both courses and textbooks should be organized around important ideas or concepts and generalizations, and these important ideas should be taught in some depth. There is too much to teach, and Strayer concluded that there never could be enough time to teach all the facts; therefore, a choice must be made of a few

17 Brown, loc. cit.
18 "What's Wrong With History?" op. cit., p. 157.
19 Rogers and Muessig, op. cit., p. 49; Daniels, op. cit., pp. 37 and 67.
important landmarks, or points of reference, which a student can use. Palmer,\textsuperscript{22} Fishwick,\textsuperscript{23} and Haefner\textsuperscript{24} each urged that the synthesis or organization of American history around significant ideas was necessary for the improvement of the course.

There was found to be much criticism of the present teaching of American history. The criticisms most often voiced were that the course (1) has been fact oriented, (2) is repetitious, (3) is disliked, (4) is not relevant, (5) results in poor retention, and (6) lacks organization around ideas. It was evident from these criticisms that a major need was for the organization of the course around a structure of important ideas or concepts. There was considerable indication of this need by social studies educators.

Need for Structure Indicated by Social Studies Educators

Many social studies educators have been aware of the need for structure and meaningful organization of the American history course. In 1944 the report, \textit{American History in}

\textsuperscript{22}Palmer, \textit{loc. cit.}


Schools and Colleges, directed by Wesley, denounced the emphasis upon mere knowledge of the facts and details of history and called for teaching in American history that would emphasize understanding and insight.

The teacher, to be effective, must have ideas around which she organizes her facts. These ideas, not the facts, then become the goals of instruction. Lewenstein pointed out that there is a dynamic interaction between facts and ideas. Facts without organizing ideas have no significance, and ideas without a foundation of supporting ideas and facts have little meaning.

The significance of ideas or concepts and generalizations lies in their being the bridge to effective thinking. Facts are relatively meaningless until organized into a logical and meaningful structure. This was indicated by several social studies educators. Johnson argued that we can only sense facts and percepts, but to think we must have and use generalizations and concepts. Brown agreed that there was


26 Lewenstein, Morris B., Teaching Social Studies in Junior and Senior High School, pp. 111-146.

27 Johnson, Earl S., Theory and Practice of the Social Studies, p. 293.

28 Brown, W. Burlie, United States History: A Bridge to the World of Ideas, p. 7.
a necessity to impose some kind of order on phenomena for understanding. Baker suggested the creation of structural models for history around which facts could be organized. Without such a structural model the student "misses the forest for the trees." Daniels declared that "thought about history would be impossible were it not for generalizations that group infinite bits of information into simple notions the mind can work with. All learning of history is learning about generalizations." 

Social studies educators emphasized the importance of organizing ideas for effective learning and transfer of learning. Diamond, in describing a facts-generalization system of teaching, gave three reasons for the importance of generalizations in learning: "(1) Learning remains piecemeal unless pupils generalize from facts, (2) forgetting of facts is more rapid than forgetting generalizations, and (3) having a generalization in mind contributes to the acquisition of useful facts." Cartwright stated that history makes contributions

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30 Daniels, op. cit., p. 37.


to citizenship, not through emphasizing names and dates, but through mastery of concepts and generalizations; while Rundell,\textsuperscript{33} recognizing that patterns of history do not follow scientific laws, agreed that it is a very helpful teaching device to trace as many unifying patterns as possible so as to organize the vast body of historical knowledge into some semblance of order.

Recent projects and trends in reform of the social studies curriculum indicate a strong emphasis upon the development of some kind of structure for each of the disciplines. Stanford University sponsored a project, which reached its climax in 1958-1960, that attempted to identify the major generalizations from the social sciences for the social studies program.\textsuperscript{34} The California State Department of Education State Central Committee on the Social Studies issued a report which contained the major generalizations from the social sciences which were to serve as the large central ideas around which learning in the social studies was to be organized and made

\textsuperscript{33} Rundell, Walter, Jr., \textit{op. cit.}, pp. 521-524.

meaningful. In a report on the progress of Project Social Studies of the United States Office of Education, stated that with the single exception of the project at Harvard University, each of the major project centers seeks to identify the structure of the social science discipline or to identify the major concepts to be taught in each subject area.

At the time of the writing of this dissertation, little had been done that provided any systematic structure of important ideas for American history. Two studies had been made that attempted to identify important concepts and generalizations for American history. One of these studies was for the elementary course. Weaver, in a survey of eight college textbooks of American history, formulated a list of 191 generalizations which was then submitted to a jury for evaluation. Following this evaluation, Weaver selected 104 of these generalizations as basic for the elementary social studies program.

35 Massialas, Byron G.; and Kazamias, Andreas M., Crucial Issues in the Teaching of Social Studies, p. 58.


Devitt, in 1957 survey of textbooks, compiled a list of 938 concepts of American history. These concepts were submitted to a panel composed of educators and high school and college teachers of American history. These concepts were then grouped under nine topics and in ascending order according to the rating given them by the panel. Devitt's concepts varied from simple statements of fact, such as "Columbus discovered America in 1492," to statements of broad synthesis, such as "Between the Civil War and the end of the nineteenth century the United States was transformed from a predominantly agricultural nation with relatively small scale industries to the leading industrial nation of the world." The organization of these concepts was not carried any farther than grouping them according to nine basic topics.

It was revealed by the review of literature that many social studies educators believed that an important need in the improvement of the teaching of American history was the organization of the facts and details of the course around important ideas or generalizations which would provide the necessary tools for thinking. Recent projects and studies have placed emphasis upon the development of structure in the social studies. Little had been done to develop a structure of

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organizing ideas for American history. The literature of learning was now reviewed to discover if there was support among learning authorities for the development of a structure of organizing ideas.

Implications of Studies in Learning For a Structure of Synoptic Ideas

The search of literature revealed considerable agreement among authorities in the field of educational psychology that for effective learning to take place there must be the logical organization of the material to be learned around concepts, ideas, and generalizations.

The concept of structure in learning stems from gestalt psychology. The basic tenet of gestalt psychology is that the way in which something is perceived is determined by the total context or configuration in which the object is bedded.\(^{39}\) Therefore, the emphasis in teaching will be upon whole systems of knowledge in which there is a dynamic relationship of the parts to each other and to the whole system, the parts deriving their meaning from being a part of the total structure. Essential for effective learning is perception of the total

structure, 40 without which there can be no understanding.

A current leading proponent of this theory of learning is Jerome Bruner. Bruner's major thesis is that essential to effective learning is the acquisition by the student of a concept of the basic structure of the subject area being studied. This, in turn, will give the student the "big picture," and thus he will perceive how the parts of the subject area are related. 41 Structure brings order out of the "chaos of disconnected observations," 42 aids in faster and more effective learning, 43 results in better retention, 44 and is most essential for effective transfer of learning. 45 Bruner declared that in history the sense of tragedy and triumph is as important as the sense of the structure of matter achieved through the study of physics. 46

Considerable agreement with Bruner's thesis was discerned among learning authorities. Hullfish and Smith, two philosophers in their influential work, Reflective Thinking:

40 Hilgard, Ernest R., Theories of Learning, p. 252.
44 Ibid., p. 24.
46 Ibid., p. 10.
The Method of Education, stated that there must be "a continual emphasis upon meaning, rather than fact, a concern for relatedness of fact, event, and meaning in opposition to the dreary pursuit of isolated items of information." The main object of teaching is to cause patterns of meaning to be organized. Wertheimer emphasized that thinking consists of seeing or realizing the structural requirements of a learning situation; therefore, the emphasis should be upon looking for the basic structure rather than piecemeal truth.

There was further agreement among psychologists that facts by themselves are useless. Fromm pointed out that more and more information will not necessarily lead to a knowledge of truth but can actually become a burden to understanding. Destruction of the structuralized picture of knowledge can destroy the ability to think critically and result in each fact becoming "just another fact without any further significance."

The importance of the development and use of structure

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48 Ibid., p. 185.
49 Wertheimer, Max, Productive Thinking, pp. 235-236.
51 Ibid., p. 250.
of significant ideas for effective learning was emphasized by Woodruff in a statement of the basic steps a teacher must follow for the most effective teaching. The teacher must (1) identify the important ideas a child should learn, (2) structure these important ideas with appropriate supporting ideas or concepts, and (3) build lesson plans around these basic ideas and concepts, which range from a single course objective down to a specific objective for one day's lesson. Learning will thus move cumulatively toward the major objectives, understanding of ideas.

A survey of several textbooks in educational psychology found general agreement among these authorities on the importance of structure in learning. These authors emphasized the following basic principles of learning that are relative to the development and use of structure: (1) emphasis in teaching should be upon ideas or concepts, generalizations, and not facts or details; (2) there is need for the development of a supporting structure of ideas or concepts for the

52 Woodruff, Asahel D., Basic Concepts of Teaching, p. 49.

53 Cronbach, Lee J., Educational Psychology, pp. 256-258 and 306-308; Hilgard, Ernest, Theories of Learning, p. 486; Guilford, J. P., Personality, p. 363; McDonald, Frederick J., Educational Psychology, p. 194; Seago, Mae, A Teacher's Guide to the Learning Process, pp. 127-133 and 233; Sawrey, James M., and Telford, Charles W., Educational Psychology, pp. 115-123 and 183; Skinner, Charles E., Educational Psychology, pp. 291 and 566; Townshend, Edward, and Burke, Paul, Learning for Teachers, pp. 128-129 and 136.
major ideas and generalizations; (3) learning is primarily the process of organizing; and (4) meaningful material (ideas, concepts, and generalizations) will be learned more readily, retained longer, and transferred more easily than facts or isolated details.

Several experimental studies have been made which provide evidence for support of these principles. Cofer 54 made a study in which he concluded that concepts or ideas are acquired faster and retained longer than verbal passages. Katona 55 showed that knowledge of the principle involved in learning resulted in longer retention and greater transfer. Tyler's 56 study furnished evidence that in college biology classes knowledge of principles and generalizations is more likely to be retained longer than knowledge of less meaningful material, such as terminology.

Two studies relative to the social studies also indicate that teaching of ideas in the social studies results in better learning. Jones 57 in an experiment with a fifth grade


56 McDonald, op. cit., pp. 192-194.

social studies class, found evidence that children taught with a "main ideas" approach scored significantly higher on knowledge of concepts than did the "problems" approach group. Dodge,\(^\text{58}\) in a recent study comparing the effects of a "concept-generalization" approach with a "fact oriented" approach, found that the "concept-generalization" approach group scored significantly higher in achievement than the "fact oriented" approach group on a concept type test. He found that there was no significant difference between the two groups in performance on a factual type test.

Two philosophers of education, A. N. Whitehead and Philip Phenix, have provided excellent summaries of the significance of structure and synthesis for education. Whitehead\(^\text{59}\) declared that the aim of education was to impart to students a sense of the power, beauty, and structure of ideas, "an eye for the whole chessboard." He advised that these ideas should be few and important and that they should be taught thoroughly. The child should use these important ideas in every possible combination until they become his own and he thoroughly understands their application. These ideas must be useful and practical, for ideas disconnected from reality are harmful or


useless. The object of education, whether for the daily lesson or for the entire course, should be a synthesis of the material or development of a generalization. Whitehead asserted that the curves of history are more important than the knowledge of detail.

Order must be brought to disconnected bits of information, for without some structure or order there is chaos. Philip Phenix, a contemporary philosopher, stated that "some kind of radical simplification is essential if mankind is not to be smothered by the endlessly multiplying mass of things to be known and done," 60 and that our experience becomes intelligible only through the formation of concepts. 61 "History," he declared, "has meaning only to the extent that what happens can be seen as some kind of order or pattern. Meaning is connectedness, lawfulness, regularity, structure. The historian who presents merely a chronicle denies meaning, because he fails to discern any connection between events." 62

There was found to be considerable agreement among learning authorities that for effective learning and thinking there must be organization of courses around important ideas.


61 Ibid., p. 161.

62 Phenix, Philip, Philosophy of Education, p. 400.
Ideas will be learned more easily and transferred more readily than isolated facts. There was found support for these contentions from experimental studies.

Summary

The review of literature revealed considerable dissatisfaction with the present American history course. The following criticisms were frequently voiced: the course is (1) fact oriented, (2) repetitious of previous courses, (3) disliked by students, (4) not relevant or meaningful in the lives of students, (5) not conducive to retention of essential facts, (6) lacking organization or logical structure around significant ideas or concepts.

Several social studies educators, cognizant of the problems of teaching history, urged that the teacher organize his work around basic ideas or concepts and teach for understanding of these ideas. It was recommended by these educators that the emphasis be upon the logical structure of ideas in history and that learning can take place only with understanding of major ideas, concepts, and generalizations. Organization of structure is the means of bringing order out of chaos and making the history course effective as a means of developing good citizens.

Recent social studies curriculum studies and projects
indicated a definite trend towards development of structure for the social studies courses. In Project Social Studies, all but one of the major projects was trying to develop structure or identify basic concepts for the various areas.

Two studies, by Devitt and Weaver, attempted to identify basic concepts and generalizations for American history, but they did not attempt to organize these concepts into a developed structure.

There was general agreement among educational psychologists pertaining to the following principles of learning relative to the development and use of a structure of ideas in the classroom: (1) the need for organizing learning material into logical and meaningful structures, (2) the corresponding need to emphasize ideas instead of facts in the classroom, and (3) organized and meaningful material is learned more readily, retained longer, and transferred more easily. Several experimental studies have been made which support these principles. Dodge found that a "concept-generalization" approach resulted in significantly better achievement on understanding of concepts than a "fact oriented" approach.

Whitehead and Phenix affirmed that the goal of education must be the synthesis or generalization of knowledge. History has meaning only as it is seen as order or pattern.

From the review of literature, much dissatisfaction with the present teaching of high school American history was
discerned. Teachers, educators, and educational psychologists were in agreement that, for meaningful teaching of American history, organizing ideas must be identified and made the focal point of classroom instruction. The next phase of this study was to identify the important ideas, which are referred to as "synoptic ideas," "major generalization," or "organizing ideas," for senior high school American history. The procedures for the selection of the course and unit synoptic ideas and the evaluation of this structure is presented next.
CHAPTER III

SELECTION, STRUCTURAL DEVELOPMENT, AND EVALUATION OF THE SYNOPTIC IDEAS

The survey of literature in Chapter II indicated that a major need in the improvement of the teaching of American history was the development of a structure of ideas which would be the goal of instruction. Therefore, the primary objective of this study was to create a structure of synoptic ideas for the senior high school American history course.

The steps followed in the selection, development, and evaluation of the synoptic ideas were:

1. The establishment of certain basic guidelines for the selection of synoptic ideas

2. A survey of college professors of history for synoptic ideas

3. A review of textbooks and other literature for synoptic ideas

4. The creation of a tentative structure of synoptic ideas

5. The evaluation of the tentative structure by a panel.

These procedures and the results are explained in the following sections: (1) selection of the synoptic ideas, (2) structural development of the unit synoptic ideas, and (3) evaluation of the tentative structure.

The Selection of the Synoptic Ideas

For the purpose of finding and selecting the synoptic
ideas (1) a set of basic guidelines was established, (2) a survey of college professors of American history was made, and (3) textbooks and other literature was reviewed.

Criteria for Selection and development of the structure.

On the basis of his reading of the literature on the aims and objectives of American history and his experience as a teacher of high school American history, the author selected the following criteria to serve as a guide in the selection of the synoptic ideas for high school American history:

1. The purpose of history is to produce a good citizen.
2. The senior high school student has had American history in the elementary grades and junior high school.
3. The teacher of American history cannot cover in one year everything in American history.
4. The material selected for coverage should be that which is most relevant and meaningful.

It is the belief of the investigator that the general purpose of American history is to produce a citizen of a democracy who will seek the greatest good for himself and society and will operate in a rational manner in accordance with the highest values. This citizen of a democracy should (1) know good and be able to achieve good, (2) be able to balance liberty with loyalty, (3) understand today's world and its problems, (4) have an appreciation of our American heritage, and

1See Appendix A for a complete statement by the investigator of the aims of American history.
(5) think in a rational manner regarding public problems.

The senior high school student has had a one year survey course in American history in the junior high school and some exposure to American history in the elementary grades; therefore, it was assumed that the senior high school student has a basic foundation of general knowledge of American history and that it is not necessary to conduct another comprehensive survey of American history. The senior high school course should be for depth study of topics already introduced in junior high school. The senior high school student has had considerable exposure in the elementary and junior high school courses to the colonial and early national eras; therefore, the emphasis in senior high school should be upon the post Civil War era.

