

Teaching American History III
Professor Peter Gibbons
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Title: A Unit - American Political Ideology, Interpretations, and Context Through the Lens of Important Presidential Speeches – Modern 20th Century

Rational, Student Objectives, and Scope:

This unit is being designed to offer to the AP US student an in depth analysis of key issues, events, and formulation of American political ideologies during several moments in Modern US history through the lens of Presidential speeches and the historical context . The critical student will have to be able to explore the issues during specific time periods, be able to analyze the prescribed policies by scrutinizing the content of the speeches, compare and contrast American political ideologies, and evaluate the impacts and the effectiveness of the president as domestic and foreign policy maker.

Rather than follow a strict traditional unit sequence the lessons are designed for students to be used to interact with during our exploration of thematic periods and lessons that we are covering for example on the Progressive era, Liberalism during the Great Depression, American Nationalism (Cold War), and the resurgence of American Conservatism in more recent times. Attention will be given to the rise of prestige and power of the executive branch in modern times, and students will have to draw out comparisons and contrasts, evaluate the effectiveness of the president and their policies, and analyze the historical context against overarching American values.

Lastly, this unit is a part to whole thematic revamping of my AP US course which will eventually incorporate all the dimensions I envision it to be. Underestimating the enormous scope of this task when I began it, I will for this assignment and for my AP class focus on the Progressivism of Presidents Theodore Roosevelt and Woodrow Wilson, on the emergence of the modern presidency, defining of two political ideologies, analyze the contextual tie ins, and exploring the impetus / roots of modern liberalism.

The other focus areas will eventually include Franklin D. Roosevelt's much more progressive New Deal, Dwight D. Eisenhower's continuity of New Dealism and attempt at checking the Cold War , John F. Kennedy's test by Soviet brinkmanship and his progressive domestic idealism, Jimmy Carter's attempt to broker global piece and his more sobering domestic policies, Ronald Reagan's revitalization of neo-conservative values and confrontation with communism, and the more current dilemmas both global and domestic issues during the Obama presidency.

Speech Sequence, and Source Links:

Progressive Era -- Theodore Roosevelt Speeches:

"The Man In The Arena" Speech at the Sorbonne Paris, France April 23, 1910

<http://www.theodore-roosevelt.com/images/research/speeches/maninthearena.pdf>

University of Wisconsin at Madison – April 15, 1911 "Duty And Self Government"

<http://www.theodore-roosevelt.com/images/research/speeches/trdutyandcontrol.pdf>

"Roosevelt's Corollary to the Monroe Doctrine" - Excerpt from the President's Annual Message to Congress December 6, 1904

<http://www.theodore-roosevelt.com/images/research/speeches/trmdcorollary.pdf>

"The Man With the Muck Rake" - April 15, 1906

<http://www.theodore-roosevelt.com/images/research/speeches/trmuckspeech.pdf>

"The New Nationalism Osawatomie" - Kansas August 31, 1910.

<http://www.theodore-roosevelt.com/images/research/speeches/trnationalismspeech.pdf>

"The Strenuous Life" - Address at The Hamilton Club in Chicago, Illinois April 10, 1899

<http://www.theodore-roosevelt.com/images/research/speeches/trstrenlife.pdf>

"The Square Deal" - Address delivered at a banquet in Dallas, Texas April 5, 1905

<http://www.theodore-roosevelt.com/images/research/speeches/trsquaredealspeech.pdf>

"True Americanism" - The Forum Magazine April 1894

<http://www.theodore-roosevelt.com/images/research/speeches/trta.pdf>

Synopsis – Synthesis – and Analysis: TR – The Exuberant Chief Executive and Traditional Progressive.
Teacher’s notes:

As part of our exploration of the Progressive era our attention will turn to Theodore Roosevelt or as Richard Hofstadter coins in his book the *American Political Tradition, The conservative as Progressive*. Students will interact with some of these speeches (see lesson plan below) to explore the ambitious self proclaimed champion of the rugged self made American. TR utilized his own life struggles and adversity for example overcoming his bad childhood asthma to connect with working class Americans. During the Spanish American War he resigned from his office as assistant Navy Secretary to take command of the “Rough Riders” who bravely rode into battle in Cuba many of whom got shot up or came down with illnesses. Nonetheless, these escapades which included hunting trips into the vast American wilderness and to overseas natural wonders were the stuff of imagery that forged the progressive champion of the people. (Hofstadter)

