



LAND OF LIBERTY

The History of the United States

Take a Closer Look

This document provides in-depth details and features of Land of Liberty: A History of the United States. System and school leaders, as well as classroom teachers, should utilize this information to plan professional learning experiences, prepare for initial curriculum launch, and make ordering decisions.

Curricular Components

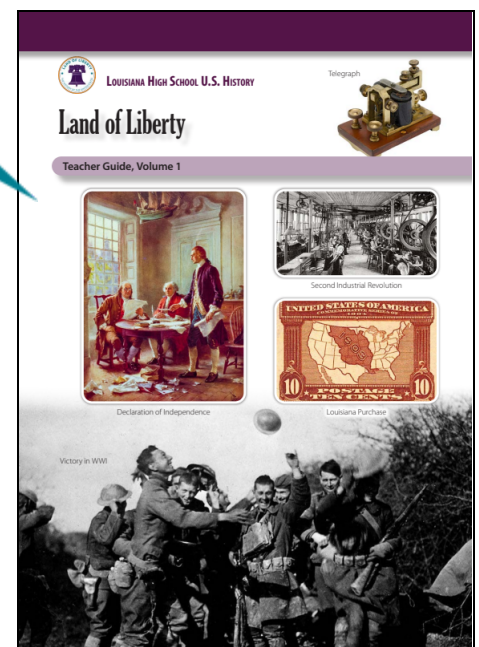
Land of Liberty: The History of the United States comes with the following components:

- **Student Volumes**
- **Teacher Guides**
- **What Teachers Need to Know (Background Content)**
- **Document-Based Question Workbooks (DBQs)**
- **Instructional Slide Decks**

Student Volumes

- **Volume Structure**
 - Volume 1: Units 1-3
 - Unit 1: Founding and Early Development of the Nation
 - Founding and Governing a Nation
 - Western Expansion and the American Experience
 - A Nation Divided and Reconstruction
 - Unit 2: Revolutionary Advancements and Change
 - The Western Frontier
 - Industrialization, Immigration, and Urbanization
 - Reform in the Late 1800s and Early 1900s
 - Unit 3: Expansion and Conflict
 - The Age of Imperialism
 - World War I
 - Volume 2: Units 4-6
 - Unit 4: Between the Fires: Through the World at War
 - Postwar United States and the 1920s
 - The Great Depression

Student
Volume



- World War II
- Unit 5: Tension Abroad and Change at Home
 - The Early Cold War (1945-1960s)
 - Social and Civil Rights Movements
 - The Later Years and End of the Cold War (1960s-1991)
- Unit 6: The Modern Age and the Recent Past
 - Navigating the New World Order: U.S. Influence and Interventions
 - Domestic Affairs: New Challenges and Polarization

● Framing and Supporting Questions

- Framing Questions
 - Focuses the learning
 - Aligns with [LDOE HS U.S. History Framework](#)
- Supporting Questions
 - Supports the Framing Question
 - Placed in Think Twice question boxes throughout the chapters

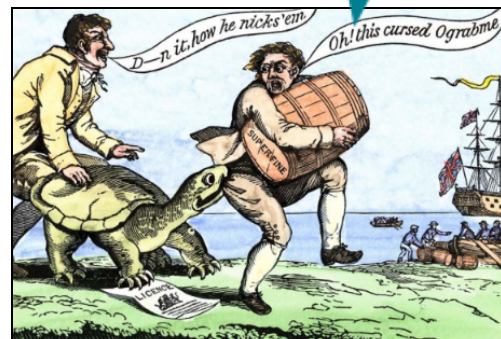
● Chapter Features

- Topic Opener: "Setting the Scene"
 - Establishes context for each chapter
 - Provides historical "human stories"
- Primary Sources
 - Includes textual and visual primary sources
 - Aligns with [LDOE HS U.S. History Framework](#)
- Core Vocabulary
 - Domain-specific vocabulary identified at the point of use
 - Defined in a glossary at the end of each volume

● Visual Supports

- Contextualization of historic content (e.g., Electoral College, political cartoons, wartime maps, and desegregation efforts)
- Types of visuals
 - Maps
 - Charts
 - Graphs
 - Diagrams
 - Political cartoons

Visual
Supports



Primary
Sources

PRIMARY SOURCE: ATOMS FOR PEACE, DWIGHT D. EISENHOWER, 1953

President Dwight Eisenhower's "Atoms for Peace" speech sought to ease global tensions surrounding the development and use of nuclear weapons. It also marked a significant shift in American nuclear policy and set the stage for later efforts to control the spread of nuclear weapons.

... If at one time the United States possessed what might have been called a monopoly of atomic power, that monopoly ceased to exist several years ago. Therefore, although our earlier start has permitted us to accumulate what is today a great quantitative advantage, the atomic realities of today comprehend two facts of even greater significance. First, the knowledge now possessed by several nations will eventually be shared by others, possibly all others.