The teacher of American history should not try to cover everything in American history. There is too much to cover in one year, and any attempt to run the gamut of American history from Columbus to the Great Society will result in very superficial and meaningless coverage. The teacher must choose what is most important for the students to know and teach this material thoroughly.

The teacher must choose material that is most relevant and meaningful for the students in fulfilling their role as citizens of a democratic society. If history is to play an important part in the lives of students, it must be in contact
with reality. History must make the problems students face somewhat more understandable and furnish clues to their solution. Whitehead, in The Aims of Education, emphasized that ideas must be in contact with reality or be useful. "Beware," he declared, "of inert ideas."² Bruner, in supporting this, stated that students should have knowledge of the past which can be "used in experiencing the present and aspiring to the future."³

Sources of the synoptic ideas. Two principal sources were used to obtain synoptic ideas: (1) a survey of college professors of American history, and (2) a review of textbooks and other literature of American history.

A letter was sent to college professors teaching the survey course in American history asking them to list the most important topics that should be taught in high school American history and to state for each of these topics the most important idea to be taught. A sample structure was included with a sheet for their responses.⁴ Seventeen replies were received in which the respondents completed the reply forms by listing what they believed to be the most important topics in American

³Bruner, Jerome, On Knowing, p. 122
⁴See Appendix B.
⁵See Appendix B.
history and the synoptic ideas for each topic. Four others wrote letters and made suggestions for obtaining ideas. These replies came from fourteen different states and represented both large universities and smaller liberal arts colleges. These ideas were then written on filing cards and filed according to the seven basic topics around which American history is often organized. (See page 37 for these topics.)

Some of the college professors of American history wrote letters commenting on the project. Two, although they agreed with the objectives of the project, took exception to the use of the phrase, "to help students make adjustment to today's world," which was in the cover letter. They declared that they did not believe the purpose of history was to help students "adjust" to today's world. The writer agreed with these professors that the purpose of history is not to enable the student to adjust to today's world and that the word "adjustment," used in the cover letter to historians, was an unfortunate choice.

6See Appendix A.


8See Appendix B.
Another professor, Dr. Robert J. Graf, Purdue University, raised the question whether history, because of its elusive nature, can be structured in any orderly way. This problem was recognized by the investigator, and he agreed that any structure of synoptic ideas should be considered to be more of a set of hypotheses to be constantly subjected to reflective and critical thinking in the classroom than a set of fixed truths to be blindly ingested by the students. Daniels, in his book on how to study history, emphasized that "the work of constructing generalizations is never done, because, as with art, the work is imaginative and hence subjective." ¹⁰

An analysis of the 164 suggested ideas revealed that, of the seven basic topics used to classify the ideas, these received the most emphasis: (1) political history, (2) old world and colonial background, (3) foreign affairs, (4) sectionalism—Civil War, and (5) industrial revolution. Somewhat surprising was the heavy emphasis given by the respondents to the old world and colonial background. Thirty of the suggested ideas fell into this category, with emphasis upon the background and development of basic American institutions and ideals during this era. One suggested the topic immigration which was not

³⁶

¹⁰Daniels, Robert V., Studying History How and Why, p. 38.
classified under one of the seven basic topics, but listed separately. These findings are presented by Table 1.

The 164 ideas represented a fairly broad coverage of American history with primary emphasis upon developing an understanding of our political institutions and ideals, the industrial revolution and its effects, and the emergence of the United States as a world power.

**TABLE 1. NUMBER OF SYNOPSIS IDEAS SUGGESTED BY COLLEGE PROFESSORS OF AMERICAN HISTORY, CLASSIFIED BY TOPIC**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Number of Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Political Institutions and Democracy</td>
<td>51</td>
</tr>
<tr>
<td>European and Colonial Background</td>
<td>30</td>
</tr>
<tr>
<td>United States and World Affairs</td>
<td>28</td>
</tr>
<tr>
<td>Nationalism, Sectionalism, Civil War, Reconstruction</td>
<td>22</td>
</tr>
<tr>
<td>Industrial-Technological Revolution</td>
<td>21</td>
</tr>
<tr>
<td>Westward Movement</td>
<td>7</td>
</tr>
<tr>
<td>Intellectual History</td>
<td>6</td>
</tr>
<tr>
<td>Immigration</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>164</strong></td>
</tr>
</tbody>
</table>

These ideas were recorded on filing cards and filed according to seven basic topics: (1) colonial background, (2)
government and politics, (3) westward movement, (4) sectionalism and Civil War, (5) industrial revolution, (6) United States foreign affairs, and (7) intellectual and social history.

The second major source of ideas was by a review and analysis of textbooks and other literature of American history. A total of 52 books, pamphlets, and articles was used. Of these, ten were high school textbooks; seven, college textbooks; and eighteen were Service Center for Teachers of History pamphlets. The rest of the sources were composed of teachers' guides, magazine articles, yearbooks, and a dissertation.

These ideas were also recorded on filing cards, classified as major or minor ideas, and filed according to the seven basic topics previously mentioned.

Selection of the course and unit synoptic ideas. The tentative structural model of synoptic ideas was composed of four levels of ideas as shown by Figure 1. The first stage in the development of this structure was to select the course and unit synoptic ideas.

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11 See Appendix E for complete list of works consulted.

12 Service Center for Teachers of History, American Historical Association, Washington, D.C.
Referring to (1) the results of the survey of the college professors of American history, which indicated that students should know about the origin and development of our political institutions, the industrial revolution, and the emergence of the United States as a world power, and (2) the general aim of producing a good citizen of a democracy, it was concluded by the writer that high school American history students needed most to have knowledge and understanding of three primary topics of American history:

1. The origin and development of American political institutions and ideals
2. The development of the industrial-technological revolution and its effects
3. The emergence of the United States as a world power.

For the purpose of organizing the course into units of normal size which could be covered in a month or six weeks and because it was believed by the writer that high school American history should be developed chronologically, these three primary topics were organized into a basic structure composed of
a course topic and synoptic idea and seven unit topics and synoptic ideas. The course and unit topics selected were:

MAIN COURSE TOPIC--The Evolution of the American Democratic-Republic

Unit Topic I--The Long Heritage

Unit Topic II--The Foundations of the American Democratic-Republic

Unit Topic III--Challenges to the Federal Republic

Unit Topic IV--Industrialization Challenges American Democracy

Unit Topic V--The Response to the Challenges of Industrialization

Unit Topic VI--International Challenges to the American Democratic-Republic

Unit Topic VII--Challenges to American Democracy in the Second Half of the Twentieth Century

This structure followed a topical form within a loose chronological framework. The first two unit topics were concerned largely with the origins and development of basic American political institutions and ideals. The third unit topic dealt with sectional challenge to the federal union and is related to both the development of political institutions and ideals and to the industrial revolution. This unit topic was considered particularly important as being essential to the understanding of the racial difficulties of recent years. The fourth and fifth unit topics take up the story of

\[^{13}\text{See Appendix C for the tentative unit synoptic ideas.}\]
industrialization, its impact upon the American nation, and the response of the American people to the effects of industrialization. The sixth topic is concerned with the changing role of the United States in world affairs and how this nation has emerged as a great world power with vast responsibilities. The seventh topic pertains to the United States of recent times and relates to all three of the basic topics: Political institutions and ideals, industrial-technical revolution, and the United States as a world leader. This completed the top two levels, the course synoptic idea and the unit synoptic ideas, as shown by Figure 2.

Figure 2. The Course Synoptic Idea and Unit Synoptic Ideas Forming the Top Portion of the Tentative Structure

Following completion of the top portion of the tentative structure composed of a course synoptic idea and seven unit synoptic ideas, it was necessary to select the major and minor synoptic ideas.
Structural Development of the Synoptic Ideas

Two further levels of synoptic ideas were developed to provide the foundations for the unit and the course ideas. These were the major and the minor ideas.

Development of the Tentative Structure. The card file of supporting ideas was used as the principle source to complete the structure. Ideas were chosen that were most important in developing an understanding of each of the seven unit ideas. The final composition of the tentative structure was one course topic and synoptic idea, seven unit topics and synoptic ideas, 45 major ideas, and 197 minor ideas. Figure 3 illustrates the basic form of this tentative structure.

![Diagram of Synoptic Structure]

Figure 3. Basic Form of Tentative Structure

Each synoptic idea possesses its own supporting structure of ideas. The course idea is supported by seven unit ideas, each of which contributes toward understanding of the course idea. Each unit idea is supported by a structure of major ideas. Unit idea VII is supported by nine major ideas.
Each major idea is in turn supported by a structure of minor ideas. Major idea VII-H is supported by three minor ideas. This structural arrangement is outlined by Figure 4.

<table>
<thead>
<tr>
<th>Course Synoptic Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Seven Unit Ideas</td>
</tr>
<tr>
<td>II. Form Supporting Structure for the Course Idea</td>
</tr>
<tr>
<td>IV.</td>
</tr>
<tr>
<td>V.</td>
</tr>
<tr>
<td>VI.</td>
</tr>
<tr>
<td>VII.</td>
</tr>
<tr>
<td>A. Eight Major Ideas</td>
</tr>
<tr>
<td>B. Form Supporting Structure for Unit Idea VII</td>
</tr>
<tr>
<td>C.</td>
</tr>
<tr>
<td>D.</td>
</tr>
<tr>
<td>E.</td>
</tr>
<tr>
<td>F.</td>
</tr>
<tr>
<td>G.</td>
</tr>
<tr>
<td>H.</td>
</tr>
</tbody>
</table>

| 1. Three Minor Ideas |
| 2. Form Supporting Structure for Major Idea VII-H |

*Figure 4. The Basic Outline of the Structure of Synoptic Ideas*

This structuring of ideas may be carried to still lower levels. The supporting structure for the minor ideas may be selected (An example of this is shown in Chapter V.), and these supporting ideas will also possess parts such as facts, concepts, and details, which would comprise the supporting structure for them. These facts and details are the raw materials from which synoptic ideas are constructed and are the building blocks used to build to greater understanding. It was
emphasized by Daniels\(^4\) that ideas and facts go together and that ideas give relevance to facts, and facts give life to ideas.

Knowledge and understanding is the progressive evolution of parts into meaningful wholes. In the discussion of learning in Chapter II it was pointed out that

1. Knowledge is the organization of parts into meaningful wholes.

2. Understanding grows with the progressive organization of facts and details into ideas and generalizations.

3. Ideas derive their meaning and significance from the supporting structure.

4. The evolution of an idea takes place by the progressive organization of parts into meaningful wholes.

Understanding begins on the lowest levels with the organization of symbols into meaningful wholes. This process continues as progressively larger units of understanding are organized. For example: the letters "d n i" are organized into a meaningful structure to form the syllable "ind." "Ind" joined with other syllables forms the word "industrialization." "Industrialization" plus other words can be organized into a sentence: "Industrialization began in the early 19th century." Such sentences about industrialization can be synthesized into a more inclusive statement: "Industrialization brought about

\(^{14}\) Daniels, op. cit., p. 37.
major changes in farming." This idea, plus others about industrialization and change, can be further synthesized into the idea: "Industrialization caused swift changes in all aspects of American life." This progressive organization of parts into more meaningful wholes is illustrated by Figure 5.

Figure 5. The Progressive Evolution of Symbolic Parts into Meaningful Wholes.

Upon completion of the tentative structure composed of the course, unit, major, and minor synoptic ideas, the structure was submitted to a panel for critical evaluation. These procedures and results are reported next.
Evaluation of the Tentative Structure by a Panel

Although the investigator did not intend to try to establish a set of finalized truths for American history, he believed that it was necessary to submit the structure to a panel of experts for evaluation in order to validate the structure as an acceptable guide for the high school American history course.

**Procedures for evaluation.** In order to provide validation for the structure of synoptic ideas, the tentative structure (the 197 minor ideas excluded) was submitted to a panel for evaluation. The 15 member panel was composed of college professors of American history, high school teachers of history, and social studies educators. The panel was requested to evaluate each of the 53 ideas by using a numerical scale of one to five. The scale was to be interpreted as follows:

Five—The idea is excellent and very important for the high school history course.

Four—The idea is very good and important for the high school course.

Three—The idea is good and should usually be included, but is not a must for the high school course.

Two—The idea is fair and of doubtful value in the high school course.

One—The idea is poor and should not be included in the high school course.

\[15\text{See Appendix C.}\]
Results of the Evaluation. Thirty-two were invited to participate as panel members and fifteen returns were secured from College professors of history, high school teachers of history, and social studies educators. The ratings given by the panel members were one of fair; eight, very good; and five, excellent. One panel member chose not to use the numerical rating scale but, instead, wrote numerous comments and summed up the structure with the statement that it was very good. The mean rating given by the fourteen evaluators to the entire structure was 4.16, and the median, 4.375. These results are shown in Table 2.

16 See Appendix C.
TABLE 2. MEAN RATING OF STRUCTURE OF 53 SYNOPTIC IDEAS BY FIFTEEN INDIVIDUAL MEMBERS OF EVALUATION PANEL

<table>
<thead>
<tr>
<th>Individual Panel Members</th>
<th>Mean Rating of 53 Synoptic Ideas*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.88</td>
</tr>
<tr>
<td>B</td>
<td>4.57</td>
</tr>
<tr>
<td>C</td>
<td>3.98</td>
</tr>
<tr>
<td>D</td>
<td>4.58</td>
</tr>
<tr>
<td>E</td>
<td>2.36</td>
</tr>
<tr>
<td>F</td>
<td>3.71</td>
</tr>
<tr>
<td>G</td>
<td>3.96</td>
</tr>
<tr>
<td>H</td>
<td>4.41</td>
</tr>
<tr>
<td>I</td>
<td>4.38</td>
</tr>
<tr>
<td>J</td>
<td>4.87</td>
</tr>
<tr>
<td>K</td>
<td>4.76</td>
</tr>
<tr>
<td>L</td>
<td>3.75</td>
</tr>
<tr>
<td>M**</td>
<td>-----</td>
</tr>
<tr>
<td>N</td>
<td>3.60</td>
</tr>
<tr>
<td>O</td>
<td>4.43</td>
</tr>
<tr>
<td>**Total 15</td>
<td>4.16 Md. 4.375</td>
</tr>
</tbody>
</table>

*Evaluation of the synoptic ideas by the panel was on the basis of a 1 to 5 rating scale with 1 being poor; 2, fair; 3, good; 4, very good; and 5, excellent.

**Used numerical rating on only a few items.

The mean rating given the course and seven unit ideas was 4.48; the 45 major ideas, 4.08. These findings are presented in Table 3.
TABLE 3. MEAN RATING OF COURSE, SEVEN UNIT, AND 45 MAJOR SYNOPTIC IDEAS BY PANEL

<table>
<thead>
<tr>
<th>Course and Unit Ideas</th>
<th>Mean Rating</th>
<th>Ratings of Major Ideas by Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Unit</td>
</tr>
<tr>
<td>Course Idea</td>
<td>4.84</td>
<td>1</td>
</tr>
<tr>
<td>Unit Ideas</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>3.86</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>4.17</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>4.67</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>4.47</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>4.47</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>4.77</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>4.57</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4.48</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

Of the 53 ideas evaluated, 42 received mean ratings of 4.00 or above, ten received ratings of 3.00 to 3.99, and only one received a rating of below 3.00. The ideas received a high percentage of ratings of 5's and 4's by the panel, with 51.2% receiving 5's and 27.2% receiving 4's. Table 4 presents these findings.

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18See Appendix E, Table 6, for a complete summary of ratings of the 53 synoptic ideas by the evaluation panel.
TABLE 4. FREQUENCY OF RATINGS GIVEN BY THE 15 PANEL MEMBERS TO THE 53 SYNOPTIC IDEAS

<table>
<thead>
<tr>
<th>Synoptic Ideas</th>
<th>Frequency of Ratings by Panel</th>
<th>Total Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>374</td>
</tr>
<tr>
<td>Percent</td>
<td>100</td>
<td>51.2</td>
</tr>
</tbody>
</table>

Several of the panel members made suggestions for changes in wording, placement of the synoptic ideas, and one suggested that ideas concerning the fine arts should be included in American history.

Summary of the results of panel evaluation. It was revealed by the results of the panel evaluation that the structure received a mean rating of between "very good" and "excellent." Only one of the synoptic ideas (I-B) received a relatively low rating of 2.86. Only one respondent stated that he disliked the structure and gave the structure a mean rating of 2.36. The comments and the ratings of the other fourteen were favorable, although two suggested that the structure should be carried further in its synthesis to the identification of the broad generalizations of the social sciences, which would be the ultimate objective of the American history course.