This brute force of a person coincided at a time when American workers, farmers, immigrants, and others most needed a champion. But unlike the radical and threatening Socialist movements associated with the far too liberal Populists of the late nineteenth century with its often bloody strikes and mob riots TR offered to tame and to harness, not to discharge American traditions. In his speeches *The Square Deal, True Americanism, and The Strenuous Life (see above)* TR advocates his beliefs as a Conservative Progressive who believes in fair-play, rugged individualism, and the rising nationalistic prestige that came with American progress in might. America had indeed forged its path to global greatness and it was time that some of that tribute be more equitably shared and that those American heroes be recognized for their contributions. Also, since a few paternal great men of industry like Carnegie and Rockefeller were beginning to establish endowments to lift the middle class TR also felt obliged to expand, if so slightly governments’ image. He chose his American heroes carefully. He identified with strong self made Americans including the soldier, the athlete, and the American

cowboy. He championed America's continental conquest, and global rise which certainly included the millionaire business man (Social Gospel), but he built his political ethos around forging stronger rhetorical bonds at least, championing the cause of rugged individualism and those who might be threatened by a growing out of touch conglomerate, and old guard politicians who he also despised. (Hofstadter, and Kennedy)

True to his word TR did epitomize the proactive leader re-energizing and defining the modern 20th century presidency making it in his words, "the mighty pulpit of the people". One of TR's political champions was fellow republican Abraham Lincoln. TR was determined to leave his own legacy. He was tough on the critical writers of his day labeling them "muckrakers" or men who reveal problems but with little real appeal because he felt they offer little or no solutions. TR's nationalistic policies favored American Imperialism and global prestige included reconciling the peace in the Russo-Japanese War, allocating American resources towards the completion of the Panama Canal, increasing the Navy's budget and sending on a world tour the new American White Fleet. His expansion of the Monroe Doctrine with his Roosevelt Corollary gave extraterritorial (invasion at will) powers to the US who was protecting its business interests in the Caribbean and in Latin American countries. As is the case with most undesired imperialist ventures his "big stick" policies had the effect of evoking ill will from the locals while elevating US prestige in the eyes of European powers. So from this standpoint TR was very much a traditionalist even expanding the federal role to project, to enhance, and to protect American foreign policy interests. (Hofstadter and Kennedy)

On the domestic scene his policies endeared him to the working class and to the rising middle class when he negotiated (by sheer will) the Coal Mine strike in a way that did not dissatisfy the Coal Workers, while at the same time demanding concessions from the reluctant mine owners, His motivation also prevented shortages of coal supplies before winter set in. His "Square Deal" with its 3Cs targeted reforms in the areas of taming of corporations, demanding greater consumer

protections, and placing our vital resources under government conservation. While TR had mixed results when it came to his record of filing antitrust legislation, he deserves higher marks for promoting the passage of the Meat Inspection Act followed by the Food and Drug Act, and his infamous Conservation & Preservation Act which set aside 125 million acres under federal stewardship. Still he should be given credit for being one of the first modern presidents to at least challenge the monopolies and some of their worst abuses at this time along with his determination to safeguard under federal protection our nations resources. It is important to note here that the U.S. was still facing enormous domestic issues including huge inflows of immigrants which overcrowded unsanitary cities, a working class at the perils of huge economic swings which left countless many without aide, food, shelter, medical care, etc during times of recession or depression, horrible work conditions which included child labor and so forth, but it is also noteworthy that TR had been one of the most pro-active presidents since Lincoln. (Hofstadter and Kennedy)

In terms of his political ambitions Roosevelt revealed in 1910 his desire to run for the presidency. Howard Taft having received TR's blessing a few years earlier was not going to commit political suicide to satisfy the ambitions of TR. A rift developed in the Republican party leading to TR splintering off forming his Bull Moose Party promising the American people a even more progressive reform package than before. The split helped divert votes to the Democrats who were offering their own brand of Progressive reforms with their candidate in the Princeton Professor and New Jersey Governor Woodrow Wilson.