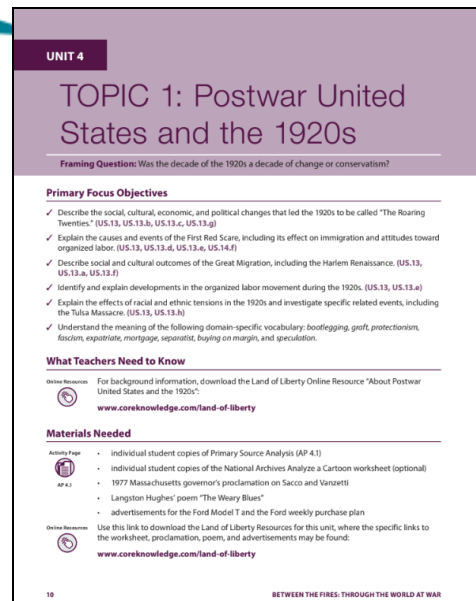
Second, even a vast superiority in numbers of weapons, and a consequent capability of devastating retaliation, is no preventive, of itself, against the fearful material damage and toll of human lives that would be inflicted by surprise aggression.

... It is with the book of history, and not with isolated pages, that the United States will ever wish to be identified. My country wants to be constructive, not destructive. It wants agreements, not wars, among nations. It wants itself to live in freedom and in the confidence

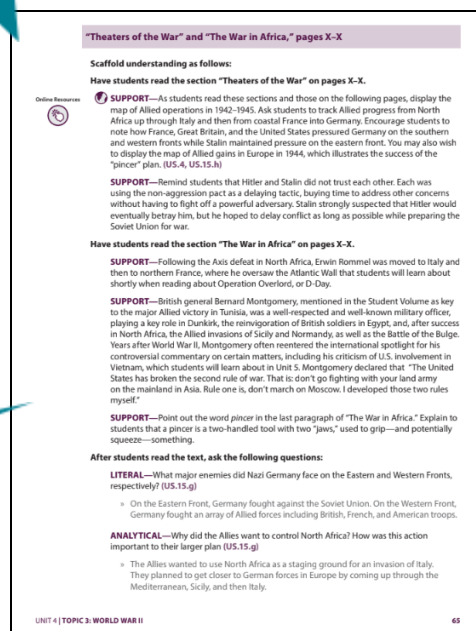
Teacher Guide

- **Volume Structure**
 - Volume 1: Units 1-3
 - Volume 2: Units 4-6
- **Introduction to each volume**
 - Introduces and explains the components of the program
 - Lists [2022 Louisiana Student Standards for HS U.S. History](#)
 - Includes Pacing Guides for each unit
 - Identifies the number of instructional days for each unit and topic (chapter)
 - Includes a detailed breakdown of content integrated with primary source and DBQ activities
 - Contains Volume Table of Contents showing where each unit begins
- **Unit Table of Contents**
 - Identifies the location of chapter and unit teacher resources
 - Assessments
 - Activity Pages
 - Answer Keys
- **Topics (chapters)**
 - Chapter guidance
 - Reading methods
 - Flexibility in student reading (aloud, independently, with partners)
 - Accessing resources
 - Directions for What Teachers Need to Know (WTNK)
 - Introduction to Online Resources (ORGs)
 - Videos
 - Maps
 - Graphs
 - Visuals
 - Content Support
 - Core Vocabulary
 - Point-of-Use Support
 - Content notes for teachers

Teacher Guide



Student Supports



Section Questions

- Activity suggestions to reinforce content understanding
- Reading Questions
 - Section-by-section questions
 - Types of questions
 - Literal Questions (DOK 1)
 - Analyzing Questions (DOK 2)
 - Inferential Questions (DOK 3)
- Teacher Directives
 - Think Twice/Supporting Questions
 - Connections to Framing Questions
- Primary Source Features
 - Integrates Primary Source Features with concepts in the Student Volume
 - Promotes comparative analysis across sources
- Discussion Opportunities
 - Guidance for facilitation of discussion
 - Opportunities for deliberation and debate
- Chapter Review - Check for Understanding
 - Response to the Framing Question
 - Key details for the evaluation of student understanding
 - Option for oral or written response
- Teacher Resources Table of Contents
 - Assessments
 - Activity Pages
 - Answer Keys
- **Unit Assessments**
 - Topic (chapter) Assessments and a Unit Performance Task Assessment modeled on the LEAP assessments
 - Topic (chapter) Assessment structure
 - Majority stimulus-based items
 - Multiple-choice and multiple-select items
 - Performance Task
 - Approximately 4 sources
 - Includes:
 - Primary source texts from Student Volume and/or workbook
 - Maps
 - Timelines
 - Editorial cartoons
 - Primary source images
 - Open-ended question format

Assessments

Assessment: Topic 2—The Great Depression

A. On your own paper, write the letter that provides the best answer.
Use the image to help you answer questions 1 and 2.



1. Which is a reason that U.S. agriculture did not prosper as industry did during the 1920s? Select the **two** correct answers. (US-14.a)

- a) A heavy farm tax was passed by Congress.
- b) Farmers could not grow enough crops to meet demand.
- c) Tariffs increased farmers' costs while lowering their profits.
- d) American consumers began importing wheat and corn from abroad.
- e) Farmers struggled with loan payments after wartime price controls ended.