It was, therefore, concluded that the structure, with appropriate revisions, would be an acceptable structural model of synoptic ideas for high school American history.
Summary

The second phase of this study was to select the course and unit synoptic ideas, select the supporting structure for these, and to evaluate this tentative structure of synoptic ideas. These basic guidelines were first established: (1) the purpose of history is to produce a good citizen, (2) the student has had junior high school American history, (3) the teacher cannot cover everything in American history, and (4) the material chosen for the course must be that which is most relevant and meaningful.

The synoptic ideas were selected by a survey of college professors of American history and a review of literature. Seventeen professors of American history replied and submitted 164 ideas, which were filed under seven basic topics. Fifty-two books, articles, and pamphlets were reviewed for synoptic ideas. These ideas were filed according to the seven basic topics but were further divided into major synoptic ideas and supporting ideas. This file of ideas provided the source for selecting and development of the structure of synoptic ideas.

It was decided that three basic areas of American history would receive the principle emphasis: (1) development of political institutions and ideals, (2) the industrial-technical revolution, and (3) the United States and world affairs. These three major areas were organized into a basic structure composed of one course synoptic idea and seven unit synoptic ideas.
A supporting structure of major and minor ideas was then selected for this basic structure. An example of the structural development of a synoptic idea was first provided, which showed the evolution of understanding from the individual letters to a synoptic idea. The tentative structure, which was then developed, was composed of the course synoptic idea, seven unit synoptic ideas, 45 major ideas, and 197 supporting ideas.

The course unit and the major synoptic ideas of this tentative structure were then submitted to a panel composed of social studies educators and college and high school teachers of American history. Fifteen replies were received, with 14 members of the panel giving the structure an average rating of "very good" to "excellent;" one, a rating of "fair." It was concluded from these results that the structure, with some revisions, would provide an acceptable structural model of synoptic ideas for the senior high school American history course.

The synoptic ideas were selected and a tentative structure of supporting ideas provided. This tentative structure was then submitted to a panel of 15 educators, teachers, and historians for evaluation. In the next chapter the revisions that were made in the tentative structure are presented followed by the final structure of synoptic ideas.
A final structural model of synoptic ideas was developed following the evaluation by the panel and review of the structure by other teachers and professors of American history. Revisions made were not of major proportion. The course idea was restated, one major idea was eliminated, and two other major ideas were rewritten. There were also several minor changes in wording made as a result of suggestions by panel evaluators and reviewers.

Revisions of Tentative Structure

Even though the tentative course synoptic idea

1 received a very high evaluation by the panel, the idea was restated as a result of a suggestion by a panel member that the statement should be rewritten because it expressed a static view of American history, of already having arrived, and because the investigator believed that the idea did not adequately provide the necessary synthesis for the course. The restatement

1We have carried forward a unique experiment in the forging of democracy, in the adjustment of labor and capital, and in the subordination of both to government, and above all in the spirit of free experiment under conditions of liberty and fair equality of opportunity.
accomplishes this synthesis much more adequately.²

Major synoptic idea I-E³ was eliminated for these reasons: (1) the mean rating of 2.86 was the lowest received by any of the synoptic ideas and below the desired minimum rating of 3.00; (2) this topic is taught both in the elementary and junior high school courses, and therefore it is not desireable to repeat the topic again; and (3) this idea did not fit logically into the structure of unit idea I, The Long Heritage.

Major idea III-E⁴ was rewritten to provide a better synthesis for the supporting structure and to fulfill suggestions made by some panel members.

²The American people have established and carried on an experiment in government, a federal republic, based on the ideal of "all men are created equal;" they have striven to preserve this experiment and to progress toward this ideal in the face of the challenges of sectionalism, industrialization, and turbulent international affairs.

³A sleeping Europe is awakened from the Dark Ages by the impact of the Crusades with the fundamental changes resulting in the rise of dynamic national states who, by their explorations and discoveries, completely alter the future course of the world's history.

⁴Preliminary: The United States faced many problems during the Reconstruction Era, which called for statesmanship; but instead, the politics of the nation was dominated by spoilsmen and partisans, who, acting on the basis of selfish motives, dragged the nation through one of the most sordid eras of its history, with much of what the Civil War was fought for by the North being lost.

Revised: The Reconstruction Era was a time of crisis and fateful decision--a time of crisis for the executive branch, and a time of fateful decision regarding the future of the Negro in the American society.
Major idea V-B was rewritten and the supporting structure was revised in order to provide a more unified and logical structure.

Several minor changes in the wording of synoptic ideas in the tentative structure were made as a result of suggestions by panel members and other reviewers. For example, the word "great" was deleted as a modifier for the term Civil War in major idea III-D, and the phrase "some of the" was inserted in major idea II-B before the phrase "ideals of the Revolution." There were some additions and deletions from the structure of minor synoptic ideas for the purpose of improving the structure and to eliminate duplications.

The final structural model was composed of one course idea, seven unit ideas, 44 major ideas, and 185 minor ideas. Figure 3 shows the composition of this final structure.

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Preliminary: Under the Republican administration of the 1920's the Federal Government retreated to some extent to the traditional 19th century policies of laissez faire and passive government.

Revised: The 1920's, reflecting the growing pains of industrial-urban American, was a time of change and crisis in regard to economic and social institutions and in government.
MAIN TOPIC FOR COURSE: THE EVOLUTION OF THE AMERICAN DEMOCRATIC-REPUBLIC.

COURSE IDEA: The American people have established and carried on an experiment in government, a federal republic, based on the ideal "all men are created equal;" they have striven to preserve this experiment and to progress toward this ideal in the face of the challenges of sectionalism, industrialization, and turbulent international affairs.

I. TOPIC: THE LONG HERITAGE.

UNIT IDEA: American civilization is the product of 7000 years of progress by Western man and has roots that reach back to the early English colonies, England, Europe, and to the ancient world of the Romans, Greeks, and Hebrews.

A. Major Idea: American civilization is founded upon
the contributions of such basic concepts as the Judaic-Christian concept of the dignity and brotherhood of man, the Greek concepts of democracy and faith in reason, and the Roman concept of administrative law.

Minor Ideas:
1. American civilization has roots that reach back nearly 7000 years to the Valley of the Nile and Tigres-Euphrates Rivers.
2. From the Hebrews we have received the idea of one God and Christianity, with its emphasis upon the brotherhood of man and the dignity and worth of the individual.
3. From the ancient Greeks we have received a rich heritage of the arts, philosophy, government, but most important, the emphasis upon the use of man's unique capacity for rational thought.
4. From the ancient Romans we have received important contributions in architecture, language, engineering, literature, science, but most important, in the area of administrative law.

B. Major Idea: It was of great significance that the United States had its beginnings with colonies established by the English, as the English were unique in that they brought to America government by
law, representative government, and fundamental rights for the individual.

Minor Ideas:
1. The English made most significant contributions to government, particularly the concepts of government by law and representative government.
2. The English made significant progress in man's search for individual freedom as they contributed the concept of fundamental rights for the individual guaranteed by law.

C. Major Idea: The colonial era, which lasted for nearly half of our history, saw many basic American political, economic, and social institutions started as the environment, plus the influence of other peoples, modified the English and European way of life into a new civilization, the American.

Minor Ideas:
1. The principle of religious toleration was established in colonial America by the efforts of Roger Williams, William Penn, and the Maryland Act of Toleration.
2. Important contributions in government were made by the Mayflower Compact and the Fundamental Orders of Connecticut, as they were early
examples of self-determination in government.

3. The institution of representative government was first established in Virginia in 1619 and soon established in the other colonies.

4. New England made very important contributions with the town meeting and the beginning of public education.

5. The English rights of security in home and person, trial by jury, public control of the purse, and government by law were established in the early American colonies.

6. Penn's colony gave support to liberal ideas with universal manhood suffrage.

7. An important milestone in the establishment of freedom of the press was the trial and acquittal of John Peter Zenger.

II. TOPIC: THE FOUNDATIONS OF THE AMERICAN DEMOCRATIC-REPUBLIC.

UNIT IDEA: During the era of 1763 to 1841, the basic ideals and institutions of the American democratic-republic were formulated and established.

A. Major Idea: The American Revolution, drawing inspiration from the Enlightenment, laid the foundations of American democratic ideals and institutions through new state constitutions, reform laws,
and the Declaration of Independence.

Minor Ideas:

1. Following the French and Indian War, the British made changes in their colonial policy which caused Americans to fear that their right to home rule and fundamental rights as Englishmen were being endangered.

2. Jefferson, inspired by the writings of European political philosophers, wrote the Declaration of Independence, which is the great basic "scripture" of American democracy, with its ideals of equality of all men, self-determination, right of revolution, and the right of all to life, liberty, and pursuit of happiness.

3. The American Revolution included the abolition of royal government in each of the thirteen colonies and the establishment of new state constitutions and governments.

4. Important social, economic, and political changes took place during the Revolution with the abolishment of feudal laws, land reform, extension of suffrage, establishment of religious liberty, and a decline in the influence of the aristocracy.
5. The Americans were able to make the new nation a reality by winning the Revolutionary War as a result of the leadership of Washington, help from abroad, British bungling and dissention, and the advantage of fighting a defensive war.

B. Major Idea: The Constitution solved the problem of a union of several sovereign parts by the establishment of a system of dual government, provided a workable framework of government, and wrote into basic law some of the ideals of the Revolution.

Minor Ideas:

1. The American states first attempted to achieve some unity out of diversity with the Articles of Confederation; but this soon proved to be inadequate, as the central government was not granted adequate authority or power to make and enforce the laws necessary for the welfare of the nation.

2. The Constitution provides a basic framework of government composed of the legislative, executive, and judicial branches with separation of power and checks and balances.

3. The solution to the problem of preserving state identity with a strong national government was found in the federal or dual system of
government with a division of powers.

4. The Constitution provided for an effective central government by making the Constitution the supreme law and by granting specific powers to the central government to make and enforce laws directly upon the citizens, who were in turn given a direct voice in the affairs of the central government.

5. The Constitution and the Bill of Rights wrote into fundamental law some of the ideals of the Declaration of Independence.

6. The Constitution has been a practical and workable document for 177 years because of its flexibility and capacity to be a living, changing document.

7. The Constitution was ratified after a hard-fought struggle to overcome the opposition of those who feared power of any kind and found it difficult to conceive of a concept of a broad national interest.

C. Major Idea: The Ordinances of 1785 and 1787 established fundamental patterns for the surveys of public lands, the establishment of government in the wilderness areas, and a means of admitting new states on a basis of equality with the old states.
Minor Ideas:

1. The Land Ordinance of 1785 provided for the survey and sale of public lands in the Northwest Territory.

2. The Northwest Ordinance of 1787 established a unique American colonial policy of admitting new states on the basis of equality with the old states and enacted into law basic democratic principles for the Northwest Territory.

D. Major Idea: During the Federalist Era of 1789-1801, the Constitution was put into operation by the erection of the machinery of government, the Constitution and the Federal Government were strengthened, and the American system of two-party politics was started.

Minor Ideas:

1. The Washington administration put the Constitution into operation, strengthened it, and erected the machinery of government.

2. The Washington administration also restored the credit of the nation and laid the foundations of American foreign policy.

3. Political parties arose during the Federalist Era and grew out of the dialogue between Hamilton and Jefferson over such basic issues.
as the role of the Federal Government, interpretation of the Constitution, and the nature of man and society.

4. Growing partisanship plagued the John Adams administration in regard to domestic and foreign affairs.

E. Major Idea: Democracy and nationalism were advanced during the era of the Jeffersonians with a new emphasis upon the worth of the common man, the purchase of Louisiana, the War of 1812, and the decisions of the Supreme Court.

Minor Ideas:

1. The Jeffersonians had faith in the ability of the people to govern themselves wisely, provided they were given the opportunity for self-enlightenment.

2. The Louisiana Purchase was the greatest achievement of Jefferson's administration, as it strengthened the Federal Government, assured the future of the United States by making it the dominant power in this hemisphere, and opened the way for the great westward movement.

3. Due to violation of what the United States considered to be the rights of neutrals on the seas, expansive nationalism, and failure of our
diplomacy, the United States was involved in what has been called a needless war, a war which did much to strengthen evolving nationalism.

4. John Marshall and the Supreme Court were a powerful nationalizing force and did much to strengthen the Court, the Constitution, and the Federal Government.

5. Nationalism reached a climax after the War of 1812 in what has been called the "Era of Good Feeling."

F. **Major Idea:** The Jacksonian Era may be called the formative period of American history, as the basic outlines of many features of the American society took form, such as national political parties, strong executive government, free enterprise, middle-class reformism, and the triumph of political democracy.

**Minor Ideas:**

1. Political parties became national in scope with the development of such features as the national nominating conventions.

2. Jackson gave us the concept of a strong president who does not hesitate to use the full powers of his office in behalf of the national
interest against private or sectional interests.

3. This era reflected democracy's optimism in regard to man and his problems, as there were many reform movements begun to eliminate the evils of society.

4. Drawing inspiration from the ideals of the American Revolution, the United States evolved into an essentially democratic society with particular emphasis upon political equality.

5. These extensions of democracy were not without their dangers, as there was always the possibility of the people being influenced by rabble-rousers and acting on impulse rather than on careful thought.

6. An American character began to take shape which might be described as practical, optimistic, egalitarian, and democratic.

III. **TOPIC**: CHALLENGES TO THE FEDERAL REPUBLIC.

UNIT IDEA: The great American experiment in democratic government was endangered by powerful centifugal forces generated by a controversy over the fate of the Negro in our society, strong enough to divide the nation, cause a tragic Civil War, and leave a residue of problems still with us today.

A. **Major Idea**: Major social and economic
differences between the North and South, intensified by dynamic economic changes, resulted in increased tension between the two sections.

**Minor Ideas:**

1. The North, a region with strong internal ties and a supreme confidence in the future, was a dynamic and expanding society undergoing swift changes as a result of industrialization, social reform, immigration, and westward expansion.

2. The South, an agricultural region dependent upon King Cotton, was aristocratic in structure, resting upon a foundation of slave labor and with a growing tendency toward becoming a nation in itself.

**B. Major Idea:** Manifest Destiny became reality during the 1840's, as the United States pushed its boundaries to the Pacific, but the addition of new territory became a source of increased tension between the North and South.

**Minor Ideas:**

1. The period from 1820-1850 saw Americans push rapidly westward into Texas, Oregon, Utah, and California.

2. American Manifest Destiny resulted in war with Mexico and the addition of the great Southwest.
by the Treaty of Guadalupe-Hidalgo.

3. Rapid American expansion to the Pacific precipitated a crisis for the Union as the question of expansion of slavery into the new territories was debated.

4. Moderate and rational men prevailed in 1850, and the crisis was resolved temporarily by the Compromise of 1850; the Union was preserved for another decade.

5. The expanding frontier was one of the most persistent and dynamic forces in American history, shaping American social, political, and economic institutions.

C. **Major Idea:** Because the American people could not settle the major issues dividing the sections by the orderly and rational processes of government, the nation divided.

**Minor Ideas:**

1. The major issue of the 1850's was whether slavery would be allowed to expand into the new territories of the West or be confined to the Old South.

2. The fragile truce of 1850 was severely strained by the Kansas-Nebraska Act, the Dred Scott Decision, and the rise of the Republican Party.
3. The nation divided as a result of irrational emotionalism, collapse of the Democratic Party, intense southern nationalism, conflict between northern business interests and those of the southern planter, and other issues too deep and fundamental to compromise.

D. **Major Idea**: The tragic Civil War was fought over fundamental issues dividing the nation and did much to determine the future course of American history.

**Minor Ideas:**

1. The Civil War was fought over such issues as the nature of the Union, the future of the Negro in our society, and the role of the Federal Government in the economic affairs of the nation.

2. The tragic Civil War has been considered to be the first of modern wars; it left deep scars on the American mind and dominated American thought and discussion for many years afterwards.

3. Lincoln rose to greatness during the Civil War; this greatness rests upon his strong and able leadership of the nation during the war, his eloquent statement of basic American ideals and goals, and his personification of the American ideal of democracy.
4. The Republican administration of Lincoln was significant because of the flowering of the Hamiltonian concept of an active national government that acts as a servant to its people.

5. The Civil War resulted in a rapid growth of political and economic nationalism, freedom for the Negro with a new definition of citizenship, with the Federal Government committed to the protection of individual rights against the authority of the states.