The interesting thing to note is that in many ways TR is the prototype of the modern president with his use of the bully pulpit which included his aggressive physical style, his attempt to draw parallels between himself and American heroes, his ultra nationalist actions, his strong executive branch sponsored initiatives, his championing of American Institutions and values. He had radically

shifted to the Executive branch its modern role without radically effecting socio-political traditional institutions or core conservative values but rather through greater incorporation and outreach of its disparate parts. In terms of government's role to act as regulator in terms of food quality for the consumer and natural land preservation of resources he did vastly embolden this federal role and government concept as agent of all the people. Students must remember that at this time laissez faire and Darwinian laws ruled the day. In rhetoric and with a few overdue and very badly needed reforms TR set out to slowly reform or to at least signal that more forceful, even if limited reforms were emanating from the Federal government. His other contribution may be in the area of forging ones political legacy and ascendancy through selected progressive policies which included his use imagery, rhetoric, and some actions resonating with those he purported to be fighting for. (Hofstadter and Kennedy)

Woodrow Wilson's – Progressivism – New Freedom – and Making The World Safe For Democracy

<http://woodrowwilson.org/library-a-archives/wilson-elibrary> Work cited

<http://millercenter.org/president/wilson> Work Cited

"Princeton In the Nations Service" -- A Commemorative Address delivered on October 21, 1896

http://infoshare1.princeton.edu/libraries/firestone/rbsc/mudd/online_ex/wilsonline/indn8nsvc.html

"A letter to the Soldiers"

<http://wwl2.dataformat.com/PDF/D30262.pdf>

"Woodrow Wilson: Address on the Fourteen Points for Peace" – January 8, 1918

<http://wwl2.dataformat.com/Document.aspx?doc=30716>

"Woodrow Wilson: Address to the Senate on Peace Without Victory" -- , 22 Jan. 1917

<http://wwl2.dataformat.com/Document.aspx?doc=30688>

"Woodrow Wilson: Address Supporting Women's Suffrage Amendment" -- , 30 Sept. 1918

<http://wwl2.dataformat.com/Document.aspx?doc=30740>

Synopsis- Synthesis-and Analysis: The Professor President as Progressive and Idealist

Teachers' notes:

The student studying the Progressive era will learn that Woodrow Wilson is the precursor to the modern Democratic Party, or as Hofstadter states in his book, *The Conservative as Liberal*. The late nineteenth and early twentieth century were dominated politically by the Grand Old Party but slowly since the Civil War their power eroded in their traditional strongholds of the Northeast and Midwest as a new brand of proactive leaders were taking up the mantle of progressivism. Also the eroding agricultural sector, troubled small businesses, inadequate housing and sanitation in the cities, and massive immigration coupled with the corrupt political boss machines on the local level were wreaking havoc for the disposed and for a great majority of Americans. These were long neglected and growing issues as Gilded age politicians lined their own pockets in alignment with American Big business.

Governor of New Jersey Woodrow Wilson, Wisconsin Governor Robert La Follette, and later New York Governor Franklin D. Roosevelt are a few who represented this new image and role of the political leader as reformer, caretaker, wise administrator, problem solver, and advocate of the people. Interestingly enough this expanded view of governing also included greater mass appeal through newer & older forms of media combining towards the making of individual legacies and political expedience. The rift in the Republican party led to an opportunity for the democrats and for Wilson to capture the White House, only the second time since the Civil War and the first person to win from one of the seceded states since Zachary Taylor. (Hofstadter and Kennedy)

Born in Virginia Woodrow Wilson was the son of a Presbyterian minister who impressed upon the young man a pious and righteous fervent. Wilson also absorbed during his youth empathy for the invaded, occupied, and war shattered South resulting from its lost quest for Independence. Wilson, like many Southern democrats at this time was no friend of the freedmen but the rift in the GOP, pressing social issues, expanded white enfranchisement, and changes on the local and state level in combating

the worst abuses of the Political Boss system re-vitalized politics and its role in society . Wilson's intellect was extensive and he showed a keen pathos in the area of political science. (Hofstadter, Smith)