2. Which New Deal legislation was enacted specifically to help struggling farmers? (US-14.c, US-14.e)

- a) the Glass-Steagall Act
- b) the Federal Farm Loan Act
- c) the Agricultural Adjustment Act
- d) the Agriculture Improvement Act

3. What factors undermined the initial New Deal's attempts to help farmers and provide relief? Select the **two** correct answers. (US-14.c, US-14.e)

- a) Not enough land was available to grow adequate crops.
- b) Farm aid was absent from the areas hardest hit by drought.
- c) Tenant farmers could not benefit as landowning farmers did.
- d) No efforts were made to improve flood control and irrigation.

89 **BETWEEN THE FIRES, THROUGH THE WORLD AT WAR**

- Essay response
- LEAP-aligned rubric for scoring student responses
- **Unit Activity Pages**
 - Reproducible Primary Source Analysis Activity template
 - Activity Pages that align with suggested activities in the Teacher Guide
- **Unit Answer Key**
 - Answers to Chapter Assessments and Activity Pages

Activity Pages

Name _____ Date _____

Activity Page 1.1 Primary Source Analysis Use with Topics 1–3

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

TEACHER RESOURCES 101

What Teachers Need to Know (WTNK)

- **Access**
 - Referenced in the Teacher Guide
 - Located via Online Resources as a PDF
- **Types of information**
 - Content pedagogy WTNKs about teaching with primary sources and implementing class discussions and debates
 - Topic (chapter)-specific WTNKs that provide more detailed context and explanations for Student Volume content

DBQ's

DBQ Workbook (Student and Teacher Editions)

- 1 volume covering all 5 units
- Opportunity to examine sources and answer questions about
 - primary source texts
 - editorial cartoons
 - maps, data, diagrams
- Background for each source and opportunities for students to think across sources
- Implementation support and possible student answers added to the Teacher Guide

Native Account of the Battle of Little Bighorn

Background: In 1874, a flood of miners and prospectors poured onto a Sioux reservation following the discovery of gold in South Dakota's Black Hills. This, compounded by the Sioux's refusal to remain within the confines of the reservation, set the tribe on a collision course with the U.S. army. During the Battle of Little Bighorn, Sioux and Cheyenne forces—led by Chiefs Crazy Horse and Sitting Bull—killed Colonel George A. Custer and all two hundred of his men in under an hour, stunning U.S. leaders and citizens alike. The following source is part of an account of the battle given by a Sioux warrior named Wooden Leg.

I found myself awake, sitting up and listening. My brother too awakened, and we both jumped to our feet. A great commotion was going on among the camps. We heard shooting. We hurried out from the trees so we might see as well as hear. The shooting was somewhere at the upper part of the camp circles. It looked as if all of the Indians there were running away toward the hills to the westward or down toward our end of the village. Women were screaming and men were letting out war cries. Through it all we could hear old men calling:

"Soldiers are here! Young men, go out and fight them!"

...The soldiers were on the level valley ground and were shooting with rifles. Not many bullets were being sent back at them, but thousands of arrows were falling among them. I went on with a throng of Sioux until we got beyond and behind the white men. By this time, though, they had mounted their horses and were hiding themselves in the timber. A band of Indians were with the soldiers. It appeared they were Crows or Shoshones. Most of these Indians had red back up the valley. Some were across east of the river and were riding away over the hills beyond.

Our Indians crowded down toward the timber where were the soldiers. More and more of our people kept coming. Almost all of them were Sioux. There were only a few Cheyennes. Arrows were showered into the timber. Bullets whistled out toward the Sioux and Cheyennes. ...

Suddenly the hidden soldiers came tearing out on horseback from the woods. I was around on that side where they came out. I whirled my horse and lashed it into a dash to escape from them. All others of my companions did the same. But soon we discovered they were not following us. They were running away from us. They were going as fast their tired horses could carry them across an open valley space and toward the river. We stopped, looked a moment, and then we whipped our ponies into swift pursuit. A great throng of Sioux also were coming after them. My distant position put me among the leaders in the chase. The soldier horses moved slowly, as if they were very tired. Ours were lively. We gained rapidly on them. ...

Our war cries and war songs were mingled with my jeering calls, such as:

"You are only boys. You ought not be fighting. We whipped you on the Rosebud. You should have brought more Crows or Shoshones with you to do your fighting."

Source: Wooden Leg, *A Warrior Who Fought Custer*, interpreted by Thomas B. Marquis. Minneapolis: The Midwest Company, 1931. pp. 217–221. <https://www.digitallibrary.org/ark:/61902/3Q066-3999988892-211>

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Unit Instructional Slide Decks

- Access
 - 1 Google slide deck per unit
 - Access via Online Resources (ORGs)
- Contents
 - Framing Questions
 - 1 slide per Student Reader image
 - Brief teacher notes for each image
- Instructional uses
 - Planning
 - Classroom discussion
 - Review

Instructional
Slide Decks