E. **Major Idea:** The Reconstruction Era was a time of crisis and fateful decision—a time of crisis for the executive branch and a time of fateful decision regarding the future of the Negro in the American society.

Minor Ideas:

1. A major constitutional crisis was faced when the legislative branch attempted to destroy the executive branch as a coordinate branch and reduce it to a subordinate position to the legislative branch.

2. A central issue of the Reconstruction Era was civil rights for the Negro, as the problem of the slave was replaced by the problem of the caste-subordinated Negro.
3. The North, tiring of the reconstruction struggle, entered into the Compromise of 1877 and subsequently abandoned the Negro to the southern whites, who proceeded to strip the Negro of his new civil rights acquired through the Fourteenth and Fifteenth Amendments.

4. The issue of freedom for the Negro was postponed until the mid-twentieth century, and the nation again went through an agonizing struggle, as America tried to bring the Negro into the framework of American democratic society.

IV. **Topic:** **Industrialization Challenges American Democracy.**

**Unit Idea:** The Industrial and Technological Revolution brought about swift changes in all aspects of American life and created a multitude of new problems which threatened the great American experiment in democracy.

**A. Major Idea:** The Industrial Revolution began in the United States with the development of new forms of power, new machines, and new forms of transportation and communication.

**Minor Ideas:**

1. The Industrial Revolution had its beginnings in England during the 18th century with the invention of the steam engine and new machines for spinning thread and for weaving cloth.
2. The Industrial Revolution began in the late 18th century in the United States with the construction of factories for the production of textiles.

3. The Industrial Revolution expanded rapidly after the War of 1812 with the development of the "American System," utilization of water and steam power, building of canals and railroads, and increased immigration.

B. Major Idea: Following the Civil War, business moved rapidly towards consolidation, with the rapid decline of individual free enterprise, the development of a national market, and the rise of gigantic corporate enterprise.

Minor Ideas:

1. The Civil War and the Lincoln administration gave great impetus to industrialization through the incentive of high profits, protective tariffs, Contract Labor Law, a national banking system, and subsidies for railroads.

2. Following the Civil War, transcontinental railroads were constructed, and as a result a great national market was created.

3. Because of the keen competition that resulted between businesses competing on a national
scale, the trend was towards consolidation of business to eliminate competition by organizing a business into a gigantic corporation, trust, or holding company, thus gaining a monopoly.

4. Big businessmen became the new men of power and influence, and American business and politics were dominated by them during the late 19th century.

C. Major Idea: As a result of industrialization, the working man found that he was changed from a self-employed craftsman to a wage earner working for a corporate enterprise with the corresponding loss of his independence and security, thus finding it necessary to join together in unions for collective action.

Minor Ideas:

1. The factory worker faced many problems, such as long hours, low wages, dangerous working conditions, and economic insecurity.

2. The working man found that many of his problems were beyond his control as an individual.

3. The factory worker found that if he was to solve his problems in an increasingly complex society he must organize into unions and work and
bargain together collectively to reach the goals of better pay and working conditions.

4. The American labor movement was essentially conservative, supporting the American political and economic system and opposing revolutionary changes.

5. The American labor movement faced considerable hostility and opposition from the employers, public, government, and courts.

D. **Major Idea:** As a result of industrialization, farming ceased to be a simple, self-sufficient way of life and became a business enterprise, and the farmer found that he was subject to many forces and factors beyond his control.

**Minor Ideas:**

1. Industrialization released great forces, and one result was that the Great Plains and Mountain West was subdued and settled in about thirty years.

2. Farming in the early 19th century had been a simple self-sufficient way of life, with the farmer largely independent of outside forces and factors.

3. The farmer found that he was now subject to new forces and factors, such as railroads, banks,
processors, implement manufacturers, and fluctuating market prices.

4. To cope with his problems the farmer formed organizations for political action and tried to get laws passed that would control big business, eliminate monopolies, regulate the middlemen, and provide for a cheaper money.

5. The farm-protest movement reached its climax in the 1890's with the Populist Movement and the election of 1896, which saw the farmer locked in a struggle with the business interests of the East.

6. The election of 1896 saw the western Populist Movement go down to defeat, with the eastern business interests remaining as the dominant power in government.

E. Major Idea: Swift urbanization, caused by industrialization, created a new environment for Americans, with the subsequent spawning of a multitude of problems which are still with us.

Minor Ideas:

1. The Industrial Revolution caused a shift of population from the rural areas to the growing urban centers.

2. The simple life of America was yielding to the
more complex and impersonal life of the city.

3. Urbanization created massive problems in regard to housing, transportation, sanitation, security, education, recreation, and government.

4. Although urbanization created many new problems as Americans tried to adjust to the new environment, it also resulted in many positive benefits.

F. Major Idea: The politics of the late 19th century came to be increasingly dominated by big business, causing concern over the future of the American democracy.

Minor Ideas:

1. At a time when the country was faced with many problems calling for statesmanship, politics was increasingly dominated by partisanship.

2. Stirrings of reform were observed during the last 25 years of the century, as the first attempts were made to wrest government from the spoilsmen and to regulate big business.

3. These stirrings erupted into the Populist Movement of the 1890's, as the farmers proposed to eliminate monopolies, regulate big business, and to give the voter a more direct control of government.

G. Major Idea: Immigration and industrialization
interacted upon each other, and the great flood of immigrants in the late 19th and early 20th centuries contributed much to the building of America as they gave their skills and labor.

Minor Ideas:

1. During this era nearly 18 million immigrants arrived representing many nations, races, and religions.

2. Until the 1880's the "old immigrants" from northern and western Europe predominated, but after the 1880's the majority were "new immigrants" from southern and eastern Europe.

3. Immigrants played an important role in the building of America, as they furnished brawn, brains, and even money.

4. Immigrants added greatly to the rich variety of American culture, as they contributed much from their cultures to the American way of life.

5. The United States is unique among nations with its almost infinite variety of nationalities and religions uniting together to form one people.

6. Immigration posed problems for American democracy, as many Americans feared and resented the new arrivals from Europe and other parts of
the world.

H. Major Idea: The Industrial-Technological Revolution continued unabated in the 20th century and entered a new phase with the mass production of consumer goods, having a great effect upon traditional patterns of living.

Minor Ideas:
1. Mass production of automobiles had a tremendous impact upon the American way of life and upon our economy.
2. The 1920's saw the mass production of many consumer goods, particularly household appliances, such as refrigerators and radios.
3. The development of mass communication tended to bring about a standardization of American life and culture.
4. With the increase in the standard of living, plus urbanization, recreation and entertainment became commercialized and big business.

I. Major Idea: Industrialization brought about swift and revolutionary changes in all aspects of American life, with many traditional American values and concepts being challenged.

Minor Ideas:
1. Industrialization was a powerful nationalizing
force due to the swift trend toward centralizing all aspects of the economy.

2. A major problem has been how to preserve traditional American individualism in economic and political affairs in the face of a trend towards consolidation and standardization of American life.

3. Industrialization created an increasingly interdependent society, and as far as the individual was concerned laissez faire and individualism vanished at a rapid pace.

4. The industrial-urban society tended to cause Americans to discard their traditional philosophy of idealism and self-sacrifice for one of materialism and hedonism.

V. TOPIC: THE RESPONSE TO THE CHALLENGES OF INDUSTRIALIZATION.

UNIT IDEA: Because problems stemming from industrialization were increasingly complex and national in scope, Americans were beginning to feel that these problems could not be dealt with satisfactorily by the traditional laissez faire approach but only through action by government on both the state and federal levels.

A. Major Idea: The first major response to the problems of industrialization was the Progressive
Movement, which was a large-scale attack upon these problems, as the Progressives tried to make government more democratic, regulate big business, and eliminate the social evils of industrialization and urbanization.

Minor Ideas:

1. Theodore Roosevelt's Square Deal was a renewal of the concept of an active government serving its masters, the people, with the enforcement of the Sherman Act, new regulation of big business, and the inauguration of the Conservation Movement.

2. Theodore Roosevelt added to the Lincoln-Jackson concept of the strong executive, as he exercised vigorous leadership of the nation in pursuit of his goals.

3. Taft, although no reactionary, ran into trouble with the Progressives of his party over tariff reform and the conservation program.

4. The major achievements of the Progressive Movement were improvement of city government, curbing special interests, making government more responsive to the people, and the fight to eliminate social evils.

5. The Wilson New Freedom was the climax of the
Progressive Movement, with tariff reform, new anti-trust legislation, money and banking reform, and social reform legislation.

B. **Major Idea:** The 1920's, reflecting the growing pains of industrial-urban America, was a time of change and crisis in government and in regard to economic and social institutions.

**Minor Ideas:**

1. The 1920's was a time of reaction in government, with a return to the laissez faire policies of the 19th century.

2. The rapid social, economic, and political changes caused much unrest, and many Americans reacted against the new society by a wave of intolerance towards new movements, minorities, and new ideas.

3. The 1920's was a time of rapid economic expansion, but the boom was based upon shaky foundations with signs of impending collapse.

4. The failure of Prohibition reflected the growing disillusionment and cynicism of the 1920's.

5. The 1920's reflected the emergence of the new urban way of life, with a stepped-up pace of living and increased leisure time with an emphasis upon the pursuit of pleasure.
C. **Major Idea:** The Great Depression of the 1930's confronted the United States with one of the most severe challenges to capitalism and democracy.

**Minor Ideas:**

1. The Great Depression, a product of industrialization, was caused by complex forces, but primarily by an imbalance in the distribution of income and precipitated by reckless speculation on the stock market.

2. The Great Depression had profound effects upon our society as family pride was broken, men became discouraged, old established beliefs were being discarded, and radical movements were emerging.

3. One of the major questions being debated was what should be the role of the Federal Government in combating the Depression.

D. **Major Idea:** Franklin Roosevelt responded to the Depression with the New Deal, a moderate reform movement that was essentially conservative, by using the massive power of the Federal Government to attack the social and economic problems confronting the nation.

**Minor Ideas:**

1. The New Deal program was aimed at relief for
the unemployed, recovery from the Depression, and long-range economic and social reforms.

2. The first New Deal was primarily concerned with recovery by aiding business.

3. The second New Deal was designed to improve the lot of the farmer, wage earner, and the middle and lower income families.

4. The Franklin Roosevelt administration expanded the Lincoln-Jackson concept of the strong executive and the Hamilton-Lincoln concept of an active government.

5. Americans began to abandon traditional concepts of laissez faire and to approve of extensive governmental regulation of the economic life of the nation.

6. The New Deal was essentially a moderate course between extremes in coping with the problems of the Depression and industrialization by preserving capitalism and big business but bringing it under the rule of law.

E. Major Idea: Industrialization and urbanization has led to the Federal Government playing an increasingly important role in the regulation of the economy, with a corresponding increase in the size of the Federal Government.
Minor Ideas:

1. Industrialization and urbanization have caused the Federal Government to play an increasingly important and vital role in many aspects of American life, with a corresponding expansion of the size of the Federal Government.

2. Industrialization and its problems have also created an expansion in the activity and size of local and state governments but, relative to the Federal Government, with much less growth.

3. Industrialization and consequent reform movements have stimulated a vigorous and continuing debate over the nature of freedom in the complex, interdependent, industrial society of the 20th century.

VI. TOPIC: INTERNATIONAL CHALLENGES TO THE AMERICAN DEMOCRATIC-REPUBLIC.

UNIT IDEA: The United States had to abandon traditional policies of isolationism in world affairs and to assume vast responsibilities for the peace and welfare of the world, as the age of free security came to an end and the United States emerged as the world's greatest power.

A. Major Idea: Foreign policy during the first century of our history was determined largely by the demands of early nationalism and Manifest Destiny.
Minor Ideas:

1. Washington formulated a policy of noninvolvement in European affairs that the United States tried to adhere to throughout the first century of our history but without complete success.

2. In 1823 the United States issued the Monroe Doctrine, which declared the independence of this hemisphere from Europe and the noninterference of the United States in the internal affairs of Europe.

3. During the 19th century, American foreign relations were largely the result of disputes and conflicts growing out of Manifest Destiny.

B. Major Idea: In the late 19th and early 20th centuries, Manifest Destiny began to find expression overseas, and, as a result of the Spanish-American War, the United States emerged as a first-class power with imperial ambitions and holdings.

Minor Ideas:

1. In the late 19th century, there was an awakening of American imperialism, as the United States began to show an interest in the Orient, the South Pacific, and the Caribbean areas.

2. The death knell of American isolation from the
rest of the world was sounded as the United States was involved in war with Spain and emerged from this conflict with extensive holdings in the Caribbean and Pacific.

3. Theodore Roosevelt was an avowed imperialist, who advanced American power and interests in the Caribbean by acquiring the Panama Canal and declaring a new policy for this hemisphere which, in effect, made the United States the policeman of this hemisphere.

4. The United States was deeply interested in the affairs of the Far East and established and tried to maintain the Open Door Policy for China.

5. The United States took the lead during this era in trying to establish world law and order.

C. Major Idea: The United States's historic policy of noninvolvement in the affairs of Europe came to an end with our entry into World War I, but the United States rejected the vast responsibilities that went with victory.

Minor Ideas:

1. The United States became involved in World War I because of German threats to our historic policy of freedom of the seas, a growing feeling that
the war was a moralistic crusade, and that a victory by Germany would be a grave threat to American democracy.

2. Although the American contribution in relation to the total war effort was small, it was a decisive factor and did much to bring victory to the Allies in 1918.

3. World War I provided evidence that a major war poses serious challenges to free institutions, as many controls and restrictions were imposed upon the economy and the freedom of action of individual citizens.

4. United States involvement was a dramatic demonstration that the United States could no longer pursue the traditional policies of isolation and noninvolvement in the affairs of Europe and the rest of the world in the 20th century.

5. Wilson's foreign policy was based upon a lofty idealism, as he tried to build a just and lasting peace based upon law and order, integrity in international affairs, and the fostering of democracy throughout the world.

6. Wilson's plans were foiled when the United States rejected membership in the League of Nations because of Wilson's errors of
leadership, political opposition, and a revival of isolationism.

D. **Major Idea:** Disillusioned by apparent failure of Wilson's crusade to make the world safe for democracy, the United States retreated somewhat into isolation during the 1920's.

**Minor Ideas:**

1. Americans retreated considerably towards 19th century isolationism, as they refused to join the League of Nations and retreated from the affairs and problems of Europe.

2. American interest in disarmament and the peace movement remained alive during the 1920's, but it was largely a "parchment peace" as we sponsored movements for disarmament and outlawing war based upon treaties but lacking effective means of enforcement.

3. The American policy for Latin America based upon the Roosevelt Corollary and Dollar Diplomacy began to change during the late 1920's and gradually to evolve into the Good Neighbor Policy of the 1930's.

E. **Major Idea:** American democracy faced serious challenges from the Axis powers during the 1930's, and some in the U.S. began to realize that it could no
longer be an island by itself in the 20th century world.

Minor Ideas:

1. Because of isolationist sentiment and laws, the United States was not able to take effective action to help deter the aggressions of the Axis Powers during the 1930's.

2. The twin policies of appeasement of the Axis Powers by European nations and the isolationism of the United States were largely responsible for the outbreak of World War II.

3. The United States finally realized in 1940-1941 that it was no longer an island by itself but a part of the entire world and that isolationism was no longer feasible or desirable in the 20th century world.

F. Major Idea: The United States participated in a great concert of nations in a global war which destroyed the power of the Axis and resulted in vast changes, such as the decline of Western colonialism and the creation of new power blocks led by the U.S.S.R. and the United States.

Minor Ideas:

1. Completely involved in World War II by the Japanese attack at Pearl Harbor, the United
States, in a grand alliance of nations, fought and defeated the Axis powers on two major fronts.

2. Probably more decisive than the battle fronts in winning the war was the home front, as the United States was able to win the vital battle of production of food and war equipment.

3. World War II was a total war, and the United States government exercised great control over the economy in order to mobilize all manpower and resources in behalf of the war effort.

4. World War II is one of the major divides in history, as it resulted in such significant changes as a shift in world power and the coming of the cold war, an end to European colonialism, and the beginning of the atomic age.

G. Major Idea: Traditional concepts and policies in regard to war and world affairs have had to be re-examined as a result of revolutionary changes in weapons and powerful new political, economic, and social forces that have been generated in the post-war era.

Minor Ideas:

1. Atomic weapons and intercontinental missiles have brought about the end of any free security
for the United States and nations around the world, creating a need for new concepts in regard to security and war.