Similar to TR he too believed, and in practice more so than any president since perhaps Lincoln used the executive branch to guide, to lead, and to usher in the most extensive progressive agenda onto a reluctant Congress and American nation. Unlike TR Wilson lacked interpersonal skills, could be elitist, and did not have the physical force behind his speeches. Instead, Wilson relied on his intellect, moral suasion, and the power of well crafted "coined" phrases which encapsulated and propelled American ideals like few others before or since Wilson. Also, like TR he was imaginative in his use of bully pulpit. Whereas TR did it with power of speeches, his force of will, and in the decorum of closed doors, Wilson appealed to the masses often riding over the wishes of politicians and even neglecting to inform Congress of his ideas and goals. A example of this is his use of directly delivering his budget requests in person to the congress while in session, a practice not done since Jefferson's time. Indeed he was a little bit of a revitalized modern day Jeffersonian in that he praised in his speeches the common masses but he was more a disciple of Edmund Burke the 18th century English political philosopher who championed the English political system and who hailed the American Revolution but rejected the excesses of the French Revolution. Wilson too vehemently believed in the American Revolution and utilized his stern moral sense and austere intellect to drive necessary reforms through. If TR was the tamer of US capitalism Wilson would be its father confessor. To the chagrin of the establishment (bankers, businessmen, and the wealthy) Wilson epitomized more so than TR a threat to traditional conservative laissez faire practices. (Hofstadter and Kennedy)

It is very much worth student's time to explore the important Wilsonian reforms from this period. His progressive program was called "New Freedom" and he idealistically articulated attacking the Triple wall of Privilege: the tariff, the banks, and the trusts. The Congress bought into it and quickly passed the

Underwood Tariff Bill which substantially reduced rates. Using the force of public opinion he thoroughly crushed lobbyists who pushed back. The 16th Amendment also passed into law supplementing federal revenues with a graduated income tax levied on the upper middle class and the wealthy. It is important to note that the 17th Amendment which is the direct election of Senators, the 18th Amendment the National Prohibition of Alcohol and the 19th Amendment granting Women suffrage were all adopted into the Constitution during the Wilson Presidency. (Kennedy and Smith)

In terms of the antiquated banking system Wilson pushed for badly needed reforms in the areas of creating a integrated network of national banks spreading the reserves to areas that most needed it. His Federal Reserve Act in 1913 removed banking reserves from corrupt control creating 12 branches for the public interest. They could issue Promissory Notes to increase or decrease the supply of money as the economy warranted. In terms of the Trusts, the Clayton Antitrust Act empowered the Sherman Antitrust Act and lengthened the list of objectionable practices which businesses engaged in. On the hook were unlawful competition, false advertising, mislabeling, bribery, and going further it legalized strikes and peaceful picketing. It would take another 20 years or so before FDR's New Deal measures and legislation ensured this right to unions but it was a harbinger of things to come. Other reforms included The Federal Loan Act, The La-Follette Seamen Act, The Workingmen Compensation Act of 1916, a Child labor law, and the Adamson Act which capped the workday to 8 hours were all passed on behalf of the workingman. These measures were scorned by big business but hailed by progressives and aging populists as bold, energetic, and very much needed reforms and regulation measures. In terms of Foreign policy Wilson is credited with defining our modern era's Global Vision. (Kennedy)

These include our continued emphasis and at times preoccupation with "making the world safe for Democracy", self determinism, championing Constitutional government which includes free enterprise, and collective global security. President Wilson despised war having seen first-hand what it did to a

society while growing up in the war torn post Civil War South. Further it did not appeal to his moral convictions. His quest in 1917 as he inched this nation into the Great War raging in Europe was to make it the “war to end all wars’, to make the world safe for democratic principles, and to make nations responsible for regional and global security through a established League of Nations that could be used to redress issues, squelch tensions, and provide multilateral solutions. Wilson did much to encapsulate and to convert onto the global stage our American traditions. He overturned nearly a century of American isolationism, and he defined our role in global affairs. He did not always live up to his anti-Imperialist overtones, sending Marines into Haiti to protect business interests, and infuriating Mexicans by meddling in their Civil war by aiding opponents to Huerta’s regime. Meanwhile immigrants poured into the U.S. settling into areas of the American Southwest. Wilson then had to intervene when the Huerta government was implicated in the arrest of American sailors. Impoverishment, unrest, corruption, and the bandit Poncho Villa continued to give the Mexicans and Wilson headaches when he finally ordered General John J. Pershing to invade. In Europe vengeful allied nations seeking to harshly punish Germany, and angered republicans in the US congress thwarted his 14 Point Plan and undermined his global security vision in his League of Nations. (Kennedy and Smith)