2. A major change took place in the power structure of the world following World War II, as power polarized to a large extent around Russia, as the leader of the Communist nations, and the United States, as the leader of the free world.

3. In the late 1940's, Russian imperialism posed severe challenges to the security and survival of the nations of Western Europe.

4. The collapse of Western imperialism and the rise of new nations in Africa and Asia created new tensions and problems, with much unrest in these areas.

5. China fell to the Communists in 1947 and emerged thereafter as an aggressive major power in the Far East.

6. A new frontier for man was opened as he began to probe space and to make plans for extensive space travel in the future.

H. Major Idea: The United States assumed great responsibilities for the peace and security of the world in the post-war era and formulated new foreign policies based upon the principles and concepts
of international law, mutual security, self-determination, foreign aid, and containment of Communism.

**Minor Ideas:**

1. The United States took a major role in the establishment of the United Nations and continued with strong support in the years following.

2. The United States responded to Russian imperialism in the late 1940's with a policy of military aid, called the Truman Doctrine, for nations so threatened.

3. As a response to the crisis in Western Europe following the war, the United States inaugurated a radical new policy of providing economic aid to countries in need, the Marshall plan.

4. A further response to Russian imperialism was the promotion of the policy of mutual security through the establishment of the North Atlantic Treaty Organization and other mutual security pacts.

5. The United States met the challenge of Communist aggression directly by resorting to the use of military power in the Berlin Blockade and in Korea.

**VII. TOPIC:** CHALLENGES TO AMERICAN DEMOCRACY IN THE SECOND
UNIT IDEA: Americans live today in an age of incredibly swift changes at home and abroad and, as a result, face many new challenges to making our democratic ideals a reality at home and throughout the world.

A. Major Idea: Responding to the challenges of aggressive Communism, the United States has assumed vast responsibilities for the security of the free world by contributing much of her wealth and manpower to this task.

Minor Ideas:

1. Since the Marshall Plan, the United States has contributed vast sums of money for the military and economic assistance of nations around the world.

2. The Eisenhower administration responded to the challenges of Communism with the Eisenhower Doctrine, SEATO, and the use of personal diplomacy.

3. The Kennedy administration successfully faced the challenge of Russian missiles in Cuba, established the Peace Corps and Alliance for Progress, and negotiated the Test Ban Treaty.

4. The Johnson administration has continued the policies of previous administrations and has
committed great quantities of men and materials to Viet Nam.

5. The United States has had to respond to challenges of Communism in Africa, the Middle East, Asia, and Latin America.

B. **Major Idea:** Exploding science and technology has posed many new problems and challenges, particularly in regard to control of atomic weapons and the exploration of space.

**Minor Ideas:**

1. Sophisticated new atomic weapons and revolutionary means of delivery have caused the United States to pursue ways of bringing atomic weapons under international control.

2. Traditional concepts in regard to war, time, and space have had to be discarded in the age of intercontinental missiles and space exploration.

C. **Major Idea:** Continued rapid industrialization and urbanization compounded the many problems inherited from the past and raised new ones in regard to business, labor, agriculture, and government.

**Minor Ideas:**

1. In a time when more and more of the nation's economic activity was being dominated by
gigantic corporate enterprise; Americans continued the urgent search to find means of preserving economic freedom for the individual.

2. The American Labor Movement, remaining pragmatic in approach and concerned mainly with the protection of the worker against arbitrary power and improving his standard of living, came of age in the post-war era; but many feared its economic and political power and demanded increased public control over its activities.

3. The American farmer, the most productive in the world, continued to try to adjust to the swift changes in agriculture as a result of expanding science and technology, and the farm problem remained a pressing one in the post-war era.

4. The trend towards centralization of government, begun during the late 19th and early 20th centuries, continued in the post-war era, as the United States tried to cope with the many complex problems resulting from industrialization and urbanization.

D. Major Idea: The Kennedy-Johnson administrations, employing the concepts of the strong executive and active government, attempted to cope with the challenges of the 1960's.
Minor Ideas:

1. The New Frontier and Great Society programs were, in many respects, a continuation of the Progressive and New Deal reform movements.

2. The Kennedy-Johnson administrations put the weight of the Federal Government behind a program to try to bring economic welfare and security to all Americans.

3. A significant departure in federal economic policy was adopted by the Kennedy administration with the application of the Keynes-Heller Theories that government can stimulate economic growth by reducing taxes and spending more.

E. Major Idea: The most significant development of the present era has been the attempt to make the premise of the Declaration of Independence a reality for all Americans.

Minor Ideas:

1. The Supreme Court, in a series of decisions beginning with the Brown vs. Board of Education, initiated long deferred action to give the Negro his full rights as a citizen of the United States.

2. In a series of significant civil rights laws, the Federal Government took important steps
toward enforcement of the Fourteenth and Fifteenth Amendments.

3. The civil rights struggle revived the old debate over states' rights and whether the Constitution and Bill of Rights were nationalized and applied to the actions of individual states.

4. It has been a time of unrest, as Negroes have abandoned their passive posture of the past and become more aggressive in demanding equal economic and political rights.

5. The Supreme Court became the most important factor in the defense of individual rights, as the Court handed down several significant decisions in the 1950's and 1960's clarifying the application of the Constitution to 20th century America.

F. Major Idea: The challenges of the 20th century have led to increased nationalism in economic and political affairs and a relative decline in the influence of state and local authority.

Minor Ideas:

1. Problems of the 20th century have become increasingly complex and national in scope and thus more difficult for local and state
authority to cope with.

2. The old 19th century agrarian attitude that the best government is one that governs least has yielded to the idea of the use of national power to further the ability of the individual to find and live the good life.

3. Federal policies in regard to taxes, agriculture, labor, relief, education, and foreign and military affairs have become more and more important to the individual today.

G. Major Idea: The problems of the 20th century and the response to these problems by the use of governmental power has renewed the dialogue in regard to the nature of freedom for the individual.

Minor Ideas:

1. The 19th century ideal of passive government, with the individual assuming primary responsibility for his welfare, was giving way to the concept of the use of the power of government to promote the welfare and happiness of the individual.

2. The increase in centralization of power posed the problem of how to maintain a proper balance between liberty and authority and how to maintain the integrity of the individual in the face
of gigantic government, business, and labor.

H. **Major Idea:** In the 1960's the United States, a nation unique because of its diversity of races, religions, and national backgrounds, still faces the challenge of making its democratic ideals a reality in a fast changing world.

**Minor Ideas:**

1. The United States has come closer to making the democratic ideal work in a society of diverse peoples than any other nation, but many problems still remain.

2. Challenges from abroad continue in the 1960's, and, as these will not likely abate in the future, Americans must realize fully the great responsibility they have now and in the future for the preservation of the dream of human freedom throughout the world.

3. Americans must realize that they live in a time of swift and revolutionary changes, that old concepts and methods may not work in the world they live in today, and therefore they must be prepared to forge new concepts and methods to meet these challenges.
CHAPTER V
SUGGESTED GUIDELINES FOR TEACHING SYNOPTIC IDEAS

Student understanding of important ideas is the goal of instruction in the high school American history class. Success of the teacher in accomplishing this is dependent upon careful preparation and execution of plans and learning activities for the daily lesson. Suggestions for the application of the structural model of synoptic ideas in the classroom are presented in the following sections: (1) Basic Guidelines for Instruction, (2) Synoptic Idea Structured for Daily Lesson, and (3) Development of Student Understanding of Synoptic Ideas.

Basic Guidelines for Instruction

The basic thesis of this study has been that, for effective learning to take place in the high school American history class, the teacher must (1) identify the important ideas, (2) select an appropriate structure of supporting ideas, and (3) make understanding these ideas the goal of instruction.

Important ideas identified. This study identified the important synoptic ideas of high school American history; these ideas were organized into a hierarchical structure and presented in Chapter IV. This structured model, which was created to serve as a guide to the teacher, was composed of, in descending order, the course, unit, major, and minor synoptic ideas.
Understanding depends upon supporting ideas. In planning for learning it is essential that adequate supporting ideas be selected and arranged in logical sequence. Ideas are the essence of learning, and initial understanding of a basic idea usually results from a step-by-step development of each supporting idea and association of these supporting ideas with each other.

Understanding ideas, the goal of instruction. The synoptic ideas become the focal point of all classroom learning activities, and thorough understanding of these ideas is the objective of a day's lesson; a major idea is to be developed in a week; a unit idea, in six weeks; and the course idea, in a year.

This study has selected a structure of supporting ideas for each of the synoptic ideas, except for the minor ideas. It remains, therefore, for the teacher to select appropriate supporting ideas for each of the minor ideas and to plan appropriate learning activities to facilitate understanding of these ideas. An example of the structuring of a minor idea for the daily lesson is presented next.

Idea Structured

Understanding of a minor idea or ideas is the focal point of a daily lesson plan. For each minor idea to be taught, the teacher must select the appropriate structure of
supporting ideas which will lead to an understanding of the minor idea. Each minor idea must be analyzed by the teacher and broken down into its major component parts (ideas or concepts); understanding of each of these concepts must be properly developed. An example of the structural development of a minor idea for a daily lesson was provided by the selection of the supporting structure for minor idea II-E-4.

Minor Idea II-E-4.¹ John Marshall and the Supreme Court were a powerful nationalizing force and did much to strengthen the Court, the Constitution, and the Federal Government.

Supporting Ideas:

1. John Marshall was a Federalist and received his appointment as Chief Justice from John Adams in 1801.

2. John Marshall served as Chief Justice for 33 years and dominated the Court during his tenure.

3. John Marshall did much to clarify the relationship between the Federal Government and the states and to give substance and meaning to the Constitution.

4. John Marshall established the principle of judicial review, which greatly extended the power of the Court.

   a. Judicial review is the function of the Supreme Court in reviewing and declaring a law of Congress unconstitutional.

¹Idea II-E-4 is a synthesis of the effects and significance of the decisions of the Marshall Court. The structure of supporting ideas attempted to develop understanding of (1) John Marshall and the Supreme Court, (2) nationalizing force of decisions, and (3) effects upon the Court, Constitution, and the Federal Government.
b. This function of judicial review was first exercised and established by the Court in the Marbury vs. Madison decision, 1803.

5. John Marshall believed in a strong Federal Government with the Constitution as the supreme law of the land.

   a. In the Fletcher vs. Peck decision, the contract clause in the Constitution was upheld and a state law declared unconstitutional.

   b. The Dartmouth College decision resulted in the Supreme Court's checking the power of the state in regard to nullifying a contract and again affirmed the supremacy of the Constitution as law.

6. John Marshall and the Supreme Court were inclined toward a broad interpretation of the powers of Congress.

   a. In the McCulloch vs. Maryland decision, the Court approved the power of Congress to establish a national bank and checked the power of the state to tax an institution of the Federal Government.

   b. The Gibbons vs. Ogden decision resulted in a check on the power of the state to regulate interstate commerce and affirmed federal control over it.

   c. This broad interpretation of the powers of Congress made the Constitution a workable and practical document for the changing times ahead.

7. John Marshall and the Supreme Court were continual spokesmen for nationalism and the supremacy of the Constitution as law.

The first three supporting ideas are for the purpose of providing background for minor idea II-E-4. The next three supporting ideas—four, five, and six—are intended to aid in development of understanding how the Court's decisions strengthened the Court, the Constitution, and the Federal
Government. Number seven is for the purpose of summarization. Each of the supporting ideas would also be developed through the selection of necessary ideas and facts by the teacher or under the teacher's direction. For example, the story of Marbury vs. Madison would be related, and the details of names, dates, events, and circumstances established. The teacher's planning would provide for the presentation of these facts and details, but they would not necessarily need to be included in the written daily lesson plan.

Upon the development of the structure of supporting ideas, appropriate learning activities need to be planned to facilitate student understanding of the synoptic ideas. Suggestions for this are presented in the next section.

Aids in Developing Student Understanding of Ideas

The third basic guideline for planning was making ideas the goal of instruction. The following suggestions are made to assist the teacher in developing student understanding of the ideas:

1. Understanding an idea is the goal of the supporting structure and learning activities.

2. Acquiring a total view of the structure of ideas is the ultimate goal.

3. Understanding of ideas may be reached via either inductive or deductive methods.

4. Direct students to read for understanding of ideas.
5. Stimulate reflective and critical thinking as a means to understanding.

6. Construct examinations that evaluate students' knowledge and application of ideas.

Understanding an idea, the goal of the supporting structure and learning activities. The objective of the supporting structure and learning activities is to bring about adequate student understanding of a synoptic idea. Learning activities, such as classroom discussions, reading assignments, audio-visual aids, and special projects, are planned to actively involve the student in experiences which will aid him in developing understanding of the idea in depth. Learning authorities have pointed out that concepts and generalizations cannot be given a student—he must form them through his own experiences.

Learning activities which are the most effective means of developing student understanding should be used in the classroom. It is the observation of the investigator that teachers and students often spend considerable time in planning and executing an elaborate activity or project which does little to advance understanding but may actually be a deterrent. The use of audio-visual materials is often abused. A motion picture film may be used because it seems like a desirable

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2Morse, William C., and Wingo G. Max, Psychology and Teaching, p. 135; Townsend, Edward, and Burke, Paul, Learning for Teachers, p. 127.
activity, but, because the film has little relationship to the goal of the lesson or is not used at the proper time, it has little or no value in achieving the desired objective.

The teacher's daily lesson plan should consist of two parts: (1) the minor idea to be taught with the necessary supporting ideas, and (2) learning activities planned to assist the students in attaining understanding. The basic form of the daily lesson plan is illustrated by Figure 4.

![Figure 7. Diagram of Daily Lesson Plan.](image)

Each daily lesson should be complete by itself, having an introduction, a development, and a conclusion. This corresponds to Whitehead's three stages: romance, a time of introduction and motivation; precision, the development of supporting structure; and synthesis, the conclusion and establishment
of a generalization. It would be best to develop one idea at a time and to teach this idea thoroughly, for a common fault in history teaching is trying to cover too much material and too many ideas. Learning authorities have advised against trying to teach too many concepts or generalizations. These ideas should be provided adequate supporting ideas and the students have enough experience investigating and using the ideas so that they become their own.

Aim students at acquiring a total view of the structure. A major objective should be for the students to acquire a grasp of the total structure and perceive the relationship among the synoptic ideas. Each synoptic idea is related to the basic structure—minor ideas related to major ideas, major ideas to unit ideas, and unit ideas to the course idea.

Daniels pointed out that "this requires every detail and every idea to be incorporated into some larger, reasonable proposition, leading to the central thesis that sums up the meaning of a chapter, an article, or even an entire book." The procedure should be for the teacher to introduce the new idea and

4 Woodruff, Asahel D., Basic Concepts of Teaching, p. 135.
5 Morse and Wingo, op. cit., pp. 203-204.
6 Townsend and Burke, loc. cit.
7 Daniels, op. cit., p. 67.
show its relationship to the entire structure, isolate the idea and develop it, and then place it back into the total structure, emphasizing once again the relationship between this idea and the rest of the structure. The final aim will be for the student to possess "an eye for the whole chessboard."  

Minor idea II-E-4 was developed from an analysis of the decisions of the John Marshall Supreme Court. The significant factors were abstracted from each decision and synthesized to form the synoptic idea. These decisions comprise the raw material for the construction of the structure of supporting ideas leading to the understanding of the role of John Marshall and the Supreme Court in advancing nationalism. Minor idea II-E-4 is also a part of the supporting structure for major idea II-E:

Democracy and nationalism are advanced during the era of the Jeffersonians with a new emphasis upon the worth of the common man, purchase of Louisiana, War of 1812, and the decisions of the Supreme Court.

Major idea II-E is a supporting idea for unit idea II: "During the era of 1763-1841, the basic ideals and institutions of the American democratic-republic were established."

Unit idea II is, in turn, a supporting idea for the course idea:

8 Whitehead, op. cit., p. 23.
The American people have established and carried on an experiment in government, a federal republic, based on the ideal of "all men are created equal;" they have striven to preserve this experiment and to progress toward this ideal in the face of the challenges of sectionalism, industrialization, and turbulent international affairs.

The structure of synoptic ideas is of a progressive and cumulative nature. Students need to perceive the structural relationship of the ideas, for the ultimate objective for the year is to have the students possess the "big picture"--a thorough grasp of the total structure of synoptic ideas. The student should be able, at the end of the course, to outline the basic idea of American history and to discuss thoroughly the story of the evolution of the American democratic-republic. This progressive evolution of understanding, from the supporting idea to the course idea, is shown by Figure 8.
Understanding via inductive or deductive methods. Understanding of the idea could be approached by either an inductive or deductive method. With the inductive approach the teacher would, with the help of the students, establish the supporting structure. The students would then be directed to reflect upon this information, abstract common factors, and synthesize these factors to establish a synoptic idea. For example, the decisions of John Marshall would be analyzed and the students directed to formulate the idea from their analysis. Dependent upon the ability of the students, the teacher would vary the amount of direction given. The abler students would be able to formulate an adequate synthesis with only
general guidance, while the less able would need a well-developed supporting structure plus guidance in the form of questions. The inductive approach would correspond closely to Bruner's discovery method, and an example of an inductive approach to a geography lesson on Brazil is presented by Parsons in his dissertation.

In using the deductive approach the teacher would state the idea and the students would then be directed to develop the necessary supporting ideas. By using minor idea II-E-4, the students would proceed to search for evidence to support the contention that Marshall and the Court strengthened nationalism. This evidence would be found in the decisions of the Court.

As to the superiority of one method over the other, the experimental evidence is somewhat conflicting. The studies of George M. Haselrud and Shirley Myers, W. H. Winch and Bert Y. Kersh furnished evidence that the inductive or discovery

method resulted in better transfer of ideas, but the studies of Winch and Kersh failed to support the contention that there would be better retention of ideas by the inductive method. Kersh's study indicated that the rote method was superior in retention of ideas to the inductive method.

**Reading for ideas.** Much of the student's time is spent in reading, and if this activity is to be an effective means of learning, he must read for understanding of ideas. The student can be directed towards effective reading for ideas by: 12

1. An effective reading plan by which the student (a) reads rapidly for important ideas, (b) checks his understanding of these important ideas, and (c) re-reads for further clarification of these ideas

2. Appropriate teacher's questions which direct the student's reading towards the understanding of important ideas—not the accumulation of details

3. Creating his own structure of the reading assignment by (a) preparing a synthesis of the material read by stating in a sentence or two the main idea of the assignment and (b) listing the ideas that comprise the supporting structure.

**Stimulating reflective and critical thinking.** The Educational Policies Commission in 1961 declared that the central purpose of education was to cultivate the rational powers

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12 Most of these suggestions were taken from a guide for reading prepared by Elinor Carlson, reading supervisor for the Austin, Minnesota, public schools.
of thought. This powerful committee's attitude was that this facility is an important one for students to acquire. The leadership of the teacher should be such that reflective thought is encouraged in the classroom. Carr\textsuperscript{14} stated that generalizations cannot be given to students—they must make their own by the process of reflective thought. A student does not really understand an idea until he has had an opportunity to reflect upon it, integrate it, and to use it as his own.\textsuperscript{15}

Reflective thinking has been described as the "active, careful, and persistent examination of any belief or purported form of knowledge, in the light of grounds that support it, and the further conclusions toward which it tends."\textsuperscript{16}

The object of reflective thinking is that students know that something is true, understand it, and are able to use it. Griffin declared, "It makes a difference in the development of human intelligence whether children learn to say\textsuperscript{17} that something is true. A parrot could learn to say that Columbus

\begin{footnotesize}
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\item \textsuperscript{12}Educational Policies Commission, "The Central Purpose of Education," in \textit{Crucial Issues in the Teaching of Social Studies}, p. 50.
\item \textsuperscript{14}Carr, Edwin R., \textit{The Social Studies}, p. 50.
\item \textsuperscript{15}Bruner, \textit{op. cit.}, p. 257; Townsend and Burke, \textit{loc. cit.}
\item \textsuperscript{16}Metcalf, Lawrence E., quoting A. F. Griffin in "Research on Teaching Social Studies" in \textit{Handbook on Research in Education}, p. 934.
\item \textsuperscript{17}The emphasis is the present investigator's.
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discovered America in 1492, but only a human being could learn that such was the case." This is the objective of learning, to know that something is true and not the mechanistic response of an automaton.

The synoptic ideas of American history are not to be considered as fixed or absolute, for they may change with time and further research. Professor Robert J. Graf stated, "First of all and probably most important of all, the teaching of American history or any other kind of history, is a humanistic study and not a social science." An authoritarian presentation by the teacher and a catechistic response by the students will tend to stifle critical thinking and cause the students' relationship to the synoptic ideas to be passive. For the most effective learning to take place, the student should be an active participant. He must be advised to consider the synoptic ideas as hypotheses and be involved in critical reflection about them.

The teacher's task in stimulating reflective thinking is (1) arouse curiosity, (2) raise questions, and (3) subject terms to scrutiny. The teacher's questions are the key. The

18 Metcalf, op. cit., p. 935.
19 Graf, Robert J., in a letter to the present author, September 2, 1965.
20 Townsend and Burke, loc. cit.
following are examples of some that might be posed regarding John Marshall and the Supreme Court.

First, questions for the purpose of clarifying terms or concepts might be: What is judicial review? Should the Supreme Court exercise such a power? Is there an effective check on this power?

Second, the teacher may ask questions for the purpose of helping the student develop understanding of the minor synoptic idea. These questions would direct the student towards an analysis of the decisions of the Supreme Court and abstraction of common factors from them for synthesis. The questions might be: Examine the decisions of the John Marshall Court. What do they have in common? Explain how they were a force for nationalism.

Third, questions could be asked to have the students apply their knowledge of the idea. These could be: Did the Fletcher vs. Peck decision advance or decrease nationalism? Was the Dred Scott decision in keeping with the concept of broad powers for Congress as established by the John Marshall Court?

Fourth, it is important in developing understanding of ideas to make comparisons and to show contrasts. In this respect, students could be asked to compare the views of John Marshall with those of John Calhoun in regard to the nature of the federal union and the Constitution, or to compare
Marshall's decisions with that of the Supreme Court in the Dred Scott decision and to explain the fundamental difference.

Other questions that might be asked to stimulate reflective thinking are:

1. Some have charged that the Court is undemocratic because the justices are appointed, serve for life, and have the power of overriding the will of the majority as exercised through Congress. Do you agree?

2. Did the country benefit by the expansion of federal power and corresponding check upon state power?

3. Did Marshall's decisions advance or decrease freedom?

4. Why is Marshall often called the "Great Chief Justice"?

5. Would Marshall approve of the trends in government today? Would he approve of the Warren Court and recent Supreme Court decisions?

6. There are proposed Constitutional Amendments to limit the authority and power of the Supreme Court. What are they? What would be the consequences if these were adopted?

7. The role of the Court under Marshall was a very active one. What is the role of the Supreme Court today? Should the Court initiate change? Does it do this?

8. Would you say the Constitution determines Supreme Court decisions, or the Supreme Court determines the meaning of the Constitution?

These questions are intended to further student understanding of such basic concepts as federalism, freedom, judicial review, checks and balances, judiciary branch, democracy, and states' rights; to stimulate student thinking in regard to
the meaning and significance of these decisions; and to examine the role of the Supreme Court in our government.

These questions are also intended to relate the decisions of John Marshall and the Supreme Court to the present-day world and its problems. For effective learning, ideas must not be too remote from the world students live in. These ideas must be useful to the students in understanding their world and in coping with its problems. Learning authorities have declared that, for motivation, rapid learning, retention, and transfer, ideas must have some real meaning in the lives of the students and relevance to the society they live in. Bailey has advised teachers that they must associate the seemingly dead past with the living present. Of the previous questions, numbers four, five, six, seven, and eight attempt to relate these decisions and their significance to present-day United States. In general, the student is being asked to consider whether they furnish any clues to present-day problems.

Another device the teacher might use to stimulate reflective and critical thinking is the syllogistic model

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21 Questions 2 and 4.

22 Questions 1, 7, and 8.

23 Cronbach, Lee J., Educational Psychology, pp. 257-258.

suggested by Hempel for use as a means of testing the truth of basic assumptions in history. Based on the triadic form of the Aristotelian syllogism, Hempel's model is composed of a major premise, minor premise, and conclusion. Minor idea IIE-A could be cast in the Hempel syllogistic model in this manner:

Major premise--The decisions of John Marshall and the Supreme Court were a powerful force for nationalism.

Minor Premise--McColloch vs. Maryland was a decision of the Marshall Court.

Conclusion--The McColloch vs. Maryland decision advanced nationalism.

The major premise could be further applied and tested by using other decisions of the Marshall Court as minor premises, and the students would be stimulated to consider whether the conclusions necessarily followed.

Evaluating students' knowledge and application of ideas. Tests may be used for evaluation of student progress, for diagnostic purposes, and, most important, for instructional purposes. Teachers should construct examinations that test for knowledge and application of synoptic ideas—not just for measuring the students' retention of details.26

The first step in preparation for testing is an adequate

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26Bruner, op. cit., p. 31
review of the idea developed. The teacher should provide the student with an opportunity to demonstrate his ability to formulate the idea in his own words and to apply the understanding. For minor idea II-E-4, the teacher could have the student state the significance of the decisions in regard to the advancement of nationalism and to produce the necessary supporting evidence by citing how specific decisions did this.

The second step is to construct and administer a test that measures the student's understanding of the synoptic ideas and his ability to apply them. If the teacher emphasizes ideas in the classroom, but administers tests which require memorization of details, the student will concentrate on the latter with much of what the teacher was trying to do in the classroom being lost. Objective test items should be constructed so that they measure understanding and application of ideas.27 The following is an example of a multiple choice type question which attempts to test the student's knowledge and application of minor idea II-E-4:

Which of the following hypothetical decisions would most likely have been delivered by the John Marshall Supreme Court?

1. A congressional law regulating interstate commerce on the Ohio River is declared unconstitutional.

2. A state law for the purpose of nullifying an act of

27See Appendix D for an example of a final test which places emphasis upon understanding and application of synoptic ideas.
Congress regulating interstate commerce is upheld.

* 3. Action by a state governor setting aside a federal court decision is nullified.

4. A local law levying taxes upon a United States army post is upheld.

Essay type questions are the most valuable for testing knowledge and application of ideas but have the disadvantage of being difficult to evaluate. Essay questions should strive at having students synthesize and explain the significance of the material studied. Such a question relevant to John Marshall's decisions might be:

What was the import of the decisions of John Marshall's Court for the United States of his era and for the United States of today, particularly in regard to the Constitution and nationalism?

Adequate time must be allowed so that the students may thoughtfully answer the question fully. It should be stressed by the teacher that the desired answer is a well-developed presentation of the important ideas as efficiently as possible and without excess verbiage.

The essay question is an excellent means of directing the students' reading toward important ideas contained in the reading assignment and for review of the synoptic ideas. The students may be asked to state in a sentence or two the important idea covered in the reading assignment or the classroom discussion.

The third step in evaluation of students' knowledge and
application of ideas is to analyze test results and diagnose areas that need remedial attention for either the class or individuals. Because of the progressive and cumulative nature of the synoptic ideas, it is important that each be understood thoroughly before proceeding to others. The teacher, therefore, should not hesitate to use adequate time necessary for remedial purposes.

Development of student understanding of the synoptic ideas is the unified goal of the structure of supporting ideas and planned learning activities, with the ultimate goal a student understanding and grasp of the "big picture" of American history. The teacher may further student understanding by (1) fostering use of inductive or deductive methods of thinking, (2) Instructing the students to read for understanding of synoptic ideas, (3) involving the students in reflective and critical thinking about the synoptic ideas, and (4) constructing and administering tests that evaluate the students' understanding and application of the synoptic ideas.

Summary

These basic guidelines for teaching the synoptic ideas were established:

1. Identify the important ideas.
2. Select an appropriate structure of supporting ideas.
3. Make understanding of these important ideas the goal of instruction.

Minor idea II-E-4 was selected and a structure of supporting ideas developed to serve as a model for the development of the daily lesson.

Guidelines for the development of student understanding of synoptic ideas were suggested:

1. Understanding an idea is the goal of the supporting structure and learning activities.

2. Acquiring a total view of the structure of ideas is the ultimate goal.

3. Understanding of ideas may be reached via either inductive or deductive methods.

4. Direct students to read for understanding of ideas.

5. Stimulate reflective and critical thinking as a means to understanding.

6. Construct examinations that evaluate students' knowledge and application of ideas.
CHAPTER VI
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It was the purpose of this study to develop a structure of synoptic ideas for senior high school American history and to provide suggested guidelines for their application in the classroom. It was apparent, from the criticisms of the teaching of high school American history, that improvement was needed to make the course effective as a means of developing good citizenship. The criticisms indicated that a major need was to develop a structure of important ideas, the understanding of which would become the goal of instruction.

Summary

The major problem of this study was: (1) to establish that there was a need for a structure of synoptic ideas in high school American history, (2) to select, develop, and evaluate a structure of synoptic ideas for senior high school American history, and (3) to provide suggested guidelines for the application of synoptic ideas in the classroom.

The review of literature substantiated the belief that there was a need for a structure of synoptic ideas. This need was indicated by criticisms of the course, by recommendations of social studies educators, and by studies of learning.

A structure of synoptic ideas was then developed and evaluated. A card file of ideas was developed by a review of
literature and by a survey of college professors of American history. Using certain criteria as a guide, a tentative structure of synoptic ideas was developed, composed of one course idea, seven unit ideas, 45 major ideas, and 197 supporting ideas. The course, unit, and major ideas were then submitted to a panel composed of college teachers of American history, high school teachers of history, and social studies educators. The panel indicated strong approval of the structure as a guide for senior high school American history, with all but one evaluator rating the structure as excellent or very good. A final structure of synoptic ideas was then developed, composed of one course idea, seven unit ideas, 44 major ideas, and 185 minor ideas.

Based upon the implications of studies of learning, certain basic guidelines for the teaching of synoptic ideas were suggested with emphasis upon making meaningful and relevant ideas the goals of instruction and using procedures and activities as the means to understanding these ideas. A structural model of a daily lesson plan was developed and suggestions made for furthering understanding of ideas through effective reading for ideas, by stimulating reflective and critical thinking, and constructing and using evaluation instruments which test for knowledge and application of ideas.
Conclusions

On the basis of the review of literature, survey of college professors of American history, and the evaluation of the structure of synoptic ideas by the panel, the following conclusions were reached:

1. There is much dissatisfaction with the present teaching of senior high school American history.

2. There is a strong trend towards developing structures of ideas for the social studies.

3. For the best retention, transfer, understanding, and most effective thinking, American history must be organized around important ideas and these ideas be made the object of instruction.

Recommendations

The study made evident the following recommendations for further investigations and projects:

1. There must be continual study and investigation by teachers to determine what are the most significant ideas to be used as the foundation for the structure of the high school American history course.

2. A long term experimental study should be made to determine the effectiveness of this structure of synoptic ideas in developing, retaining, and applying the important understandings of American history.

3. Textbooks, teachers' guides, workbooks, and examinations need to be developed which will aid the teacher in teaching understanding of the important ideas of American history.
APPENDIX
Appendix A

A Statement of the Aim of the Senior High School American History Course
With a List of References
A STATEMENT OF THE AIM OF THE SENIOR HIGH SCHOOL AMERICAN HISTORY COURSE

Aim

The aim of the senior high school American history course is to produce a citizen of a democracy who will seek the greatest good for himself and society and will operate in a rational manner in accordance with the highest values.