In the end a debilitating stroke allowed his political foes to thwart Wilson’s post war vision, but not before he was able to lay the foundations of America’s liberal domestic agenda and global role. Domestically the Palmer Raids and Wilson’s orders to deploy U.S. troops to aid the Russian whites during the Russian Revolution signaled a distinct hate for communism and sowed the seeds of the Cold War. The nation would emerge from WWI and from its 8 years with Wilson at its helm disillusioned and insecure in its global and domestic role. Conservative leaders and judges reversed some of Wilson’s reforms and returned to the business of business, and splendid isolationism in foreign affairs. But the nation would be soon pulling out the Wilsonian blueprint to address both a domestic economic calamity and a rising international tensions which threatened Constitutional democracies in the decades that lay ahead.

A Unit : Understanding Theodore Roosevelt's' and Woodrow Wilson's Respective brand of Progressivism and How each contributed to the making of the modern American President

Objective: students will be able to understand each of the progressive presidents' policies / stances, and ideologies. Further, students will be able to trace their leadership style and ideologies. Lastly, students will be able to identify their contributions and legacies and be able to compare and contrast between the two leaders.

Duration: 3 + full 80 minute blocks including outside of class homework readings, etc.

Methodology:

Lesson I:

HW: In Preparation for the class students will read Chapters 28 and 29 in their AP Text The American Pageant. Students know to take web notes which includes each student writing in their note book Golden Paragraph hubs and key evidence connected to this hub, a skill and practice they engage when reading text.

CW: Activator – students pair up to read one another's Golden paragraphs. We then engage in a class discussion "Blast Review" of the key people, events, terms, etc.

Share with students a short Power point on Muckrakers and Key issues associated with the turn of the Century America. (This will be uploaded onto my Edmodo for the class or directly opened from the network drive where I store all my work). Here is the code for my Edmodo APUS 2012-2013 class. You can access it from West Bridgewater Public schools link on the internet. On the left you will find the link to Edmodo, then use my class code to join. The code to join is utymj0

HW: Assign students the TR chapter in the Hofstadter book. Also assign 6 pack guided reading Qs to be completed for Home work. (see worksheet below)

Lesson II:

CW: Activator – student review key topics from last class.

Students take out their 6 packs on TR and share information during a class discussion.
Share with students anecdotes etc from my research on TR

Share with students you tube clips of TR

<http://www.youtube.com/v/uhlzdjPGxrs&fs=1&source=uds&autoplay=1>

<http://www.youtube.com/v/flj5k6yzskE&fs=1&source=uds&autoplay=1>

HW: Assign students the Wilson chapter in Hofstadter book. Also assign 9 pack guided reading Qs to be completed for HW.

Lesson III and into lesson IV if necessary:

CW: Activator students review key points from prior class.

Students engage in a pair share activity of their 9 packs and we conduct a discussion sharing their responses. (see Worksheet below)

Show extracts on Wilson:

<http://www.youtube.com/v/RQXBGLrtqx8&fs=1&source=uds&autoplay=1>

Assign pairs 1 speech from each president. Their assignment entails extracting main ideas, identifying the purpose of the speech-the audience – and the message or policy / ideology (if one exists within the speech), and making at least two connections to things they have learned about the person, and any connections to their contribution to the Progressive movement. Lastly, student must answer if they thought the speech contributed or had impact on their legacy and why or why not? For this last sections students must point to cause and effect or outcomes connections making relevance deductions. Students will then share their results and responses with the class.