This citizen should

1. Know good and be able to achieve good
2. Be able to balance liberty with loyalty
3. Understand today's world and problems
4. Have an appreciation of our American heritage
5. Possess the long view and recognize change
6. Think in a rational manner regarding public problems

And function according to these values

1. The dignity and worth of the individual
2. Equality before the law of all men
3. Freedom of thought and conscience
4. Sovereignty of the people
5. Faith in reason
6. Moderation and cooperation as means
7. Tolerance and brotherhood
8. Government by law

And understand these concepts

1. Freedom
2. Democracy
3. Federalism
4. Industrial Revolution
5. Republic
6. Constitutionalism
7. Change and continuity
8. Loyalty and liberty
9. Statesmanship
10. Active government
11. Passive government
12. Presidential power
13. Legislative power
14. Judicial power
15. Imperialism

And be able to trace the origin of and continue the discussion of these basic dialogues

1. Active and passive government
2. Statesmanship and partisanship
3. Democracy and autocracy
4. Freedom and authority
5. Internationalism and isolationism
6. Law and anarchy
7. Nationalism and sectionalism
8. Moderation and extremism
9. Individual and society
10. Individual enterprise and collective enterprise

LIST OF REFERENCES


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Appendix B

Letter and Sample Structure Sent to College Professors of American History Asking Them to Name Important Topics and Ideas of American History, Directions, Reply Form, and Names of Respondents
Dear Sir:

I am currently a candidate for the Doctor of Education degree at Montana State University. My thesis topic is The Selection, Development, and Application of a Structure of the Major Generalizations of Synoptic Ideas in Senior High School American History. A. N. Whitehead, in his book, The Aims of Education, stressed the importance of teaching few significant ideas and teaching them in depth. Jerome Bruner, in his recent essay, The Process of Education, emphasized the importance of the structure of knowledge in learning. I propose to identify the major topics to be covered in the course, to state them in the form of generalizations, and then to provide a structure of supporting ideas for each of these generalizations. I need help in identifying these major areas and formulating the generalizations; therefore, I am seeking the assistance of historians and educators around the nation. Would you kindly assist me by (1) listing what you consider to be the major topics that should be studied by high school students, and (2) by stating what you think is the major idea or generalization for each of these topics that should be the goal of instruction? The question might be stated in this way: What do you believe are the major lessons to be learned from American history, lessons which will help the student make adjustment to today's world? (See example of suggested generalization and structure enclosed.)

If you are unable to do this now, would you please refer this letter to one of your colleagues? I shall send to each of those who reply a summary of the response to this survey and a copy of the completed structure. Thank you.

Sincerely yours,

Robert W. Meinhard
AMERICAN HISTORY

Major Generalization:
The Industrial Revolution brought about profound changes in all aspects of American life, social, economic, and political, making necessary many adjustments to cope with the new problems that had arisen.

Supporting Concepts:
1. The average American ceased to be self-employed and became a wage earner.
2. Americans ceased to be rural dwellers and moved to the cities.
3. Americans became much more interdependent.
4. All aspects of the American economy tended towards greater centralization.
5. Farming ceased to be a self-sufficient way of life and became a business enterprise.
7. Attempts were made to cope with these problems in two major reform periods known as the Progressive Movement and the New Deal.
8. Many of the old problems, as well as new ones, are with us today, and we are still trying to adjust to the swift changes of the Industrial Revolution.
DIRECTIONS AND REPLY FORM SENT TO COLLEGE PROFESSORS

DIRECTIONS: Ten is only an arbitrary number; you may wish to name more or less than ten topics and main ideas.

1. Topic:
   
   Main Idea:

2. Topic:
   
   Main Idea:

3. Topic:
   
   Main Idea:

4. Topic:
   
   Main Idea:

5. Topic:
   
   Main Idea:
6. Topic:
   Main Idea:

7. Topic:
   Main Idea:

8. Topic:
   Main Idea:

9. Topic:
   Main Idea:

10. Topic:
    Main Idea:
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Francis E. Ballard</td>
<td>Professor of History, Southern Methodist University, Dallas, Texas</td>
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<td>Dr. Tom K. Barton</td>
<td>Assistant Professor of History, Colorado College, Colorado Springs, Colorado</td>
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<td>Dr. Morris G. Baxter</td>
<td>Associate Professor of History, Indiana University, Bloomington, Indiana</td>
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<td>Dr. L. H. Parsons</td>
<td>Department of History, Wayne State University, Detroit, Michigan</td>
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<td>Dr. George Reynolds</td>
<td>Professor of History, Buena Vista College, Storm Lake, Iowa</td>
</tr>
<tr>
<td>Mr. James S. VanNess</td>
<td>Instructor in History and Ed., University of Maryland, College Park, Maryland</td>
</tr>
<tr>
<td>Dr. John Webb</td>
<td>Professor of History and Acting Dean of the College, The University of the South, Sewanee, Tennessee</td>
</tr>
<tr>
<td>Dr. Thomas Wendell</td>
<td>Assistant Professor of History and Education, San Jose State College, San Jose, California</td>
</tr>
</tbody>
</table>
Appendix C

Letter, Directions, and Tentative Structure
Sent to Evaluation Panel and
Names of Respondents
Dear Sir:

I am currently a candidate for the Doctor of Education degree at Montana State University. My thesis is The Selection, Development, and Application of a Structure of Synoptic Ideas in Senior High School American History. A. N. Whitehead, in his book, The Aims of Education, stressed the importance of teaching few important ideas and teaching them in depth. Jerome Bruner, in his recent essay, The Process of Education, emphasized the importance of structure of knowledge in learning. I propose to create a structure of the major ideas and supporting ideas which will be the goal of instruction in the high school American history course.

By a survey of historians, teachers, and the literature, I have created a tentative structure of synoptic ideas. I now wish to validate the top part of this structure by submitting it to a panel of ten historians, ten teachers of high school American history, and ten social studies educators. Would you kindly consent to serving on this panel? If so, would you study the structure enclosed and, following the directions, evaluate each of the synoptic ideas?

If you are unable to do this at the present time, would you please refer this letter to one of your colleagues? Thank you for your cooperation.

Sincerely yours,

R. W. Meinhard
DIRECTIONS FOR THE EVALUATION OF THE STRUCTURE OF IDEAS

The complete structure of synoptic ideas consists of the following:

1. synoptic idea for the course
2. thematic ideas
3. major ideas
4. supporting ideas

The enclosed structure consists of the top part of the structure, as the 197 supporting ideas have been omitted. Will you please do the following:

Evaluate each of the ideas as to its importance in the high school American history course by using a 1-5 numerical rating scale. Encircle the appropriate number to indicate your rating of the idea. The scale is to be interpreted as follows:

5--Excellent, very important in the high school American history course
4--Very good, important and should be included in the high school American history course
3--Good, should usually be included in the high school American history course, but not a must
2--Fair, of doubtful value
1--Poor, should not be included

If you wish, you may make any revisions in the wording of the ideas by rewriting them on the reverse side of the page. If you have any other criticisms, please feel free to express them.
MAIN THEME FOR COURSE: The Evolution of the American Democratic-Republic.

Idea: "We have carried forward a unique experiment in the forging of democracy, in the adjustment of labor and capital, and in the subordination of both to government, and above all, in the spirit of free experiment under conditions of liberty and fair equality of opportunity," Allan Nevins in the introduction to Understanding the Past, Edward N. Saveth, Little Brown and Co., 1954.

I. Theme: The Long Heritage.
American civilization is the product of 7000 years of progress by Western man and has roots that reach back to the early English colonies, England, Europe, and to the ancient world of the Romans, Greeks, and Hebrews.

Major Ideas:
A. American civilization is founded upon the contributions of such basic concepts as the Judaic Christian concept of the dignity and brotherhood of man, the Greek concepts of democracy and faith in reason, and the Roman concept of administrative law.

B. A sleeping Europe is awakened from the Dark Ages by the impact of the Crusades with fundamental changes resulting in the rise of dynamic national states who, by their explorations and discoveries, completely alter the future course of the world's history.

C. It was of great significance that the United States had its beginnings with colonies established by the English, as the English were unique and brought with them and established in America government by law, representative government, fundamental rights for the individual, and other political, social, and economic institutions.

D. The colonial era, which lasted for nearly half of our history, saw many basic American political, economic, and social institutions started as the environment, plus the influence of other peoples, modified the English and European way of life into a new civilization, the American.
II. Theme: The Foundations of the American Democratic-Republic.

During the era of 1763 to 1841, the basic ideals and institutions of the American Democratic-Republic were formulated and established. (1-2-3-4-5)

Major Ideas:
A. The American Revolution, inspired by European movements of republicanism, liberalism, and nationalism, laid the foundations of American democratic ideals and institutions through new state constitutions, reform laws, and the Declaration of Independence. (1-2-3-4-5)

B. The Constitution solved the problem of a union of several sovereign parts by the establishment of a system of dual government, provided a workable framework of government, and wrote into basic law the ideals of the Revolution. (1-2-3-4-5)

C. The Ordinances of 1785 and 1787 established fundamental patterns for the surveys of public lands, the establishment of government in the wilderness areas, and a means of admitting new states on a basis of equality with the old states. (1-2-3-4-5)

D. During the Federalist Era of 1789-1801, the Constitution was put into operation by the erection of the machinery of government, the Constitution and the Federal Government were strengthened, and the American system of two-party politics was started. (1-2-3-4-5)

E. Democracy and nationalism are advanced during the era of the Jeffersonians, with a new emphasis upon the worth of the common man, the purchase of Louisiana, the War of 1812, and the decisions of the Supreme Court. (1-2-3-4-5)

F. The Jacksonian era may be called the formative period of American history, as the basic outlines of many features of the American society took form, such as national political parties, strong executive government, free enterprise, middle class reformism, and the triumph of political democracy. (1-2-3-4-5)

III. Theme: Challenges to the Federal Republic.

The great American experiment in democratic government is endangered by powerful centrifugal forces generated by a controversy over the fate of the black man in our society, strong enough to divide the nation, cause a
great Civil War, and leave a residue of problems still with us today. (1-2-3-4-5)

Major Ideas:
A. Major social and economic differences between the North and South, intensified by dynamic economic changes, result in increased tension between the two sections. (1-2-3-4-5)

B. Manifest Destiny became reality during the 1840's, as the United States pushed its boundaries to the Pacific, but the addition of new territory became a source of increased tension between the North and South. (1-2-3-4-5)

C. Because the American people could not settle the major issues dividing the sections by the orderly and rational processes of government, the nation divided and a great war followed. (1-2-3-4-5)

D. The great and tragic Civil War was fought over fundamental issues dividing the nation and did much to determine the future course of American history. (1-2-3-4-5)

E. The United States faced many problems during the Reconstruction Era, which called for the talents of statesmen; but, instead, the politics of the nation was dominated by spoilsmen and partisans, who, acting on the basis of selfish motives, dragged the nation through one of the most sordid eras of its history, with much of what the Civil War was fought for by the North being lost. (1-2-3-4-5)

IV. Theme: Industrialization Challenges American Democracy.

The Industrial and Technological Revolution brought about swift changes in all aspects of American life and created a multitude of new problems, which threatened the great American experiment in democracy. (1-2-3-4-5)

Major Ideas:
A. The Industrial Revolution began in the late 18th and early 19th centuries in the United States with the development of new forms of power, new machines, and new forms of transportation and communication. (1-2-3-4-5)

B. Following the Civil War, business moved rapidly to consolidation, with the rapid decline of individual free enterprise and the rise of gigantic corporate enterprise. (1-2-3-4-5)
C. As a result of industrialization, the working man found that he was changed from a self-employed craftsman to a wage earner working for a corporate enterprise with the corresponding loss of his independence and security, thus finding it necessary to join together in unions for collective action.

D. As a result of industrialization, farming ceased to be a simple, self-sufficient way of life and became a business enterprise, and the farmer found that he was at the mercy of many forces and factors beyond his control.

E. Swift urbanization, caused by industrialization, created a new environment for Americans with the subsequent spawning of a multitude of problems which are still with us.

F. The politics of the late 19th century came to be increasingly dominated by big business, causing concern over the future of the American democracy.

G. Immigration and industrialization interacted upon each other, and the great flood of immigrants in the late 19th and early 20th centuries contributed much to the building of America as they gave their brawn and brains.

H. The Industrial-Technological Revolution continued unabated in the 20th century and entered a new phase with the mass production of consumer goods, with great effect upon traditional patterns of living.

I. Industrialization brought about swift and revolutionary changes in all aspects of American life, with many traditional American values and concepts being challenged.

V. Theme: The Response to the Challenges of Industrialization.

Because problems stemming from industrialization were increasingly complex and national in scope, Americans were beginning to feel that these problems could not be dealt with satisfactorily by the traditional laissez faire approach but only through action by government on both the state and federal levels.

Major Ideas:
A. The first major response to the problems of
industrialization was the Progressive Movement, which was a large-scale attack upon these problems, as the Progressives tried to make government more democratic, regulate big business, and eliminate the social evils of industrialization and urbanization.

B. Under the Republican administrations of the 1920's, the Federal Government retreated to some extent to the traditional 19th century policies of laissez faire and passive government.

C. The Great Depression of the 1930's confronted the United States with one of the most severe challenges to capitalism and democracy.

D. Franklin Roosevelt responded to the Depression with the New Deal, a moderate reform movement that was essentially conservative, by using the massive power of the Federal Government to attack the social and economic problems confronting the nation.

E. Industrialization and urbanization has led to the Federal Government's playing an increasingly important role in the regulation of the economy, with a corresponding increase in the size of the Federal Government.

VI. Theme: International Challenges to the American Democratic-Republic.
The United States had to abandon traditional policies of isolationism in world affairs and to assume vast responsibilities for the peace and welfare of the world, as the age of free security came to an end and the United States emerged as the world's greatest power.

Major Ideas:
A. Foreign policy during the first century of our history was determined largely by the demands of early nationalism and Manifest Destiny.

B. In the late 19th and early 20th centuries, Manifest Destiny began to find expression overseas, and, as a result of the Spanish-American War, the United States emerged as a first-class power with imperial ambitions and holdings.

C. The United States's historic policy of noninvolvement in the affairs of Europe came to an end with our entry into World War I, but the United States
rejected the vast responsibilities that went with victory.  (1-2-3-4-5)

D. Disillusioned by apparent failure of Wilson's crusade to make the world safe for democracy, the United States retreated into isolation during the 1920's.  (1-2-3-4-5)

E. American democracy faced serious challenges from the Axis Powers during the 1930's, and the U.S. began to realize that it could no longer be an island by itself in the 20th century world.  (1-2-3-4-5)

F. The United States participated in a great concert of nations in a global war which destroyed the Axis Powers and resulted in vast changes, such as the decline of Western colonialism and the creation of new power blocks led by the U.S.S.R. and the United States.  (1-2-3-4-5)

G. Traditional concepts and policies in regard to war and world affairs have had to be re-examined as a result of revolutionary changes in weapons and powerful new political, economic, and social forces that have been generated in the post-war era.  (1-2-3-4-5)

H. The United States assumed great responsibilities for the peace and security of the world in the post-war era and formulated new foreign policies based upon the principles and concepts of international law, mutual security, self-determination, and containment of Communism.  (1-2-3-4-5)

VII. Theme: Challenges to American Democracy at Mid-twentieth Century.
Americans live today in an age of incredibly swift changes at home and abroad and, as a result, face many new challenges to making our democratic ideals at home and throughout the world a reality.  (1-2-3-4-5)

Major Ideas:
A. Responding to the challenges of aggressive Communism, the United States has assumed vast responsibilities for the security of the free world by contributing much of her wealth and manpower to this task.  (1-2-3-4-5)

B. Exploding science and technology has posed many new problems and challenges, particularly in regard to control of atomic weapons and the exploration of space.  (1-2-3-4-5)
C. Continued rapid industrialization and urbanization compound the many problems inherited from the past and raise new ones in regard to business, labor, agriculture, and government. (1-2-3-4-5)

D. The Kennedy-Johnson administrations, employing the concepts of the strong executive and active government, attempt to cope with the challenges of the 1960's. (1-2-3-4-5)

E. The most significant development of the present era is the attempt to make the promise of the Declaration of Independence a reality for all Americans. (1-2-3-4-5)

F. The challenges of the 20th century have led to increased nationalism in economic and political affairs and a relative decline in the influence of state and local authority. (1-2-3-4-5)

G. The problems of the 20th century and the response to these problems by the use of governmental power has renewed the dialogue in regard to the nature of freedom for the individual. (1-2-3-4-5)

H. In the 1960's the United States, a nation unique because of its diversity of races, religions, and national backgrounds, still faces the challenge of making its great democratic ideals a reality in a fast-changing world.
EVALUATION PANEL

Dr. Cyril Allen
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Mankato State College
Mankato, Minnesota

Miss Grace Mauzy
Teacher of American History
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Kalamazoo, Michigan

Mr. Rodney F. Allen
Teacher of American History
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Mr. Melvin Hetland
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Mr. Dean Hoentschlager and
Mr. Russell Ellingson
Teachers of American History
Stillwater High School
Stillwater, Minnesota

John Kimball
Teacher of American History
Patterson High School
Baltimore, Maryland
Appendix D

A Final Test For
Senior High School
American History
1. Which of the following statements would be true about the origin or roots of American civilization?
A. It is primarily American in origin, and few ties with Europe can be discovered.
* B. Its roots go back several thousand years to the ancient Hebrews, Greeks, and Romans.
C. Although it has ties to Europe, no influence can be detected from the Greeks or Romans.
D. Europe and the ancient world have had some influence on our religious heritage but little or no influence upon our political or cultural heritage.