Assessment /Evaluation:

- Students will be graded on their knowledge / synthesis / and analysis of the readings, and correlations back to the premise of this micro unit. Class participation points, and their write-ups on the 6 pack and 9 pack worksheets will count towards there grade.
- Additionally students for HW will have to write a one to two page reflection comparing and contrasting the two presidents, and how each left his mark on the modern presidency.

6 Pack Critical Reading TR

Read in your Hofstadter book Chapter 9 Theodore Roosevelt *The Conservative as Progressive*. Then interacting with your reading answer the 6 pack questions below. Be prepared to share these during our class discussion.

<p>For what reasons did TR enter politics / governing?</p>	<p>What were TR's views of the rich and or the poor? Explain</p>	<p>What were TR's opinion of the Muckrakers? Why</p>
<p>How did TRs' physical inferiority's shape his personality? What political benefits did this have?</p>	<p>If you were a fly on the wall of TR's ear what would he answer in terms of his beliefs and intellect? Or stated another way what did other intellectuals think about him (at least one)?</p>	<p>In your view what are three major TR accomplishments and how do these resonate with TR's morals and traditional views?</p>

9 Pack critical reading Woodrow Wilson

Read in your Hofstadter book Chapter 10 Woodrow Wilson *The Conservative as Liberal*. Then interacting with your reading answer the 6 pack questions below. Be prepared to share these during our class discussion.

<p>In what ways did Wilson's family upbringing shape the person? In what ways growing up in the South (VA) shape the man?</p>	<p>Analyze the following quote (page 311) " I have a sense of power in dealing with men collectively which I do not feel always in dealing with them singly." How did Wilson see this realization to fulfill his political ambitions?</p>	<p>In one sense Wilson is the inheritor of Jeffersonian democracy –but where do they differ? (see pages 314-315)</p> <p>What does this inform us about Wilson's vision / legacy formulation?</p>
<p>Why was Wilson the frustrated professor? Did this hold him back?</p>	<p>If you could be a fly in Wilson's ear what would you ask him? What do you think would be his response?</p>	<p>What were Wilson's views on progressive governing? For example the "Triple wall of Privilege", his "New Freedom", and his post WWI new world order?</p>
<p>Why was Wilson perceived as a threat by the establishment?</p>		

Works Cited

Hofstadter, Richard. *The American Political Tradition and the Men Who made It*. Vintage Books., New York, 1989.

Kennedy, David M., Lizabeth Cohen, Thomas A. bailey. *The American Pageant 13th ed.* Houghton Mifflin Co., Boston, 2006.

Smith, Carter. *Presidents: Every Question Answered*. Hylas Publishing, new York, 2005.

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<http://woodrowwilson.org/library-a-archives/wilson-elibrary>

<http://millercenter.org/president/wilson>

The scope of a study explains the extent to which the research area will be explored in the work and specifies the parameters within the study will be operating. Basically, this means that you will have to define what the study is going to cover and what it is focusing on. Similarly, you also have to define what the study is not going to cover. This will come under the limitations. Generally, the scope of a research paper is followed by its limitations. As a researcher, you have to be careful when you define your scope or area of focus. Remember that if you broaden the scope too much, you might miss important details.

Scope and Sequence Timeframe Unit Instructional Topics Course Description Web Design students will learn how to create and maintain web pages using the prevailing techniques and software. Students will. More information. Scope and Sequence. Cluster: Course Name: Course Description: Course Requirements: Course Equipment: Scope and Sequence Cluster: Course Name: Course Description: Course Requirements: Course Equipment: Information Technology Digital & Interactive Multimedia (One-Half to One Credit) Through the study of. More information. Web Standards. Instructional Objective Students enrolled in this class will: Corresponding Learning Outcomes Students that successfully complete this course will be able to: 1. Review factoring and rational expressions. a. Write an expression involving radicals using rational exponents and vice versa. b. Apply exponent rules to rational exponents. c. Perform operations with radicals and/or rational exponents. d. Solve equations and applications involving radicals and/or rational exponents. e. Perform operations with complex numbers. 5. Learn to solve quadratic equations and inequalities. critically project scope and objectives, the resources. required and generally think in attempting to select. their project. 4. Value tree for the project selection problem. A Rational Method of Project Selection by Post-Graduate Students 851. On the basis of the above, the derivation of swing. weights is shown in Fig.