2. That the United States had its beginnings as English colonies is of particular significance because
* A. our basic institutions of law and government were derived from the English.
B. the British established a system of economic and political feudalism that resulted eventually in the American Revolution.
C. the English colonists brought with them the ideas of freedom of worship and separation of church and state.
D. the early English colonists brought with them the institution of free public education.

3. Some of the results of the American Revolution which were significant were
A. the establishment of the right of every man to vote, regardless of race, creed, or national origin.
B. establishment of the right of free speech, press, and assembly.
C. the establishment of a free public school system.
* D. the advance of religious liberty, abolishment of feudal laws, and land reform.

4. The Declaration of Independence is significant because it contains
A. a statement of the basic rights of all citizens, such as freedom of speech, religion, and trial by jury.
* B. the principle that government derives its just powers from the people, and if the government abuses its power the people have the right to abolish the government.
C. the principle that the people should be free of external authority and that government does not rightfully have any power over the people at any time.
D. the basic framework of the American federal system of government.
5. The major reason the new United States decided to frame a new Constitution in 1787 was
   A. that the Articles of Confederation conferred too much power upon the national government.
   B. the dual system of government and the division of powers between the states and national government had resulted in a clash of power between the two and the inability to deal effectively with the major problems confronting the nation.
   C. the states were demanding that the national government be given much wider powers.
   * D. a result of the inability of either the states or national government to deal effectively with such problems as regulation of the currency, interstate commerce, and raising an adequate revenue.

6. The heart of the Constitution is the clause which states that
   * A. the Constitution and all laws made in accordance with it are the supreme law of the land.
   B. nothing in the Constitution is to be interpreted as meaning that federal laws shall be supreme over state laws.
   C. all powers reside in Congress and any powers the states have are those so delegated to them by the Congress.
   D. all power to tax shall reside in the federal government.

7. A major principle of the Constitution is
   * A. separation of powers and checks and balances between the three branches of the federal government.
   B. the guarantee of a free public educational system for all.
   C. that all citizens 21 and over shall have the right to vote.
   D. that the principle executive, legislative, and judicial powers will be concentrated in the Congress of the United States.

8. The Constitution has remained a practical and workable framework of government because
   A. it contains a statement of basic rights all citizens should have.
   B. of the dual system of government with a division of powers between the states and federal governments.
   * C. it is a brief outline of the framework of government and it is adaptable to changing times and conditions.
   D. the system of checks and balances has enabled the federal government to operate effectively and efficiently.
9. The Northwest Ordinance is considered one of the great political documents of American history because it
   A. provided for the right to vote to all male citizens over 21 years of age.
   B. established territorial government for the area made up of the present states of Washington, Oregon, and Idaho.
   C. provided for a method of survey and sale of public lands in the West.
* D. established the principle of the equality of new states with the old and democratic reforms such as public education, religious liberty, and no slavery.

10. A major Constitutional question which arose in regard to Hamilton's plan to establish a national bank was
* A. whether there was to be a strict or loose interpretation of the Constitution.
   B. over the authority of the federal government to regulate the currency.
   C. in regard to the right of the executive branch to establish a national banking institution.
   D. in regard to the right of the federal government to establish national banks in the states.

11. John Marshall is a significant figure in the development of American government because, as Chief Justice of the Supreme Court, he did much to
   A. protect the rights of the states.
   B. advance the political rights of the common man.
* C. strengthen the Supreme Court and the power of the federal government.
   D. advance the concept of a strict interpretation of the Constitution.

12. During the era of 1816 ot 1824, growing national spirit was symbolized by which of the following?
* A. The Monroe Doctrine and the decisions of the Supreme Court
   B. The election of 1824
   C. Admission of Missouri as a state
   D. Mexican War and expansion to the Pacific

13. Which one of the following is not true about the rise of Jacksonian democracy?
   A. Acceptance of majority rule
* B. A decline in the support of the principle of laissez faire
   C. A growth of free enterprise
   D. A development of a strong presidency
14. Symbolic of the clash between the North and South in regard to the nature of the federal government and the Constitution is the
A. Marbury vs. Madison decision.
B. Twelfth Amendment to the Constitution.
C. election of 1832.
* D. the Webster-Hayne debate.

15. The major significance of the Lincoln administration, its policies and laws enacted, was the advancement of the concepts of
* A. strong executive and active government.
B. states rights and passive government.
C. powerful legislative and weak executive government.
D. nationalism and passive government.

16. Which of the following presidents' administrations would be an example of the concept of active government?
A. Buchanan
B. McKinley
* C. T. Roosevelt
D. H. Hoover

17. Which of the following would best symbolize the concept of active government?
A. Dred Scott Decision
* B. New Deal
C. Return to "normalcy"
D. Jackson's veto of the National Bank Bill of 1832.

18. The attack upon the executive branch of the government by the radical Republicans when they impeached Andrew Johnson was a major Constitutional crisis because it threatened to
A. greatly increase the powers of the federal government at the expense of states rights.
* B. establish a precedent of guilt without due process of law.
C. destroy the principle of separation of powers and an independent executive.
D. make the next president one with nearly unlimited powers.

19. An outstanding example of an act of statesmanship during our history was
* A. the vote for the acquittal of Andrew Johnson by seven Republican Senators.
B. the radical Republican plan for the reconstruction of the South following the Civil War.
C. Thaddeus Steven's prosecution of Andrew Johnson during the impeachment trial.
D. the action of Congress in regard to the Credit Mobilier Affair.
20. Symbolic of an act of partisanship in our history would be
A. Cleveland's veto of the soldier's pension bills.
* B. Albert Fall and his role in the Teapot Dome affair.
C. Webster's defense of the Compromise of 1850.
D. Wilson and the Canal Tolls Act.

21. The Federal Government has expanded its role in the af­fairs of American citizens, and we have seen a steady trend towards active government. This has been inevi­table to a large extent because
A. the state governments have asked for more help in solv­ing their problems.
B. of the infiltration of our country by socialistic ideas.
C. the Democratic Party has been in power much of the past thirty years.
* D. the industrial revolution has created many complex na­tional problems which can be dealt with effectively only by the federal government.

22. Our great presidents have all been strong presidents.
Examples of strong presidents would be
A. John Adams, Buchanan, and Lincoln.
B. Jefferson, McKinley, and Taft.
C. Washington, Harding, and Eisenhower.
* D. Lincoln, T. Roosevelt, and Wilson.

23. The Progressive Movement brought about major reforms in government. These might be said to have
A. increased the power of business interests in government.
* B. made government more responsive to the will of the people.
C. established a system of federal government that was more nearly like the parliamentary system.
D. returned many powers to the states that the federal gov­ernment had assumed during the late 19th century.

24. Which of the following is most nearly true about the role of the Supreme Court in our history?
A. It has had little significance because it has very lim­ited power.
B. It has increased its power until it is virtually the government today.
* C. It has played a significant and decisive role at times and has in recent years taken the initiative in certain areas when the legislative and executive branches were stalled.
D. It has generally been a threat to constitutional govern­ment, particularly in recent years with its decisions on representation, civil rights, and prayer in public schools.
25. Which of the following statements is most nearly true about the Industrial Revolution?
   A. It had great effect upon methods of manufacturing and distribution but little or no effect upon agriculture.
   B. It had considerable effect upon the lives of urban people but little or none on those living in rural areas.
   C. It had great effect upon nearly all areas of our society and brought about profound changes in the lives of most people.
   * D. It had some effect upon the development of the Northeast but did not effect the South or Far West.

26. Which of the following statements is false about the Industrial Revolution?
   A. Americans became much more interdependent.
   * B. The need for regulation and control over commerce became much less with the consolidation of business.
   C. All aspects of American life tended towards greater centralization.
   D. Americans ceased to be self-employed and became wage earners working for someone else.

27. The problems arising from the Industrial Revolution created a need for new legislation to resolve these problems. This was done in the
   A. Billion Dollar Congress and the Progressive Movement.
   * C. Harding's back to "Normalcy" and the New Deal.
   D. New Deal and the Progressive Movement.

28. It would be true to say that in regard to the Industrial Revolution today
   A. we are still trying to adjust to the changes of the Industrial Revolution, as many of the old problems are still with us as well as many new ones.
   * B. because of recent reforms, most of the problems of industrialization have been resolved.
   C. we would have few problems if government would let business alone to solve its own problems.
   D. it would be best to let the states and local governments handle the few minor problems that arise from time to time.

29. Which of the following is false about the effects of industrialization?
   A. It greatly influenced the rapid settlement and development of the Far West 1865-1890.
   * B. It greatly increased the opportunities for the average man to engage in individual enterprise and to be his own boss.
C. It had great effect upon the migration of people from Europe as they came seeking the jobs created by industrialization.
D. It had some effect upon our role in world affairs as American business men began looking for economic opportunities in Latin America and other areas of the world.

30. Which of the following is false about industrialization and its effect upon our nation?
A. Big businessmen became much more influential in the affairs of government.
B. The keen competition resulted in the consolidation of business into gigantic organizations doing business on a national scale.
* C. The economic security of people was greatly increased.
D. The Industrial Revolution not only had great economic effects but social and political, too.

31. Which of the following statements is false about the American labor movement?
* A. Industrialization greatly increased the freedom and security of the American laboring man, and there was no need for the formation of unions.
B. The working man found that industrialization created a need to organize in order to protect his interests.
C. The American labor movement was essentially a conservative labor movement.
D. The two great labor unions in American history have been the A. F. of L, a craft union, and the C.I.O., an industrial union.

32. As a result of industrialization, the farmer found that
A. he had much greater freedom because transportation brought him into close contact with other sections of the nation.
B. the opportunities for farming were greatly increased.
* C. more and more he was being changed from a self-sufficient man to one increasingly at the mercy of forces beyond his control.
D. in spite of his problems he found no need to engage in any collective action as did the laboring man.

33. Which of the following statements is most correct in regard to American foreign policy during the period of 1789-1810?
A. The U.S. pursued a policy of alignment with the great powers of Europe in order to protect our vital interests in this hemisphere.
* B. The U.S. followed a policy of non-alignment and neutrality in regard to the affairs of Europe.
C. The U.S. aligned itself with France against Great Britain and became involved in the affairs of Europe.
D. The U.S. aligned itself with Great Britain against Napoleon in order to protect our interests in Louisiana.

34. In regard to U.S. foreign policy and relations during the period from 1800-1860, it would be most nearly correct to say that our foreign relations were mainly concerned with
A. maintaining peace in Europe.
B. keeping ourselves out of the troubled affairs of Latin America following their rebellion from Spain.
C. trying to make the United States the leader of a block of neutral nations in opposition to the British.
* D. U.S. expansion westward and the conflicts of interest that resulted from this expansion.

35. Which of the following is true about the Monroe Doctrine?
A. The U.S. would have the right to intervene in the affairs of Europe.
B. European nations must give up all colonies that they have in the New World.
* C. Europe will not be permitted new colonies nor to interfere in the internal affairs of this hemisphere.
D. The U.S. would be the policemen for this hemisphere, and if nations needed to be punished we would do it.

36. The Spanish American War is significant in American history because
A. it was the first time the United States fought a war outside of this hemisphere.
B. from that time on the United States took a much greater interest in the affairs of Europe.
* C. it marked the end of United States isolation, and we emerged as a world power with many new responsibilities.
D. from then on the United States maintained a strong peacetime army.

37. The foreign policy of the period from 1900 to 1916 could be summed up as a policy of
A. retreat from overseas responsibilities.
B. containment of German imperial ambitions.
* C. the use of United States police power in this hemisphere to protect U.S. economic interests.
D. hemisphere cooperation to maintain peace and to protect the economic interests of all nations.

38. One of the lessons learned from two world wars is that
* A. the United States cannot afford a policy of isolation in world affairs.
B. it is a mistake to become involved in European wars when we are not directly attacked.
C. we have few vital interests at stake in the affairs of Europe.
D. the United States should maintain a strong army during peacetime but that a large navy is not necessary.

39. The foreign policy of the United States during the 1920's-30's might best be described as
A. imperialism.
B. militarism.
C. watchful waiting.
* D. isolationism.

40. Which of the following sets of words and terms best describes United States foreign policy, 1945-1965?
* A. Collective security, economic aid, military aid, and military power
B. Collective security, dollar diplomacy, imperialism, and military power
C. Economic aid, military aid, Roosevelt Corollary, and "parchment peace"
D. "Parchment peace," imperialism, collective security, and military power

41. Which of the following pairs of terms best describe our foreign policy towards Latin America, 1930-1965?
A. Roosevelt Corollary and "Dollar Diplomacy"
B. Platt Amendment and Alliance for Progress
* C. Good Neighbor Policy and Alliance for Progress
D. Roosevelt Corollary and Monroe Doctrine

42. Which of the following sets of words and terms would be the best to describe the role of the United States in world affairs since 1945?
A. Philippine Insurrection, Boxer Rebellion, and Venezuela Affair
B. Korea, Philippine Insurrection, and Mexican Revolution
C. Vera Cruz, Red Revolution, and Berlin
* D. Korea, Cold War, and Berlin

43. The most significant domestic problem of the 1950's and 1960's is
* A. to see to it that every American citizen, regardless of race or creed, has equal opportunities.
B. to secure an adequate number of new jobs so as to reduce the excessive unemployment of recent years.
C. to combat subversive elements within our nation who are dangerously close to being able to seize control of our government.
D. to prevent run-away inflation from wrecking our economic system.

44. In regard to the present civil rights controversy, it might be said that the nation made its biggest mistake in regard to the rights of the Negro under the 14th and 15th Amendments when
* A. the North agreed to the Compromise of 1877 and then proceeded to turn its back upon the Negro and his struggle for equal rights.
B. the Supreme Court handed down its famous Brown vs. Board of Education decision.
C. Eisenhower sent federal troops into Little Rock.
D. the North established the Freedman's Bureau after the Civil War.

45. Which of the following sets of words and terms best describes the North in 1860?
A. Feudal, industrial, agricultural.
* B. Industrial, family farms, dynamic, expanding
C. Agricultural, expanding, aristocratic, and sectionalism
D. One-crop economy, rural, and sectionalism

46. Which of the following sets of words and terms best describes the South in 1860?
A. Feudal, industrial, and aristocratic
B. One-crop economy, democratic, and sectionalism
* C. Sectionalism, one-crop economy, aristocratic, and agrarian
D. Agrarian, democratic, industrial, and sectionalism

47. One of the most dynamic forces in American history during the 1840's was the
A. rise of big business.
B. rapid expansion of railroads to the Pacific.
C. Progressive Reform Movement.
* D. Manifest Destiny.

48. The importance of the frontier in our history was the theme of an essay by Frederick Jackson Turner. He stated that the frontier
A. greatly retarded the growth of manufacturing.
* B. accounted for the development of American democracy.
C. retarded the development of American democracy.
D. was most significant in the development of American industry.

49. Which of the following are unique American contributions to civilization?
A. Trial by jury, Christianity, and law
* B. Free public education and first written constitution
C. Philosophy, law, and language
D. Representative government, trial by jury, and the right to be secure from unreasonable searches and seizures

50. Westward expansion during the 1840's and 1850's had considerable effect upon which of the following?
A. Our relations with France
B. The decline in urban population
C. The development of an extensive cattle kingdom on the Great Plains
* D. The controversy over slavery between the North and South.
Appendix E

Tables
### TABLE 5. LITERATURE CONSULTED IN DEVELOPING THE STRUCTURE OF SYNOPTIC IDEAS

<table>
<thead>
<tr>
<th>Author</th>
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<td>Alden, John R.</td>
<td><em>Rise of the American Republic</em></td>
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<td>Bailey, Thomas A.</td>
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<td>Baldwin, Leland D.</td>
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<td>Billington, Ray Allen</td>
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<td>Blum, Albert A.</td>
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<td>Brown, Richard C.; Helgeson, Arlan C.; and Lobdell, George, Jr.</td>
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<td>Carson, George Barr</td>
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<td>Carter, Harvey L.</td>
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<td>Commager, Henry Steele</td>
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<td>De Conde, Alexander</td>
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LITERATURE CONSULTED
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Drumond, Donald E.; Fraser, Dorothy M.; and Alweis, Frank, Five Centuries in America, American Book Co., New York, 1966, 658 pp.


Vickery, Verna L., *Reading Process and Beginning Reading Instruction*, Bureau of Educational Research, College of Teacher Education, New Mexico State University, University Park, New Mexico, 1962, 74 pp.


